Thornton Fractional
HIGH SCHOOL DISTRICT 215
BURNHAM • CALUMET CITY • LANSING • LYNWOOD

May 13, 2026
Special Board of Education Meeting

Immediately following Committee of the Whole Meeting
Thornton Fractional Center for Academics & Technology
1605 Wentworth Ave.
Calumet City, IL 60409

1. **Call to Order/Roll call**
2. **Public Comment**
3. **Closed Session to discuss appointment, employment, compensation, discipline, performance, or dismissal of specific employee(s), specific independent contractors, specific volunteers, or District legal counsel**
4. **Approve Personnel Report**
5. Approve the 2026-27 Consolidated District Plan
6. Approve Settlement Agreement MoU with 683
7. **Adjourn**

PERSONNEL REPORT
MAY 13, 2026

1. It is recommended that the Board of Education approve the **dismissal** of **Joshua Moore,** Deans' Assistant at T.F. North, effective May 13, 2026.

2. It is recommended that the Board of Education approve the **dismissal** of **Tammie Pitts,** Special Education Paraprofessional at T.F. South, effective May 13, 2026.

3. It is recommended that the Board of Education approve an **addendum** to the **2024-2026 employment contract** of **Anita Howard-Sobkoviak**, Chief of Staff.

4. It is recommended that the Board of Education approve the **employment** of **Cathrecea Smith** as the Executive Assistant to the Superintendent and Board of Education, effective June 1, 2026.

5. It is recommended that the Board of Education approve the **employment** of **Alyce Brent** as 10-month Building Control Secretary at T.F. South, effective May 18, 2026.

6. It is recommended that the Board of Education **rescind** the **employment** of **William Smith** as a Custodian at T.F. North, effective May 4, 2026.

7. It is recommended that the Board of Education approve the following **Future Teacher Summer 2026 Reflective Leaders**: Aaron Bugajski, Sahed Yousef.

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MEMORANDUM

Date: May 13, 2026
To: Interim Superintendent Mr. Raymond Williams and Board of Education
From: Becky Szuba, Assistant Superintendent of Teaching and Learning
Subject: Consolidated District Plan

Recommended Action
The Department of Teaching and Learning will be seeking Board approval for the 2026-2027 Consolidated District Plan at tonight's meeting.

Background
In order to expedite the grant approval process, it is strongly recommended to submit our Consolidated District Plans as early as possible. The plan goes through five levels of review before it can be approved and the District cannot get the Title grant application approved until we have an approved Consolidated District Plan.

The Consolidated District Plan (CDP) addresses the planning portion of the grant application process. **Districts that intend to apply for any of the twelve specified grants must have an approved CDP with ISBE before submitting the grant application.** State grants are not included in the CDP.

District 215 currently receives the following federal grants:

- Title I, Part A – Improving Basic Programs
- Title II, Part A – Preparing, Training and Recruiting High Quality Teachers, Principals, and other School Leaders
- Title III – Language Instruction Education Program (LIEP)
- Title IV, Part A – Student Support and Academic Enrichment
- IDEA, Part B - Flow through

The CDP template requires districts to complete aligned goals to the following four categories:

- Student Achievement and Timely Graduation
- College and Career Readiness
- Professional Development: Highly Prepared and Effective Teachers and School Leaders
- Safe and Healthy Learning Environments

District 215 used feedback from various school community members to review current district data points/initiatives. Feedback was gathered from the following groups/meetings/surveys: District Cabinet Team, District Teaching and Learning Committee, Discipline Committee, 5 Essentials survey (parents, staff, students), homeless liaisons, and parent liaisons. As a result, a summary of the five Consolidated District Plan Goals is as follows:

2026-2027 CDP Goals

Goal 1: Student Achievement
All District 215 students will demonstrate academic growth through "composite student growth percentiles" as set by the redesigned accountability system for the 2026-2027 school year. Success with this goal will be demonstrated by the "all" student group meeting or exceeding the student growth percentile for commendable.

Goal 2: Graduation Rate
By June of 2027, at least 93% of the students in District 215 will maintain "on track" to graduation status throughout their high school career. For this goal, students are expected to meet requirements based on their year in high school by the end of the school year: a) Freshman students will earn 5 or more credits by the end of the

school year. b) Sophomore students will earn 11 or more credits by the end of the school year. c) Junior students will earn 17 or more credits by the end of the school year. d) Senior students will earn a diploma within four years.

Goal 3: Professional Development
Each school in District 215 will provide a minimum of three professional learning opportunities for all teachers that align with one of the four rungs of teacher clarity (Clarity of Organization, Clarity of Explanation, Clarity of Examples and Guided Practice, and Clarity of Assessment of Student Learning), the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and/or the effective integration of instructional technology.

Goal 4: School-Community Partnerships
District 215 will strengthen school-community partnerships by hosting at least 12 purposeful engagement events throughout the year, designed to increase meaningful participation from students, families, and community members. Success will be measured by meeting the following criteria: a) Ten percent of families attend an event during the school year. b) Twenty percent or more parents participate in the Five Essentials Survey.

Goal 5: Instructional Technology
Teachers will leverage instructional technology to increase student engagement and achievement. Success will be measured by 90% of the teachers earning a rating of excellent on the aligning element in the evaluation rubric (1d).

Funding source if applicable: N/A

Attachment Summary of Plan

Thornton Fractional
HIGH SCHOOL DISTRICT 215
BURNHAM • CALUMET CITY • LANSING • LYNWOOD

At-A-Glance Consolidated District Plan

Goal 1: Student Achievement

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Summary of Consolidated District Plan 2026-2027

General Education Provisions

District 215 is committed to an overall culture of equity where the creation and implementation of policy, the allocation of resources, and access to opportunity are intentionally aligned to meet the needs of all student groups, regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, immigration status, age or physical appearance.

Equal educational and extracurricular opportunities shall be available for all Thornton Fractional High School District 215 staff and students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age,

physical or mental disability, gender identity, status of being homeless, order of protection status and actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against staff or students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policies Relating to Building and Properties. Any staff member or student may file a discrimination complaint by using Board Policy - Uniform Complaint Procedure.

District 215 will ensure that students and/or staff members with disabilities have equal access to a quality education and/or professional development. The district provides appropriate supports and services designed to minimize the impact of the identified disability on a student's academic progress and/or a staff member's ability to perform his/her duties. District 215 ensures equitable access and participation through continuous evaluation of its programs, services and staff development needs.

Needs Assessment and Programs

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 by the funding of these programs.

District 215 utilizes the federal resources to provide supplemental services to students, professional development opportunities to staff, parental programs to improve parent engagement/involvement, partner with community agencies to foster community connections, to improve school conditions for learning, and additional resources including but not limited to technology in order to support activities that we would not otherwise be able to offer to our school community members. Resources will be utilized to provide all children with the opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps. Additionally, these resources will be utilized to improve methods and instructional strategies that strengthen our academic programs, increase the amount and quality of learning time, and assist in providing an enriched and accelerated curriculum.

