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Applicant: PALOS HEIGHTS SD 128**County:** Cook
[Consolidated District Plan](#) ▼
Application: 2025-2026 Consolidated District Plan - 00**Cycle:** Original Application
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Project Number: 26-CDP-00-07-016-1280-02

Overview

PROGRAM: Consolidated District Plan

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

BOARD GOALS:

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

FY 2026 Title I, Part A - Improving Basic Programs**Included** Title I, Part A - School Improvement Part 1003**Programs:** Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION: [Every Student Succeeds Act \(ESSA\)](#)[Individuals with Disabilities Education Act](#)[Rehabilitation Act](#)[Strengthening Career and Technical Education for the 21st Century Act](#)[Workforce Innovation and Opportunity Act](#)[Head Start Act](#)[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)
[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)
[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any FY 2026 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION: The District Plan is submitted for the school year 2025-2026 and must be updated annually thereafter.

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

INSTRUCTIONS: [Instructions in PDF format](#)

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

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Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*

Brownlow

First Name*

Merryl

Middle Initial

Phone*

708 597 9040

Extension

Email*

mbrownlow@palos128.org

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

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

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

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

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

((count) of 2500 maximum characters used)Palos Heights School District 128 ensures equal access and participation to all students regardless of race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability. PHSD 128 will enforce federal and state laws and regulations designed to ensure equitable access and participation. PHSD will issue all required notices and investigate all complaints. All teachers are observed formally and informally multiple times during the year to ensure all of the students are receiving a high quality education. All teachers in District 128 have an overall rating of proficient or higher in the Danielson evaluation system. PHSD 128 will be proactive in monitoring compliance with this requirement. The district engages in ongoing diversity, equity and inclusion training for all staff.

3. Bilingual Program Director Assurance

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

70

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

4. District Migrant Education Program Liaison

Last Name

Willner

First Name

Desiree

Middle Initial

Phone

708 388 7260

Extension

Email

dwillner@palos128.org

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C - Education of Migratory Children.

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

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Needs Assessment and Programs**Instructions****1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [1]**

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

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

[[count] of 7500 maximum characters used)

PHSD 128 is committed to using federal and local resources to ensure all students make adequate progress in the core curriculum. District 128 will provide a high quality education considering the whole child, diverse learners, and prepare all learners for college and career readiness. Title I funds will be used to pay the salary of a full time reading specialist and interventionist to close the achievement gap in grade level reading. Funding may also be used to support a stipend for administrative duties of the EL Program for a teacher with EL Certification and an administrative endorsement outside of the instructional day. It may also be allocated for two stipends to coordinate behavioral management programming to a qualified certified staff member and for PBIS program oversight by a staff member with an administrative endorsement. Any excess funds will be allocated to resources targeted to address instructional gaps for English Learners or those struggling in core content instruction. It may also be used for professional development related to Illinois Learning Standards. Title II funds will be used for professional development in alignment of curriculum standards and instructional strategies in the core content areas, training in SEL, trauma informed practices and culturally responsive teaching for all staff. Title IV funds will be used to support the implementation of social and emotional learning standards, trauma informed practices, promoting health and wellness for students, culturally responsive teaching and technology integration to promote data informed instruction to identify root causes of learning gaps for low achieving students.

Response from the approved prior year Consolidated District Plan.

PHSD 128 is committed to using federal and local resources to ensure all students make adequate progress in the core curriculum. District 128 will provide a high quality education considering the whole child, diverse learners, and prepare all learners for college and career readiness. Title I funds will be used to pay the salary of a full time reading specialist and interventionist to close the achievement gap in grade level reading. Funding may also be used to support a stipend for administrative duties of the EL Program for a teacher with EL Certification and an administrative endorsement outside of the instructional day. It may also be allocated for two stipends to coordinate behavioral management programming to a qualified certified staff member and for PBIS program oversight by a staff member with an administrative endorsement. Any excess funds will be allocated to resources targeted to address instructional gaps for English Learners or those struggling in mathematics and/or literacy. Title II funds will be used for professional development in alignment of curriculum standards and instructional strategies in the core content areas, training in SEL and mental health for all staff. Title IV funds will be used to support the implementation of social and emotional learning standards, trauma informed practices, promoting health and wellness for students, culturally responsive teaching and expansion of STEM programming.

3. Will the LEA braid funding?* Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

☐ Yes ☒ No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

☐ Yes ☒ No

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

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

([count] of 7500 maximum characters used)

The MTSS team (including the EL program director) completes a needs assessment each trimester using MAP data, Fountas and Pinnell data, Foundations and Aimsweb progress monitoring data. Students who are performing below grade level standards by two Fountas and Pinnell intervals and below the 17% in MAP receive intervention support. The social work team and psychologist also monitor the social emotional well being of students through classroom based data. The learning gaps in core grade level standards and social emotional gaps also inform the need for professional development in core areas and the use of the Title II funds for the district and the non public schools. The 5 Essentials Survey is also reviewed to identify professional development in the area of social and emotional learning and climate and culture. The MTSS data suggests that there is a need for stronger disaggregation of assessment data and the use of a data management tool/analytics to identify root causes for learning gaps may be funded by Title IV. Project based learning opportunities in STEM and fine arts is expanding to promote career readiness and culturally responsive opportunities for students. Title IV funds may be used to support expanded STEM programming as new project based curriculum development occurs. Analysis of PBIS and SEL qualitative data identifies a need for additional programming and professional development in these areas. Title II and Title IV funds may be utilized to support these needs. Continued implementation of new priority standards and curriculum alignment may require additional professional development in core content areas supported by Title II and/or Title I funds as appropriate.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

Needs Assessment Impact

[Instructions](#)

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

- A.

