

Jacksonville School District #117

25-26 Consolidated District Plan

To ensure that all children receive a high-quality education and to close the achievement gap for all students. The district will strive to utilize all awarded grants to help all students meet the rigorous state standards.

Needs Assessment and Programs

- 1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for the school year 2025-2026.**

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

- 2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.**

The district has standards for distributing state and local resources equitably among all buildings. Additionally, federal funds are distributed to schools based on their low income population percentage. Federal dollars are supplemental in nature and are used to provide our under-resourced students with the materials and interventions that they need to improve student achievement.

- 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.

- ☐ 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 Education Programs (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

Programing includes:

Academic Growth in ELA and Math
 MTSS and Early Warning System programming structures
 Climate and Culture goals
 Attendance and Behavior improvements
 SEL practices
 Culturally responsive practices

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.

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

Programing includes:

Academic Growth in ELA and Math
 MTSS and Early Warning System programming structures
 Climate and Culture goals
 Attendance and Behavior improvements
 SEL practices
 Culturally responsive practices

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

According to our 5Essentials survey data, overall the district is Partially Organized. Our school district prioritizes preparing students for post-secondary success. To achieve this mission effectively, it's crucial for us, at the district level, to pinpoint key areas that require attention to ensure our schools, students, staff, community, and stakeholders meet that rigor. Our Needs Assessment, the 5 Essential Survey assisted us in developing a plan to strengthen our instruction, success, and accountability.

As a district, our aim is to evolve collectively and remain responsive to our needs to gain the results we desire. Areas identified for improvement include enhancing collaboration among teachers to promote professional growth, increasing the rigor of instruction and student engagement, and strengthening family involvement and external partnerships. Additionally, we were neutral in effective leaders implementing a shared vision, suggesting a need for further evaluation and improvement in this area.

One way we use our assessment data is to identify educational needs of our district, whether that is academic or behavior that impacts student learning. We will also use our Needs Assessment to help

continuously improve and evaluate our curriculum as well as be able to plan for future professional development to meet the needs of students and teachers. Our Needs Assessment plays a pivotal role in driving our decision-making process at a district level to ensure each individual building, while they have independent SIP goals, move towards the same goal of preparing students for post-secondary success and to learn at high levels. This survey fosters accountability and provides actionable and relevant tasks. This form of data collection allows us to collaborate and analyze to continue to grow.

Needs Assessment Impact

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

- ☒ School and/or district report cards
- ☒ Five Essentials Survey
- ☒ Student achievement data (disaggregated by student groups)
- ☐ Current recruitment and retention efforts and effectiveness data
- ☒ Professional development plans
- ☒ School improvement plans
- ☐ ESSA site based expenditure data
- ☐ ED School Climate Survey
- ☐ CDC School Health Index
- ☐ National School Climate Center
- ☐ ASCD School Improvement Tool
- ☒ Illinois Quality Framework and Supporting Rubric

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.

a. Title I, Part A - Improving Basic Programs

Needs assessments were performed at all district buildings. The results from the buildings were similar in nature. Teachers reported needing assistance and training with standards alignment, common assessments, writing curriculum, reading and math interventions. The district will utilize monthly SIP days to address these needs. The district will also provide teachers with the opportunities to receive outside training on these topics.

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

Lincoln Elementary and Jacksonville Middle School both entered into Comprehensive status at the beginning of the 23-24 school year. Funding during the 23-24 school year was focused on conducting a needs assessment from the ISBE approved provider, American Institute for Research as well as stipends for teachers to work with administration on analyzing data and creating the school improvement plan for the 24-25 school year.

Lincoln Elementary School partnered with TNTF as a learning partner. In the 24-25 school year, this partnership provided support in school leadership, math instructional practices, and student and family belonging. This partnership will continue through the 25-26 school year and build upon the work already begun.

Jacksonville Middle School partnered with MGT as a learning partner. In the 24-25 school year, this partnership provided support in school leadership, research based instructional practices, and student data conversations and collaboration. This partnership will continue through the 25-26 school year and build upon the work already begun.

Washington Elementary School was identified as Targeted for the 24-25 school year and entered their planning year. The school community has engaged in a needs assessment and problem solving processes. The school is utilizing data to create an actionable and sustainable School Improvement Plan.

The Director and Assistant Director of Curriculum work closely with building administrators to analyze many forms of building and district data. Based on this analysis, the Director, Assistant Director and building administrators develop a plan to address the needs that includes professional development, meetings, and accountability measures.

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

At the end of each year, a needs assessment is given to the staff within each building. This combined with data from Universal screeners, IAR, SAT, and our teacher evaluation system, allows us to determine the professional development needs of our district as well as each individual building. Once determined, the Director of Curriculum, Assistant Director of Curriculum, and Principals plan our in house professional development for staff, as well as actively searching for professional development opportunities outside of the district.

School improvement time allows teachers to meet collaboratively one afternoon each month to engage in discussions around schoolwide planning. The time is used to equip our staff with the skills necessary to prepare our students to be college and career ready.

