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

Central Community Unit School District #301 serves an academically, culturally, and socio-economically diverse population. The District and the Board of Education are committed to equal access and treatment for all students, families and employees.

Central's Board policy of nondiscrimination and equity governs decision-making at all levels. Such policies incorporate the following principles: the Board of Education shall not discriminate against children, parents/guardians, employees, applicants, contractors, or individuals participating in board and/or agency-sponsored activities. Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited or denied equal access to educational and extracurricular programs and activities.

Central monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for employees, students, and their families alleging discrimination. These procedures are accessible for use by all school stakeholders. The district also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.

Central monitors the program participation consistently through:

a.      Providing strong MTSS programs to intervene early to close academic gaps and to limit entry into low-level courses.

b.      Providing electives and multiple pathways into given courses; thereby removing tracking or minimal access to higher-level coursework.

c.      Identifying and providing systematic help to students who are deficient in credits to reduce the repetition of coursework and falling behind in graduation date.

d.      Providing strong education for all, giving priority to early learning and closing skill gaps along the way, providing resources to intervention courses and SEL programs.

f.      Establishing goals and concrete targets to monitor equity, particularly to the youth who have low school attainment and dropout.

G.      Accelerating _all_ students in high school based on their meets/exceeds standardized test scores from the College Board suite of assessments (PSAT and SAT).

**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.**

Federal and local funds are aligned to assist in providing equitable and rigorous programming to all students by highly trained teachers, staff, and administration. Additionally, rigorous coursework continues to be developed based on needs assessments and data gleaned from state achievement tests (when available), common summative assessments (developed by local teachers), formative assessments, and research-based progress monitoring tools, along with research-based programs to assist students who are struggling. The District continues to monitor skill gaps between low socioeconomic students, students with disabilities, English learners, race, and gender alongside their peers through a multi-tiered early warning system. It is the goal of the District to implement and monitor the progress of all students to make sure we are meeting their academic, social, attendance, and emotional needs.

Additionally, we work in collaboration and in a partnership with parents to ensure they have a voice in academic needs for their students. Mentoring for new teachers and administration will ensure that highly trained educators are able to promote an equitable and rigorous experience for our youth, while being supported in improving their craft of teaching through the use of instructional coaching. The LEA will work in collaboration with individuals for the Title III grant and IDEA to work in concert with Title I, II, and IV to provide additional supports that align to the district's vision of closing gaps for our struggling youth and promoting a more rigorous curriculum for our advanced learners.

We continue to work to promote best practices and instructional coaching for improved relevant curriculum alignment and training on instructional elements, including improved pedagogy, differentiation to meet the various needs of our students, behavior coaching to meet the needs of changing SEL needs, etc. Dollars will be spent to ensure that we have research-based programs and software to assist teachers and students in meeting the students' needs and in closing skill deficits. Curriculum and assessment work continues to be done through collaboration with teaching staff to make sure we are providing a differentiated approach to teaching and learning so that all students' needs can be met where they are at and strategies can be employed that scaffold each learner's knowledge for more rigorous content.

Dollars will be utilized to assist in the social and emotional learning for all youth, including but not limited to, bullying prevention, character education, training on behavior interventions, social/emotional learning, STOIC principles, etc. Professional development on the topics of equity, belonging, inclusion, and cultural awareness will be provided to all staff. These professional development topics will be designed, in collaboration with students, parents and staff. As part of this collaboration, additional professional development will incorporate voices from our students regarding their experiences and ideas relevant to instructional shifts. A main focus for professional development will be in instructional pedagogy and planning for instruction.

Lastly, continuous improvements in the area of training for high school teachers in the area of dual credit and career technical (CTE) pathways is another main focus for our district. A large focus for CTE is to increase participation in CTE dual credit coursework by working with our post-secondary partner alongside teacher training. A continued focus for our District will be finding ways to incorporate more technical subjects and dual credit for all students. District dollars will be used to strengthen career technical education offerings by improving access, program quality, and transition points between education and workforce systems and programs. Providing choices that promote college and career readiness by implementing additional opportunities for our students to have intership/extership opportunities to broaden their scope of understanding. ~~The District is focused on supporting educational training and programmatic improvements that allow us to provide more college-level experiences and work-based learning opportunities for our youth~~. The District continues to form partnership with Elgin Alingment Collaborative will continue to be invested in as we have seen an increase in students access to business tours, pathway specific panels discussions, and summer job internships.

## Needs assessment

## Provide a Summary of the LEA's Needs Assessment.

The LEA is engaged in a systematic continuous improvement process embedded with data-based decision making focused on best practices and high expectations in teaching and learning. Stakeholders participated in strategic planning and identified District priorities. The LEA did not use an isolated tool but various assessments and resources (i.e., school and/or district report card(s), 5Essentials Survey, student achievement data, current recruitment and retention efforts, strong mentor-protege program and instructional coaching model and effectiveness data via surveys, etc.)  to be a part of identifying our organizational short and long-term goals and strategies. Additionally, the District utilizes principal-parent advisory and advisory board data to assist in making improvements. The LEA utilizes qualitative and quantitative data and accountability metrics set by the District. Through data collection and analysis, LEA determined trends and areas of need, including, but not limited to: LEA policies and practices, student outcomes/performance, student engagement, student opportunities, professional practice, climate and culture, and stakeholder engagement. The scope of the needs assessments also focused on academic proficiency, access and enrollment/participation in courses, access and the level of student participation advance courses, preschool participation, student achievement, college and career, special populations, access and usage of educational supports, chronic absenteeism, technology, safe learning environment, and social-emotional needs. In Spring of 2024 collaboration with communities in the form of town halls and surveys were distributed in an effort to pass a referendum of new school buildings within our district. The referendum failed, therefore, continued collaboration with our community stakeholders will continue.

## **Plan Specifics**

## **Needs Assessment Impact**

Indicate which of the instruments below were used in the LEA needs assessment process.
- School and/or district report card
- 5Essentials Survey
- Student achievement data (disaggregated by student groups)
- Current recruitment and retention efforts and effectiveness data
- Professional development plan(s)
- School Improvement Plan(s)
- ESSA site based expenditure data
- OTHER- 5Labs student attendance, discipline trends, and staff attendance data.

### **Title I, Improving Basic Programs**

The School Improvement Process is part of all seven (7) of our schools. Each school aligns their school improvement alongside that of the district improvement plan. The goals established are utilized within each school and the development of goals are specific to each school's needs. The work done in each building involves various stakeholders working together to develop strategies, analyze data and assess results.  This process is done from strategy implementation, by gathering input and making recommendations for future improvements.The 5Essentials Survey results for all schools are utilized to help discuss and review challenges that we may need to address.  An area of focus surrounds improvement in the area of instructional leadership. Goals within each building are established alongside the district goals to focus on instructional pedagogy that needs to be improved. Modeling and coaching are embedded as part of the school-wide process for improvement; thereby, providing an opportunity for building leadership and coaches to improve in this area.  Student achievement data is used to establish areas of weakness within our district. In the area of recruitment and retention efforts, instructional coaches will work with staff relevant to instructional pedagogy through the "coaching model" for new staff as part of the mentoring process, as well as with struggling teachers from EC-12 grade. Through our progressional development survey, we are designing "professional growth activity plans (PGAPs)" that align to teacher needs, in addition to, developing online professional development classes that teachers can take at home, during their plan time or any other time that is beneficial to them through our "Central University". Through our Title I committee work we have developed specific goals to focus on progress monitoring of struggling youth, IEP students, EL students, etc., to assist in closing student achievement gaps. Additionally, we have purchased Imagine Learning licenses to assist in closing gaps for our language learners and Ellevation software as a means to progress monitor the EL students growth. Frequent data meetings, Title I meetings, and progress monitoring through FastBridge allows us to monitor the success of struggling learners and adjust to their needs throughout the school year.