Provide a Summary of the LEA's needs assessment

District 215 continues to use both quantitative and qualitative data from various resources to assess current needs in regard to student achievement, learning conditions and elevating educators. Based on ACT state testing results from 2025, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap continues to exist between White and minority students as well as proficiency rates for students with IEPs and English Language Learners.

According to the state ACT Math results, only 16.6% of students showed proficiency. 29.6% of those demonstrating proficiency were White, 20.7% were Hispanic, and 14% of Black students. There were only 9.7% of English learners who demonstrated proficiency and 1% of students with disabilities. In addition, when looking at the state ACT ELA results, 34.4% demonstrated proficiency overall. 44.4% of White students were proficient, 43.5% of Hispanic students and only 29.2% of Black students. There were 8.2% of students with disabilities that demonstrated proficiency and English learners were at 25.2%. District 215 had a proficiency rate of 26.5% for science. 44.4% White students demonstrated proficiency in comparison to 30.9% Hispanic and 23.6% Black students. English learners demonstrated 20.4% proficiency and Students with disabilities were even lower at 7.1%.

In reviewing freshman on track trends, the District has been steadily climbing (2023- 72.8%; 2024- 76%; and 2025- 83%) but is still below the State average of 89.3%. Before this upward trend, there was a decrease from 2021

(78.3%) to 2023 (72.8%). Two subgroups that are areas of focus include English learners with a 9th grade on track rate of 77% and Male students at 79.9%.

In reviewing credits attained for sophomores through seniors on each campus, only 67.7% of sophomores, 77.6% of juniors and 89.8% of seniors were on track for graduation with credit attainment at the completion of semester 1 on the North campus. On the South campus, 67.7% of sophomores, 74.3% of juniors, and 83.3% of seniors were on track.

Based on both the quantitative and qualitative data, District 215 established 5 overarching goals in the areas of student achievement, curriculum design, development, and implementation, family engagement, implementation of instructional technology, and professional development to address these identified needs:

Goal 1: Student Achievement

All District 215 students will demonstrate academic growth through "composite student growth percentiles" as set by the redesigned accountability system for the 2026-2027 school year. Success with this goal will be demonstrated by the "all" student group meeting or exceeding the student growth percentile for commendable.

Goal 2: Graduation Rate

By June of 2027, at least 93% of the students in District 215 will maintain "on track" to graduation status throughout their high school career. For this goal, students are expected to meet requirements based on their year in high school by the end of the school year: a) Freshman students will earn 5 or more credits by the end of the school year. b) Sophomore students will earn 11 or more credits by the end of the school year. c) Junior students will earn 17 or more credits by the end of the school year. d) Senior students will earn a diploma within four years.

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Each school in District 215 will provide a minimum of three professional learning opportunities for all teachers that align with one of the four rungs of teacher clarity (Clarity of Organization, Clarity of Explanation, Clarity of Examples and Guided Practice, and Clarity of Assessment of Student Learning), the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and/or the effective integration of instructional technology.

Goal 4: School-Community Partnerships

District 215 will strengthen school-community partnerships by hosting at least 12 purposeful engagement events throughout the year, designed to increase meaningful participation from students, families, and community members. Success will be measured by meeting the following criteria: a) Ten percent of families attend an event during the school year. b) Twenty percent or more parents participate in the Five Essentials Survey.

Goal 5: Instructional Technology

Teachers will leverage instructional technology to increase student engagement and achievement. Success will be measured by 90% of the teachers earning a rating of excellent on the aligning element in the evaluation rubric (1d).

Plan Specifics

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.

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

Title I, Part A- Improving Basic Programs

Here are the 5 District Goals that were developed based on our needs assessment:

Goal 1: Student Achievement

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Goal 5: Instructional Technology

Teachers will leverage instructional technology to increase student engagement and achievement. Success will be measured by 90% of the teachers earning a rating of excellent on the aligning element in the evaluation rubric (1d).

District 215 referenced the following data to arrive at Goal 1 (student achievement), goal 2 (graduation rate), and goal 3 (professional development): Based on ACT state testing results from 2025, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap continues to exist

between White and minority students as well as proficiency rates for students with IEPs and English Language Learners.

According to the state ACT Math results, only 16.6% of students showed proficiency. 29.6% of those demonstrating proficiency were White, 20.7% were Hispanic, and 14% of Black students. There were only 9.7% of English learners who demonstrated proficiency and 1% of students with disabilities. In addition, when looking at the state ACT ELA results, 34.4% demonstrated proficiency overall. 44.4% of White students were proficient, 43.5% of Hispanic students and only 29.2% of Black students. There were 8.2% of students with disabilities that demonstrated proficiency and English learners were at 25.2%. District 215 had a proficiency rate of 26.5% for science. 44.4% White students demonstrated proficiency in comparison to 30.9% Hispanic and 23.6% Black students. English learners demonstrated 20.4% proficiency and Students with disabilities were even lower at 7.1%.

In reviewing freshman on track trends, the District has been steadily climbing (2023- 72.8%; 2024- 76%; and 2025- 83%) but is still below the State average of 89.3%. Before this upward trend, there was a decrease from 2021 (78.3%) to 2023 (72.8%). Two subgroups that are areas of focus include English learners with a 9th grade on track rate of 77% and Male students at 79.9%.

In reviewing credits attained for sophomores through seniors on each campus, only 67.7% of sophomores, 77.6% of juniors and 89.8% of seniors were on track for graduation with credit attainment at the completion of semester 1 on the North campus. On the South campus, 67.7% of sophomores, 74.3% of juniors, and 83.3% of seniors were on track.

This assessment informs programs such as: extended day credit recovery, summer bridge for freshmen, academic assistance in ELA, math, social studies, and science, paraprofessionals, summer school, alternative learning programs, curriculum revisions and realignment, professional development for staff to develop curriculum and implement research based strategies in the classroom, and supplemental materials and technology.

Goal 3 focuses on professional development specifically with an emphasis on teacher clarity, the Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and instructional technology. Goal 5 specifically emphasizes leveraging instructional technology for student engagement and achievement. These were created based on the following data:

During the 2024-2025 and 2025-2026 school years, qualitative data was collected via various entities such as parent meetings, curriculum student and staff feedback surveys, building and district administrative meetings, Committee of the Whole meetings, and Strategic Planning meetings. In the Fall of 2021, our District assembled a Mobile Learning Initiative Committee (MLIC) which was made up of administrators, teachers, librarians and technology staff members to analyze the aspects of what great teaching and learning looks like in a technology rich and diverse environment. The MLIC met on five separate occasions and developed seven recommendations for effectively integrating instructional technology into our district. As we continue to build on those recommendations, we recently sent a survey out to parents/guardians and staff regarding communication and technology. Based on recommendations from the Mobile Learning Initiative (consisting of teachers, administrators, and library/media specialist) and the most recent surveys, District 215 should invest in, and continuously evaluate, digital tools and resources for staff and students that are intentionally aligned and integrated with the District's ever-evolving curriculum. The District should provide specific, relevant, ongoing and meaningful coaching on how to best integrate these technological resources. Finally, the District should evaluate a common learning platform to ensure a well-supported, consistent and reliable digital learning environment. This needs assessment informs supplemental digital subscriptions, interactive teacher laptop computers, professional development for technology platforms, updated classroom interactive technology, and technical assistants' staff. During this school year, a needs survey

helped to refine last year's goal to specifically focus on leveraging technological resources to increase student engagement and achievement.