☒

School and/or district report card(s)
- B.

☒

Five Essentials Survey
- C.

☒

Student achievement data (disaggregated by student groups)
- D.

☐

Current recruitment and retention efforts and effectiveness data
- E.

☒

Professional development plan(s)
- F.

☒

School improvement plan(s)
- G.

☐

ESSA site based expenditure data
- H.

☐

ED School Climate Survey (EDSCLS)
- I.

☐

CDC School Health Index
- J.

☐

National School Climate Center
- K.

☐

ASCD School Improvement Tool
- L.

☐

Illinois Quality Framework and Supporting Rubric
- M.

☐

Other

List and describe other instruments and/or processes that were used in the needs assessment.

MTSS data triangulates the use of district based assessment tools that have national norms including but may not be limited to NWEA Measures of Academic Progress, Aimsweb, Fountas and Pinell, Fundations, Harcourt Houghton Mifflin curriculum based assessments, Bridges in Mathematics curriculum based assessments, Carnegie Learning Mathematics Curriculum Based assessments. The district report card is utilized to determine achievement gaps for subgroups.

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

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

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

The goal of the Title I reading program is to close the achievement gap for students reading below grade level standards. At the end of each trimester the MTSS team analyzes reading achievement data and progress using MAP data, Fountas and Pinnell data, Fundations data. The team in collaboration with the classroom teachers make recommendations for students who need reading interventions from the Title I teacher. The EL/Bilingual team monitors WIDA screening data, ACCESS testing results and MTSS data to determine programming levels for all students qualifying for EL TPI services.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

The professional development will be aligned to Illinois Learning Standards and Professional Learning Standards for Preschool - Grade 8 staff. The professional development will focus on identified areas of need across core content areas and social emotional learning standards. It may also address state mandated trainings relevant to mental health and trauma informed practices.

G. Title III - LIEP

H. Title III - ISEP

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

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

Continued professional development in culturally responsive teaching, trauma informed practices and social emotional learning standards continue to be identified areas for support. Triangulation and analysis of data to identify root causes of underachievement has been identified as a gap. The purchase and implementation of a data analysis integration program Integrating academic, social, emotional, and health data points into one visualization to provide an extensive, holistic view of individual students needs. Aggregating data from district specific assessments, LMS, and SIS, supplies educators with a comprehensive overview of student needs. Optimizing student data across multiple education technology platforms, leveraging those siloed data points into actionable instructional insights allowing educators and administrators to immediately identify students who may need additional support. If additional funds are available, they. may be allocated to continue to expand STEM programming for project based learning.

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

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

The needs identified for IDEA Flow Through include refining implementation of specially designed instruction and flexible grouping in co-taught, resource and self-contained environments. Additional needs identified include training on improving implementation of behavior interventions and strategies for educating students with autism and students with emotional disabilities.

L. IDEA, Part B - Preschool

The needs identified for IDEA Preschool include improvement of the delivery of specially designed instruction in blended early learning environments and strategies and supports for students with autism, multi-disabilities and emotional disabilities.

Legislative Requirement:

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

Save Page

*Required field, applicable for all funding sources selected

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

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

ISBE Goals:

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

District Goal(s):

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

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

- A. ☒ Teachers (1,7,8)
- B. ☒ Principals (1,7,8)
- C. ☒ Other school leaders (1,8)
- D. ☒ Paraprofessionals (1)
- E. ☒ Specialized instructional support personnel (1,2,3,4,8)
- F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)
- G. ☒ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. ☐ Parent liaisons
- I. ☒ Title I director (1)
- J. ☒ Title II director (1)
- K. ☒ Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☐ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☒ Homeless Liaison
- T. ☒ Other - specify
- U. ☐ Additional Other - specify

Program Footnotes:

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

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

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

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

[[count] of 7500 maximum characters used)

Review of needs took place at district and building level leadership meetings. A representative stakeholder group met on _____. An informational presentation was presented to the stakeholders and discussion and collaboration was included in the meeting. Anyone unable to attend was consulted individually so that all stakeholders could contribute to the plan. The following people participated for Palos Heights District 128 Grant Plan: Parents, Director of Student Services, Superintendent; Director of Innovation, Classroom Teachers, Paraprofessional, Special Education Teacher, Principal, Title I Program Administrator (Reading Specialist), District Curriculum Specialists, Student Services Representative, English Learner Teacher.

Response from the prior year Consolidated District Plan.

The stakeholders met on April 11, 2024. An informational presentation was presented to the stakeholders and discussion and collaboration was included in the meeting. Anyone unable to attend was consulted individually so that all stakeholders could contribute to the plan.

The following people participated for Palos Heights District 128 Grant Plan:

Parents, Director of Student Services, Superintendent; Director of Innovation, Classroom Teachers, Paraprofessional, Special Education Teacher, Principal, Title I Program Administrator (Reading Specialist), District Curriculum Specialists, Student Services Representative, English Learner Teacher.

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

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

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[[count] of 7500 maximum characters used)

Parents representing all subgroups were invited to be members of the stakeholder committee. ESSA information and the grant plan were presented to the parents. Parents made the following recommendations:
Continue to host a literacy and math nights for parents to partner and support students at home. The EL program continues to grow and supports need to be maintained at the appropriate level to service these students.

Response from the prior year Consolidated District Plan.

Parents representing all subgroups were invited to be members of the stakeholder committee. ESSA information and the grant plan were presented to the parents. Parents made the following recommendations:
Continue to host a literacy and math nights for parents to partner and support students at home. The EL program needs increased support as the population has grown. Stronger efforts to engage families will be funded through Title I support.