A special education needs assessment is completed by our staff to assess feedback from administration and staff relevant to the need for additional staff along with specific professional development needs, including but not limited to the use of behavioral coaches and BCBA's. Additionally, we continue to work to promote best practices and instructional coaching for improved relevant curriculum alignment and training on learning targets. Dollars will be spent to ensure that we have research-based programs and software to assist teachers and students in meeting the students' needs and in closing skill deficits.

## Title II, Preparing, Training, and Recruiting

Instructional pedagogy through modeling and support is an area designated on our needs assessment. Providing coaching and modeling to new and early career teachers is essential to help them be more prepared and feel supported; thereby, leading to better retention. Annually we have a mentor protege program where veteran teachers work closely as mentors with new hires throughout the year on a variety of topics including; Curriculum and instruction, learning, districts systems, and planning. Additionally, there is job-embedded professional development incorporated into a teachers daily interactions by multiple content areas and grade levels working together to improve their instruction. The resulting conversations often give rise to collaborative and interdisciplinary learning opportunities; their rubric and scoring sessions help teachers and administrators develop a common vocabulary around instruction; it is designed to support instruction for ALL students, not just students within specialized academic programs (i.e. gifted, college-prep, ELL, remedial); it supports collaborative, collegial and reflective dialogues around instruction. Authentic Intellectual Work (AIW) will continue to be used to assist middle and high school teachers; (AIW) is a framework for ensuring that ALL students have access to intellectually rigorous learning experiences that have value beyond school. It guides teachers to consider why they teach what they teach and how best to engage students; lastly it assumes that teachers bring valuable experiences and expertise to the table; their expertise is an essential component of team meetings. Curriculum and assessment work continues to be done through collaboration with teaching staff to make sure we are providing a differentiated approach to teaching and learning so that all students' needs can be met. Additionally, instructional coaches will provide online professional development to incorporate best practices in learning targets, assessment, and curriculum lesson design. Central University PD is a resource to help improve teacher performance. For new administration within our district mentoring will take place regarding instructional leadership and the use of the feedback process. Professional development on lesson design, literacy and math practices, crucial conversations, special populations, and SB100 will be a few of the topics discussed within the professional development.

## Title III- LIEP

EL/Bilingual Staff Professional Development- Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade. ~~We continue to look for quality bilingual educators within our district but are struggling to find qualified individuals. We will work~~

~~to train within our district to assist in building the pool for our students. This will be done by seeking individuals who are interested in becoming bilingual within the district and finding programs to assist them in reaching their goals.~~ By providing language instruction, professional development for staff, and fostering parental involvement, EL students will receive the appropriate support and instruction to encourage positive academic, emotional, and social performance and achievements outcomes. Through language and instruction, EL students will build their language and literacy skills; through collaborative efforts with EL teachers and professional development, educators will be more involved in the improvement of educational outcomes and supporting the success of our EL students; teachers will promote language learning through the use of learning strategies gained from professional development; and by engaging with our learners' parents, we are offering more opportunities of outreach, partnerships, and involvement in their child's education experience; and therefore, the activities include in this grant proposal will contribute to the success of our EL students.

<span style="color:red">In the 2023-2024 school year the District was able to hire a full time district level administrative assistant specializing in translation. This new role will help foster a liaison for the community as well as ensure mandated translation for the District. Additionally, we have acquired new Lexmark translation services that allow the District to accurately translate documents into any languages that meet our needs. We also continue to refine our communication strategies through the use of our parent communication tool Parent Square capitalizing on its ability to translate communications sent to stakeholders. Arriba la Lectura (Spanish IntoReading) has been acquired and  is utilized to help support specific TBE students within Spanish Language Arts; it directly aligns with our IntoReading program currently used within the general education classrooms for ELA.</span>

**Title IV- Student Support and Academic Enrichment**

Student Support Staff Professional Development - For our social work staff, professional development will be centered in the area of Tier 2 or 3 social work services and will focus on designing intervention groups to target specific social-emotional(SEL)/behavior deficits with activities aligned to the IL SEL standards. <span style="color:red">Currently at one of our middle school buildings SEL committee and Social Workers have developed monthly SEL lessons based on the Satchel Pulse (SEL Screener). These lessons are facilitated by general education teachers. The social workers then presented to interested staff at the PD Palooza event. Ideally moving forward we could have them present this information to all staff at all buildings. We are looking at logistical ways to make this a possibility.</span>  They will also receive ongoing training and monitoring of FBA/BIP development in the buildings to support SEL/behavioral needs of students. Professional development will be provided for special education teachers that utilize a specific intervention/curriculum. Ongoing professional development will occur for co-teaching at the middle school level for both our special education and general education staff. Ongoing professional development for the ALOP program which supports students with academic, social, emotional, behavioral needs at the high school. At all buildings, ongoing training and monitoring of implementation of STOIC at each building level.

At the elementary level, implementation of STEAM is a focus. Through this, professional development will be around providing science anchored, hands-on, problem and inquiry-based learning experiences to build students' scientific and technological literacy skills. Integrated experiences to develop critical and conventional thinking, self-discovery and problem-solving skills; purposeful integration of technology to engage innovative design and assist students in becoming global thinkers (engineering design process); reflective experiences and design efforts to seek ways to improve outcomes and capture student learning.

**IDEA Flow-Through [1]**

The special education needs assessment was completed by building administration and related service personnel. District leadership met with each building's administration and special education staff to address the IEP subgroup. Areas that are being targeted are interventions for students at the Tier 2 and 3 level, as well as a review of the delivery of services. The goal will be to increase IEP student achievement and better serve our students. The grant activity will be used to purchase interventions/curriculum to meet the needs of our IEP students Kindergarten - 12th grade. The other main area is supporting students with social-emotional needs. The grant activity will be used to provide professional development activities related to curricular resource implementation, social-emotional learning, and purchase interventions/curriculum for the social-emotional learning classroom/district. Continue to use the grant to fund related services.

**IDEA- Preschool**

The needs assessment conducted by the district indicated a need for additional/replenishment of curricular supplies.  The needs assessment identified the need for more hands-on materials and interactive activities that allow students to investigate, explore, and question the world around them.  The grant will be used to purchase these materials.  The grant is also utilized for professional development for the early childhood staff.

~~**ESSER III**~~

~~ESSER III allocations were reviewed by stakeholder groups. The District explained the extent to which and how funds will be used to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance; how the district will use the funds it reserves under Section 2001 (e) (1) of the ARP to address the academic impact of lost instructional time; how the district will use its remaining ARP ESSER funds; how the district will ensure interventions it implements will respond to the social, emotional, mental health, and academic needs of all students, particularly those students disproportionality impacted by the COVID-19 pandemic.~~

# Stakeholders

- Student Learning
- Learning Conditions
- Elevating Educators

**District Goals**

2023-2024 the District is undergoing a rework of our vision, mission, and district wide goals. Through a gap analysis we were able to land on three major target areas for the district: Enhancing Educational Operations and Infrastructure, Enhancing Student Performance and Growth, and Fostering a Positive School Culture and Community Engagement. We are still in the process of finalizing goals and developing our strategic plan and we will continue to collaborate with all stakeholders (Staff, Students, Families, Board of Education). Our current goals outlined below are consistent with what we are targeting while we work through goal creation.

Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. KIDS data is monitored to ensure that we have Success by Six. Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

ELA 3X3: Student's goal in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establishes proper interventions and monitoring of goals for each student. FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been employed to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online that are married to the district goals.

5x5 Math: The district goals align with improving Tier I instruction, pedagogy, lesson and unit design, and common assessments. Implementation of the core Math curriculum resource, Math in Focus, and the use of Spring Math, which was purchased to assist in closing gaps within the core, continue to be the focus. FastBridge assessments for mathematics will be utilized as a universal screener and as a progress monitoring tool 3x a year to establish effectiveness of the program. Additionally, common assessments, which will be reviewed for effectiveness through OTUS data analysis will be used to make adjustments to curriculum as instruction continues.

The Illinois Assessment of Readiness (IAR) will be used to monitor cohort data to see if we are seeing consistent growth and gains year-over-year.

Ninth grade on track: The district utilizes the "Freshman on Track" report to establish immediate interventions for students who are at risk for not graduating with their peers, in addition to the students who participated in the middle school Academic Skill Intervention Class (ASIP) at the 6-8 grade level. College and Career class is utilized to monitor and develop relationships with these students by one of our interventionists. Skills such as self-advocacy, homework completion, effective study skills and test taking skills, etc., are worked on. These students' grades are monitored closely and communication between family, student and the teacher are frequently made. Students are strategically placed in an Academic Advisory as a secondary support. These students' progress is monitored via class grades, Edmentum, if necessary, and PSAT data. Additionally, specific support in English, math or writing are provided through specific interventions such as math transition course, in conjunction with Elgin Community College, and ELA transition class, in conjunction with Elgin Community College.

High school ready for college and career: The district begins the high school readiness for college and career in a more targeted way beginning with students in their 6th grade school year. Students with specific score trends are placed into a compressed math for their 6th, 7th and 8th grade school year to prepare them for Algebra Readiness in 8th Grade. Increasing this targeted number of students that are Algebra ready is a district goal. At this time, our goal is to get 50% of our students taking Algebra at the 8th grade year. The high school has begun to instruct some course in blended-online format to prepare students to face the blended approach of college coursework. Skills necessary to be successful in this type of course are worked on throughout the students experience. These courses are instructed, as well as many of our courses at the high school through a learning management system (LMS) Canvas to allow students experience in an LMS prior to entering college. This experience was made possible with our district going 1:1 about 8 years ago. Exposure to similar experiences they will encounter at the college level is key in ensuring students are ready.  The high school currently offers dual credit opportunities for our students at our post-secondary institution.-Courses for our staff to get 18 hours of master's credit is being explored and we hope to use financial support via Title dollars to assist us in getting these teachers trained. This will provide us the opportunity to have many of our students exit the doors of the high school with college level coursework. Increasing the opportunity for more students to have access to AP coursework is another goal the district has established. We continue to make good progress toward this goal. Another element of exposure is for our students to have access to Schoolinks, a system that allows our students to prepare more accurate 5 year plans connected to current academic achievement. As an element of the "career ready" we have been working in a partnership regionally to provide CTE Career Pathway access to our students by forming a partnership with D509 schools (U-46, D300, D303, D301 and Elgin Community College). This pathway work allows us to have more opportunities for our students to have access to different industry certification in areas of interest to them by us utilizing a memorandum of understanding (MOU) for our youth to attend schools for a set dollar amount into other district programs e.g., veterinary science, precision manufacturing, welding, automotive, and educational pathway. Cohort data is monitored for all

students to see how they are progressing year-over-year, along with looking at cohort data relevant to instruction. If we see a need for additional instructional support we have instructional coaches who will target instruction and incorporate assistance in pedagogy, lesson and unit design.

Special Populations/Safe and healthy environment: The district implemented programs ( ie. STAR, ALOP, Early Childhood, ELL) that are focused on best practices for our most challenging learners. Professional development, monitoring, and evaluation of program fidelity are essential for success. Staff training in Crisis Prevention Intervention and PD to encompass continued support relevant to both staff and students' social-emotional health.  As part of a safe initiative, a school resource officer and dean assistants monitor the school. Additional programs that assist with relationship building is a work refusal program.

**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.**

All site-based school improvement plans are aligned to district improvement initiatives.  Consequently, the work done in each building involves various stakeholders (teachers, specialists (reading, special education, EL personnel, psychologists, administration and parents) to develop strategies, analyze data and results for all subgroups and the general building and district-wide and student population, gather input and make recommendations for future academic, SEL, behavioral improvements.  The elementary and middle school buildings have Parent-Teacher Organizations, which meet monthly, and include Principal Reports, in which building administration, and teacher leaders (when appropriate) update parents on initiatives and plans to improve the learning environment of the schools through district-wide Title I committee . The committee established a Parent University to present topics to parents in areas such as, but not limited to special education, transition supports, EL, etc. Additional Parent Universities will be established. Site/SIP teams anticipate meeting at each Title Building to discuss and align initiatives with the district Title I Committee.

**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 populations.\*\*  [2]**

LEA will work with building-wide school improvement plans which incorporate parents to discuss initiative and seek input from parents. Additionally, the district has a curriculum council which consists of parents, teachers, administration and the Board of Education where data and gap analysis are discussed. During these discussions, parent input is used along with other stakeholder input to identify strategies, programs and initiatives that can assist in continuing to close the gap.

Lastly, a Title I committee has been formed to focus directly on data relevant to gaps, parent education and parent communication. Additionally, the district website has begun to build parent resources for our parents to utilize for questions, resources within Kane County and the district's continuum of services, parent university videos and resources (social anxiety and its effect on school, social media awareness, navigating district systems, social-emotional learning ), deaf and hard of hearing resources, mental health resources and school shelf which provides a library of materials for different topics (academic, college planning and preparation, bullying and school safety, life skills, drug and alcohol awareness, mental health and well-being, parent involvement, and special services) by grade.

**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]**

The district's Parental Involvement Policy (8:95) states- In order to assure collaborative relationships between students' families and the District and to enable parents/guardians to become active partners in education, the Superintendent or designee shall:1. Keep parent(s)/guardian(s) thoroughly informed about their child's school and education. 2. Encourage parents/guardians' involvement in their child's school and education. 3. Establish effective two-way communication between parents/guardians and the District. 4. Seek input from parent(s)/guardian(s) on significant school-related issues. 5. Inform parents/guardians on how they can assist their children's learning.

Activities/strategies for effective parent and family engagement the LEA includes, but not limited to: Open houses,  Parent/teacher conferences, BPAC, Rocket Launch, Triple A (academics, athletics and activities), IHSA Night, FAFSA Night, AP Night, Fine Arts Programs, Literacy Nights, Parent University, Focus Groups, PTO events, increased resources added to our parent resource page for professional development for parents and resources. Approaches to effectively reach parents of English Learners is through communication, partnerships, and creating opportunities for parent involvement. One way our District is navigating reaching more parents is through the adoption of a new District-wide technology tool, Parent Square. This will offer stakeholders to reach parents in their preferred language and continue to open-lines of communication. In addition, the district will continue to provide qualified interpreters and telephone interpretation service as needed.  The District will continue to provide resources in languages other than English. The District will continue to build capacity and community partnerships. Creating a welcoming cultural environment, including adding additional bilingual staff in buildings to ensure EL families are valued part of our school community.  EL parents are encouraged to volunteer in the classroom as well as at school events, BPAC

meetings and planned workshops on accessing school resources, supporting social-emotional health, equitable access, and celebrating cultural diversity.