Goal 4 (school-community partnerships) is based on the data from the 5 essentials survey as well as parent meetings and surveys. This assessment informs the stipends for parent liaisons and associated workshops.

Title II, Part A- Preparing, Training and Recruiting

District 215 continues to rely on the historical data from our partnership with Curriculum Management Solutions, inc., which has been on-going for 8 years: A curriculum audit conducted in the fall of 2018 revealed a preponderance of teacher-led, teacher-centered instruction. Part of the audit included 49 classroom visits, during which students were seen mostly listening to teachers and working on low level Depth of Knowledge (DOK) work. In 30% of the classrooms observed, students were listening, in 23% students were participating in low-level writing activities and 89% of student tasks were at DOK level one or two. 68% of classrooms were whole-group, teacher-centered. Furthermore, auditors did not see evidence of differentiation of content and did not see differentiation in the product or process of 82% of classrooms visited. Additionally, in reviewing evaluation data, it is evident that Principals need more training on recognizing and collecting data that captures the domains of "classroom environment and teacher instruction." Informal walk-through data also demonstrates that classroom instruction continues to lack engagement with standards-aligned, rigorous, relevant curriculum for students. Despite rewriting the majority of our core courses, our proficiency rates still fall below the State average. According to the state ACT Math results, only 16.6% of students showed proficiency. 29.6% of those demonstrating proficiency were White, 20.7% were Hispanic, and 14% of Black students. There were only 9.7% of English learners who demonstrated proficiency and 1% of students with disabilities. In addition, when looking at the state ACT ELA results, 34.4% demonstrated proficiency overall. 44.4% of White students were proficient, 43.5% of Hispanic students and only 29.2% of Black students. There were 8.2% of students with disabilities that demonstrated proficiency and English learners were at 25.2%. District 215 had a proficiency rate of 26.5% for science. 44.4% White students demonstrated proficiency in comparison to 30.9% Hispanic and 23.6% Black students. English learners demonstrated 20.4% proficiency and Students with disabilities were even lower at 7.1%. Finally, the 5 Essentials survey reveals neutral feelings for ambitious instruction and low expectations for teachers who share a sense of responsibility for student development, school improvement, and professional growth. Goals three and five are developed to address these deficiencies. Goal three was refined from last year's professional development goal to focus on Teacher Clarity (John Hattie's effect size studies), the Guiding Principles of Effective Curriculum, Data-Informed Instructional Decision Making, and Integration of Technology. While we have a rigorous, revised curriculum in the majority of our core courses, we aren't witnessing the implementation with fidelity to help students achieve and exceed the State standards. Our two-year mentoring program and robust, continuous embedded professional development program addresses goals 1 (student achievement), 2 (graduation rate), 3 (professional development), and 5 (instructional technology). Providing specific professional development sessions for Principals (assistant principals) also addresses the needs assessment. A continued subscription for completing evaluations and gauging professional development needs also addresses goal 3 (professional development). Goal 5 centers around the integration of instructional technology through digital platforms and resources that increase student engagement and achievement.

Title III-LIEP

According to the Illinois School Report Card, District 215 continues to experience increases in our English Learner (2024 12.2%, 2025 12.9%), with only 13.3% of those students in the expanding and/or bridging performance level on the ACCESSS assessment. This performance falls below the State level and is 1.5 percent lower than last year's performance. Meanwhile, 47.8% of students who took the ACCESS received scores placing them in the developing range, which is higher than the state's % students achieving performance level. The students in District 215

continue to need a TBE program that offers supports and services to address their language and learning needs. Our program will emphasize providing teachers access to a database that provides easy access to student ACCESS performance data, a profile of the student based on WIDA can-do statements, and targeted differentiated professional learning opportunities.

The district and school program goals will benefit English Learners and Emergent bilingual students if the following ways: resources allocated to support newcomers, targeted reading initiatives to improve performance in courses and on the standardized state assessment, access and opportunity to courses and programs to increase post-secondary readiness, and culturally relevant curricula supported by professional learning for staff that increases their ability to meet the needs of diverse learners. The program will also emphasize integration of technology to enhance the teaching and learning experience. The District intentionally engages with families through the BPAC to determine their needs relative to navigating the school environment, supportive parenting, and personal enrichment.

The district will address the needs of English Learners by providing supplemental resources such as translation devices, textbooks in the students' native language, dedicated staff in newcomer classes that speak the majority native language of students, and staff training in instructional strategies to make content accessible to English Learners (ex. Engaging learners in structured talk such as Question, signal, stems, share and assess, daily writing opportunities with sentence frames and stems, mentor texts, interactive word walls, modeled writing, and quick writes, valuing all language and literacy (provide some resources in the first language, learn words in students' primary languages, and use of visuals).

Additionally, Title 3 funds will be used to offer parent ESL classes and parent workshops, and to support the implementation of a data system specific to instructional strategies, ACCESS score to instruction connections, and to offer enrichment activities to students.

Title IV- Student Support and Academic Enrichment

District 215 referenced the following data to arrive at Goal 1 (student achievement), goal 2 (graduation rate), Goal 3 (professional development), and goal 5 (instructional technology): According to the state ACT Math results, only 16.6% of students showed proficiency. 29.6% of those demonstrating proficiency were White, 20.7% were Hispanic, and 14% of Black students. There were only 9.7% of English learners who demonstrated proficiency and 1% of students with disabilities. In addition, when looking at the state ACT ELA results, 34.4% demonstrated proficiency overall. 44.4% of White students were proficient, 43.5% of Hispanic students and only 29.2% of Black students. There were 8.2% of students with disabilities that demonstrated proficiency and English learners were at 25.2%. District 215 had a proficiency rate of 26.5% for science. 44.4% White students demonstrated proficiency in comparison to 30.9% Hispanic and 23.6% Black students. English learners demonstrated 20.4% proficiency and Students with disabilities were even lower at 7.1%. In reviewing credits attained for sophomores through seniors on each campus, only 67.7% of sophomores, 77.6% of juniors and 89.8% of seniors were on track for graduation with credit attainment at the completion of semester 1 on the North campus. On the South campus, 67.7% of sophomores, 74.3% of juniors, and 83.3% of seniors were on track. Students need access to rigorous course work and support in completing it. AP student boot camps and the National Education Opportunity Network programs will be funded. Additionally, the 5 essentials survey revealed low ratings on school safety. As a result, school resource officer stipends will be used. The staff needs assessment technology survey also revealed the need for additional technology resources to supplement the curriculum and increase student engagement, as well as the professional development to deploy them with fidelity in the classroom.

