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Applicant: SPRINGFIELD SD 186

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: SPRINGFIELD SD 186

Date Generated: 5/18/2023 12:00:14 PM

Generated By: lmcvey

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
McVey	Larry	E

Phone*	Extension	Email*
217 525 3037	311	lmcvey@sps186.org

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.
([count] of 2500 maximum characters used)

SPS186 adopted a vision of "empowering all students, families, and communities..." to address all students as a whole child during the 2019/20 school year, and the vision/planning continues. SPS is inclusive of all students, staff, and families within federally funded projects and all programs. SPS has committed to "equal opportunity schools", and performing student and staff equity audits to address any potential barriers to equity. SPS specifically calls out equity within our district goals and policies.

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's Englisher Learner (EL) count, shown below:

224

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

⦿ Initial submission for the fiscal year

◯ Amendment to approved plan for the fiscal year

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2023-2024.* [1]
NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

FY23/24: SPS186 continues to operate two very strong internal teams; one is our Teaching and Learning Team and the second is our instructional Support Services Team. These teams work in a variety of ways to support all schools and all programs. The Teaching and Learning team has members of all programs that are grant-supported in SPS186. The Instructional Support Services Team has members of every supported program and its members work at both the district level and school level in supporting all resources across our District. The programs listed above and our state and local resources work in conjunction with our two support teams. The teams work deeply in aligning all resources to school and student achievement. The teams work with schools to align the federal resources and state and local resources in using resources for the following all levels of reading and language arts including ELS, all levels of math, all levels of technology, all levels of professional development, professional development across curriculums and levels for PreK to 12, all levels of alternative learning, providing staff to support students at all levels of instruction, and transition services for each level of increase. The Teaching and Learning team works together in using Title I, II, III, IV, IDEA, and now esser/arp funds to support all district improvement and all school improvement.

Response from the approved prior year Consolidated District Plan.

(Continuation) SPS186 continues to operate two very strong internal teams; one is our Teaching and Learning Team and the second is our instructional Support Services Team. These teams work in a variety of ways to support all schools and all programs. The Teaching and Learning team has members of all programs that are grant-supported in SPS186. The Instructional Support Services Team has members of every supported program and its members work at both the district level and school level in supporting all resources across our District. The programs listed above and our state and local resources work in conjunction with our two support teams. The teams work deeply in aligning all resources to school and student achievement. The teams work with schools to align the federal resources and state and local resources in using resources for the following all levels of reading and language arts including ELS, all levels of math, all levels of technology, all levels of professional development, professional development across curriculums and levels for PreK to 12, all levels of alternative learning, providing staff to support students at all levels of instruction, and transition services for each level of increase. The Teaching and Learning team works together in using Title I, II, III, IV, IDEA, and now esser/arp funds to support all district improvement and all school improvement.

3. Will the LEA braid funding?*
Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.
If No Braiding is selected, additional fund sources will not be checked.

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

SPS186 works across programs to provide the best support of grant funds to lessen duplicate efforts for a holistic and comprehensive program. SPS coordinates between Title I, II, IV, IDEA, and ESSE/ARP funds to provide financial assistance across the different funding elements yet each funding source maintains its identity for planning and reporting purposes.

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*
Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by hybrid blending, enter N/A in the text field.

If No Hybrid Funding is selected, additional hybrid blending options will not be checked.

- ☑ No Hybrid Funding
- ☐ Title II to Title I
- ☐ Title IV to Title I
- ☐ Title II to Title IV
- ☐ Title IV to Title II

	N/A

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

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

([count] of 7500 maximum characters used)