# Preschool Coordination

**District Goals**
<mark>See above</mark>

**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.**

The district currently has an early childhood continuum that has walk-in speech services, blended classes, and instructional level classes.  Our early childhood program services 3 and 4-year-olds. The blended classes are made up of students with special needs and general education peers. The EC program helps ensure the transition to kindergarten is fluid and successful by focusing on pre-academic skills, social skills, emotional regulation, problem-solving, self-care skills, and fine and gross motor.  Speech and Language Pathologists and Social Workers push into the classrooms and instruct lessons each week.  The P4 classes do activities with the kindergarten classes.  The student's progress is monitored using Teaching Strategies GOLD. ~~This alliance establishes the time for partner schools to come together to discuss a multitude of topics.~~ Pre-Covid, 301 was involved with an early childhood/kindergarten alliance. It was developed to bridge the gap between early childhood and kindergarten teachers and is an extension of Elgin College's Alliance for College Readiness, we focus on increasing early childhood success through communication and collaboration. This alliance allows early education facilities within the region and kindergarten teachers to meet and discuss state standards, expectations for kindergarten within the region, and to do site visits of preschool programs that feed into the district. We are actively looking to partner with ECACR moving forward because this alliance has been very beneficial to our students and staff in the past.

# Student Achievement

**District Goals**: <mark>See above</mark>

**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.**

The district continues to work on completing common summative and formative assessments for all content areas K-12 that align to the state standards. These assessments allow us to monitor the standards that students are meeting throughout the year and to monitor success via proficiency within the standards. OTUS, an assessment tool, will help us to monitor this standards-based approach for each individual student and allow us to look at the proficiency of grade-level standards over time.  At a minimum of two times a year at the elementary, middle school, and high school levels, data teams are established to monitor the progress of all students. The buildings utilize all assessments, common unit assessments, Illinois Assessment of Readiness (12-8) and SAT (9-12), to monitor the growth of all students from K-12 grade. Formal processes are put into place for targeted interventions specifically in mathematics and English language arts at the 6-12 grade level through a tiered system of supports and English language arts for K-5. The district is implementing a class wide intervention, Spring Math, to support student needs in mathematics at the elementary level. Instructional coaches will continue to work with teachers K-12 on differentiation strategies, grading practices, learning targets and instructional elements at the elementary level. Student growth measures are monitored within each teachers' evaluation process to monitor growth through a pre-post SLO. Additionally, grade levels at the elementary and content departments at the middle and high school level view the results of common unit assessments along with the growth metrics provided by the state to analyze the growth of students relevant to the Illinois State Standards. Based on their discussions, instructional changes are made. The three-tiered level of support (Tier I, Tier II and Tier III) are used in addition to an added support at the middle/high school level for our non-language speakers, e.g., Inside and Edge (research-based program). We utilize research-based programs to target growth within each of these tiers and progress monitor each individual student to ensure they are making expected growth. If they are not, we discuss additional supports that need to be put in place to provide a personal learning experience and growth method for all students.

**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.**

The district utilizes multiple measures to establish identification criteria for students at risk of failure. This is dependent on grade levels: K-5 - Multiple measures are utilized to monitor the success of students. We currently have a 3x3 goal that monitors all students' growth in reading at the third-grade level by the third grade. The measures utilized to monitor this are: Kindergarten and First Grade - FastBridge EarlyReading to monitor letter sound fluency, letter name fluency, and other early reading skills, such as word segmenting and nonsense word fluency, in addition to key indicators of the KIDS Survey and common unit assessments aligned to the Illinois State Standards; Second grade - Third grade - - FastBridge aReading and CBM are utilized for measurement in addition to the common unit assessments aligned to the Illinois State Standards; Fourth through fifth grade utilize FastBridge aReading and AUTOreading as measurement tools, common unit assessments and Illinois Assessment of Readiness (IAR) scores. Within grade bands, we use the benchmark established within each of these programs to triangulate how a student is performing. Utilizing either national or local norms allows us to establish appropriate criteria of what we consider to be "on target" at each grade level. These targets are used to help determine the students who are at risk and to establish an appropriate intervention plan for each child utilizing reading supports, EL supports, and specific research programs to assist in the pedagogical approach to each student's intervention plan. EL students utilize Imagine Learning as a research program to assist students in meeting their annual benchmarks. Growth is progress monitored consistently. Lastly, a system has been developed to make sure we are placing 6th-grade students into math classes that help to progress toward access to Algebra I by the 8th grade. This is monitored consistently and new cut scores are adjusted based on the success of previous cohorts, as well as assessment results in CoGat for mathematics. 6-12 - Multiple measures are utilized to monitor the success of students. We currently have district-wide goals that align with college and career readiness goals. As part of this we use multiple measures to help us move toward that goal. FastBridge, IAR, PSAT and SAT scores are utilized to establish students who are at risk academically. Currently, we utilize National Geographic Inside/Edge, a researched program for our 6-12 ELL students that have minimal language skills. Inside Edge has also been utilized to support certain special education students as needed. In an effort to improve and target academic behaviors that get in the way of students at risk we have ~~both an After School Intervention Program (ASIP) and~~ targeted task classes which are used to assist students who are struggling in a content area by giving students access to those teachers. Teachers have the ability to request students who are struggling in

<span style="color:red">their classes to be assigned to their task.</span> We have instituted a Math Momentum course that front loads key vocabulary and concepts in mathematics for students who are struggling in grades 6-8.

Lastly, for grades 9-12 we have credit recovery option for students who fall behind via Edmentum. We also offer an Alternative Learning Opportunity Program (ALOP) for students who are struggling either socially, emotionally or academically at the high school level. Progress monitoring via FastBridge is utilized to monitor interventions and growth of students in addition to common unit assessments. Additionally, teams meet on a weekly basis to discuss both academic and behavior intervention success. Normed data is analyzed formally two to three times a year as well. In reference to struggling students with social-emotional issues, we added an MTSS Coordinator of special programs to monitor effective implementation of MTSS. Through 5Labs, an early warning dashboard identifies at-risk students needing additional support using metrics in grades/credits, discipline, attendance, and SEL needs.   Lastly, we will offer targeted support during Academic Advisory for students earning low-average grades in all content areas. Students will be scheduled in and out based on their success in their courses. A work refusal program is in place for those struggling to earn a passing grade in more than three classes.

**Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.  This includes a description of any additional educational assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.\***

We have specific targeted data teams that monitor each student and their progress. Specifically, we utilized Fastbridge at grades K through 12th as a universal screener and progress monitoring tool. This allows us to monitor a student's progress on an annual basis, as well as to monitor their progress over time (year over year). We have common unit assessments (written to the Illinois state standards) that allow us to determine if students are successful compared to their peers on local assessments. These assessments are developed in every content area and within every grade band from K-12th grade. Illinois Assessment of Readiness (IAR), FastBridge, KIDS survey, and PSAT/SAT scores are monitored on an annual basis and records are being tracked for each cohort as well as for each student. Teachers have access to the data via our Student Information System. This data, in addition to other scores, are utilized as we meet in data teams throughout the year to monitor progress and establish additional interventions if needed. Every student's progress is consistently monitored by a team at all levels. In elementary school, the focus is primarily on literacy <span style="color:red">and mathematics</span>. We have reading specialists who intervene with students that are struggling. Additionally, we have a TBE/TPI

program that intervenes and assists students who are ELL. ~~Numeracy at this time is not problematic at the elementary level and therefore the most targeted area is reading.~~ At the middle school level, we have reading specialists that work directly with our Tier 2 and Tier 3 students to help target specific deficits in reading. Additionally, we have other support mechanisms for students who may have academic behaviors (poor homework completion, organization issues, attention issues, etc.); we place these students in a targeted study hall to work specifically on skills to help them be successful. We also offer an after-school intervention program (ASIP) for students to get targeted assistance. These programs are filled by students who have been targeted via data teams. At the high school level, we offer intervention classes in mathematics and English language arts. Additionally, we are able to monitor progress via the common unit assessments which monitor success of the student for the Illinois state standards. We also have a college prep course which works specifically on academic behaviors. Students who are not on track for graduating are put on a specific list and monitored closely by our college and career readiness instructor. He works closely with them on both academics and academic behaviors to develop skills so they can be successful.  Academic Advisory has been implemented as another program to help monitor the success of students. Students are required to monitor their work completion daily alongside their Academic Advisory teacher. This teacher communicates daily with students to ensure they are increasing their work completion, establishing retakes for tests, etc. At the elementary school level, we offer summer school for students who are struggling and behind their peers, in reading/literacy;  and for middle and high school we offer summer school to help students specifically in areas of remediation or failure, and/or to address learning loss due to COVID.   Supplemental instructional programs that address the language and academic needs of ELs with Title III funds may include: Imagine Language and Literacy, a program that focuses on oral language, academic vocabulary, and strategies in reading, writing, listening, and speaking; ~~Imagine Espanol~~ Arriba la Lectura, National Geographic Edge, Inside, Reach, and Great Writing and authentic literature. Instructional materials are research-based and are also reviewed by WIDA Prime.

**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.***

Principals work with teams of teachers within their building to develop student improvement goals that are directly aligned to the district goals. For the elementary the goals they are specifically working on focus on: Success by Six (early childhood through kindergarten success); Full-day kindergarten (focused on literacy and numeracy); 3x3 academic behaviors (making sure all students can read at the 3rd

grade level by the end of 3rd grade) and have the skills to complete homework on-time and persist in rigorous curriculum; and developing a strong culture/climate as measured by the 5Essentials survey. These teams establish specific instructional strategies, programs, and staff development that help to improve student learning. At the middle school, the goals focus on: Algebra Readiness (trying to increase access to all 8th grade students by the 8th grade); Academic behaviors (develop strategies that help students persevere with rigorous content, complete homework on time, organization, etc.,); building a positive culture/climate as measured by the 5Essentials survey; develop teachers in good assessment writing to help with valid and reliable common assessments; and monitor and improve the MTSS and credit recovery programs offered within the middle school. Lastly, the middle school, specifically, the 8th grade students, begin to work within School Links to gain exposure to career inventories and discussions surrounding college-going. Additionally, the 8th grade center holds an annual trades day to allow students to be exposed to the "trades" in the industry, as well as, a college day to begin students understanding of college admissions, college searches based on the students career interest survey, high school course entrance requirements and cost. They also annually tour a local post-secondary institution. The 7th grade classes spend time in a 7th grade career class. At the high school, goals focus on: College and career readiness by integrating knowledge of Naviance when working with the college. A five year plan is implemented in conjunction with the student and guidance counselor to establish a plan for course taking at the high school level. This plan will incorporate the PaCE document that is part of the Postsecondary Workforce Readiness Act. College and career readiness is addressed at the 8-12th grade level via a career day that focuses on information relevant to the topic. The student support team has worked to implement a strong RTI process that helps meet different students at this level. A blended learning approach is offered for at risk students and for credit recovery in conjunction with a teacher who targets each student independently. Work is done with teachers to improve the culture and climate to promote a better learning environment for student learning through the School Improvement team by disaggregating the data from the 5Essentials survey. An SLO mode is utilized to help monitor and promote more specific targeted instruction in areas where students are not gaining as much as was desired through the common unit assessments. Teachers collaborate in data review sessions to see if there are things that can be gleaned from each other to improve instruction or student engagement. Additionally, they will use this data to discuss pathways for students to have additional access to AP courses. Additionally, at the middle and high school level we work on professional development activities that deal with Authentic Intellectual Work to improve student engagement, connection, and teacher pedagogy;alongside work in specified learning targets to ensure students know expected measured outcomes.  In addition to supplemental materials, the District provides summer school for <span style="color:red">elementary</span> ELs <span style="color:red">students</span> in reading. The

instructional programs are implemented in collaboration with the classroom EL teacher, coaches, and training provided by vendors. EL students identified for additional interventions are determined by their academic needs, more specifically a collaboration of teacher and EL recommendations, progress monitoring tools, and performance on local and state assessments. EL student's L1 language, proficiency levels, and educational history are also considered in additional supplemental activities and strategies.

**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.**

Disaggregate data by teacher to determine the highest performing teachers and develop a plan to provide additional instructional pedagogy to the teachers that are not performing and establish a plan to provide the highest performing teachers to the students that are struggling the most. Utilized instructional coaches to assist staff members in professional development for lesson design to the teachers who are struggling to get positive results. Develop teachers in different instructional strategies to facilitate the engagement of students in the academic experience. Disaggregate the data to understand the disparities, if any, that exist between low-income and/or minority youth. Currently, the district does not have any "out-of-field teachers". The plan will monitor if there are ineffective teachers. In reference to inexperienced teachers we will work with our instructional coaches to provide additional mentoring within the classroom relevant to differentiation, instructional strategies, classroom management, etc., in addition to making it a part of our induction program.

**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.**

Our district has been 1:1 with Chromebooks. We instruct students in digital literacy and appropriate websites within our curriculum. We currently have one certified librarian at each elementary school, one certified librarian at each middle school, and one certified librarian and library paraprofessional at the high school levels. These individuals work in collaboration with the building administration and teaching staff to provide different activities throughout the year e.g., reading challenge where each elementary school competes like a NCAA tournament for the best book that ends in whole school assembly, local author presentations, whole group reading, book fairs, etc. The Central Middle and Central High School have renovated the libraries to give them a more "college feel" to promote access and opportunity within the library. This promotes more foot traffic and has represented an increase in the number of books that are being read. Additionally, we offer

digital books for students to read to help promote reading that meet the students preference for reading. We continue to look at ways to increase our library for students who are Title I and ~~ESL~~ ELL in an effort to provide more materials that match their interests and reading level.