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

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

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

[[count] of 7500 maximum characters used)

All families are invited to two informational sessions during the school year specifically targeted to Tier I instruction in ELA and Math. The sessions also provide information regarding MTSS process for students who need extra support. Special events such as music performances, monthly preschool family events, Open House activities, and parent faculty events provide a high level of engagement in the school programs. EL Parent Sessions will be offered to create a network of support and provide parents with strategies to support their students at home. Parents will receive all school communication in their native languages as requested.

Response from the prior year Consolidated District Plan.

All families are invited to two informational sessions during the school year specifically targeted to Tier I instruction in ELA and Math. The sessions also provide information regarding MTSS process for students who need extra support. Special events such as music performances, monthly preschool family events, Week of the young child activities, and parent faculty events provide a high level of engagement in the school programs. EL Parent Sessions will be offered to create a network of support and provide parents with strategies to support their students at home. Parents will receive all school communication in their native languages as requested.

Title I Requirement:

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

[ESFA section 1112\(a\)\(1\)\(A\)](#)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Consolidated District Plan

SESSION
TIMEOUT 59:56[Close Printer Friendly Page](#)

Private School Participation

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

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

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

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ N/A[Nonpublic School Consultation Form](#)[Nonpublic School Participation List Form](#)[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Alexander School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="262"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="262"/>	<input type="button" value="Choose File"/> No fil...osen Delete File: <input type="checkbox"/> 20250324100433.pdf
Trusting Hearts Preschool and Kindergarte	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="48"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="48"/>	<input type="button" value="Choose File"/> No fil...osen

Comments:

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Applicant: PALOS HEIGHTS SD 128
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-1280-02

County: Cook

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

Instructions

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

ISBE Goals:

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

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

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

District Goal(s):

☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
The goal of PHSD 128 is that every child will make significant academic gains in literacy and math skills. Funds will be allocated to address students whose reading and math skills are below expected levels. Additionally, District 128 will continue to support diverse learners through the use of IDEA funds and within our ELL program. Preschool students are supported through the Preschool for All grant using a criterion rating scale for placement. The district creates blended classrooms where our young children with special needs are educated with their typical peers.

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

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

If the district does not offer early childhood education programs, enter
No Preschool Programs

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

[(count) of 7500 maximum characters used]

Early Childhood special education services are provided upon a child's third birthday within the District's blended preschool program to the maximum extent possible. When students need intensive special education instruction or related services to make adequate progress those services may be provided in a special education environment as directed by their education plan. The play based philosophy of the Preschool For All Program in District 128 is that all children learn through active exploration and interaction within their home, school and community environment. We believe that all young children should have access to a developmentally appropriate learning environment where each individual's development is actively supported and facilitated. Finally, we believe that play is a child's work. Based on these beliefs, District 128 has built a preschool program to serve the needs of all young children in our community. The district has been awarded the Preschool For All grant and will run a tuition free program. Students will be placed according to a criterion based rating scale. Classroom teachers are certified in early childhood education with special education and English language learner credentials. Related services are provided within the classroom environment as often as possible. We also provide a special education resource teacher in the event that an early childhood teacher is lacking that endorsement.

Response from the approved prior year Consolidated District Plan.

Early Childhood special education services are provided upon a child's third birthday within the District's blended preschool program to the maximum extent possible. When students need intensive special education instruction or related services to make adequate progress those services may be provided in a special education environment as directed by their education plan. The philosophy of the Neighborhood Preschool Program in District 128 is that all children learn through active exploration and interaction within their home, school and community environment. We believe that all young children should have access to a developmentally appropriate learning environment where each individual's development is actively supported and facilitated. Finally, we believe that play is a child's work. Based on these beliefs, District 128 has built a preschool program to serve the needs of all young children in our community. The district has been awarded the Preschool For All grant and will run a tuition free program. Students will be placed according to a criterion based rating scale. Classroom teachers are certified in early childhood education with special education and English language learner credentials. Related services are provided within the classroom environment as often as possible. We also provide a special education resource teacher in the event that an early childhood teacher is lacking that endorsement.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

Instructions

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

ISBE Goals:

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

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

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

District Goal(s):

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

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

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

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

[[count] of 7500 maximum characters used]

District 128 continued to support professional development in our core literacy programming in response to new program implementation that allows for stronger differentiation to address gaps in student learning, particularly for underperforming sub groups. We now have a strong balance between foundational skill programming and the remaining ELA literacy standards programming with full implementation at K-8. We realized growth in IAR scores in 2024 and expect the same in 2025. Literacy and math instruction are provided daily in 60-90 minute blocks, both whole group, small group, and centers are part of the daily instruction. Science and Social Studies are taught, integrating ELA and Math standards where relevant K-8. All K-5 students receive instruction in music, art, and STEM each week. SEL lessons are provided in morning meeting and advisory weekly. All of the instructional programs support English language learners, advanced and struggling learners. The teachers will continuously have opportunities to attend professional development for instructional improvement.

The district will monitor student progress with the following assessments: Curriculum Based Benchmark assessments in core content areas, Fountas and Pinnell literacy benchmark assessments, Aims Web for ELA and Math and NWEA MAP in reading and math.

Response from the prior year Consolidated District Plan.