During the full district intentional data review the following needs were identified:Student achievement needs were to increase reading and writing across all levels. Achievement in math continues to grow slowly across all levels, and secondary needs for math improvement are greater than in elementary.Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students, and a gap between special education students and non-special ed exists.Chronic truancy and absenteeism continue to widen across all levels.Parent engagement is low among all levelsTrust levels among secondary students continue to growSocial-emotional learning continues to widen and gaps exist between blacks and male students in the disciplineEach of the District goals is impacted by our intention data review:SMART Goal 1: LiteracyBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 and Middle School 6-855% of students in grades K-11 will be at the 41st percentile or better on the NWEA MAP as a growth measure (Fall 2022- 48.64%) based on the 2020 normative reference data. 26% of students will meet or exceed expectations on the IAR as an achievement measure. (3-8 is currently 21%- Spring 2022). High School: 23% of students will be proficient on the SAT. (11th grade is currently 19.7% - Spring 2022). SMART Goal 2: MathBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 55% of students will be at the 41st percentile or higher on MAP 40% of students will reach Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): K: 62; 1st: 58; 2nd: 52; 3rd: 45/37; 4th: 40/35; 5th: 41/37Middle School 6-8 50% of students will be at the 41st percentile or higher on MAP 40% of students will be at Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): 6: 39/30; 7: 33/39; 8: 33/24High School: 25% of students will be proficient on the SAT. (11th grade is currently 18.4% - Spring 2022). SMART Goal 3: Culture and ClimateBy the year 2023/24, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.The needs assessment will be used for summer planning to address needs moving forward, and end-of-year MAP data, SAT, and IRA tests will continue to be analyzed to deepen our alignment to the 3 district goals. SPS186 has summer planning and teacher PD meetings in reading and writing, math, and braided behavioral supports throughout the months of June, July, and August. SPS186 will revisit the needs assessment work with our Teaching and Learning team monthly throughout the school year. SPS186 has developed a strong partnership with our IL-empower providers (AIR and CEC) to work jointly in identifying action steps that align with the three district goals.Specific Title II PD will continue to align to reading and math strategies for the whole child at each grade level; Social-emotional learning and trauma-informed practices; restorative practices and a braided behavioral support system of teacher and Principal learning; Principal and teacher training on equity and culturally relevant teaching and AVID skill-building; Staff training on best absentee practices; school-level training on culture-building; and Principal and teacher training on brain practices of low-income students, students of color and male student learning practices.School improvement needs continue to be assessed at the school level and also informed by district initiatives tied to our overall SMART goals across the district. Several district leaders and schools are engaging in professional learning around culture and working with diverse groups/learners to support school improvement efforts.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

- A. ☑ School and/or district report card(s)
- B. ☑ Five Essentials Survey
- C. ☑ Student achievement data (disaggregated by student groups)
- D. ☑ Current recruitment and retention efforts and effectiveness data
- E. ☑ Professional development plan(s)
- F. ☑ School improvement plan(s)
- G. ☐ ESSA site based expenditure data
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☑ Illinois Quality Framework and Supporting Rubric
- M. ☑ Other

List and describe other instruments and/or processes that were used in the needs assessment.

District and school-level intentional data review process. SPS186 used the above instruments to perform a District-wide intentional data review in developing data sets and digging into a root cause analysis.
Student Support Services conducts an annual district-wide comprehensive needs assessment survey to identify support/professional development needed for each staff discipline and employee.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.

ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.

iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Student achievement needs were to increase reading and writing across all levels. Achievement in math continues to grow slowly across all levels, and secondary needs for math improvement are greater than elementary.Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students, and a gap between special education students and non-special ed exists.Chronic truancy and absenteeism continue to widen across all levels, especially during the pandemic.Parent engagement is low among all grade levelsSocial-emotional learning continues to widen and gaps exist between blacks and male students in the discipline

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

SPS186 had six schools move from status to commendable during the Fall of 2022/23 school year. The 8 identified schools will be working throughout the year with the ISBE IL empower team and an approved IL-empower partner (the partner will be determined after the planning year is completed and into the Fall of 2023) to provide actions and tasks that schools will implement to address the following intentional data review needs:Student achievement needs were to increase reading and writing across all levels. Achievement in math continues to grow slowly across all levels, secondary needs for math improvement are greater than elementarySubgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students, and a gap between special education students and non-special ed exists.Chronic truancy and absenteeism continue to widen across all levels.Parent engagement is low among all levelsTrust levels among secondary students continue to growSocial-emotional learning continues to widen and gaps exist between blacks and male students in disciplineAn important school improvement strategy that IL Empower schools continued this year was conducting data cycle reviews of a specific instructional strategy to improve student outcomes. These data cycles served as a key level to focus on school improvement goals and realize some short-term wins of growth with small groups of students. School leaders will be creating plans regarding how to take their small yet successful school improvement efforts and take them to a larger scale to impact more students across their schools.