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

We have a process in place for Early Entrance to kindergarten and first grade based on local established criteria as mandated by the Accelerated Placement Act. Currently, we differentiate within the classroom. At the high school, curriculum provides for honors and AP coursework, in addition to establishing teachers who are qualified to teach dual credit. The dual credit program will expand as we gain additional teaching staff who are eligible to instruct. At the middle school we allow students who enter 6th grade and meet specific criteria to take the accelerated track for mathematics so that they take Math I as an eighth-grader. Currently, we are working on developing the same process for elementary. We will be looking to do compressed math for our high-achieving 4th and 5th graders. The compressed mathematics allows us to provide a mathematics progression that meets the needs of our more advanced students in elementary through high school. As the students enter 4th grade they will be completing all of 4th grade and half of 5th grade and then in 5th grade, they will be taking the second half of 5th-grade common core mathematics and then will be developing deeper pre-algebraic skills for the second semester in preparation for the advanced 6th-grade curriculum. Additionally, STEAM resources provide sDifferentiation is incorporated within the building to ensure that all students are challenged and that their needs are being met.

# College and Career

**District Goals - <mark>See above</mark>**

**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:**

**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.**

The middle school and high school continue to meet quarterly via our Subject Area Committee for career technical education and core academics to discuss movement toward college and careers. We continue to align programming in the middle school to exploratory/elective courses at the high school. Our middle school offerings are; Agriculture/Energy and the Environment, Computer Science for Innovative Makers, Design and Modeling, Automation and Robotics, and foreign language while mixing in real world career examples. These courses align to several of our current pathways e.g., Agriculture, Computer Science, MobileMaker, etc. This transition ensures that students are getting exploration exposure in middle school that may lead them down a pathway of their choice that will be enriched with focal classes, work-based learning opportunities, team-based challenges, problem-based learning, and a skill set that readies them to enter into the workplace in a career or onto post-secondary education.

Our students start using Schoolinks software in 8th grade to develop a 5 year plan. Schoolinks uses embedded career surveys, interest surveys, and learning styles along with academic data to provide students guidance in creating their 5 year plans. This plan naturally is in alignment with the Postsecondary and Career Expectations known as Illinois PACE. Each student's 5 year plan starts in middle school and sets them up for having a successful plan as they transition into the workforce or continue education opportunities. Continued exploration through a career fair is conducted annually. We currently instruct both Math 1 and foreign language (German and Spanish) at the middle school and provide high school credit which allows for flexibility for students by providing more elective choice at the high school level.  We make sure to establish relationships with 8th grade students and their parents prior to them entering the high school doors by hosting meetings

during their 8th grade year to schedule and discuss career planning and offering parent nights to meet the counselors. 8th grade AAA night allows 8th grade students and guardians the opportunity to tour the school, meet with teachers, meet with counselors, move through a gallery of academic programs, athletics, and activities to ensure involvement when the student transitions to high school.  Every spring all 8th grade students come over to the high school to experience the actual school day. They have peer leaders (current HS students) walk them through all aspects of the school day. Scheduling 8th grade students has become a responsibility for our high school counselors, which provides an opportunity for a fluid transition, relationships and for a plan to be discussed and altered throughout five years of the student's career in our district.

Students transitioning from high school to post-secondary education or careers also experience active counseling and planning. Within the dual credit offered at Elgin Community College, our regional partnerships with Fox Valley Cooperative, we hope to continue dual credit offerings and expand toward four-year university dual credit in the areas where we have qualified educators.

As pathway programming continues to build out, so will the offerings to enable high school students to experience dual credit, team-based challenges, attaining employability skills, engaging in work-based learning hours. We continue to offer programming to students through the Regional 509 CTE programming which began in 2018-19. We have partnered with FVCC to provide more options or access to courses for our students. Central continues to house the Veterinary Technology program at the high school for the region. This will continue to provide all our children with an opportunity to experience more options within a budgetary mechanism handled through the regional EFE. Central reviewed course offerings at the high school level and using data collected from our PaCE framework, will look to offer Principles of Biomedical Science and open the door for students interested in Health Occupations. Graphic communications and engineering will also be added to the options for students. Graphics will connect both with our current Business pathway and Arts, Audio/Video Technology, and Communications pathway. Traditional CADD courses have been revamped establishing the beginning of an engineering pathway that will grow over the coming years. Introduction to Engineering will serve as the first course and next will be Principles of Engineer to align with our Robotics Club. Mobile Maker and the computer science pathway continues to be developed into a four year option complimenting Esports interests of the student population.

We have many businesses and community leaders assisting in the Incubator program and our community Foundation provides funding for students interested in moving to the next level ACCelerator to begin their business venture. Our work with

local employers expands through our pathways with embedded work-based learning experiences, team-based challenge hosting and advisory board involvement. This continued collaborative work also lends to the makeup of the high school college/career fair in the spring for all high school students to experience. Through our partnership with the Elgin Alignment Collaborative, we continue to host events within the region to promote, monitor and strategize ways to open access and provide skills for students to be ready for college and careers. An example would be our offering to senior students the opportunity to explore post-secondary programming and job fairs for employers seeking students ready to enter the workforce. With EAC's help summer job internships opportunities have expanded, more career placement tours have been offered, and a mentorship program for future education pathway students have been developed.

Lastly, in our continued collaboration with Elgin Community College, we share data and work together to disaggregate data to monitor the readiness of our students in the post-secondary coursework they go onto. By continuing to offer dual credit classes in the high school, part-time/full-time at Elgin Community College we are increasing our student access to early college, high school or dual or concurrent enrollment opportunities. Our continued training of our counselors is allowing them to create meaningful presentations for students, align the career counseling to identify student interests and skills that will allow students to move through a five-year plan that allows them a vision and a path toward post-secondary success.

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

**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.**

Our region currently offers CTE pathways for students in the areas of precision manufacturing, welding, automotive, education and veterinary science. Our regional agreement allows students to work in conjunction with D509 districts (U-46, D300, D303, D301, and Elgin Community College) to develop coursework that extends from grades 10 through post-secondary. Internally D301 offers a Business and Video pathway in addition to the regional pathway programs. We are currently offering industry certifications upon completion of the requirements both in the regional and internal pathways where possible. We are also working to offer

work-based learning opportunities for the Health Sciences/Technology and STEAM/Manufacturing pathways. In our region, we have launched the education pathway in 23-24 which will aid in the teacher pipeline back to Illinois. More students are entering the education pathway and we are trying to promote this pathway. In additional pathways, we are establishing coursework alignment through dual credit, pathway development, team-based challenges, work-based learning opportunities, CTSO's (Career/Tech Student Organizations and creation of advisory boards. D301 hosts the Vet Tech Assistant program and continues to invest in equipment and resources to maintain our approved program status to offer certification. This program has graduated seniors onto post-secondary opportunities afforded to them through our district MOU with Fox College. In this cohort, students finished with 100 hours of work-based learning through 35+ regional industry professionals and veterinary businesses in our area, industry certification, team-based challenges both through the pathway and at the post-secondary level. In addition to CTE dual credit, Central and ECC have agreed on dual credit offerings for Eng 101/102 and foreign languages (German/Spanish) courses of study. In partnership with ECC courses in Math and Social Studies have been identified as priority courses to get dual credit. Teachers currently are finishing the required coursework to provide more dual credit options to students. STEM programming at the elementary level continues to roll out and soon will be connected directly with our secondary levels. We continually audit our programming with labor market data, student interest information and data collected from students and family surveys on CTE course offerings, pathways, and curriculum implementation. This data will continue to drive our district to ensure that our students are afforded high-interest and high demand careers that meet both the needs of straight to the workforce and post secondary education plans.