IDEA Part B Flow-Through

A Needs Assessment is annually conducted by the ECHO Cooperative, which considers the needs of 13 surrounding districts. The results of the Needs Assessment are used to identify professional development and programmatic needs. This process supports the specific needs of District 215. Additionally, District 215 conducts an ongoing needs assessment based on classroom performance, state assessment, and behavioral data trends. The district uses a cohort professional learning model to support the professional learning of teachers across the placement continuum, as well as observations to determine appropriate professional learning for other school staff. District 215 also reviews the disability and placement data of its students to determine programmatic or placement process changes to ensure students have access to robust educational programming.

Plan Specifics: Stakeholders

Describe activities/strategies LEA will implement for effective parent and family engagement. Include EL engagement:

The following activities/strategies will be implemented for effective parent and family engagement:

1. Parent liaisons will be used to assist in the recruitment of increasing active membership within our Parent Advisory Boards.
2. Parent Advisory Board meetings will take place on a monthly basis.
3. Parent feedback will be solicited via surveys.
4. The district is committed to hosting the following events to promote engagement: Open House, Advanced Placement Showcase, College Social, Freshman orientation (parent meeting and meet and greet), Financial Aid Night, Career and Trades Fair, Parent Workshops, Parent/Teacher Conferences.
5. The district is committed to using technology to increase and improve the communication process with families. Social media outlets and apps will be utilized to enhance communication. Additionally, a new learning management system was implemented two years ago. We are looking into a potential communication app for the upcoming year.
6. BPAC for Emergent Bilingual parent/families will be held quarterly during the school year.
7. The Family Outreach specialist will host parent workshops for course selection, safety, and financial aid (English and Spanish). This person will also promote activities within our school community.
8. The Transition specialist will hold listening sessions for parents of students with IEPs.
9. The Family Outreach specialist completes home visits.

Plan Specifics: Student Achievement

Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement:

District 215 is a comprehensive high school district with graduation requirements that exceed the Illinois state-imposed requirements for graduation. The district requires that a student successfully completes 23 credits for graduation during full-time attendance. These credit requirements consist of four years of English, three years of Social Studies and Math, two years of Science, four years of PE or Health, and a combination of electives. Elective choices include offerings in Art, CTE, English, World Language, Music and Social Studies. To meet the needs of all students, courses are offered at a variety of levels including special education instructional, special education co-taught, College Preparatory, Honors, Advanced Placement, Career and Technical pathways, dual credit and dual enrollment. In addition, English Learner students benefit from a transitional bilingual education program with bilingual courses, co-taught courses, sheltered instruction and additional support inside and outside of the classroom. District 215 partnered with Curriculum Management Systems Incorporated (CMSi) to conduct a comprehensive review of District 215 curriculum framework documents and policies. The purpose was to reveal the

extent to which officials and professional staff of the District have developed and implemented a sound, valid, and operational system of curriculum management. The program-specific Curriculum Audit was an intensive review of the design, delivery, and alignment of curriculum documents and accompanying assessment documents. District 215 is using the 4 major findings from the curriculum audit to drive the development and implementation of a new curriculum to meet the academic needs of all students.

- Finding 1: Students were mostly listening to teachers and working on low level Depth of Knowledge (DOK) work.
- Finding 2: District 215 students are lagging behind the state averages on high stakes testing. In addition, a gap exists among African American and Hispanic students' success rate on high stakes tests.
- Finding 3: Lack of coordinated plans, due to the lack of policy development has contributed to fragmentation within the District.
- Finding 4: Equity, providing additional resources to students who are not performing on level with their peers, is a factor. African American students represent two thirds of the student population, and this group is underrepresented in both honors and Advanced Placement courses.

To address these deficiencies, District 215 has engaged in the following:

1. Development of a Curriculum re-write process: Writing teams, consisting of administrators and educators, attend week-long trainings with CMSi focusing on the following:

- Reviewing the audit results and recommendations
- Establishing the foundation for the curriculum including cultural capital and deep alignment concepts
- Understanding the importance of curriculum design to support delivery
- Developing a framework for curriculum, which emphasizes clarity in regard to student engagement and instruction as well as a Mastery Learning Model and Unit design and development
- Aligning curriculum and lessons to the Guiding Principles for Effective Curriculum and the Curriculum CARE (Content, Assessment, Response, Extension) Plan.
- Continuing to analyze student curriculum feedback, teacher curriculum feedback, informal observations, and performance-based assessments to continually revise and update curriculum that has already been rewritten since the audit.

Writing teams are trained every year (since 2019) and over 45 courses have been revised/rewritten. This includes the majority of the core as well as some electives. Writing Team 9 will be trained in June and July of 2026. Curriculum Review for sophomore courses will take place in June of 2026.

2. Implementation of Equity Action Steps

In Spring of 2020, an equity committee was established and developed goals to address 5 key focus areas: student achievement, teaching and learning, beliefs and biases, family and community engagement, and diversifying staff. The following goals with actions steps were established:

- All students will have access to high quality-rigorous, culturally relevant instruction, curriculum, and educational experiences.
- All staff will engage in professional learning that examines racial and cultural identity and its impact on teaching, learning, and belief systems.
- The District will increase community partnerships and family involvement in the educational environment.
- The District shall ensure hiring practices effectively recruit diverse candidates and develop supports for staff retention.

3. Revision of all Board of Education policies

During the 2020-2021 school year, the District partnered with the Illinois Association of School Boards (IASB) to update and customize policies through PRESS Plus. Additionally, a sub-committee has been created to continually revisit and update Board policy. For the past three years, the District has started to review and align procedures with policy. This work will continue in 2026-2027.

4. Strategic Plan

During the 2022-2023 school year, the District began the Strategic planning process to address the following areas: student supports, building professional capacity, climate and culture, family and community partnerships, and data. This plan continues for 2026-2027.

In order to support the aforementioned work, District 215 has established professional learning partnerships with: Dr. Holly Kaptain - Curriculum Management Solutions, Inc. (CMSi); Savanna Flakes- Inclusion for a Better Future; Schoology, Learning Management System, Evaluwise, and Power School Unified Insights and Data Analytics. Continued partnerships with these companies and/or other research-based similar companies will continue next year. Through these entities, on-site coaching is provided in the areas of Teaching Emergent Bilingual Students, Increasing Rigor in the Classroom, Specially Designed Instruction, Differentiated Instruction, Performance Based Assessments, Effective Co-Teaching Models, Standards-Aligned instruction, implementing instructional technology effectively, data-informed instructional decision-making, teacher clarity, the Guiding Principles for Effective Curriculum, and task analysis and alignment.