The district offers a Mentoring program for new teachers to our district. This program pairs new teachers with veteran teachers to help support them throughout their first year with us. New teachers and their mentors meet, at least, monthly to discuss a variety of topics. Topics are tracked via a spreadsheet to make sure that they are supported.

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

The district is not utilizing Title IV funding this year. All funds were moved to Title I.

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

The district has not received funding for the past 3 years.

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

Needs assessments were performed at all district buildings. The results from the buildings were similar in nature. Teachers reported needing assistance and training with standards alignment, common assessments, writing curriculum, reading and math interventions. The district will utilize monthly SIP days to address these needs. The district will also provide teachers with the opportunities to receive outside training on these topics.

The district will use monthly SIP days to work towards growth on these needs. The district will also provide teachers with opportunities to receive outside training on these topics.

g. IDEA, Part B - Preschool

Needs assessments were performed at all district buildings. The results from the buildings were similar in nature. Teachers reported needing assistance and training with standards alignment, common assessments, writing curriculum, reading and math interventions. The district will utilize monthly SIP days to address these needs. The district will also provide teachers with the opportunities to receive outside training on these topics.

The district will use monthly SIP days to work towards growth on these needs. The district will also provide teachers with opportunities to receive outside training on these topics.

Stakeholders

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 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.

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.

- ✓ Teachers (1,7,8)
- ✓ Principals (1,7,8)
- ✓ Other school leaders (1,8)
- ✓ Paraprofessionals (1)
- ✓ Specialized instructional support personnel (1,2,3,4,8)
- ☐ Charter school leaders (in a local educational agency that has charter schools) (1)
- ✓ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- ☐ Parent liaisons
- ✓ Title I director (1)
- ✓ Title II director (1)
- ✓ Bilingual director (1,7)
- ✓ Title IV director (1)
- ✓ Special Education director
- ✓ Guidance staff
- ✓ Community members and community based organizations (7,8)
- ☐ Business representatives (2,3,4)

- ☐ Researchers (7)
- ☐ Institutions of Higher Education (7)
- ☐ Other - special

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
- 7 = Title III, including LIEP and Immigrant Education
- 8 = Title IV, Part A - Student Support and Academic Enrichment

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 and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file.**

- ☐ August 3rd, 2020 - Meeting with groups of teachers to discuss and plan 2020-2021 school year plans and restrictions due to COVID. Superintendent highlighted the need for prioritization of standards to be taught. Plans were made for grade levels to meet and finalize focus standards for the 2020-2021 school year.
- ☐ June 1st, 2021 - Director of Special Services, Director of Curriculum, School Psychologists, and District RTI Coach met to discuss and plan for unified roll out of RTI process and procedure updates and forms.
- ☐ June 2nd, 2021 - Administrative meeting to review and discuss District Consolidated Plan. Each building shares Title plan components with stakeholders via PTO meetings held throughout the year. Most of this meeting focused on what we learned from COVID restrictions and what positives we can use moving forward.
- ☐ August 12th, 2021 - District RTI Committee held to review components of MTSS process throughout the district. Decision Making Guidelines were introduced and explained to support student data conversations throughout the year.
- ☐ March 17th, 2022 - Administrative meetings to review data and goals for the remainder of 21-22 school year and 22-23 school year.
- ☐ Sept. 22, 2022, Nov. 30, 2022, Feb. 2, 2023, Apr. 19, 2023 - District RTI Committee Meetings to review MTSS processes and discuss successes and challenges at each individual building.
- ☐ 22-23 school year - First Wednesday of the month - Administrative meetings to review data and discuss district goals and needs.
- ☐ 23-24 school year
 - i. First Wednesday of the month - Administrative meetings to review data and discuss district goals and needs.
 - ii. August 10, 2023 - District RTI/MTSS Kickoff Meeting
 - iii. Second Thursday of the month - Elementary Principal and Secondary Principal meetings to discuss more grade level specific curriculum goals and needs
 - iv. August-September - Director of Curriculum & Assistant Director of Curriculum building presentations with Q&A.

- v. Third Tuesday of the month - Full Cabinet meeting with all district directors and superintendent

■ 24-25 school year

- i. Administrative meetings held monthly to review data and discuss district goals and needs. Meetings were moved to the Thursday after the board meeting.
- ii. August 5, 2024 - District RTI/MTSS Kickoff Meeting
- iii. Second Thursday of the month - Elementary Principal and Secondary Principal meetings to discuss more grade level specific curriculum goals and needs
- iv. Third Tuesday of the month - Full Cabinet meeting with all district directors and superintendent

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 populations.**

Jacksonville School District #117 encourages parent input for the development of LEA plans. For all plans created, a needs survey is open for all parents to complete. These results are compiled and included within each Title I schoolwide plan.

For each school, an annual meeting is held for parents to attend regarding the Title I plan. Input is recorded and included in any amendments to the plan once the school year has begun. Attendance at family nights as well as Parent Teacher Organization meetings are highly encouraged. Parents may request teacher qualifications at any point as well as request information regarding the expenditures of Title I funds.

Due to COVID, 2020-21 school year parent meetings were held virtually and did not have the same impact as in years past.