**Professional Development**

**[For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.]**

**Title I- Improving Basic Programs**

(I) District-wide professional development for staff to enhance the teacher's professional learning, and individual and collective capacity to engage all students in meaningful, challenging work. Staff will participate in professional learning on identifying essential standards and will use that knowledge to participate in vertical articulation among grade level/content area/course teachers to identify crucial standards to be threaded into the curriculum.

**Title II- Preparing, training, and Recruiting**
Instructional pedagogy is an area we will continue to provide additional professional development to best prepare and retain effective staff. PD involves teachers from multiple content areas and grade levels working together to improve their instruction. The resulting conversations often give rise to collaborative and interdisciplinary learning opportunities; PD is designed to support instruction for ALL students, not just students within specialized academic programs (i.e. gifted, college-prep, ELL, remedial); PD supports collaborative, collegial and reflective dialogues around instruction. We will be utilizing MTSS training through the CAREI team out of the University of Minnesota to realign our objectives for academic, social-emotional, behavior, and tiered learning. Mentoring program for teachers to provide support in preparation and retention of effective teachers. Professional development for private schools within boundaries include, but are not limited to, diversity training, mentoring for new teachers, classroom management, etc.

**Title III- LIEP**
Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade.

**Title III- ISEP**
Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade.

**Title IV - Student Support and Academic Enrichment**
Student Support Staff Professional Development - Professional development will be centered in the area of Tier 2 or 3 social work services focused on designing intervention groups to target specific social-emotional(SEL)/behavior deficits with activities aligned to the IL SEL standards.  Professional development will be provided for special education teachers that utilize specific intervention/curriculum. Ongoing Professional development for co-teaching at the middle school level. Ongoing professional development for the ALOP program which supports students with academic, social, emotional, behavioral needs at the high school.  Ongoing monitoring of FBA/BIPs development in buildings to support SEL/behavior needs of students.  Ongoing monitoring of implementation of STOIC at each building level.

**IDEA- Flow-Through**
Teachers and staff will participate in the following training: classroom management, social-emotional learning, implementation of academic interventions, Crisis Prevention Intervention, and Functional Behavior Assessment/Behavior Intervention

Plans.  Teachers and staff will have the opportunity to attend conferences in their field of expertise.

**IDEA- Preschool**
The early childhood teachers will be provided professional development for curriculum writing, development, and implementation.  The grant will be used to fund the professional development and materials needed by the staff to participate.

## Safe Learning Environment

***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***
***III. Reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of students as defined below.***
   ***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.***


Central Community School District #301 strives to prevent bullying before it can even take place. At the elementary level this is done through the Character Education program, the Health Curriculum, and ongoing administrative/teacher expectation discussion with all students. Additionally, bullying boxes are placed within the building office for students to self-report incidents they witness so that administration can assist promptly. Central created the school-based 301 Cares electronic tip line in an effort to provide a safe, equitable and non-hostile learning community for all and offer an additional level of safety to our school communities. Crisis and wellness resources are also available. The district adheres to a policy of fair and equitable discipline for all students. CCUSD#301 does not discriminate in regards to gender, race, national origin, color, disability, SES, or age. Central District#301 has a non-discrimination policy, which is adhered to. The district has a bullying plan which has been filed with the State Board of Education and is placed within each of our school's Student/Parent Handbook.

Character Education
The Character Education Program focuses on the character traits of: Responsibility, Respect, Citizenship, Caring, Accepting, Honesty, Perseverance, and Fairness. Several of these traits link back to bullying and the appropriate way to treat other students at school. These traits are covered in all areas ongoing in the school and students are rewarded for showing these traits during the school day. The students are rewarded through awards which are given by the staff. Drawings are done

throughout the school year to further reward positive behavior. The students are educated about bullying while the building promotes positive behaviors.

Health Curriculum
One of the major components to the Health Curriculum is decision making and bully prevention. The students openly discuss problems related to bullying in society and locally in the district. Students are given warning signs of bullying and coping skills on how to handle bullying. They go through bullying scenarios related to self and others. Information on resources available at each building is also given to the students. This information contains who handles bullying in the building and how it is managed. The students also discuss how to report bullying. K-1 will be provided SEL instruction in the classroom by the core teacher.

Administrative/Teacher Discussions
Setting expectations on day one is another very important tool against bullying. During the first day, administration/teachers clearly define bullying and the consequences. They explain the bully reporting system and how bullying incidents are handled.

Interventions for Bullying
Once a bullying incident is reported we target how the bullying is affecting the victim psychologically, physically, socially and academically. We will get the victim's version of the incident and a list of possible witnesses. We will gather information on the type of bullying, (psychological or physical,) number of incidents, time of the incidents, and location of the incidents. Once we gather all of the needed information we will talk to the student who has been displaying the bullying actions. After all the information is collected we will make a determination on the severity of the bullying.

The District annually provides professional development to administrators on SB 100 and discipline of special education students.  Progressive discipline will be utilized and efforts will be made to keep students in the classroom and at school. The District will complete an analysis of each subgroup of students and discipline with the goal to reduce the use of aversive behavioral interventions. Professional development will also be provided to address consequences provide with a reduction of aversive behavioral interventions a goal and professional development will ensure that subgroups are disciplined appropriately.

**Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment,**

***attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act.***

The District will remove barriers so every homeless child shall have equal access to the same free and appropriate public educational opportunities as students who are not homeless.  The District will provide homeless children and youth the services they need to support their enrollment, attendance, and success. The District will immediately enroll homeless students, waive registration fees, provide free lunch and provide school supplies.  Students that are enrolled and become homeless will remain enrolled, fees will be waived, and will receive free lunch and receive school supplies.  The District will transport homeless students to their school of origin. Services provided may be in the form of: social work services, special education services, 504 accommodations, interventions through the District's MTSS process.

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 1111(d)

**\*\*NO SCHOOLS IDENTIFIED UNDER THIS PART**

Currently, we do not have schools that fall into the category of comprehensive or targeted. However, we are consistently looking at our gap analysis and determining strategies on how to close the gaps by working with key personnel, e.g., EL teachers, special education teachers, social workers, etc. Additionally, discussing and helping staff members understand student differences is important. Likewise, we are continuing to work on awareness of the implementation of the social-emotional standards. The district will assist with the growing social-emotional issues within our district and nation.

4. **Describe, in general, the target 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 1114 and 1115

Targeted assistance program consists of summer school programs at the elementary schools (K-5) focused on literacy and summer school programs at the middle and high school for credit recovery to keep failing students on track for graduation. Additionally, at the elementary level other researched programs are utilized to intervene with reading difficulties: Into Reading, 95% Group, Michael Heggerty, and Reading Mastery. All of these programs are used to differentiate for student needs so that we can intervene and close skill gaps. The goal of all the reading programs utilized is to close gaps and have a breadth of options to meet each student where they are at.  Middle School utilizes Achieve 3000, and Read 180. As interventions programs for reading comprehension and fluency. These are the primary focuses of these programs. High school utilizes National Geographic Edge as a means to close reading deficits at the high school level.  Mathematics interventionists have been added to work within the established curriculum to close skill deficits for targeted students. Edmentum, an online program, is used at both the middle and high school level to help close specific skill deficits and to help students recover credit that they lost. This program helps to keep students on target for graduating on time. Summer school is also offered to target students who

are academically behind or who have failed their coursework in middle and high school. This time is targeted to close the gaps noted throughout the school year, and learning loss due to COVID.  Additionally, a continued district goal is to offer a well-rounded education to our students. This encompasses continued support relevant to students' social-emotional health. Social work services are targeted for students who are struggling in social-emotional learning areas (anxiety, school refusal, poor work completion, self-regulation and truancy).