District 128 continued to support professional development in our core foundational skills program, Foundations in response to identified gaps in student learning, particularly for second and third grade students with residual learning gaps from disrupted kindergarten experiences. There is a strong balanced literacy program in place to address the remaining literacy standards in literature, informational text, writing, speaking, listening and language in Grades K-8. We are planning to implement a new core literacy program that integrates Foundations and provides more opportunities to meet the diverse needs of the learners we service. Literacy and math instruction are provided daily in 60-90 minute blocks, both whole group, small group, and centers are part of the daily instruction. Science and Social Studies are taught, integrating ELA and Math standards where relevant K-8. All K-5 students receive instruction in music, art, and STEM each week. SEL lessons are provided in morning meeting and advisory weekly. All of the instructional programs support English language learners, advanced and struggling learners. The teachers will continuously have opportunities to attend professional development for instructional improvement.

The district will monitor student progress with the following assessments: Fountas and Pinnell literacy benchmark assessments, Aims Web and NWEA MAP.

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

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

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

[[count] of 7500 maximum characters used]

District 128 monitors student progress using the MTSS process. Students are identified by the grade level teacher and the challenges and strengths are discussed at the grade level. If the challenges are beyond the scope of the grade level curriculum, support staff including speech, occupational therapist, social worker and psychologist are invited to discuss tiered level support for the individual students. Our district psychologist advises the MTSS team through the process. The teachers monitor student progress in literacy Fountas and Pinnell running records and Aims web data and for math they utilize Aims Web data and curriculum based measures. The team meets each month to review progress. When students do not make adequate progress, the intervention is adjusted or time and intensity is increased. Student attendance is monitored on a regular basis. The district also offers a preschool screening three times each year. The DIAL-4 is the tool used by the early childhood team. The screening schedule is published in the local newspaper and posted in all of the district buildings. The EL teacher progress monitors students for adequate progress using the MTSS measures. If students are not making adequate progress, program service minutes and supports are adjusted. IEP goals are also progress monitored each trimester to adequate progress. If the student is not making expected progress, IEP meetings are held to review and adjust the plans.

Response from the prior year Consolidated District Plan.

District 128 monitors student progress using the MTSS process. Students are identified by the grade level teacher and the challenges and strengths are discussed at the grade level. If the challenges are beyond the scope of the grade level curriculum, support staff including speech, occupational therapist, social worker and psychologist are invited to discuss tiered level support for the individual students. Our district psychologist advises the MTSS team through the process. The teachers monitor student progress in literacy Fountas and Pinnell running records and Aims web data and for math they utilize Aims Web data and curriculum based measures. The team meets each month to review progress. When students do not make adequate progress, the intervention is adjusted or time and intensity is increased. Student attendance is monitored on a regular basis. The district also offers a preschool screening three times each year. The DIAL-4 is the tool used by the early childhood team. The screening schedule is published in the local newspaper and posted in all of the district buildings. The EL teacher progress monitors students for adequate progress using the MTSS measures. If students are not making adequate progress, program service minutes and supports are adjusted. IEP goals are also progress monitored each trimester to adequate progress. If the student is not making expected progress, IEP meetings are held to review and adjust the plans.

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

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

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

[[count] of 7500 maximum characters used]

District 128 has a designated daily intervention time for literacy and mathematics. The intervention teachers monitor student progress every 4-6 weeks. English Learners are provided with support services designated by ACCESS performance levels or screening levels, if new to the district. Non-native English speakers are provided with translation supports and services to access curricular content and for communication purposes. Culturally relevant materials are provided to support instruction. Newcomers are also provided with resources in their native languages when and where possible. New supplies, programs and materials were purchased in FY25 to address immediate instructional translation needs for those EL students needing to access instruction in their native language in the general education setting.

Response from the prior year Consolidated District Plan.

District 128 has a designated daily intervention time for literacy and mathematics. The intervention teachers monitor student progress every 4-6 weeks. English Learners are provided with support services designated by ACCESS performance levels or screening levels, if new to the district. Non-native English speakers are provided with translation supports and services to access curricular content and for communication purposes. Culturally relevant materials are provided to support instruction. Newcomers are also provided with resources in their native languages when and where possible.

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

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

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[[count] of 7500 maximum characters used]

All teachers differentiate instruction to meet the needs of all learners. The NWEA MAP learning continuum and the WIDA "can do" descriptors are used to help identify students for small group, targeted instruction. Flexible small groups are also developed based upon MTSS progress monitoring data and classroom based assessments. Literacy and math stations are set up in each classroom to offer students a variety of standards based learning experiences. The classroom teachers use a variety of classroom, research based assessments in literacy and math to monitor progress. Professional development in core content areas and specially designed instruction supports teachers in differentiating instruction. The EL teachers provides monthly professional development to all staff sharing EL strategies for supporting instruction in the general education environment through staff meetings. The EL team identified and purchased additional devices for translation of verbal instruction and print materials. The more immediate access to native language materials and resources will increase access to instructional programming in the general education environment.

Response from the prior year Consolidated District Plan.

All teachers differentiate instruction to meet the needs of all learners. The NWEA MAP learning continuum and the WIDA "can do" descriptors are used to help identify students for small group, targeted instruction. Flexible small groups are also developed based upon MTSS progress monitoring data and classroom based assessments. Literacy and math stations are set up in each classroom to offer students a variety of standards based learning experiences. The classroom teachers use a variety of classroom, research based assessments in literacy and math to monitor progress. Professional development in core content areas and specially designed instruction supports teachers in differentiating instruction. The EL teachers provides monthly professional development to all staff sharing EL strategies for supporting instruction in the general education environment through staff meetings.

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

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

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

[[count] of 7500 maximum characters used]

All of the teachers in district Palos Heights 128 are highly qualified teachers. All of the students regardless of income and ethnic backgrounds are given equal access to a well-rounded education. All of the teachers are observed formally and informally multiple times during the year to ensure that all of the students are receiving a high quality education. All of the teachers have an overall rating of proficient or higher in the Danielson Evaluation System.

