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Applicant: BLOOMINGDALE SCHOOL DISTRICT 13**County:** Dupage
[Consolidated District Plan ▼](#)
Application: 2019-2020 Consolidated District Plan - 00**Cycle:** Original Application
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Project Number: 20-CDP-00-19-022-0130-02

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: *Every child in each public school system in the State of Illinois deserves to attend a system wherein:*

- * All kindergartners are assessed for readiness.
- * Ninety percent or more of third-grade students are reading at or above grade level.
- * Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- * Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- * Ninety percent or more of students graduate from high school ready for college and career.
- * All students are supported by highly prepared and effective teachers and school leaders.
- * Every school offers a safe and healthy learning environment for all students.

FY2020 INCLUDED

PROGRAMS:

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003(a)
- 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 Education
- 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](#)

DUE DATE:

District plans must be submitted to the Illinois State Board of Education and approved before any FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended.

DURATION:

The District Plan must be submitted initially for the school year 2019-2020 and 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

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Contact Information

[Instructions](#)

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
Waugh	Evonne	
Phone*	Email*	
630 893 9590	ewaugh@sd13.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 characters used) District 13 Board, Administration and Staff has adopted a policy which ensures equitable access to and participation in Every Student Succeeds programs for students, teachers and beneficiaries with special needs without regard to gender, race, national origin, color, disability, or age. All teachers and instructional staff will receive training annually to ensure all students are included in every aspect of curriculum including extracurricular activities. There are currently no barriers to prevent participation.

3. 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 Coordinated Funding tab.

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

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

How to Complete Pages with Pre-populated Fields

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

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

Program Risk Assessment pages must be completed for FY2020. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

*Required field, applicable for all funding sources

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Amendments

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

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

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

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

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Coordinated and Aligned Funding

[Instructions](#)

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.* [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(a)
- 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 Education Program
- 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 listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]

The district will align federal resources with state and local resources to carry out activities to support professional development activities and provide specialized learning opportunities and supports to meet the needs of our at-risk students.

Title I Funds will be used to support students at-risk in literacy, math, and science. Funds will be used to pay for instructional support and supplies for at-risk students.

Title II funds will be used to pay for professional development activities targeted towards literacy, math, and science instructional best practices.

Title IV funds will be used to provide all students with access to a well-rounded education, improve school conditions for student learning, and to improve the use of technology to enhance the academic achievement and digital literacy of all students.

IDEA Flow Through and Preschool will be used for special education programming to service eligible students with disabilities. 5% of the IDEA Flow-Through grant will be used for professional development, including support and direct services, including technical assistance, personnel preparation, and professional development in-services and training, to support the needs of students with disabilities.

These activities are aligned to the districts goal of increasing student achievement and decreasing the achievement gap.

Legislative References:

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

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

*Required field, applicable for all funding sources

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation
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Needs Assessment Impact[Instructions](#)**1. Indicate which of the instruments below were used in the LEA needs assessment process.***

- A. School and/or district report card(s)
- B. Five Essentials Survey
- C. Student achievement data (disaggregated by student groups)
- D. Current recruitment and retention efforts and effectiveness data
- E. Professional development plan(s)
- F. School improvement plan(s)
- G. Title I plan(s)
- 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. Triangulation of all available data was incorporated into the needs assessment process. Administration reviewed data from multiple sources, including school and district report card data, data from the Five Essentials Survey, NWEA MAP student growth data, school improvement plans, Title I plans, and professional development plans for the district. In addition, the district utilizes the ECRIS student achievement data analysis tools available through ECRA to determine growth for students based on district specific growth projections.

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 Coordinated Funding 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

Title I funds will be used to support student at-risk that have been identified by our local assessment data as below grade level. Growth will be monitored using NWEA MAP data (administered Fall and Spring), ISEL benchmarking and progress monitoring, KIDS Assessment data (kindergarten), and Illinois Assessment of Readiness (grades 3 - 8).

The district will use funds to support extra instruction in reading and math to extend and reinforce the regular school curriculum with the goal of raising the achievement of the lowest-achieving students.

The district provides a Multi-Tiered System of Support (MTSS), including Co-Teaching, Transitional Program of Instruction (TPI) for second language learners, summer reading interventions programs at both elementary schools, summer math enrichment and reinforcement through summer math work for students transitioning to middle school.

B.Title I, Part A - School Improvement Part 1003(a)

C.Title I, Part D - Delinquent

D.Title I, Part A - Neglected

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

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

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

Title II funds will be used to train, mentor, and retain high-quality teachers and school leaders. Teachers and school leaders will be involved in these opportunities to improve instruction and to develop and implement support systems.

Administration reviewed teacher evaluation data to determine key professional development needs to be addressed, including use of student achievement data to monitor for student growth, best instructional practices for increasing student engagement and achievement for targeted populations including underperforming subgroups, progress monitoring practices to identify instructional needs for supporting student growth.