In person parent meetings resumed in the spring of 2022. While many parents still prefer virtual meetings, the option was given for in person and was appreciated by many.

Since the 22-23 school year, the district has seen parent involvement either rebound to or exceed pre-pandemic rates.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement.**

Each Elementary School, the Middle School, and Special Services hold monthly parent organization meetings. These meetings are designed to connect and communicate school needs, desires, celebrations with parents. Parents are also encouraged to ask questions and become more involved in school improvement initiatives.

Due to COVID, school year 20-21 parent organization meetings were held virtually. While there is not hard evidence, administrators stated that their monthly meetings weren't as productive/effective as in person meetings. Some meetings have returned to in-person in the spring of 2022.

Since the 22-23 school year, the district has seen parent involvement either rebound to or exceed pre-pandemic rates.

Private School Participation

The Director of Curriculum meets with Private School Administrators annually to discuss and review needs and plans. Additionally there is quarterly communication between the curriculum department and private schools regarding spending.

Preschool Coordination

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 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.

- 1. 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.***

In order to coordinate services with the early childhood program provided at JSD #117, Kindergarten enrollment is held on site at the Early Years program as well as at head start and the district office. This enrollment is held annually in March in order for notice to be given to parents of the Kindergarten Preview Nights held at each school in May. Parents are encouraged to bring their children to see their classroom and school for the following year. Procedures and expectations are also explained to parents while children are given the chance to explore the Kindergarten rooms.

In addition to Kindergarten Preview Nights held at each elementary school, parents and children are also invited to a Back to School Night held at each school prior to school beginning. At this time, the students and parents have the opportunity to meet their teachers and once again become more familiar with the school building.

For children attending our Early Years program, students are taken on a short field trip to their home boundary school in the spring during regular school hours. Students are able to explore the building and playground and participate in a Kindergarten lesson with current Kindergarten students.

For students who are receiving Special Education services, regular education staff as well as administrators are invited to the transitional IEP meeting. Additional transition services may be included within the transition plan at this time.

Student Achievement

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 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.

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).*

Jacksonville SD #117's goal is to prepare our students for post-secondary life. In order to meet this goal, the district implements a standards based instructional system that is used throughout all schools. In order to fully implement a well-rounded instructional program to meet the needs of all students the following must occur:

1. A vision of college and career ready individuals both academically and socially.
2. Strong leadership centered around student achievement
3. Professional development and training for our staff
4. High standards and objectives for each grade and course which are clearly defined and maintained
5. Fair and rigorous assessments which measure the defined standards and objectives for each grade and course
6. Alignment of our curriculum framework for each grade level in order to deepen knowledge and understanding
7. Instructional strategies and resources used deliberately for increased student achievement
8. Instructional materials selected to match the standards and objectives with constant review of those materials.
9. Intervention and support for students who are struggling to meet standards.

Vision:

All students will be prepared for post-secondary life which includes being college and career ready. All decisions are based on this vision for our district. Data is used from standardized tests such as IAR, Universal Screeners, and ACT to provide the information needed to determine the areas that need to be strengthened for our students to be college and career ready.

Strong Leadership:

Currently the district has one principal in each of our six elementary schools. At Jacksonville Middle School, there is one principal, and three assistant principals. Jacksonville High School also maintains one principal with three assistant principals. The principals are the instructional leaders within the school. At the district level, there is an Assistant Superintendent, Director and Assistant Director of Curriculum, Instruction, and Assessment, and a Director and Assistant Director of Special Services. To

provide consistency throughout the district, monthly administrative meetings are held between the superintendent, central office cabinet officials, and all head building principals. Additionally, more concentrated monthly meetings are held between the Director and Assistant Director of Curriculum elementary principals. Beginning with the 2019-2020 school year, the Director and Assistant Director of Curriculum Began meeting monthly with the principals from the middle and high school in order to improve alignment between the buildings.

Each school also has a leadership team from their building to focus on the specific needs of the building. The focus within the buildings for the 2025-2026 school year includes clearly defined and aligned priority standards and accurate assessments. Action plans will be determined from data reviewed at these team meetings, with the overall focus of raising student achievement.

Professional Development:

At the end of each year, a needs assessment is given to the staff within each building. This combined with data from Universal Screeners, IAR, ACT, and our teacher evaluation system allows us to determine the professional development needs of our district as well as each individual school building. Once determined, the Director and Assistant Director of Curriculum, along with Principals plan professional development for our staff.

School Improvement time has also increased in our district beginning with the 2016-2017 school year to provide one afternoon per month for teachers to use for professional development and schoolwide planning. The time is used in accordance with the above data to equip our teachers with the skills necessary to prepare our students to be college and career ready.

High Standards and Objectives:

Within the past three years, standards and objectives for each grade and course have been set. The standards are the basis for everything. Teams of teachers have determined specific objectives to be primary (students MUST know them), secondary (students must have some understanding of them to be successful at the next level), and tertiary (students need to be introduced to them). District priority standards (PreK-8) are located on our district website.