Response from the prior year Consolidated District Plan.

All of the teachers in district Palos Heights 128 are highly qualified teachers. All of the students regardless of income and ethnic backgrounds are given equal access to a well-rounded education. All of the teachers are

observed formally and informally multiple times during the year to ensure that all of the students are receiving a high quality education. All of the teachers have an overall rating of proficient or higher in the Danielson Evaluation System.

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

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

[[count] of 7500 maximum characters used)
The district schools have school libraries and students are provided weekly library/media instruction that supplements core programming. The library and STEM teachers collaborate and integrate instruction with core academic learning standards. All of the students have access to book check out each week. The media specialist works with the classroom teachers to integrate technology in the production of grade level projects and units of study in the core curriculum. All of the students attend STEM classes each week, which integrate digital literacy and citizenship skills. Students have daily access to iPads.

Response from the prior year Consolidated District Plan.
The district schools have school libraries and students are provided weekly library/media instruction that supplements core programming. The library and STEM teachers collaborate and integrate instruction with core academic learning standards. All of the students have access to book check out each week. The media specialist works with the classroom teachers to integrate technology in the production of grade level projects and units of study in the core curriculum. All of the students attend STEM classes each week, which integrate digital literacy and citizenship skills. Students have daily access to iPads.

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

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

[[count] of 7500 maximum characters used)
The district defines gifted and talented in the following way: The district uses a matrix for formal advanced learning identification. In Grades K-2, each team has a staff member with gifted endorsement or gifted seminar background, providing the expertise for needed differentiated instruction for high performing students. The intent is to focus on talent development. Formal identification for advanced literacy instruction occurs in the fall of Grade 3. In mathematics, Grade 4 students are identified on a unit by unit basis using classroom based pre-assessments. Formal mathematics identification occurs at the end of Grade 4 for Grade 5. Student data is reviewed annually at Grades 3-8 to assess students demonstrating readiness for advanced learning for the following school year. The following student data is considered on a matrix when admitting students to the advanced learning program: Northwest Education Association Measures of Academic Progress achievement test scores, the Cognitive Ability Test (CogAT Form 7) is administered to all third and fifth grade students annually, classroom based assessments are administered annually in Grades 3 -8, teacher and parent SIGS rating scales are used for students in grades 3-8. The Advanced Learning coordinator works with teachers and students to differentiate education for students who show mastery of the core curriculum based on pre-assessments of grade level units. The advanced learning students are clustered in classrooms with teachers who have completed the gifted seminar or have gifted endorsements whenever possible. Student achievement is reviewed regularly and all students are considered annually for programming changes based on the assessment data and classroom performance as evaluated on our matrix.

Response from the prior year Consolidated District Plan.
The district defines gifted and talented in the following way: The district uses a matrix for formal advanced learning identification. In Grades K-2, each team has a staff member with gifted endorsement or gifted seminar background, providing the expertise for needed differentiated instruction for high performing students. The intent is to focus on talent development. Formal identification for advanced literacy instruction occurs in the fall of Grade 3. In mathematics, Grade 4 students are identified on a unit by unit basis using classroom based pre-assessments. Formal mathematics identification occurs at the end of Grade 4 for Grade 5. Student data is reviewed annually at Grades 3-8 to assess students demonstrating readiness for advanced learning for the following school year. The following student data is considered on a matrix when admitting students to the advanced learning program: Northwest Education Association Measures of Academic Progress achievement test scores, the Cognitive Ability Test (CogAT Form 7) is administered to all third and fifth grade students annually, classroom based assessments are administered annually in Grades 3 -8, teacher and parent SIGS rating scales are used for students in grades 3-8. The Advanced Learning coordinator works with teachers and students to differentiate education for students who show mastery of the core curriculum based on pre-assessments of grade level units. The advanced learning students are clustered in classrooms with teachers who have completed the gifted seminar or have gifted endorsements whenever possible.

Title I Requirements:

Ensure that all children receive a high-quality education.
Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

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

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College and Career Readiness

Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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

[[count] of 7500 maximum characters used)

District 128 is an Elementary District. Title I funds are dedicated to early intervention at Grades K-5. Title II and Title IV funds are used K-8. Articulation meetings occur with our feeder high school district with our MTSS team, our Student Services Team, our Administrative Team and the 8th grade team. Curriculum articulation meetings occur with the Department of Teaching and learning and the D128 curriculum coordinators and administrators overseeing instruction. We partner with the high school for individual students who may need advanced instruction. Students are placed based upon their potential, not just their current performance.

Response from the approved prior year Consolidated District Plan.

District 128 is an Elementary District. Title I funds are dedicated to early intervention at Grades K-5. Title II and Title IV funds are used K-8. Articulation meetings occur with our feeder high school district with our MTSS team, our Student Services Team, our Administrative Team and the 8th grade team. Curriculum articulation meetings occur with the Department of Teaching and learning and the D128 curriculum coordinators and administrators overseeing instruction. We partner with the high school for individual students who may need advanced instruction. Students are placed based upon their potential, not just their current performance.

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

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

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

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

[[count] of 7500 maximum characters used)

District 128 is an Elementary district. We do offer STEM programming for Grades K-8. The middle school hosts a career fair where students learn about various professions in and around our community. Students at all grade levels engage in two service projects per year to become familiar with community agencies that service our families.

Response from the approved prior year Consolidated District Plan.

District 128 is an Elementary district. We do offer STEM programming for Grades K-8.

