

[The questions are here.](#)

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

*A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.*

A. District 7 develops instructional units for all students using the Understanding by Design process. These units are aligned to the new Illinois Learning Standards and the Social Emotional Learning Standards. Teachers use various resources to meet curricular expectations. The district employs 3 instructional coaches and an ELL Coordinator to assist teachers with professional development to implement the curriculum. For struggling students, we have intervention teachers to service them and for high achieving, high ability students we have Schoolwide Enrichment Consultants that service them. Teachers receive budget money for professional development and to use days to work on curriculum. In addition, the district has early release time twice a month to work in PLCs to develop curriculum or grow professionally..

*(B) What measures does the district take to use and create the identification criteria for students at risk of failure?*

B. Each building has a school improvement team and Rtl team that monitors student data and progress. Students at risk of failure go through the Rtl process and intervention plans are put into place and monitored consistently. NWEA MAP testing in reading and math, Words Their Way, and Benchmark Oral Reading Records are given 3 times a year as screeners and are used for progress monitoring. In addition, we have locally developed common assessments that are used for progress monitoring. SE and behavior data are used to determine at risk factors. State assessments are a part of triangulating the data.

*(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.*

C. Each school has intervention teachers to provide extra services in reading and math, if needed. EL aides provide language support to our students based on language and proficiency level. In addition, we have an extended day kindergarten program that provides additional support to struggling kindergarteners. Also, some students receive intervention before and after the school day. Special education teachers provide intervention and support when deemed appropriate.

*(D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.*

D. Power Hour is implemented after the school day for students at risk of falling behind grade level expectations. This is taught by certified teachers and paras. District 7 integrates coding and Makerspaces into the curriculum. We have been a 1:1 technology district since 2011.

Having this technology for each student and integrating it seamlessly into the curriculum puts our students on a level playing field with students who live in higher social economic areas. District 7 employs Schoolwide Enrichment Consultants to enrich and replace curriculum for our high ability, high potential students. Some students may be pulled out of the classroom for enrichment or replacement of curriculum but may also stay in the classroom to work alongside their teacher and classmates. Each of our schools has an extensive discipline/SEL program which follows a PBIS structure. The district complies with Senate Bill 100 by employing restorative justice practices, including established protocols regarding potential out of school suspensions. Professional development has been provided to staff on linguistically responsive practices and have been implemented in all classrooms. SEL resources such as Second Step are used to build social emotional competencies of students.

*2. 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.*

2. The district uses an online program for staff performance evaluations, in compliance with all requirements of PERA. Ineffective teachers are identified by using professional practice and student growth data within this program. District 7 offers an extensive multi-year professional development program for new teachers. Building and district teams also monitor local and state assessment data to compare how teachers are performing. District 7 new teachers are formally evaluated multiple times and by multiple administrators.

*3. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted:*

3. Instructional coaches are assigned to buildings/teachers to support them instructionally, as identified by qualitative and quantitative data. Extra funding/attention would be given to the neediest buildings. District 7 offers an extensive year long new teacher program to address new teachers needs and assist them with understanding the district and programs. Building and district teams monitor local and state assessment data to compare how teachers are performing. Non-tenured teachers are evaluated three to four times per year and go through a collaborative evaluation process in order to set goals and next steps.

4. School Lunch: the number of children eligible for a free or reduced price lunch.

5A. Schoolwide

5B. No

5C. *(Spreadsheet will be added to electronic document)*

*5D. 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.*

5D. The goal of the schoolwide program is to close achievement gaps and to have students meet/exceed standards as well as have strong social emotional health. We will accomplish this by conducting a comprehensive needs assessment and reviewing student data. We do not have any students living in local institutions or attending community day programs.