Fair and Rigorous Assessments:

The objectives for each course are determined and the assessments are aligned to the standards. Teachers continue to review assessments used within the classroom to determine rigor and to ensure that the assessment fully matches the standards that are essential for the students to master. An assessment checklist is utilized to determine if the items on the assessment are correlated with a standard, represent the intended level or rigor, show scaffolding if necessary, provide evidence of mastery, and include a scoring guide.

Curriculum Framework:

During the school improvement days, teachers from the six elementary buildings work as grade level teams to ensure alignment of curriculum materials to standards, pacing, assessments, and cohesion between grade levels. This also occurs by department at the middle and high school levels. Data is reviewed as well to better inform teachers of weaknesses and strengths of our curriculum framework

and adjustments are made as needed as students advance to the next grade level and course. Teacher observation and formative assessment data is also used to determine strengths and weaknesses.

Instructional Strategies and Resources:

Instructional strategies used within the classroom include, but are not limited to: providing specific and detailed feedback (both peer and instructor), reinforcement of skill practice, the use of graphic organizers, cooperative groups, whole group instruction, small group instruction, individualized instruction, and many other research based strategies are used to improve student achievement. Instructional strategies and resources are deliberately chosen to match the determined objectives of the lesson.

Instructional Materials:

Instructional materials are chosen based on their alignment to the objectives and standards that are essential for our students to master. A six year cycle of review for all subjects is in place and a district committee reviews the recommendations for changes to instructional materials. Pilot programs for new instructional materials are also in place for teachers and administrators to provide feedback before the purchase of materials is made.

Intervention and Support:

Within our schools receiving Title I funds, interventionists are provided to give a layered intervention approach to our students who are achieving below grade level. The focus of our interventions have been literacy skills. We would like to increase these services to include math intervention as well as literacy intervention. Schedules are provided at the building level in order to maximize personnel within the building as well as focus groups integrating two to three grade levels. The focus groups are created and based on Universal Screening data to support all students within the classroom including those who are achieving at a higher level than that of their grade level peers.

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.

In order to identify students at risk of failure, all students in grades K-8 are given a Universal Screener three times a year (fall, winter, and spring) in the areas of mathematics and reading. The Screener aligns to the state standards and provides information on overall student performance, as well as student performance within areas such as foundational skills, informational text, vocabulary, and literature. By using benchmark data, our students are classified according to their percentile rankings. Students who are performing below the 25th percentile are identified as our most at risk students. Students performing between the 25th and 50th percentile are considered moderately at risk. Classroom teachers meet with our interventionists, Assistant Director of Curriculum, EL teachers, resource teachers, and administration to determine how to best serve these students and address their needs. Additional data including common formative assessments, classroom observation, Literably, PAST Assessments, QRI, running records, and ESGI are used to determine specific areas of need once the benchmark testing is complete.

Kindergarten students are assessed in the fall by using a state mandated readiness assessment called KIDS.

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.*

Within the classroom, teachers use small group instruction to target the specific needs of students. Re-teaching content as well as extra practice is provided through center work, and specific feedback is given. Interventionists push into the classroom as well as pull students out for small group instruction based on their skill deficit. EL teachers and resource teachers also push into the classroom to assist students as well as provide individualized instruction outside of the classroom. Once a student is identified as needing assistance, interventions are provided and monitored to show student progress. If a student is not progressing, a more detailed and specific intervention may be used and monitored through the MTSS process in which parents may also be participants. The MTSS process identifies and prescribes a multi-tiered system of support and is reviewed systematically in order to best meet the needs of our students.

A district RTI coach was hired in January of 2019 and transitioned into the Assistant Director of Curriculum in August of 2023. This position is charged with developing procedures to identify students who are in need of intervention assistance, identifying specific needs and goals for those students, locating appropriate intervention materials, and accurately assessing student performance and gains towards those goals. The Assistant Director attends building MTSS meetings to ensure equity throughout the district.

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.*

In order to strengthen our academic programs, a clear standards based instructional system is used for all grade levels and coursework. Specific and measurable goals are set for the lesson and student success is measured based on those goals. Within the lesson, scaffolding instruction is used in order to target specific skills that are necessary for the attainment of the objective. Strategies used within the classroom are deliberate and meaningful and are based on the objective of the lesson. The district has also adopted teacher created End of the Year assessments to help ensure that all students are mastering the grade level priority standards.

In addition to instructional strategies, school conditions are monitored through programs such as PBIS, Early Warning Systems, and Class Equity. Social Emotional learning, through the Second Steps curriculum, is embedded throughout the day within the curriculum. Strategic groups are used with students who have had multiple office referrals or social-emotional needs that manifest themselves within the school setting. Guidance Counselors are provided at the middle school and high school as well as social workers and school psychologists at all levels. A Dean of Students is available in each school to assist in helping students when necessary with their social-emotional well-being.

An elementary school was closed within the district beginning with the 2012-2013 school year. Throughout the spring and summer of 2017, the district underwent a re-boundary process. Over several months, a committee of stakeholders met and reviewed the most equitable way to redraw the elementary school boundaries. Goals and criteria were established, communicated, and followed to ensure equitable class sizes among the elementary buildings. In the fall of 2017, the committee held public forums to discuss the options available and their potential impact to the district. The new

elementary school boundaries were approved by the Board of Education at the September 2017 meeting and were put into effect for the 2018-2019 school year.