List and describe the measures the District takes to use and create identification criteria for students at risk of failure (low-income, EL, sped, neglected/delinquent)

District 215 utilizes the following criteria for students at-risk failure:

- 8th Grade Assessment Scores in core content areas
- Feeder School Articulation Meetings to assist identification of incoming 9th grade students
- State and Local Assessment Testing Scores which support College Readiness Levels (ACT, Pre ACT, DLM, performance-based assessments) to identify students' academic strengths and weaknesses
- MTSS Program which focuses on running 3-week failure reports to identify struggling students and enroll them in an academic support program
- 9th and 12th grade on track data reports
- Monthly Attendance and Discipline reports
- Counselor/ dean referrals from teachers
- Unified Insights/Data Analytics Power School to identify trends of at-risk students
- ELLevate to identify needs and proficiency or growth areas for EL students

Describe the supplemental educational assistance (resources/programming) to be provided to individual students needing to meet challenging state and academic programs include ELs.

District 215 has established the following Multi-Tiered System of Support (MTSS) programs in order to help individual students meet State academic standards:

- A course to strengthen literacy skills: Students identified as needing reading assistance are enrolled in a Success Seminar course.

- Co-taught classes: Students with IEPs are enrolled in co-taught courses for science, English, math, and social studies. Teachers implement Specially Designed Instruction (SDI) for students with an IEP.
- Study skills course for identified students with IEPs in the core general education curriculum program
- Supports, Extensions, and Interventions are integrated in the new curricula units.
- Homework Center: Students attend homework center and receive tutorial help from certified staff members for academic assistance in classes. Extra assistance for Limited English Proficient students as well as students with IEPs is provided.
- Extended Library hours: The library is open before and/or after school to provide students with a safe and conducive learning environment in order to complete homework assignments, make up tests, complete college applications, and have computer access.
- Math intervention during the day: Students have the opportunity to remediate skills during the day in algebra. Topics include: Solving one and two step equations, inequalities, writing equations of lines (and slope), graphing lines, systems substitution/elimination, polynomials, factoring, and quadratic solving.
- English Intervention during the day: Students have the opportunity to remediate skills during the day in English. Topics include: writing mechanics and structure, reading comprehension and analysis, and assistance with essay development.
- Lunch time Tutoring: Licensed staff members, paraprofessionals, and students are available to assist students who might be struggling in an academic area.
- Credit Recovery: A program has been established in order to help credit-deficient students get back on track academically in order to meet graduation requirements.
- Summer Bridge: Incoming 9th grade students are enrolled in a Summer Transitional Program which runs in July and August.
- Freshman Orientation: Incoming 9th graders attend school a day prior to upperclassmen to participate in transition activities.
- Mentoring Groups: Formal and informal groupings are established to assist students academically, socially, and emotionally. Specific groups will target the social and academic needs of immigrant students.
- Social-Emotional lessons for identified groups of students
- ACT prep sessions: These sessions include practice exams in order to identify areas of deficiency. After analyzing the data, individualized tutoring sessions are implemented.
- Developmental Guidance Instruction which focuses on meeting with students who are off-track and need academic assistance
- Emergent Bilinguals are enrolled in bilingual, co-taught and/ or sheltered-instruction courses with certified staff.
- Alternative Learning Program for identified students. This program utilizes a web-based learning platform to support academic, social and emotional lessons.
- Junior Academic Scholars Academy: Supports the needs of students in their third year of high school who are credit deficient.
- Sophomore Academic Scholars Academy: Supports the needs of students in their second year of high school who are credit deficient.
- Ellevation: A platform to help with data and instructional planning to enable teachers to make data-driven decisions for English Learner student achievement and success. There is an emphasis on helping EL students in math with academic language.
- English learners and/or immigrant students will have access to targeted tutoring, as well as credit recovery opportunities during the day if needed.
- The family outreach specialist will provide events specifically for families of immigrant students and also for English learner students. Home visits will take place if needed.

Thornton Fractional
HIGH SCHOOL DISTRICT 215
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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. (include ELs)

District 215 has developed and continues to focus on a variety of instructional and educational strategies to strengthen academic programs and improve school conditions for student learning. Areas of focus include standards-aligned objectives and task alignment, language objectives, gradual release of responsibility, depth of knowledge, checks for understanding, culturally-responsive teaching, student voice, effective co-teaching models, specially designed instruction, Teacher Clarity, the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and the utilization of technology to transform teaching and learning. Tier I instructional strategies designed to strengthen academic programs for English learners and immigrants include the aforementioned along with the following: Engaging learners in structured talk such as question, signal, stems, share and assess; daily writing opportunities with sentence frames and stems, mentor texts, interactive word walls, modeled writing; using visuals; creating a culture of collaboration (jigsaw and literature circles), and sentence stems with targeted academic vocabulary. In addition, all curriculum is planned with the Guiding Principles of Effective Curriculum in mind, which emphasizes "engagement in cognitively challenging work," learning experiences that have "high expectations and student voice," and learning environments that are "welcoming, positive, and inclusive." Classroom visits by administration, as well as on-site coaching partnerships and professional development opportunities, help in monitoring and strengthening implementation of strategies. Course groups meet at least once a month to use the Curriculum CARE (content, assessment, response and extension) plan to drive discussion and instructional decision-making.

To further strengthen academic programs and improve school conditions for student learning, students are offered enrichment opportunities during the summer to strengthen their skills in core content areas. For example, the Summer Bridge program for incoming freshmen exists to help prepare students for the transition to high school and the rigor of the content. Students attend Summer School in an effort to recover course credit, to enhance academic skills, and/or to seek courses for advancement. An AP student boot camp is also offered in the summer to help support students with the rigor. During the school year, an ACT prep course is offered to 11th grade students. This course individualizes instruction for students based on pre-assessment, as well as focusing on test-taking strategies. During the 2024-2025 and 2025-2026 school years, our district partnered with ELLevate and Inclusion for a Better Future to provide professional development training sessions in the following areas: Teacher Clarity, Collective Equity, and addressing the needs of diverse learners. These sessions were specifically developed to assist our staff members in reaching our Emergent Bilingual students and Students with IEPs. This work continues under the leadership of Savanna Flakes, Inclusion for a Better Future, the Director of Teaching and Learning, and the Student Service Coordinators.