*6. 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 \(42 U.S.C. 11301 et seq.\)](#)*

6. The district will provide homeless travel expenses by providing gas cards to families.

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

7. Building improvement teams will involve parents in the development of the schoolwide plan. The District has a Community Curriculum Advisory Council that meets 3 times a year. The committee is made up of parents from each school, community members, teachers, administrators, and BOE members. This committee will review the revised District Title I plan and revised Schoolwide plans.

*8. If applicable, please 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. If the district does not offer early childhood education programs, please state so below:*

8. The early childhood teachers and K teachers have transition meetings and participate in professional development together. In addition, our K-2 building hosts several opportunities for EC children/families to visit and take part in activities before their K year.

*9. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners;\* and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

9. The fifth grade teachers/8th grade teachers have transition meetings and participate in professional development together when appropriate. In addition, our junior high and high school host several opportunities for fifth/8th grade families to visit and take part in activities before their 6th grade/freshman year. The Curriculum Director from our elementary district and the high school district meet several times throughout the school year to collaborate and discuss student achievement.

*10. 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.*

10. We are schoolwide.

*11. 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, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined: \* ) each major racial and ethnic group, economically disadvantaged students as compared to students who are not economically disadvantaged, children with disabilities as compared to children without disabilities, English proficiency status; gender; and migrant status.*

11. District 7 has an extensive BOE policy that addresses all of these items. It is too large to type in this space due to the number of characters allowed. It can be found on our website [www.wd7.org/Page/93](http://www.wd7.org/Page/93). It begins on page 21 and ends on page 32. Each school keeps discipline data electronically and uses this information with the building leadership teams to study subgroup data.

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

*(A) 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*

*(B) work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.*

12A & B. Our 7th grade students participate in a career fair hosted by our County. They talk to working professionals and explore various professions. Our curriculum incorporates problem based learning and inquiry that is authentic and provides our students with real world problems to solve. Students are exposed to a variety of resources and careers in each school's MakerSpace, including coding activities. Next year, we will provide Spanish language instruction to all kindergarten students district wide through a dual language program (advancing up a grade each year). This program will allow our students to become bilingual and biliterate which will prepare them for our global economic society.

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

13A. NWEA MAP testing in reading and math, Words Their Way, and Benchmark Oral Reading Records are given 3 times a year as screeners. In addition, we have locally developed common assessments and pre-assessments that are used in addition to teacher observations and recommendations. State assessment data are used as well.

*13. (B) What are 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?*

13B. Each school is given an extensive budget every year to buy Spanish, Polish, and English titles for students. Titles are reviewed each year by teachers and LMC Directors and additional books are purchased as needed. In addition, all of our schools have Makerspaces with technology integrated into these areas. Since our district is 1:1 with technology students are able to integrate these devices naturally into our curriculum.

*13. (c) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.*

13C. We have music classes twice a week 1st-5th grades and every day for 12 weeks at our middle school. Art classes once a week for our 1st-5th grades and every day for 12 weeks at our middle school. Band is offered to interested students 4th-8th grades. Our BOE supports these programs yearly by budgeting money for the programs. District 7 also has extracurricular programs for choir and musicals. Our fine arts teachers work together to develop curriculum so that the arts can be integrated.

*In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file.*

#### Consultation

Stakeholders are involved numerous times throughout the year in the planning, development and evaluation of programs. The building leadership team meets once a month to analyze data and determine next steps to meet students' needs. In addition, the district office collaborates with the building leadership routinely to ensure the Title funds are being utilized and addressing the needs of the students. Parent meetings are held to provide them with the opportunity to share their insight and assist us with the planning of future programs and use of funds (October 27 and May 2). In addition, stakeholders can provide their insight through the building PTO meetings which are held monthly and also through surveys that are sent out to all staff and parents. The principals, ELL Coordinator, and Instructional Coaches meet monthly to discuss needs and programs. All input from meetings is considered for the development of school and district plans. The principals, ELL Coordinator, teachers, parents and community members were consulted during the development of this plan. Meeting dates: April 25 and May 2. Stakeholders provided suggestions which were incorporated into the final plan submission.