C. Title I, Part D - Delinquent

The intentional data review provided the following needs to address:Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students.The program plans to address SMART Goal 3: Culture and ClimateBy the year 2023, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

D. Title I, Part D - Neglected

The intentional data review provided the following needs to address:Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students.The program plans to address SMART Goal 3: Culture and ClimateBy the year 2023, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

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

The intentional data review provided the following needs to address:Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students.The program plans to address SMART Goal 3: Culture and ClimateBy the year 2023, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a

targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

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

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

Student achievement needs were to increase reading and writing across all levels. Achievement in math continues to grow slowly across all levels, and secondary needs for math improvement are greater than elementary.Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students, and a gap between special education students and non-special ed exists.Chronic truancy and absenteeism continue to widen across all levels.Parent engagement is low among all grade levelsSocial-emotional learning continues to widen and gaps exist between blacks and male students in the disciplineThe needs assessment will be used for summer planning to address needs moving forward, and end-of-year MAP data, SAT, and IRA tests will continue to be analyzed to deepen our alignment to the 3 district goals. SPS186 has summer planning and teacher PD meetings in reading and writing, math, and braided behavioral supports throughout the months of June, July, and August. SPS186 will revisit the needs assessment work with our Teaching and Learning team monthly throughout the school year.

G. Title III - LIEP

Our growing ELL population is included in the yearly Intentional Data Review and has never stood out as having significant data concerns in either academic or behavior. However, when looking at our processes and programs we noticed a small increase in our ELL population. We are being proactive in meeting our ELL students' and families' needs by introducing family and community engagement activities and using targeted academic strategies. In order to accomplish this, we are; offering professional development for our classroom teachers, administrators, and staff, using bilingual interpreters and translated paperwork for families, and creating an ESL Newsletter. The ESL coordinator and ESL team continue to support our ELL students and their families in and outside of the classroom. FACE activities this year have been intentional in the effort of including more student and family voices in decisions and work to support learning and growth for all students.

H. Title III - ISEP

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

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

During the FY22/23 school year and the intentional data review, SPS186 determined that taking Title IV funding would allow our district and schools to address support for college and career opportunities, increase our sTEM learning, promote AP courses, increase our fine arts programming, promote safe and healthy goals for all studentsAchievement in math continues to grow slowly across all levels, and secondary needs for math improvement are greater than elementary.Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students, and a gap between special education students and non-special ed exists.Chronic truancy and absenteeism continue to widen across all levels.Parent engagement is low among all grade levelsSocial-emotional learning continues to widen and gaps exist between blacks and male students in the discipline

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

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

Student achievement needs were to increase reading and writing across all levels. Achievement in math continues to grow slowly across all levels, and secondary needs for math improvement are greater than elementary.Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students, and a gap between special education students and non-special ed exists.Chronic truancy and absenteeism continue to widen across all levels.Parent engagement is low among all levelsTrust levels among secondary students continue to growSocial-emotional learning continues to widen and gaps exist between black and male students in discipline

L. IDEA, Part B - Preschool

Student achievement needs were to increase reading and writing across all levels. Achievement in math continues to grow slowly across all levels, secondary needs of math improvement are greater than elementary.Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students, and a gap in special education students and non-special ed exists.Chronic truancy and absenteeism continue to widen across all levels.Parent engagement is low among all levelsTrust levels among secondary students continue to growSocial-emotional learning continues to widen and gaps exist between blacks and male students in discipline

M. ARP-LEA Elementary and Secondary Emergency Relief Grant III

As SPS186 recovers from the pandemic and the ongoing nature of interrupted learning for all students--Student achievement needs were to increase in reading and writing across all levels. Achievement in math continues to grow slowly across all levels, and secondary needs for math improvement are greater than elementary.Subgroup data shows that a gap exists between black and white students and that males across all levels show a gap in reading and math. A gap exists between low economically challenged students, and a gap between special education students and non-special ed exists.Chronic truancy and absenteeism continue to widen across all levels, especially during the pandemic.Parent engagement is low among all grade levelsSocial-emotional learning continues to widen and gaps exist between blacks and male students in the disciplineFunds to support accelerated learning, enrichment programming and increase in tutoring will continue to develop in the final year of funding

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

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

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

District Goal(s):