The following enhance post-secondary success for our students:

- Dual-credit opportunities, which allow students to earn college credit while enrolling in specific high school courses such as 21st Century Entrepreneurship, Health, Barbering I and II, Culinary Arts II, Engineering I and II, Cosmetology I and II, and Foundations to Teaching.
- National Education Opportunity Network, which allows students to enroll in courses at elite institutions such as Harvard, Yale, Howard and Stanford and earn transferable college credit.
- College Step-Up program, which allows students to enroll in courses at South Suburban College and Chicago State University and earn transferable college credit
- College Preparatory Math Course, which was articulated with South Suburban College and provides students an opportunity to immediately enroll in a credit-bearing math course at any community college and selected universities with no need for remedial coursework

- College Preparatory English Course, which was articulated with South Suburban College and provides students an opportunity to immediately enroll in a credit-bearing English course at any community college and selected universities with no need for remedial coursework.
- In Fall 2021, District 215 added four CTE programs that enhance students' employability through licensure and credentials (Cosmetology, Barbering, Electricity & Teacher Education).
- In 2025-2026, District 215 implemented American Sign Language.
- In 2025-2026, District 215 began writing a course in Applied Math, which will cover work-based math (CTE-welding, construction, etc.), financial literacy, and build upon the foundation of algebraic skills.
- In 2026-2027, District 215 will implement a Money Matters course within the CTE pathways as an entry level course.
- Advanced placement opportunities for underrepresented student populations which allow students to earn college credit upon successful completion of the exam. Three new courses were added in the 2024-2025 school year: AP physics, AP African American Studies, and AP Precalculus.

The district will address the needs of English Learners by providing a dedicated class to newcomers at 3 different levels and by providing staff training in instructional strategies to make content accessible to English Learners (ex. Engaging learners in structured talk such as Question, signal, stems, share and assess, daily writing opportunities with sentence frames and stems, mentor texts, interactive word walls, modeled writing, and quick writes, valuing all language and literacy (provide some resources in the first language, learn words in students' primary languages, and use of visuals). For immigrant students, home visits will take place if needed by the family outreach specialist to improve school conditions for student learning. Immigrant students will have targeted tutoring, as well, as credit recovery opportunities during the school day as/if needed. Specific mentoring groups will target the social and academic needs of immigrant students. Teachers will receive culturally responsive pedagogy training to support immigrant families.

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

All District 215 licensed staff members are licensed in the content areas in which they teach. Furthermore, all teachers (on and off cycle) receive multiple informal observations, which include a formalized feedback form. Any teacher that is at risk of a needs improvement in any area meets with building administration to discuss this area further and develop a plan for improvement. District 215 utilizes a customized version of the Charlotte Danielson model for licensed staff evaluations. Each year, the Deans' Office and/or building administration offers professional development in the areas of classroom environment (establishing rapport, developing a positive classroom climate, classroom management). All new teachers are invited to be a part of our 2-year mentoring program. This program allows for peer observations, collective lesson planning, data analysis, and a coaching cycle. All new teachers also participate in a two-day orientation prior to the start of the school year and attend monthly meetings during the school year to ensure academic expectations are clear. Furthermore, the District provides membership to one professional organization related to their teaching field. All second-year teachers participate in a one- day orientation prior to the start of the school year to continue professional development in regard to our School Improvement initiatives. They are also invited to take place in the 2nd year of our mentoring program, which emphasizes a full coaching cycle. In 2024-2025, the District implemented a digitized evaluation process on a platform, which has allowed us to better track professional development needs for teachers.

Describe the measures the district takes in assisting schools in developing effective library programs.

The district ensures that all librarians are licensed and have the necessary qualifications and endorsements to be school library media specialists. This allows our librarians to interact with students in developing digital literacy

skills. Additionally, each library has a paraprofessional who can assist students and teachers. In order to provide the best in online databases to its students, District 215 provides the financial resources and allows the autonomy of its media specialists to stay informed of and subscribe to online databases that are both user-friendly and will be used later in higher education. Moreover, the media specialists provide interactive and hands-on instruction to students regarding how to use the databases and other online resources in a discerning manner, teaching them to make informed decisions about the materials they access. The district supports flexible scheduling in its media centers. Flexible scheduling has been shown in multiple studies to increase both student and teacher access to the library and its resources.

Additionally, the librarians/media specialists create student presentations for digital literacy which are offered through Summer bridge programs, freshman orientation and English/Social Studies classes.

Describe how the district will identify and serve gifted and talented.

In order to identify and serve gifted and talented students, District 215 begins the identification process through the administration of college readiness assessments (PreACT/ACT Suite and Illinois Assessment of Readiness), which begins with the students' 8th grade year. There is articulation with feeder schools which includes individual student performance feedback from the 8th grade core content instructors on this placement. Once identified, students are enrolled in Honors and AP level courses. Additionally, AP Potential Reports are utilized to increase enrollment opportunities. District 215 is also committed to increasing enrollment in the gifted programs through other methods which include teacher recommendations, summer enrichment courses (some with the local community college), and parent input. Throughout a student's tenure in the district, counselors and teachers recruit and encourage students to enroll in these courses. Additionally, there is a specific career counselor that coaches and supports students with dual credit and dual enrollment. Gifted and talented students can enroll in the following curriculum course offerings: Honors English 9, Honors English 10, Honors English 11, Honors Spanish IV, Honors French IV, Honors World History, Honors US History, Honors Economics and Honors Government, Honors Biology, Honors Chemistry, Honors Physics, Honors Algebra I, Honors Geometry, Honors Algebra II, and Honors Pre-Calculus. In addition, the following Advanced Placement courses are offered: AP Literature, AP Language and Composition, AP Spanish Language, AP Spanish Literature, AP Human Geography, AP US History, AP European History, AP Psychology, AP Biology, AP Chemistry, AP Physics, AP Pre-Calculus, AP Calculus AB, AP Statistics, AP Music Theory, AP Computer Science Principles, and AP African American Studies. District 215 also offers a College Step-Up Program through partnerships with Joliet Junior College, Chicago State University, and South Suburban College, which allows students to take courses on the college campus and earn college credit. There are also dual credit courses offered on the high school campus. Through an established partnership with National Education Opportunity Network , students can enroll in transferable college credit-bearing courses from elite universities such as Harvard, Yale, Howard, and Stanford.

Plan Specifics: College and Career

Describe how the district will facilitate transitions from middle grades to high school and high school to postsecondary through coordination with institutions of higher education, employers, local partners, increased student access to college, high school, career counseling, etc.

At District 215, we take pride in maintaining a strong articulation process with both our feeder school districts and post-secondary partners. This collaboration among district leaders, school-level curriculum teams, teachers, and support staff ensures that our curriculum, expectations, and student readiness are aligned across all levels of education. To support students as they transition into high school, we work closely with our feeder districts and community partners to offer a variety of programs and events for incoming 8th graders and freshmen. These experiences are designed to help students feel confident and prepared for secondary education, while also exposing

them to the academic programs, extracurricular opportunities, and student support available in each of our schools. Our efforts are strengthened by the active participation of a wide range of stakeholders, including teachers, staff, administrators, community partners, municipalities, pupil personnel services, and Board of Education members, all of whom help make these transitions as smooth as possible.

Before the school year begins, we host Freshman Orientation and Open House events for incoming 9th graders and their families. These events give students the chance to tour the building, meet staff, and become familiar with school routines. Senior students often help lead tours, providing guidance and support to new students. At Thornton Fractional South High School, we also host "Future Red Wolves" Night, which allows incoming students and their families to explore courses, activities, athletics, academic supports, and the enrollment process. A gallery walk highlights academics, clubs, and programs, giving middle school students a glimpse of high school life and the opportunities available to them. We also offer a Summer Bridge program for incoming freshmen, including those from our feeder middle schools. This program supports both academic and social transitions to high school and includes classroom instruction and activities that prepare students for 9th grade while building their confidence before the first day of school.