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.**

According to district policy 6:170, all District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equity among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equity among the District's schools.

In order to adhere to this policy, the Human Resource Department will provide a staffing and salary report for the entire district to the Title I Director. In conjunction with the completion of the Title I grant application, the Title I Director will identify the number of Title I and Non-Title I schools in the district.

September 30 will serve as the date for determining enrollment figures for each school in the district and the assigned personnel in each school. The enrollment figures will be established from attendance records reported on that date. The grade spans used to determine groupings are as follows: K-5 Large Elementary (more than 300 students), K-5 Small Elementary (less than 300 students), 6-8, and 9-12. Schools with twice the population as other students in their grade span will be compared separately or excluded if other schools of comparable size are not present.

Using the enrollment data and staffing level (years of experience and tenure status) for each school, the Title I Director will complete the comparability analysis using the form provided in the IWAS system by November 30th. If after using either method of comparability, any schools that reflect a non-comparable status will be identified to the Superintendent immediately. A determination will be made as to the additional position(s) needed to make that school comparable. Available staffing levels within the district will be reviewed to determine which staff can be transferred or reallocated to the school(s) showing deficiency.

A file will be maintained which contains a copy of the completed analysis, all supporting attendance data and staffing reports, as well as the written procedures. The initial comparison method used to determine comparability will be the student/staff ratio. If comparability for all schools is not achieved, the student/salary method will be used.

Along with the completion of the comparability report, the district maintains teacher certification for all staff at the District Office. Reports are also reviewed from the district evaluation system to determine disparities between buildings regarding teacher performance. Any building with more than 25% of teachers performing within the Unsatisfactory or Needs Improvement will be identified and evaluated for redistribution.

- 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.****

At the elementary level, students are given 25 minutes per week of library time in which they are taught basic library skills. In addition to library time, students are given a dedicated 25 minutes with the media center aide for the development of technology skills. At the middle and high school level, a full time media specialist is employed by the district to promote digital literacy and academic achievement through a collaborative effort with classroom teachers.

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

In order to identify gifted and talented students, percentiles will be used regarding student achievement on the Universal Screener. Students scoring between the 95th and 100th percentile will be identified. Additional data including grades, classroom performance, and teacher observation will be used and further testing may be completed if necessary. Students are given opportunities within the classroom through differentiated instruction and focus groups to complete enrichment activities.

Additional opportunities for gifted and talented students include single subject or whole grade acceleration, the Writers Talent Search, Great Books program, Geography Bowl, Honors Algebra at the middle school, as well as honors and AP courses at the high school.

College and Career

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 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.

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

Currently, our high school does not participate in Title I programming. Transition from the middle school to the high school includes freshman orientation, as well as coordination of services between the special education departments through transitional IEP team meetings. An incoming freshman night is held for all 8th graders and their parents in the spring. Counselors also meet with incoming freshmen for course selection and creation of a four-year plan based on the interests and abilities of

the student. Similarly, the middle school holds an incoming 6th grade orientation night for students and parents.

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

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

At the elementary level, instructional units are taught regarding possible professions. Community members volunteer to present careers to students. Along with an introduction to possible careers, students are able to access Science A-Z which allows for career exploration at Lexile levels that are appropriate for all elementary grade levels.

At the middle and high school levels, students are exposed to the Xello program. This program guides students to think and consider what they might enjoy as a career path. Students engage in questionnaires that show them what careers are available based on their interests. Additionally community speakers are brought in to discuss different career choices.

Field trips are also related to careers in agriculture in Kindergarten and Fourth grade, as well as exploration in the careers section at the Springfield Kidzeum museum in first grade. At the middle school level, courses are provided for career and life skills as well as STEAM activities and the addition of makerspaces in the 2017-2018 school year.

Staff is also provided opportunities to include technology within their instructional strategies. Programs such as Saturday Science are also offered for students.

Professional Development

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 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.

For each program for which funding is anticipated for the next school year, provide a brief description of professional development activities to be funded by the program as applicable.

A. Title I, Part A - Improving Basic Programs

- a. School Improvement Days are organized to provide teachers time to collaborate with each other on content and assessments, analyze data, and to receive professional development deemed necessary by the building administration. All activities are aligned to the district's mission and vision to provide quality education in a safe environment to all students.

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

- a. Lincoln Elementary and Jacksonville Middle School will continue to partner with their Illinois approved learning partners to complete appropriate professional development.
- b. Washington Elementary School completed their planning year for targeted status in the 24-25 school year and will begin implementing changes necessary to address targeted population.

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

- a. New offerings including: Magnetic Reading training, Literably, SEL offerings, Emotional Poverty and Trauma Informed work, AP courses, new text series programming at the high school, and additional teacher self-selected options.
- b. Ongoing in-district offerings: New Teacher Induction Training, RTI at Work series, vertical standards alignment, common formative assessment creation and evaluation

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

- a. Not providing

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

- a. Not providing - Did not receive funding for the 24-25 school year

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

- a. Four Rivers Special Education Coop sends out surveys each year to help plan professional development offerings for the schools in the co-op.
- b. Offerings include; special education roundtables and law review, CPI training, administrator training, and specific learning disability training throughout the year.