Legislative References:

- [1] Title I, Part A, Section 1112(b)(10)(A and B)
- [2] Title I, Part A, Section 1112(b)(12)(A and B)

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

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Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instructions

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development in instructional strategies for core content instruction and SEL may be provided should allocations allow.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Professional development will be provided in core content instructional strategies, training for new staff and training in creating positive and safe school cultures and climates.

G. Title III - LIEP

H. Title III - ISEP

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

Professional development in social emotional learning standards and culturally responsive teaching, along with technology integration may be provided if allocations allow.

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

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

IDEA FT funds will be utilized to support teacher growth in the areas of specially designed instruction in the co-taught classroom, trauma informed care and interventions, and behavioral training focusing on de-escalation strategies.

L. IDEA, Part B - Preschool

IDEA Preschool funds will be utilized to support teacher and staff growth in the delivery of specially designed instruction in the blended early learning environment, best practices for meeting the needs of diverse learners in the preschool for all setting and behavioral training focusing on de-escalation strategies.

Legislative Requirement:

- [1] Title III, Section 3115(c)(2)
[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

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Consolidated District Plan

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

Instructions

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

ISBE Goals:

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

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

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

District Goal(s):

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

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

a. each major racial and ethnic group;

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

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

d. English proficiency status;

e. gender; and

f. migrant status.

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

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

([count] of 7500 maximum characters used)

The District 128 schools have school wide Positive Behavior Interventions (PBIS) in place. PBIS is a three tiered behavior system that sets clear behavioral expectations for all students. There are procedures in embedded in the PBIS system for all students to report bullying and the staff to respond. The district maintains an anonymous online bullying reporting system as well. The staff and students review expected and unexpected behaviors within the PBIS system annually. The main goal is to teach positive behavior to all of the students. SEL direct instruction programming is embedded into morning meetings and advisory periods in all grade levels. Anti-bullying lessons are included in the SEL lessons. The programming is supplemented by school-wide assemblies to address topics of bullying, respect and belonging. All of the students participate in the National Unity Day, sponsored by the National Bullying Prevention Center. The students have physical education and health lessons that integrate these topics. Procedures and protocols for reporting Bullying have been posted on the district website. A local screening referral system has been implemented K-8 to assess risk in the social emotional wellness. Staff have received implicit bias training annually. Coaching in creating cultures of belonging began in FY 25 and will continue into FY 26.

Response from the prior year Consolidated District Plan.

The District 128 schools have school wide Positive Behavior Interventions (PBIS) in place. PBIS is a three tiered behavior system that sets clear behavioral expectations for all students. There are procedures in embedded in the PBIS system for all students to report bullying and the staff to respond. The district maintains an anonymous online bullying reporting system as well. The staff and students review expected and unexpected behaviors within the PBIS system annually. The main goal is to teach positive behavior to all of the students. SEL direct instruction programming is embedded into morning meetings and advisory periods in all grade levels. Anti-bullying lessons are included in the SEL lessons. The programming is supplemented by school-wide assemblies to address topics of bullying, respect and belonging. All of the students participate in the National Unity Day, sponsored by the National Bullying Prevention Center. The students have physical education and health lessons that integrate these topics. Procedures and protocols for reporting Bullying have been posted on the district website. A local screening referral system has been implemented K-8 to assess risk in the social emotional wellness. Staff have received implicit bias training annually. Trauma informed practice training will be a focus in FY 25.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

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

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([count] of 7500 maximum characters used)

District 128's homeless liaison has attended Homeless Liaison Training in Cook County; put up signs in each of our four buildings providing potential homeless families the homeless liaison name and telephone number; set aside money in the title I grant for homeless supplies and household needs. If homeless students register, the student will be given access to all of the necessary school supplies and services as their same age peers in order to be successful in this district. Supplies will include but not limited to pencils, paper, notebooks, crayons and folders. Transportation is provided at no cost to any homeless student requiring support. Social work services are provided to students to address social emotional needs.

Response from the prior year Consolidated District Plan.

District 128's homeless liaison has attended Homeless Liaison Training in Cook County; put up signs in each of our four buildings providing potential homeless families the homeless liaison name and telephone number; set aside money in the title I grant for homeless supplies and household needs. If homeless students register, the student will be given access to all of the necessary school supplies and services as their same age peers in order to be successful in this district. Supplies will include but not limited to pencils, paper, notebooks, crayons and folders. Transportation is provided at no cost to any homeless student requiring support.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1003 - INDEPENDENCE JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	04/16/2025
2002 - CHIPPEWA ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/16/2025
2005 - NAVAJO HEIGHTS ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/16/2025
2006 - INDIAN HILL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/16/2025

Describe anticipated Reorganizations:	
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Consolidated District Plan

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

Title I Specific Requirements - Part Two

Instructions

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

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

ISBE Goals:

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

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

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

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

☐

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))
[Section 1111\(d\).](#)
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
If the district does not have any schools identified as comprehensive or targeted, enter
No schools identified under this part
([count] of 7500 maximum characters used)
District 128 does not have any schools identified as targeted or comprehensive.
Response from the approved prior year Consolidated District Plan.
No schools identified under this part

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

☐ Yes

☒ No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))
[Measures of Poverty from 1113\(5\)\(A\) and \(B\).](#)

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

☒ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

☒ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or

☒ Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))
[Section 1114 and 1115](#)
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)

The district will use Title I funds for a reading intervention program for students who read below grade level. District 128 is committed to supporting student success within the general education environment and maintaining analyzing student achievement data through the MTSS process. This includes the leadership from Title I reading specialist. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop SMART goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Paraprofessionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present
Response from the approved prior year Consolidated District Plan.
The district will use Title I funds for a reading intervention program for students who read below grade level. District 128 is committed to supporting student success within the general education environment and maintaining analyzing student achievement data through the MTSS process. This includes the leadership from Title I reading specialist. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop SMART goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Paraprofessionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**
([count] of 7500 maximum characters used)
District 128 is committed to supporting student success within the general education environment. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Para professionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present. Parents are invited to progress monitoring conferences one time per trimester and the interventionist, classroom teacher, and principal are routinely invited to the meetings.
Response from the approved prior year Consolidated District Plan.