Career and Technical Education is another area where we provide early exposure to students. Through CTE showcases, incoming freshmen can learn about the career pathways and high school programs available to them, helping them make informed decisions about their academic plans.

For the 2025-26 school year, our postsecondary partnerships have grown significantly. In addition to South Suburban College, Chicago State University, and Joliet Junior College, students continue to have access to nationally accredited institutions through the National Education Opportunity Network (formerly known as National Equity Lab). This allows qualified students to take college-credit-bearing courses from top-tier universities such as Yale, Harvard, Stanford, and Howard. The National Education Opportunity Network provides equitable access to high-quality college coursework, particularly for students historically underrepresented in higher education, and helps us give students early exposure to rigorous academics while building their post-secondary readiness.

Our Guidance Department, in partnership with Career Development, continues to use Naviance to support students in setting goals, exploring interests, and developing personalized postsecondary plans. Monthly workshops rotate across campuses, ensuring that students have ongoing support as they navigate and refine their four-year plans.

Students also benefit from a wide range of post-secondary readiness experiences, including on-site college admission workshops and fairs, financial aid nights, and targeted sessions to help families through the application and funding process. College representatives regularly visit our schools to meet directly with students, and each high school organizes annual field trips to major college access events such as HBCU fairs, Infinite Scholars, the National Hispanic Spring College and Career Fair, and the Chicago National College Fair. These experiences help students expand their awareness of postsecondary options and career pathways.

Our Career Development Department continues to focus on providing meaningful career preparation, hands-on training in high-skill, high-demand fields, and clear pathways to employment. The Early College and Career Coordinator remains a central link between colleges, community partners, schools, students, and families, helping align secondary and postsecondary experiences while ensuring access to early college programs, industry certifications, and career-connected learning opportunities.

All of these programs and partnerships work together to ensure that students in District 215 have a well-rounded, supported transition from middle to high school, while gaining exposure to academic, extracurricular, and nationally recognized postsecondary opportunities.

If applicable, describe the district's support for programs that coordinate and integrate the following: academic and career and tech 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 academic credit.

Dual College Credit can be earned with the following courses:

- 21st Century Entrepreneurship
- Barbering I and II
- Foundations to Teaching
- Health
- Microsoft Office Technology
- Engineering
- Cosmetology I and II

Industry Certifications can be earned in the following CTE courses:

- Microsoft Office Specialist Certifications - Business Writing & Technical Writing; Microsoft Office Technology, Accounting, Work Programs
- Solidworks Certification - Engineering 2
- Sanitation Certification - Culinary Arts
- Coding Certification Badges via Treehouse - Coding, Web & App Design
- Java Script (Coding App & Web Development)
- OSHA 10 (Automotive Tech, Building Construction, Collision Repair)
- S/P 2 Collision Repair
- ServSafe Food Handler (Culinary)
- ServSafe Managers (Culinary II)

Licensure Certification can also be earned in the following CTE courses:

- Cosmetology and Barbering
- Educator Pathway courses- Paraprofessional Licensure

Hands-on Learning Opportunities include:

- World of Wheels - Collision Repair and Automotive Technology
- Student Run Daycare - Childcare Practicum and Child Care I
- Skills USA competition
- South Suburban College Video Competition - TV Production
- Chicago Architectural Tours – Engineering
- Industry Recognized Software - Microsoft Office Suite, QuickBooks, ArchiCAD, Solidworks, and Coding Languages such as JAVA, Python, Ruby, etc.
- Trade Show - All CTE areas.
- Shark Tank-Entrepreneur students
- Mock Interviews-Work-Based Learning students
- Future Teachers & Diverse Learners Conference-Foundations to Teaching and Child Care Students

In addition, we offer students the following work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit:

- District 215 work-based programs include: Interrelated Cooperative Education (ICE), Career-to-Work Training (CWT), and Career Exploration.
- Each Work Program, ICE & CWT is a two-credit program: one credit for classroom preparation (ICE/CWT Class); one credit for work or volunteer experience (ICE/CWT Job); both designed to prepare students for the world of work.
- Experience is gained through employment, job shadows, volunteer service, meaningful field trips and/or industrial professional guest speakers that are related to animated classroom discussions, projects, and presentations.
- Extensive instruction is given to create cover letters, resumes, references, electronic portfolios, and financial literacy. Students will receive the necessary tools to generate & practice successful interviewing strategies during our Mock Interviews with industry professionals, use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances.
- Students are also provided with the opportunity to earn their Microsoft Office Certifications throughout the school year.
- Students enrolled in the Educator Pathway Courses will be provided practicum experience in local schools.
- District 215 work-based programs include: Interrelated Cooperative Education (ICE), Career-to-Work Training (CWT), and Career Exploration.
- Each Work Program, ICE & CWT is a two-credit program: one credit for classroom preparation (ICE/CWT Class); one credit for work or volunteer experience (ICE/CWT Job); both designed to prepare students for the world of work.
- Experience is gained through employment, job shadows, volunteer service, meaningful field trips and/or industrial professional guest speakers that are related to animated classroom discussions, projects, and presentations.
- Extensive instruction is given to create cover letters, resumes, references, electronic portfolios, and financial literacy. Students will receive the necessary tools to generate & practice successful interviewing strategies during our Mock Interviews with industry professionals, use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances.
- Students are also provided the opportunity to earn their Microsoft Office Certifications throughout the school year.
- If students are unable to fit the yearlong work program into their schedule, they can enroll in the course 21st Century Business Communications which is a semester version of the ICE Class or Career Exploration.
- Students enrolled in the Educator Pathway Courses will be provided practicum experience in local schools.

Plan Specifics: Professional Development

For each program for which funding is anticipated for 2026-2027, provide a brief description of PD activities. Also include how private schools will be included.

Title I- Improving Basic Programs

District 215 will offer professional development sessions on: Teacher Clarity, the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, the effective integration of instructional technology, Standards-aligned Instruction and Assessment, Task Analysis & Alignment,

Cultural Competency, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, curriculum writing, professional learning communities, parent engagement, strategies for inclusion of all, addressing the needs of diverse learners, ACT, advanced placement, and/or Culturally Responsive Practices and/or Differentiation.

Title II- Preparing, Training, and Recruiting

District 215 will offer professional development sessions on: Teacher Clarity, the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, the effective integration of instructional technology, Standards-aligned Instruction and Assessment, Task Analysis & Alignment, Cultural Competency, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, curriculum writing, professional learning communities, parent engagement, strategies for inclusion of all, addressing the needs of diverse learners, ACT/SAT, advanced placement, and/or Culturally Responsive Practices and/or Differentiation. Additionally, there will be a focus on lesson-planning, problems of practice, and instructional coaching through the mentoring program. There will be an emphasis on providing Principals (assistant principals) and associated leadership roles with sessions on effective leadership; aligning standards, assessments, and classroom instruction within the curriculum; and other relevant sessions to improve instructional and leadership knowledge.