G. IDEA, Part B - Preschool

- a. Not providing

Safe Learning Environment

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 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.

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

- a. reduce incidences of bullying and harassment**
- b. reduce the overuse of discipline practices that remove students from the classroom**
- c. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of students as defined below.**

In order to reduce incidences of bullying and harassment, Jacksonville School District #117 employees follow the procedures in policy 7:180. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

- 1. During any school-sponsored education program or activity.
- 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
- 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- 4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

The goal of the district is to provide all students with a safe learning environment free of bullying and harassment. In order to do this, students are taught what bullying is, how to report it, and are given strategies to help them if they are in a situation where bullying is present. Once investigated by an administrator as soon as possible, interventions can be provided including school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Staff is also trained to identify bullying and how to intervene when bullying is identified.

Data is kept and reported regarding discipline for the above subgroups of students through our student information system database. The Board of Education is given suspension data quarterly. Beginning the 2017-2018 school year, all subgroups listed above will be given on the quarterly discipline report.

An alternative school setting at Crossroads Learning Center is also provided for students who are not successful within the regular education classroom. CLC provides students with a highly structured setting with an emphasis on social-emotional instruction. By providing this service for our students,

instructional time is increased and students are able to maintain their access to curriculum and instruction.

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.

The district follows the guidelines put forth from JSD #117 policy 6:140. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent.

It is the belief of JSD #117 to help remove any barriers that stand in the way of a homeless child receiving an education if at all possible.

Title I Specific Pages

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 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.

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

Jacksonville Middle School and Lincoln Elementary School were identified as comprehensive in the 23-24 school year. Each building selected and partnered with an Illinois Approved Provider that best fit the direction and goals identified through their planning year assessments. These partnerships will continue to address the goals identified by the building administrators.

Washington Elementary School was identified as targeted for their special education population in the 24-25 school year. The Director and Assistant Director of Curriculum have been working with the administrative team at Washington to guide and provide feedback on goal setting and plans to improve status.

The Director and Assistant Director of Curriculum will continue to work with and support administrators to set and reach school improvement goals. Funding will be utilized to achieve school improvement goals. Student progress towards goals will be monitored quarterly. The Director and Assistant Director will have monthly meetings with building administration to discuss progress.

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

☐ 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.

☒ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B Russell National School Lunch Act.

☐ 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

☒ Direct Certification

4. Describe, in general, the targeted assistance and/or schoolwide programs 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.

Elementary Schools: Eisenhower Elementary, Lincoln Elementary, Murrayville-Woodson Elementary, North Jacksonville Elementary, South Jacksonville Elementary, and Washington Elementary.

Middle School: Jacksonville Middle School

All Schools K - 8 use the iReady test as our universal screener to begin to identify students in need of targeted services outside of Tier I. Students who fall below the reading norm benchmark for their grade

level are listed as possible candidates for Title services as well as extra support during our MTSS daily block. To triangulate data and not rely on one data point, an additional screening is conducted using Literably. Literably is used as an additional diagnostic screener to further understand the discrepancy of students who are struggling in one of the following areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Once students are identified through this process, the determination is made on how to best meet each individual student's needs.

Students are placed into 2 distinct groups, those who are our most-at-risk with foundational skills scoring below the 25th percentile, and those that are above the 25th percentile using national norms. Our district uses the MTSS framework to provide support to all students, not just our targeted students. A district level team was created to provide active commitment and support to ensure all schools receive adequate and equitable resources. In each building, a Guided Coalition Team (School Leadership) is established to focus on guiding, uniting and empowering faculty and staff to embrace adult change to increase student learning. In addition, this team learns and supports colleagues with embracing best practices while actively promoting collaborative work. This team's responsibility is to also emphasize high levels of learning for all students and collective responsibility as a staff. To ensure we work to improve all of our students' performance, this team reminds adults on our campus about the moral imperative of our work as well as becoming the "lead learners" and building a strong sense of shared knowledge. Each building team follows the district's Decision Making Guidelines for students receiving Tier I, Tier II, and Tier III support.

Once our students have been identified needing additional Tier II and Tier III support, interventions take place in a variety of ways. We have a district "toolbox" of strategies and interventions for all teachers to use. There is an expectation set for all grade levels to provide a 25-30 minute intervention block to provide students with assistance in the specific areas that they need to grow. Title teachers provide additional support, on top of the intervention block, to students who are identified as needing additional foundational support. In this situation, a student would receive core instruction, plus more (RtI Block), plus more with Title. During all of our academic and behavioral interventions, we make sure to focus on a specific targeted area of need which is identified through targeted assessments. Within all of our interventions, immediate corrective feedback, systematic and explicit instruction, and research based intervention/strategies are required. We have used the research of Hattie to further explain the "why" and effect size of these practices. This all needs to be in addition to whole group instruction.