District 128 is committed to supporting student success within the general education environment. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Para professionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present. Parents are invited to progress monitoring conferences one time per trimester and the interventionist, classroom teacher, and principal are routinely invited to the meetings.

Title I Requirement:

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

*Required field

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Applicant: PALOS HEIGHTS SD 128
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Consolidated District Plan

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

Instructions

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

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

ISBE Goals:

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

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

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

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

☐

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

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

[[count] of 7500 maximum characters used)

Needs assessment information is compiled via staff and parent surveys, face to face conversations, and achievement data. The needs that will continue to be targeted in the FY 2026 school year include the continued provision of FAPE for our students with identified disabilities in the least restrictive environment possible with access to the general education environment, curriculum, and peer community. Specific attention will be given to the area of social emotional learning and trauma informed practices at all levels, PreK - 8th grade. Additional needs identified include training in the continuum of instructional models to best serve students in the least restrictive environment and implementing behavior plans with fidelity.

Response from the approved prior year Consolidated District Plan.

Needs assessment information is compiled via staff and parent surveys, face to face conversations, and achievement data. The needs that will continue to be targeted in the FY 2025 school year include the continued provision of FAPE for our students with identified disabilities in the least restrictive environment possible with access to the general education environment, curriculum, and peer community. Specific attention will be given to the area of social emotional learning and trauma informed practices at all levels, PreK - 8th grade. Additional needs identified include educating students with autism in the general education environment and implementing behavior plans with fidelity.

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

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

[[count] of 7500 maximum characters used)

IDEA Funds will be used to ensure that children with disabilities receive a free appropriate public education in the least restrictive environment. Funds will be used for salaries, training, supplies, materials, and equipment.

Response from the approved prior year Consolidated District Plan.

IDEA Funds will be used to ensure that children with disabilities receive a free appropriate public education in the least restrictive environment. Funds will be used for salaries, training, supplies, materials, and equipment.

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

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

[[count] of 7500 maximum characters used)

District 128 is expanding its continuum of services to incorporate instructional classrooms designed to maintain students within district and expand programming to expand our co-teaching and models for inclusion.

Response from the approved prior year Consolidated District Plan.

There will be no changes in the scope or nature of services under IDEA from the prior fiscal year.

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

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

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

[[count] of 7500 maximum characters used)

District 128 has met requirements with 30 points and overall 100% overall percentage. The district will continue to use funds to ensure that each category and indicator remains in compliance in early childhood outcomes through our preschool for all blended program. District 128 will continue to utilize funds to meet student needs by providing specialized supports and resources in the least restrictive environment, provide a continuous monitoring of measuring the percentage of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

*Required field

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

Overview

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

PROGRAM: Youth in Care Stability

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

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

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

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

REQUIREMENTS

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

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

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

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

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

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

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

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

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Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation	

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Potempa	Dee	Director of Student Services	dpotempa@palos128.org

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Brownlow	Merryl	Superintendent	mbrownlow@palos128.org

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

*Required field

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Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation Plan		

Best Interest Determination as it relates to School Stability

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

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

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. Though the specific factors may vary depending on context, in make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include:
Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers;; Placement of the child's sibling(s); Influence o school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and social-emotional needs; History of school transfers and how they have impacted the child; How tl length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disabili under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.
District 128 Personnel involved in determination will include: Dr. Merryl Brownlow, Superintendent, Mrs. Mary Lynn Duffy, Chippewa Principal, Mrs. Dee Potempa, Director of Student Services, Mrs. Desiree Willner, English Language Lea Coordinator, if appropriate; School Social Workers.

Response from the approved prior year Consolidated District Plan.

Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include:
Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers;; Placement of the child's sibling(s); Influence o school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and social-emotional needs; History of school transfers and how they have impacted the child; How tl length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disabili under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.
District 128 Personnel involved in determination will include: Dr. Merryl Brownlow, Superintendent, Mrs. Mary Lynn Duffy, Chippewa Principal, Mrs. Dee Potempa, Director of Student Services, Mrs. Desiree Willner, English Language Lea Coordinator, if appropriate; School Social Workers.

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
The individual needs of students under IDEA or students with disabilities under Section 504 will be considered by the IEP team or the 504 team giving special consideration to needs resulting from their disability.

Response from the approved prior year Consolidated District Plan.

The individual needs of students under IDEA or students with disabilities under Section 504 will be considered by the IEP team or the 504 team giving special consideration to needs resulting from their disability.

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
The individual needs of students who are English Language Learners will be considered by the school team, including the ELL Director, giving special consideration to needs resulting from their language differences.
Response from the approved prior year Consolidated District Plan.
The individual needs of students who are English Language Learners will be considered by the school team, including the ELL Director, giving special consideration to needs resulting from their language differences.

