

Applicant: PALOS HEIGHTS SD 128

County: Cook

Consolidated District Plan ▼

Application: 2024-2025 Consolidated District Plan - 00
 Cycle: Original Application

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Project Number: 25-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 2025

Included

Programs:

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

LEGISLATION:

[Every Student Succeeds Act \(ESSA\)](#)
[Individuals with Disabilities Education Act](#)
[Rehabilitation Act](#)
[Strengthening Career and Technical Education for the 21st Century Act](#)
[Workforce Innovation and Opportunity Act](#)
[Head Start Act](#)
[McKinney-Vento Homeless Assistance Act](#)
[Adult Education and Family Literacy Act](#)
[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)
[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

<i>DUE DATE:</i>	District plans must be submitted to the Illinois State Board of Education and approved before any FY 2025 grant applications for included programs can be approved. Submission by April 1 is recommended.
<i>DURATION:</i>	The District Plan was submitted initially for the school year 2024-2025 and must be updated annually thereafter.
<i>AMENDMENTS:</i>	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.
<i>INSTRUCTIONS:</i>	Instructions in PDF format
<i>COMMON ABBREVIATIONS:</i>	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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Needs Assessment and Programs**Instructions****1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]**

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

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

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

([count] of 7500 maximum characters used)

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 use 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.

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 in mathematics and/or literacy. Title II funds will be used for professional development in alignment for curriculum standards and instructional strategies in the core content areas, training in SEL and mental health for all staff. Title IV funds will be use to support the implementation of social and emotional learning standards, culturally responsive teaching and expansion of STEM programming.

3. Will the LEA braid funding?*

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

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

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

NA

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

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

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

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

NA

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 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 Title IV funds will fund professional development in this area. The Year 2 expansion of STEM Programming is a need through a standards alignment analysis. Title IV funds may be used to support expanded STEM programming as new curriculum development occurs to align with new standards. Analysis of new social studies standards and the culturally responsive teaching standards have identified a need for revision and expansion of curricular programming and professional development in these areas. Title II and Title IV funds may be utilized to support these needs. Implementation of a new core literacy resource in FY 25 will also require support from Title I and/or II funds to fund professional development for staff.

Legislative References:

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

*Required field, applicable for all funding sources

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
Needs Assessment Impact									
1. Indicate which of the instruments below were used in the LEA needs assessment process.*									
A. <input checked="" type="checkbox"/> School and/or district report card(s)									
B. <input checked="" type="checkbox"/> Five Essentials Survey									
C. <input checked="" type="checkbox"/> Student achievement data (disaggregated by student groups)									
D. <input type="checkbox"/> Current recruitment and retention efforts and effectiveness data									
E. <input checked="" type="checkbox"/> Professional development plan(s)									
F. <input checked="" type="checkbox"/> School improvement plan(s)									
G. <input type="checkbox"/> ESSA site based expenditure data									
H. <input type="checkbox"/> ED School Climate Survey (EDSCLS)									
I. <input type="checkbox"/> CDC School Health Index									
J. <input type="checkbox"/> National School Climate Center									
K. <input type="checkbox"/> ASCD School Improvement Tool									
L. <input type="checkbox"/> Illinois Quality Framework and Supporting Rubric									
M. <input type="checkbox"/> Other									
List and describe other instruments and/or processes that were used in the needs assessment. <i>The MTSS team uses Fountas and Pinnell benchmark data, MAP data, and Aimsweb data in the assessment process to determine eligibility for reading interventions. The district report card provides data on achievement gaps for the Hispanic, Low Income and EL Subgroups.</i>									
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 the 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									
<i>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, the team in collaboration with the classroom teachers make recommendations to students who need reading interventions from the Title I teacher. The EL/Bilingual monitors WIDA screening data, ACCESS testing results and MTSS data to determine programming levels for all students requiring TPI services.</i>									
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									
<i>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.</i>									
<i>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 in content areas and social emotional learning standards. It may also address state mandated trainings relevant to mental health and trauma informed practices.</i>									
G. Title III - LIEP									
H. Title III - ISEP									
I. Title IV, Part A - Student Support and Academic Enrichment									
<i>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.</i>									
<i>Continued professional development in culturally responsive teaching, trauma informed practices and social emotional learning standards continue to be identified areas for support. The analysis of curriculum also identified STEM and civics education as areas to be targeted for professional development and program supplies and materials.</i>									
J. Title V, Part B - Rural and Low Income Schools									
K. IDEA, Part B - Flow-Through [1]									
<i>The needs identified for IDEA Flow Through include refining implementation of specially designed instruction and flexible grouping in co-taught environments. Additional needs identified include training on implementation of behavior interventions and strategies for educating students with autism and students with emotional disabilities.</i>									
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, mu and emotional disabilities.

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

*Required field, applicable for all funding sources selected

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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Stakeholder Involvement

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 by 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 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 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 (1,6,8)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☐ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☐ Other - specify
- T. ☐ Additional Other - specify

Program Footnotes:

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

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

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

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([count] of 7500 maximum characters used)
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]

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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 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]

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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, 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 59:53[Close Printer Friendly Page](#)

Private School Participation

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs
 NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ N/A

[Nonpublic School Consultation Form](#)

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

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Trusting Hearts Preschool and Kin	<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="50"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="50"/>	<input type="button" value="Choose File"/> <input type="button" value="No ...sen"/>
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="265"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="265"/>	<input type="button" value="Choose File"/> <input type="button" value="No ...sen"/> St Alexander TMC Form.pdf

Comments:

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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.