Funds to support Title II professional development needs will be used to increase the level of services, not to replace funds from non-Federal sources.

Professional Development Needs:

Illinois Reading Council Convention, ESSA Conference, AISLE Conference

G.Title III - LIEP

H.Title III - Immigrant Education Program

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.

Title IV funds are used to support enrichment learning opportunities for students. The goal is to provide our students with a well-rounded education, to support the effective use of technology, and to support a safe and healthy learning environment. When utilizing these funds, the district recognizes that students require access to health and safety programs, a variety of academic offerings, and current technology. The grant funds are used to provide personalized and differentiated instructional materials for at-risk learners.

The district utilizes a Multi-Tiered System of Support (MTSS) including a four-step Problem Solving model to help at-risk students. This process is carried out through a collaborative effort between the student's teachers, parents and the school's problem solving team.

The Four-Step Problem Solving Model identifies what, why, and how to address the identified problem and determines a effective intervention. Data is systematically analyzed to determine the effectiveness of the intervention. This problem solving process is cyclical and is repeated and/or altered as necessary until sufficient progress is achieved.

The district also utilizes Tiered Levels of Intervention

Implementation of the RTI process involves a three-tiered approach through which the level of services and interventions offered increases based on student response to each intervention. At the first tier is the core curriculum and general education program. The core curriculum should be effective for 80-85% of the students. Interventions at this level are generally preventive and proactive and involve all students. Tier Two services the roughly 15% of students who are not making adequate progress in Tier One. Tier Two interventions are targeted for small groups and are given in addition to Tier One instruction. Tier Three interventions are designed for the 5% of students who have not responded to Tier One and Tier Two interventions. Interventions at this level are individualized and intensive. At all levels, interventions are adjusted to provide maximum support for students.

Students have access to 1:1 technology which provides opportunities for increased student engagement and the district has an integrated Social Emotional Learning approach that provides students with a Social Emotional safety net to maximize their academic and developmental success.

J.Title V, Part B - Rural and Low Income Schools**K.IDEA, Part B - Flow-Through [1]**

An annual comprehensive needs assessment for all special education programming is conducted in partnership with our special education cooperative, North DuPage Special Education Cooperative (NDSEC). The results of the needs assessment are discussed at an annual projection meeting by district and NDSEC administration to determine future program goals. Based upon the results from the annual projection meeting and the needs assessment, professional development activities are coordinated by the NDSEC Staff Development Committee. A staff development calendar is developed no later than May of each year for the following school year. All activities conclude with participants completing a formal evaluation instrument.

Professional development priorities for the 2019-2020 school year identified from the 2018-2019 annual needs assessment include:

- Behavior management
- Curriculum-based measurement
- Special education criteria
- Effective IEP writing, present levels, goals, and accommodations

In addition to this, parents of students receiving special education services have the opportunity at the conclusion of every IEP meeting to complete a survey/needs assessment. The data from the surveys are collected and analyzed at the conclusion of each school year and presented at the NDSEC board meeting. The goal is to ensure the district is meeting the needs of our parents, students and staff.

The district uses the entire IDEA Part-B Flow-Through allotment, along with local dollars, for special education programming, salaries and benefits, tuition costs, materials, services, and equipment for eligible students with disabilities. The district uses 5% of the IDEA Part-B Flow-Through grant for professional development, including support and direct services, including technical assistance, personnel preparation, and professional development in-services and training, to support the needs of students with disabilities.

Documentation of the needs assessment process, a compilation of the results, and justification for all grant activities and expenditures are retained and available for review by the Illinois State Board of Education.

L.IDEA, Part B - Preschool

An annual comprehensive needs assessment for all special education programming is conducted in partnership with our special education cooperative, North DuPage Special Education Cooperative (NDSEC). The results of the needs assessment are discussed at an annual projection meeting by district and NDSEC administration each year to determine future program goals. Based upon the results from the annual projection meeting and the needs assessment, professional development activities are coordinated by the NDSEC Staff Development Committee. A staff development calendar is developed no later than May of each year for the following school year. All activities conclude with participants completing a formal evaluation instrument.

In addition to this, parents of preschool aged students receiving special education services have the opportunity at the conclusion of every IEP meeting to complete a survey/needs assessment. The data from the surveys are collected and analyzed at the conclusion of each school year and presented at the NDSEC board meeting. The goal is to ensure the district is meeting the needs of our parents, students and staff.

The district uses the entire IDEA Preschool allotment, along with local dollars, for special education programming, salaries and benefits, tuition costs, materials, services, and equipment for eligible preschool students with disabilities.

Documentation of the needs assessment process, a compilation of the results, and justification for all grant activities and expenditures are retained and available for review by the Illinois State Board of Education.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Board Approval, Certification, and Assurances

[Instructions](#)

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

06/24/2019

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to—
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

- b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
 8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
 9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
 12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
 13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
 14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

v01.10.2019