Title III-LIEP

District 215 will offer professional development sessions on: standards-aligned instruction and assessment, data-informed instructional decision-making, and cultural competency. EL teachers will receive training in understanding ACCESS scores and embedding supports for students' success, as well as training in reading strategies for newcomers.

Title IV- Student Support and Academic Enrichment

District 215 will offer professional development sessions focusing on curriculum writing, school safety, the effective integration of instructional technology, ACT/SAT and advanced placement, High Impact Instructional Strategies for Student Engagement, and Data-Informed Reflection for Instructional or Curricular Changes.

IDEA

District 215 will offer professional development sessions on: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, leveraging Specially designed instruction and High Impact Instructional Strategies for Student Engagement. The district will offer coaching opportunities to teachers and classroom paraprofessionals designed to increase the integration of IEP goals into instruction and effective ways to progress monitor student performance.

Plan Specifics: Safe Learning Environment

Describe the process through which the District will: reduce incidences of bullying and harassment; reduce the overuse of discipline practices that remove students from the classroom, and reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup as defined below:

- *Each major racial and ethnic group*
- *Economically disadvantaged students as compared to students who are not*

- *Children with disabilities as compared to students without*
- *English proficiency status*
- *Gender*
- *Migrant status*

District 215 implements a progressive discipline framework grounded in restorative and instructional practices that prioritize keeping students engaged in the classroom and school community. The District's approach emphasizes reducing out-of-school suspensions, delivering direct instruction in social-emotional competencies, and fostering mentorship relationships to address and mitigate adverse behaviors. To support academic achievement and ensure alignment with State academic standards for all students, the District has adopted strategies designed to minimize the loss of instructional time while implementing evidence-based interventions that promote social-emotional wellness. Ongoing professional development for staff focuses on high-impact instructional strategies that strengthen student engagement and support positive school climates. Students are provided with opportunities to participate in peer mediation, conflict resolution programming, and peer-led initiatives aimed at reducing bullying and harassment while promoting positive behavior. District 215 will add an anti-violence campaign for the 26-27 school year led by students who have been trained in restorative practices. The effectiveness of these interventions is monitored through monthly reviews of building- and district-level discipline data to identify trends and inform responsive supports. Data analyses include disaggregated subgroup information, including gender, race, special education status, English Learner (EL) services, Section 504 status, Emergent Bilingual designation, migrant status (as applicable), and low-income status.

To promote healthy student relationships and awareness, the District provides assemblies and targeted presentations addressing bullying, harassment, teen dating violence, stress management, healthy relationships, social media safety, and responsible decision-making. Staff receive direct support and resources to address behaviors that interfere with teaching and learning. The District continues to implement the "See Something, Say Something" reporting process, allowing students and community members to report concerns anonymously.

Additionally, the District has adopted the Safe2Help Illinois program and continues to strengthen its safety and security protocols. Students are strongly encouraged to report alleged acts of bullying, intimidation, harassment, and other actual or threatened acts of violence. All reports are promptly investigated to determine whether the matter falls within the District's jurisdiction; when appropriate, referrals are made to external agencies or the proper legal authorities.

In order to limit the use of out-of-school suspension, District 215 maintains a comprehensive menu of behavioral interventions. Student misconduct is addressed on a case-by-case basis, with consideration given to the nature and severity of the behavior as well as the student's prior disciplinary history. The District provides the Board of Education with monthly reports of disaggregated out-of-school suspension data, including a summary of interventions utilized. This level of oversight promotes accountability and ensures the District remains focused on implementing appropriate, supportive interventions while carefully monitoring the use of exclusionary discipline. Annually, a committee comprised of staff, parents, and students convenes to review and update related practices and policies to ensure continued alignment with best practices and community expectations.

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 services the District is providing under the McKinney-Vento Homeless Assistance Act.

District 215 seeks out and supports entities and partnerships with outside agencies in an effort to provide its students with the necessary mental and behavioral health supports. The District emphasizes the social-emotional, physical, health and wellness, psychological, and essential needs of our students. Some of the partnerships include

Southland Juvenile Justice Council, CEDA, Midwest Family Support Services, BeWell Aunt Martha's, Thornton Township, local churches, and Walgreens. Additionally, we have provided support to families through workshops related to mental health wellness and knowing your community supports. The District maintains a partnership with Hartgrove Behavioral Health to offer mental health services to students and family members.

We continue to provide physical education uniform waivers, transportation to and from school, including after-school activities such as homework center, athletics, and clubs, to ensure students have access to the full high school experience. Additionally, we provide classroom essential supplies (pens/pencils, folders, textbooks). We connect families with community organizations to assist with housing, medical (immunizations), and other needs as appropriate. The District hosts on-site school physicals, immunizations, and dental screenings 2-3 times per year.

IDEA

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

The ECHO Cooperative, which considers the needs of 13 surrounding districts, including District 215, conducts an annual needs assessment survey and plans strategic PD around the results for all districts. The results of the Needs Assessment are used to identify professional development and programmatic needs. This process supports the specific needs of District 215. Additionally, District 215 conducts an ongoing needs assessment based on classroom performance, state assessment, and behavioral data trends. The district uses a cohort professional learning model to support the professional learning of teachers across the placement continuum, as well as observations to determine appropriate professional learning for other school staff. District 215 also reviews the disability and placement data of its students to determine programmatic or placement process changes to ensure students have access to robust educational programming.

Summarize the activities and programs to be funded with this grant application.

Funds from the grant will be used for the following purposes:

- Increase teacher capacity through a variety of learning experiences designed to incorporate effective strategies into instruction, increase focus on priority standards, incorporate social emotional learning strategies into content areas, improve educational programming, and enhance teacher and staff effectiveness.
- Purchase supplemental materials and supplies to increase student access to the general education curriculum. Software programs, electronic devices, assistive technology, and classroom supplies may be purchased.
- Purchase materials, supplies, and electronic devices to support student assessment and evaluation for special education services.
- Increase administrator capacity to evaluate and improve instructional programming, increase knowledge on special education and other school related matters, and support teacher growth.
- Materials and supplies to support professional development sessions.
- Employ a transition specialist coordinator to assist students in identifying and participating in post-secondary programs.
- Provide professional development to program supervisors, including the Assistant Superintendent, Director of Special Education, Principals and Assistant Principals, and Student Services Coordinators in strategies to enhance programs, increase compliance, and best practices related to instruction and student engagement.

The Consolidated District plan also includes a Youth in Care Stability Plan which addresses student placement and transportation and a Bilingual Service Plan which addresses the components of the Transitional Bilingual Education and the Transitional Program of Instruction.