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

> SMART Goal 1: LiteracyBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 and Middle School 6-855% of students in grades K-11 will be at the 41st percentile or better on the NWEA MAP as a growth measure (Fall 2022- 48.64%) based on the 2020 normative reference data. 26% of students will meet or exceed expectations on the IAR as an achievement measure. (3-8 is currently 21%- Spring 2022). High School: 23% of students will be proficient on the SAT. (11th grade is currently 19.7% - Spring 2022). SMART Goal 2: MathBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 55% of students will be at the 41st percentile or higher on MAP 40% of students will reach Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): K: 62; 1st: 58; 2nd: 52; 3rd: 45/37; 4th: 40/35; 5th: 41/37Middle School 6-8 50% of students will be at the 41st percentile or higher on MAP 40% of students will be at Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): 6: 39/30; 7: 33/39; 8: 33/24High School: 25% of students will be proficient on the SAT. (11th grade is currently 18.4% - Spring 2022). SMART Goal 3: Culture and ClimateBy the year 2023/24, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

1.		**Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*** **Check all that apply.**
	A. ☑	Teachers (1,7,8,9)
	B. ☑	Principals (1,7,8,9)
	C. ☑	Other school leaders (1,8,9)
	D. ☑	Paraprofessionals (1)
	E. ☑	Specialized instructional support personnel (1,2,3,4,8,9)
	F. ☑	Charter school leaders (in a local educational agency that has charter schools) (1)
	G. ☑	Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9)
	H. ☑	Parent liaisons
	I. ☑	Title I director (1)
	J. ☑	Title II director (1)
	K. ☑	Bilingual director (1,6,9)
	L. ☑	Title IV director (1)
	M. ☑	Special Education director
	N. ☑	Guidance staff
	O. ☑	Community members and community based organizations (7)
	P. ☑	Business representatives (2,3,4)
	Q. ☐	Researchers (7)
	R. ☐	Institutions of Higher Education (7)
	S. ☐	Other - specify
	T. ☐	Additional Other - specify
		Program Footnotes:
		1 = Title I, Part A - Improving Basic Programs
		2 = Title I, Part D - Neglected
		3 = Title I, Part D - Delinquent
		4 = Title I, Part D - State Neglected/Delinquent
		5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
		6 = Title III, including LIEP and ISEP
		7 = Title IV, Part A - Student Support and Academic Enrichment

		8 = ARP-LEA (ESSER III)
		9 = EL - BSP

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

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

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

([count] of 7500 maximum characters used)

Each school Family and Community Engagement team reviewed their own school-wide plan and the District-wide plan throughout the year. Plans are in place moving into the Fall of 2022 to determine the next steps for data review sessions. Suggestions for language changes were provided via a shared google document for our district Teaching and Learning Team to review. Schools have data team meetings throughout the year with different school stakeholders.SPS186 will hold our Intentional Data Review during the school year. Our Teaching and Learning team (superintendent, cabinet members, teachers, parents, community, curriculum specialist, and curriculum coaches) met to review all language changes to the district-wide plan, in preparation for the board of education review and approval on June 5, 2023.Further revisions to school improvement plan will take place In July -September 2023 when administrators, teachers, and instructional coaches come together to Identify Root Causes and further enhance the district-wide plan.Yearly the Parent Engagement Roundtable and Family And Community Engagement Teams review the plan and create an action plan to address Goal 3.

Response from the prior year Consolidated District Plan.

FY22: Each school Family and Community Engagement team reviewed their own school-wide plan and the District-wide plan throughout the year. Plans are in place moving into the Fall of 2022 to determine the next steps for data review sessions. Suggestions for language changes were provided via a shared google document for our district Teaching and Learning Team to review. Schools have data team meetings throughout the year with different school stakeholders.SPS186 will hold our Intentional Data Review during the school year. Our Teaching and Learning team (superintendent, cabinet members, teachers, parents, community, curriculum specialist, and curriculum coaches) met to review all language changes to the district-wide plan, in preparation for the board of education review and approval on June 6, 2022.Further revisions to school improvement plan will take place In July and August 2022 when administrators, teachers, and instructional coaches come together to Identify Root Causes and further enhance the district-wide plan.Yearly the Parent Engagement Roundtable and Family And Community Engagement Teams review the plan and create an action plan to address Goal 3.