In order to evaluate if our process and interventions are working, it is crucial we utilize our Problem Solving Team and process. Our Problem Solving Team consists of a wide variety of representation to help our students be most successful. Members include; Classroom / General Ed Teacher, Special Education Teacher, Title Teacher, Building MTSS Coach, Principal, Dean, and School Psychologist, and parents. A Speech Pathologist and Social Worker may also attend as needed. Our Problem Solving Team meets on each student receiving Tier II and Tier III support to evaluate the effectiveness of our interventions in place. We then analyze the data and set a specific goal to target the deficit area. We measure our effectiveness by reflecting on fidelity of intervention implementation.

Involvement with our community and families are frequent and consistent. All families are notified of their student's data and receive information on what kind of support that student will receive in addition to Tier I, if it is needed. Notification happens with every movement between the tiers. Parent

Nights are also conducted each year to assist parents in learning how to help their children grow academically, behaviorally, or emotionally to find greatest success. All staff continue to be trained in the best practices of reading instruction through building staff development, district training and through professional workshops and conferences attended each year. Staff will continue to explore new research-based methodologies to continue to improve our skills and processes to do our very best for all students. The goal of all programs is to not only close the achievement gap that exists for the students who are performing below grade level, but also increase growth in all students no matter where they start.

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.**

Currently, all schools are operating schoolwide programs versus targeted assistance programs beginning with the 2017-2018 school year. Schoolwide plans are submitted and approved by the JSD #117 Board of Education in June of 2025.

IDEA Specific Requirements

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 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.

1. **How was the comprehensive needs assessment information used for planning grant activities?**

Comprehensive needs identified include: Collaborative Practices, Collective Responsibility, and Quality Professional Development. Funds will be used to provide speech, social work, and special education services to students at parochial schools within our boundaries. It will also cover purchased services such as occupational therapy, physical therapy, hearing services, and vision services provided by Four Rivers Special Education Cooperative. Funds will also be used to provide professional development to service providers and teachers. It will also cover tuition for students within the LIFE program, early childhood program, and Garrison School within the Four Rivers Special Education Cooperative.

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

Funds are used to provide speech, social work, and special education services to students at parochial schools within our boundaries. It will also cover purchased services such as occupational therapy, physical therapy, hearing services, and vision services provided by Four Rivers Special Education Cooperative. Funds will also be used to provide professional development to service providers and

teachers. It will also cover tuition for students within the LIFE program, early childhood program, and Garrison School within the Four Rivers Special Education Cooperative.

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

Due to the student Individualized Education Plan population increase, an additional special education classroom was created within the district in the 23-24 school year. Additionally, strategic planning has begun to meet the increasing needs of our population.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative for each indicator that's applicable.

Funding is used to provide direct services to our students in need. Examples of these direct services include, speech, social work, occupational therapy, physical therapy, ect. Funding also provides students with opportunities to experience the LIFE program, early childhood education, and Garrison School if needed.

Youth in Care Stability Plan

Best Interest Determination

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

DCFS will notify the LEA within one day of placement or change of placement if there is a student who DCFS would like to keep in the school of origin, but who will no longer be living in that school's boundaries. The LEA and DCFS can schedule a best interest determination team meeting within five school days that will include; DCFS, LEA, education decision maker for students, the student (if appropriate), and the school principal or designee. If the student has an IEP or 504 Plan, then the relevant staff members shall also participate in the best interest determination meeting. The determination shall be made as quickly as possible to prevent educational disruption for the student. Information to be considered at these meetings include; significant relationships, academic progress, and social emotional well-being. Transportation costs should not be considered when determining a student's best interest. DCFS has the ultimate authority if an agreement cannot be reached.

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

The best interest determination for a student in foster care who falls under IDEA or Section 504 will be handled in the same manner as any other student. The team will take into account the student's individual goals as outlined in their plan, accommodations, and educational needs for the student's educational success.

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

The best interest determination for a student in foster care who is an English Learner will be handled in the same manner as any other student. The team will take into account the student's accommodations, and educational needs for the student's educational success.

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

Level I - Ensure that appropriate parties participated in the best interest determination meeting.

Level II - The student's caregiver or educational decision-maker may dispute the district's best interest determination, transportation, or the provision of any other educational related service for a student in foster care by providing the district or LEA with written notice of the dispute within 5 business days of receiving notice. The LEA will forward the dispute to the superintendent or designee. A decision on the dispute will be made within 5 business days of receipt. The caregiver will be informed of the decision in writing. Along with the dispute decision, the caregiver will be informed of the process to appeal the decision to ISBE.

Level III - If the student's caregiver or educational decision-maker disagrees with the decision of the superintendent or designee, they may appeal the decision by notifying the LEA of their intent to file a Level II appeal. The superintendent or designee will forward all written and electronic documentation to ISBE within five business days of receiving notification of the caregiver's intent to file an appeal. The caregiver may also submit related documentation to ISBE and the LEA for review. All documentation must be submitted in one consolidated package via email or the US Mail. ISBE and an appropriate DCFS representative, after consultation from the school district, shall make a decision within fifteen business days of receipt of the dispute. The decision will be forwarded to the district's LEA for distribution to the caregiver, DCFS representative, and district superintendent. The district shall maintain records of the dispute.