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
Disputes will be resolved with the superintendent, school administrator, social worker and foster parents and DCFS case worker to determine students' best interest. The foster parent will report the dispute to the building principal. The principal will schedule a meeting with all involved stakeholders. A reasonable resolution will be reached by examining best practice and the best interest of the student involved. DCFS has the final say if a resolution can not be determin
Response from the approved prior year Consolidated District Plan.
Disputes will be resolved with the superintendent, school administrator, social worker and foster parents and DCFS case worker to determine students' best interest. The foster parent will report the dispute to the building principal. The principal will schedule a meeting with all involved stakeholders. A reasonable resolution will be reached by examining best practice and the best interest of the student involved. DCFS has the final say if a resolution can not be determin

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
District 128 will continue to collaborate with personnel to implement policies and practices that minimize those disruptions and preserve student's opportunities to improved well-being and success in school. District 128 will continue to provide professional development training and collaborative opportunities for school personnel to continue to support student identified youth in care.

*Required field

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

Youth in Care Stability Plan Development

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

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

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. The following factors should be considered when developing the transportation procedures for a student in foster care:

Safety; Duration of the need for services; The time/length of travel time for the student each day; Time of placement change

Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.); Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options.; Maturity and behavioral capacity of student

The following staff will be involved in the determination process:

Building Principal; Transportation Director, Homeless Liaison, School Social Workers; Child Welfare Agency Representative; Superintendent

Response from the approved prior year Consolidated District Plan.

The following factors should be considered when developing the transportation procedures for a student in foster care:

Safety; Duration of the need for services; The time/length of travel time for the student each day; Time of placement change

Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.); Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options.; Maturity and behavioral capacity of student

The following staff will be involved in the determination process:

Building Principal; Transportation Director, Homeless Liaison, School Social Workers; Child Welfare Agency Representative; Superintendent

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

- ☒ a. Pre-existing transportation route
- ☒ b. New transportation route
- ☐ c. Route-to-route hand-offs
- ☐ d. District-to-district boundary hand-offs
- ☒ e. Other services for which student is eligible, such as IDEA transportation options
- ☒ f. Options presented by DCFS worker
- ☒ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.
- IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.
- ☐ h. Other - describe
- ☐ i. Other - describe
- ☐ j. Other - describe

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

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

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

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

Local funds will be used for transportation for children in foster care. Consideration will also be given to the use of IDEA and/or Title funds where applicable.

Response from the approved prior year Consolidated District Plan.

Local funds will be used for transportation for children in foster care. Consideration will also be given to the use of IDEA and/or Title funds where applicable.

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

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

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

The Superintendent, The LEA and the DCFS case manager will work together to settle any disputes over transportation for students in foster care. The school of origin will be responsible for the cost until the dispute is resolved.

Response from the approved prior year Consolidated District Plan.

The Superintendent, The LEA and the DCFS case manager will work together to settle any disputes over transportation for students in foster care. The school of origin will be responsible for the cost until the dispute is resolved.

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

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

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

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

The School of origin will be responsible for the transportation while all disputes are being resolved. The superintendent, the LEA the DCFS case manager and the social worker will collaborate with the local welfare agency so that children in foster care receive safe, efficient transportation in a cost effective manner.

Response from the approved prior year Consolidated District Plan.

The School of origin will be responsible for the transportation while all disputes are being resolved. The superintendent, the LEA the DCFS case manager and the social worker will collaborate with the local welfare agency so that children in foster care receive safe, efficient transportation in a cost effective manner.

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

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

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

The superintendent or Homeless Liaison will hold an annual meeting for all district stakeholders including the building principals, support staff, transportation coordinator, and social workers to make all school personnel (including support staff) aware of the process for determining the best interest regarding transportation for foster care students.

Response from the approved prior year Consolidated District Plan.

The superintendent or Homeless Liaison will hold an annual meeting for all district stakeholders including the building principals, support staff, transportation coordinator, and social workers to make all school personnel (including support staff) aware of the process for determining the best interest regarding transportation for foster care students.

*Required field

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

BSP Contact Information

English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*	First Name*	Middle Initial
<input type="text" value="Willner"/>	<input type="text" value="Desiree"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="798"/> <input type="text" value="597"/> <input type="text" value="9040"/>	<input type="text" value="dwillner@palos128.org"/>	

EL Program Director Requirements:

- Administrative Endorsement ☒
- ESL/Bilingual Endorsement ☒

[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

*Required field

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BSP Overview					BSP Plan Specifics				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development			BSP TBE Requirements	

Attendance Center Enrollment Information

70 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that h
reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

- Key: Types of Instructional Design
1. Dual Language - Two Way (Self-contained)
 2. Dual Language - One Way (Self-contained)
 3. Transitional Bilingual Program (Self-contained)
 4. Transitional Bilingual Program (Collaboration)
 5. Transitional Program in English (Self-contained)
 6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Indian Hill Early Learning Center	Pre K- K	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	0	0	0	
2.	Chippewa Elementary School	1-3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	
3.	Navajo Heights Elementary School	4-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	
4.	Independence Junior High School	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropri
services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.
([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-385

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BSP Overview					BSP Plan Specifics						
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development		BSP TBE Requirements		BSP Parent Advisory Committee		

BSP Professional Development

Instructions

70 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spar instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	09/10/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Language Assessment	09/10/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	11/01/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	35
<input checked="" type="checkbox"/> District Identification Assessment	08/20/0205	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	70
<input checked="" type="checkbox"/> Program Design	08/20/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	70
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	10/10/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	42
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				

*Required field

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BSP Overview						BSP Plan Specifics					
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BSP TBE Requirements

Instructions

English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes ☐ No ☒

Comments:

*Required field

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BSP Overview						BSP Plan Specifics					
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development		BSP TBE Requirements	BSP Parent Advisory Committee			

TBE Parent Advisory Committee

Instructions

70 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes ☐
No ☒