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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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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:

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☐ 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 for the Title I funds is to close the achievement gap for students reading below grade level in reading.

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.

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((Count) of 7500 maximum characters used)

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]

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((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.

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

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((Count) of 7500 maximum characters used)

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]

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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.

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

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((Count) of 7500 maximum characters used)

All 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]**

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((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.

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.
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[[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.

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

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

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

Applicant: PALOS HEIGHTS SD 128
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-07-016-1280-02

County: Cook

Consolidated District Plan

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

Instructions

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

ISBE Goals:

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

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

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

District Goal(s):

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

Title II and IV funds may be used to address social emotional learning, trauma informed practices, culturally responsive teaching and/or expansion of STEM programming at K-8.

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

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

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[(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.

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

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

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

[(count) of 7500 maximum characters used]
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

Applicant: PALOS HEIGHTS SD 128
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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

[Instructions](#)

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 2024-2025 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development in foundational literacy instruction may be provided if funds 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

Funds may focus on expansion and improvement of instructional strategies and content delivery across all core instructional areas, as well as, culturally responsive teaching and trauma informed practices.

G. Title III - LIEP

H. Title III - ISEP

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

Funds may support training in trauma informed practices, social emotional learning, culturally responsive teaching, STEM expansion programming and civics education.

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 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

Applicant: PALOS HEIGHTS SD 128

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Project Number: 25-CDP-00-07-016-1280-02

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

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([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. 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.

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

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Applicant: PALOS HEIGHTS SD 128

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Project Number: 25-CDP-00-07-016-1280-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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. 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)
No schools identified under this part
Response from the approved prior year Consolidated District Plan.
No Schools identified.

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

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.

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.

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

Contact Information

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

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

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

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

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

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

Overview***Note: This plan section is not required for the Department of Juvenile Justice.****PROGRAM:** Youth in Care Stability**PURPOSE:** To comply with ESSA requirements for educational stability for students who are Youth in Care.**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools**RESOURCES:** [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)[US Department of Education \(USDE\) web page for Students in Foster Care](#)[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)[Educational Stability Requirements \(Effective October 7, 2008\)](#)[Public Act 099-0781 \(effective 8/12/2016\)](#)[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)[Finance, Budgets & Funding – Transportation Programs \(scroll to Foster Care Transportation section\)](#)[ESEA of 1965 as Amended, Section 6312\(c\)](#)**BACKGROUND**

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>**REQUIREMENTS****A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:**

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

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

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

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

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

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

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

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

Instructions

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

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

ISBE Goals:

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

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

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

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

☐

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 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.

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)

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)

The district does not have a State Performance Plan. The district meets state requirements.

*Required field

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

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

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.

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 determined.

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.

The Director of Student Services will review plans for Youth in Care with all personnel that support student's educational experience, including any support personnel that may handle record keeping and operational services.

*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		

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
-

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.
f
l

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.

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.

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.

*Required field

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BSP Overview					BSP Plan Specifics						
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee			BSP Professional Development		

BSP Contact Information

English Learners (ELs) are in the district

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

Last Name*	First Name*	Middle Initial
<input type="text" value="Willner"/>	<input type="text" value="Desiree"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="708 597 9040"/>	<input type="text" value="dwillner@palos128.org"/>	

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?* Yes ☒ No ☐
[Administrator Requirements](#)

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

Comments:

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

*Required field

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	in C
BSP Overview					BSP Plan Specifics					
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment				BSP Parent Advisory Committee			Prof

BSP District Program Information

70

English Learners (ELs) are in the district

Complete the requested information below.

- Key: Types of Instructional Design
- Dual Language - Two Way (Self-contained)
 - Dual Language - One Way (Self-contained)
 - Transitional Bilingual Program (Self-contained)
 - Transitional Bilingual Program (Collaboration)
 - Transitional Program in English (Self-contained)
 - Transitional Program in English (Collaboration)

	Attendance Center Name		Program Type (check all that apply)	Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Code	
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*	Grade Span	TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	If a number greater than zero is entered, it represents the number of teachers with Bilingual Endorsement, ESL and ELS-TBE/ELS-VIT Endorsement code(s) represented using the Language Code
1.	Indian Hill Early Learning Center	Prek - K	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	1	0	004
2.	Chippewa Elemenatry 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 checked="" type="checkbox"/>	2	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 checked="" type="checkbox"/>	3	0	0	0	
4.	Independence Junior High	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 checked="" type="checkbox"/>	4	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"/>					
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"/>					
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

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

[[count] of 2500 maximum characters used)

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

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BSP Overview					BSP Plan Specifics						
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee			BSP Professional Development		

BSP Program Enrollment

Instructions

English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE☐TPI☒

SPANISH LANGUAGE ARTS CURRICULUM

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

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

Yes☐No☒

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

Yes☐No☒

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

*Required field

Applicant: PALOS HEIGHTS SD 128
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-07-016-1280-02

County: Cook

Consolidated District Plan

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

BSP 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 related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

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

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

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

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	11/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
<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	12/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30
<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	09/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
<input checked="" type="checkbox"/> District Identification Assessment	10/01/2024	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	34
<input checked="" type="checkbox"/> Program Design	08/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	02/01/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	52
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field