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

We included the steps followed when developing a response to intervention plan for each student within the district. Built in within this process is the parents participation and other school personnel.

MTSS Process (Steps):
1. Team/department discusses concerns/needs of students that are not being successful in the classroom.
2. Team/department implement classroom interventions - discussion surrounds specific strategies/programs to try within the regular education classroom (no pull out) - and contact parents to discuss concerns and intervention to be used.
3. If the student continues to have difficulties, then the team/department submits referral in Skyward - this provides documentation for all pertinent parties so that monitoring of success can be tracked and for longitudinal record keeping on the students performance - parent contact continues.
4. Teachers fill out a referral as a department or team (team leader or department chair) - This tracks progress and incorporates all essential personnel in the problem-solving team for the student.

Guiding questions asked during the problem solving process:
What is the area of concern?
What data do you have to support this concern? This provides the problem-solving team with factual data regarding student's struggles, not just a "gut feeling".
What interventions have you tried in the classroom? This provides the problem-solving team with data that can be used as they determine next steps for success of the student.
List parent contact/meeting dates. - Important as we want parents involved from the beginning of a student struggling. Parent contact/meetings are mandatory.

Other Information.

*Once this referral is submitted, an automated email will be sent to principals and other designated staff that will input interventions into Skyward*
Meet with PST team (staff only - parents may be invited) - This will be the initial meeting once there is an academic or social/emotional concern. It may be a problem-solving team meeting prior to having the parent present. This allows the teacher(s) to establish if the concern is something that will require interventions outside of the classroom.

Start an intervention (Elementary: School Psychologists, Interventionists, Resource staff, Social Workers, Middle School: Assistant Principals, High School: RTI Coordinator, Psych, or Counselor) - these are the individuals that are responsible for monitoring the data collection and input into the student information system for tracking of success.

The list below designates interventions that may be necessary and key areas that have been noted as areas within the district for intervention and for student success relevant to skill deficit. This helps us to determine what programs may be most appropriate.
Academic Behavior: note taking, organization, work completion, other
Attendance: Truant, other
Math: algebraic thinking, geometry, measurement and data, number sense, stats and probability, other
Other: other
Reading: comprehension, decoding, fluency, other
Writing: fluency, organization, style/convention, spelling convention, other
Speech Language: articulation, language, processing, other
Social/Emotional: anger, anxiety, coping, depression, social skills, other
Credit Recovery: Credit Recovery

This is the final step in the problem-solving team. Once interventions have been tried and time has been given for the intervention to take place discussion surrounds the next steps for the student. This is after progress monitoring has occurred.

Monitor interventions
Re-evaluating intervention with PST team
Continue intervention because it is working
Modify interventions
End/Change interventions
Move to more formal (PST, 504, IEP)

As you can see, parents, school leaders and teams of support personnel are included in this process. Within team problem-solving meetings all stakeholders address strategies, skills and interventions that are working and plans on how to "tweak" what is not working or plans on modifications that are needed. A District Multi-Tiered System of Support Process Guide is in development to inform stakeholders about MTSS components and specific practices within the district, in addition to highlighting District priorities.

## IDEA Specific Requirements

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.**

The comprehensive needs assessment was used for planning of special education programming and service delivery. In reviewing our data from last year, there was a need to support our students with academic learning needs at the elementary level. We are looking at targeted interventions at the elementary level to meet the needs of our students. Professional development will be provided for staff based on identified areas for growth in meeting student needs. Additionally we have added additional social workers for the 2023-2024 school year.

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

Purchase interventions to be used at the elementary level.

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

**Foster Care Transportation**

**BID- School Stability**

1. **Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. INclude the positions of all district personnel involved.**

The process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care includes a review of the student's progress, needs, and data related to the student. If a student appears to be functioning well in the school of origin that will be taken into consideration, as well as if the student were to change schools what may be the impact on the student and his/her level of stability.  All efforts will be made to ensure the stability of the student and full consideration if remaining in the school of origin is in his/her best interest.  The staff that will be involved in this process will be: Assistant Superintendent, Director of Student Services, Director of Transportation, Principal, and Student Services Team. Best interest determinations must be based on all factors including appropriateness of the current education setting, proximity to the school in which the child is enrolled at the time of placement. All factors part of the best interest decisions include safety, the child's age and placement of siblings, special needs, time in the school year, distance, and the effect of the community on the child's well-being and education.

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

As part of the process in determining whether remaining in a child's school of origin is in his or her best interest, the student's Individualized Education Plan or 504 Plan will be reviewed.  This will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability.  The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

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

For students who are EL and have limited English in addition to their parents, the district would hire a translator to assist in the communication of the transportation plan to ensure they have clear understanding.  Language will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability.  The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

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

The district will act as a mediator if there is a dispute among parties about the BID, but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

**Foster Care Transportation Plan**

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.**

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed in foster care or changes residence while in foster care, the school will be notified by the caseworker for this student. If the child moves to a new residence and is not in the same school zone the district will notify the casework to make sure all parties are invited to make "Best Interest Determination (BID)". During this meeting, the caseworker, foster care parent, and other essential members of the team will share information on the appropriateness of the current educational setting. The caseworker will take into account this information and the distance from potential placements to the child's current school in the decision-making process. The district's transportation director will identify potential ways that the child could be transported, these options could include, but are not limited to the following options: Safety, Duration, Time of placement change, Type of transportation available, Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity.  This information is provided to the foster care parent. If the decision is that the student will remain in the current school, the foster care parent will notify the school transportation director, who then assists the caseworker in arranging transportation to and from school. The following options will be discussed and considered when

developing a transportation procedure for the student: A pre-existing transportation route, A new transportation route, Route-to-route hand-offs, district-to-district boundary hand-offs, Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or o Homeless students (McKinney-Vento Act). Alternative options will be taken into account if bussing is not available e.g., taxis carpooling, public transportation, etc. Lastly, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. The following funding options will be considered when developing the Transportation Procedures and plan for a foster care student: Title I of ESEA of 1965 as Amended by ESSA, IDEA funds, if the student has an Individual Education Program (IEP) that includes provisions for specialized transportation, state special education transportation funds, if the student has an IEP, and local funds.

3. **Describe how all funding options selected above** *[pre-existing transportation route, new transportation route, route to route handoffs, district to district boundary hand offs, other services for which student is eligible (such as IDEA transportation options), options presented by DCFS worker, Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.]* **will be considered and coordinated when developing the transportation plan.**

The district will work in conjunction with the Title I Coordinator to determine appropriate funding to establish what is best for the student. The following fund options will also be considered when developing the Transportation Procedures and plan for a foster care student: Title I of the ESEA of 1965 as Amended by the ESSA (except that funds reserved for comparable services for homeless and youth), IDEA funds, State-specific education transportation funds, if the student has an IEP, and Local funds.

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.**

The district will act as a mediator if there is a dispute among parties about the transportation plan, but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being

resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

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.**

It is recognized that the school of origin (SOO) is responsible for the transportation while all disputes are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

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.**

Through administrative and secretarial training, district employees will be made aware of Board Policy 4:110 which addresses that we must provide transportation to foster children. Additionally, the district will post the transportation plan for foster children on their district website.