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.

The district will address Youth in Care requirements, policies, and practices with building administrators during district administration meetings throughout the year. Additionally, information will be shared with building secretaries regarding information for Youth in Care children. Finally, a yearly memorandum will be sent to both administrators and building secretaries outlining requirements, policies, and practices.

Youth in Care Transportation Plan

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

Individuals involved include: Transportation Director, LEA representative, McKinney-Vento Liaison, DCFS.

When a student is placed in foster care or changes residence while in foster care, the DCFS case-worker must notify the principal. If the new residence is not within the same school boundaries, the LEA must be notified and invited to participate in the best interest determination meeting.

Upon receipt of the invitation to participate in the best interest determination meeting, the LEA shall notify the school of origin's transportation director. The LEA representative and school of origin transportation director shall identify potential ways that the child could be transported between districts, if that is the result of the best interest determination meeting.

Factors to consider include:

- a. Safety
- b. Duration of the need for services
- c. The time/length of travel time for the student each day
- d. Time of placement change
- e. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
- f. Traffic patterns
- g. Flexibility in school schedule
- h. Impact of extracurricular activities on transportation options.
- i. Maturity and behavioral capacity of student

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.
- h. Existing specialized transportation can be modified slightly to accommodate the new address

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

The following funding options will also be considered when developing the Transportation Procedures and Plan for a foster care student:

- Title IV-E of the Social Security Act if the student is eligible.
- 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.)
- IDEA funds, if the student has an IEP that includes provisions for specialized transportation.
- State special education transportation funds, if the student has an IEP local fund.

If Jacksonville School District #117 can offer an existing means of transportation at no additional cost, DFCS will not be charged.

If Jacksonville School District #117 can provide transportation but will need to modify a route or create a new option, the school of origin's transportation director will calculate the cost that will be charged to DCFS.

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

The school of origin will continue to provide transportation during the dispute resolution process.

- A. Level I - Ensure that appropriate parties participated in the best interest determination meeting.
- B. Level II - The student's caregiver or educational decision-maker may dispute the district's best interest determination, transportation, or the provision of any other educational related service for a student in foster care by providing the district or LEA with written notice of the dispute within 5 business days of receiving notice. The LEA will forward the dispute to the superintendent or designee. A decision on the dispute will be made within 5 business days of receipt. The caregiver will be informed of the decision in writing. Along with the dispute decision, the caregiver will be informed of the process to appeal the decision to ISBE.
- C. Level III - If the student's caregiver or educational decision-maker disagrees with the decision of the superintendent or designee, they may appeal the decision by notifying the LEA of their intent to file a Level II appeal. The superintendent or designee will forward all written and electronic documentation to ISBE within five business days of receiving notification of the caregiver's intent to file an appeal. The caregiver may also submit related documentation to ISBE and the LEA for review. All documentation must be submitted in one consolidated package via email or the US Mail. ISBE and an appropriate DCFS representative, after consultation from the school district, shall make a decision within fifteen business days of receipt of the dispute. The decision will be forwarded to the district's LEA for distribution to the caregiver, DCFS representative, and district superintendent. The district shall maintain records of the dispute.

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.*

JSD#117 will communicate with the school of origin to provide transportation of foster care students while disputes are being resolved. Possible transportation options include; pre-existing routes, new routes, route-to-route handoffs, options presented by the DCFS caseworker, existing specialized transportation, other services for which the student is eligible (such as IDEA), and alternatives not directly provided by the district such as taxis, carpools, or public transportation. The school of origin is responsible for the transportation while all disputes are being resolved.

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.*

JSD#117 will provide training to appropriate staff on the transportation plan for foster care students. Additionally, all building administrators, secretaries, counselors, and social workers will be provided a

copy of the transportation plan and the best interest determination plan. This information will be included in each building's beginning of the year meeting with the entire staff.

Bilingual Service Plan

Program Information:

School Name	Program Type	Instructional Design	# of Teachers	Instructional Time	# of Paras
Eisenhower Elementary	TPI	Transitional Program in English (Collaboration)	1	30	0
Lincoln Elementary	TPI	Transitional Program in English (Collaboration)	1	30	0
MW Elementary	TPI	Transitional Program in English (Collaboration)	1	30	0
North Elementary	TPI	Transitional Program in English (Collaboration)	1	30	0
South Elementary	TPI	Transitional Program in English (Collaboration)	1	30	0
Washington Elementary	TPI	Transitional Program in English (Collaboration)	1	30	0
Jacksonville Middle School	TPI	Transitional Program in English (Collaboration)	1	52	0
Jacksonville High School	TPI	Transitional Program in English (Collaboration)	1	49	0

BSP Professional Development:

Activity	Date (Projected)	Type of Participants	Expected # of Participants
Tips and Tricks to support ELL students in your classroom	8/13/2025	Certified Staff	100
Language Acquisition strategies for each language domain in WIDA	11/19/2025	Certified Staff	50
EL resources to support students in regular education classrooms	2/25/2026	Certified Staff	50