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. [2]

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

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

([count] of 7500 maximum characters used)

This work continued and will continue in 2023/24: Each school has a Family and Community Engagement (FACE) Team, which are comprised of school staff, family members, and community members. These teams provide school level feedback that is then incorporated into the District Improvement Plan, specifically Goal 3, D & E. FACE members are representative of the families in our schools and give voice to other families. SPS186 uses a district-wide approach to empowering families in decision making, one such way is including parents and families in the development of many LEA plans. SPS186 has a long history of involving the FACE Teams at each school site. These teams consist of Principal, teachers, FACE Liaisons, support staff, community members, and family members. These teams work to improve all aspects of the home, school, and family connection. As SPS186 continues to deepen our FACE system we have, in connection with our FACE teams, established a district level FACE Team that meets regularly with the Director of School Leadership and FACE, and the Superintendent. The district level FACE Team represents a cross section of populations such as age, gender, race, socioeconomic status, sexual orientation, religion, and educational needs of students. This team assists in the development of plans, provides feedback, and is advised of all things SPS186.FACE teams use various methods of two-way communication such as: face to face, home visits, phone calls, flyers, personalized invitation letters, website/webpage, automated calls, conferences, and email/texting. Parents participate in BBSS parent events, FACE teams, District Level FACE event, AVID event/day that provides opportunities for family involvement and decision making. Overall schools indicated that the communication was successful (based off 5 Essentials) and plans for improvement are in place.Parents of English learners are always welcomed to all school planning events. Our district website, individual school websites, electronic student folders, report cards, and registration have been made electronically translatable. Our ESL district website was created specifically for parents of English learners in mind. It provides district information along with electronic resources for students and parents. Also, interpreters are used to helping relay school information along with special opportunities that are available for their students and interpret for parent/teacher conferences.

Response from the prior year Consolidated District Plan.

This work continued and will continue in 2022/23: Each school has a Family and Community Engagement Team which are comprised of school staff, parents and community members, that provides school level feedback that is incorporated into the District Improvement Plan, specifically Goal 3, D & E. FACE members are representative of the families in our schools and give voice to other families.SPS186 uses a district-wide approach to including parents and families in the development of many LEA plans. For many years, SPS186 has involved the use of Family and Community Engagement Teams (FACE) at each school site. These teams consist of Principal, teachers, parent educators, support staff, community members, and parents. These teams work to improve all aspects of the home, school, and families connection. SPS186 in connection with our FACE teams has an established superintendent's parent roundtable and meets regularly. SPS186 has established a system where all FACE teams come together up to 3 times per year to communicate all things SPS186.Elementary FACE teams use various methods of two-way communication such as: face to face, home visits, phone calls, flyers, personalized invitation letters, website/webpage, automated calls, conferences, email/texting.Parents participate in BBSS parent events, FACE teams, District Level FACE event, AVID event/day that provides opportunities for family involvement and decision making. Overall schools indicated that the communication was successful (based off 5 Essentials) and plans for improvement are in place.Parents of English learners are always welcomed to all school planning events. Our district website, individual school websites, electronic student folders, report cards, and registration have been made electronically translatable. Our ESL district website was created specifically for parents of English learners in mind. It provides district information along with electronic resources for students and parents. Also, interpreters are used to helping relay school information along with special opportunities that are available for their students and interpret for parent/teacher conferences.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. [3]

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

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([count] of 7500 maximum characters used)

Each school has a Family and Community Engagement Team that jointly develops, with the school, activities for parent and family engagement.There will continue to be bimonthly FACE Liaison PLC, where FACE Liaisons from all schools come together for training on ISBE FACE Principles, leadership development, policies, practices,

and other topics to take back to their school level FACE teams. At these PLCs , FACE Liaison learn best FACE practices used around the district and implement them back in their school through direct instruction and networking.Using this information, each school's FACE team develops a plan of school-level activities based on its own school data. Each school plans a variety of events for parents that may include an open house, reading night, math night, science night, parent conferences, assessment nights, technology use nights, and themed learning nights (many schools hold these events at a variety of day and night timeframes).Some schools will continue working to develop Academic Parent Teacher Teams that brings families in 3 times a year, rather than the traditional parent conference over one day. The process is data-driven and involves parents in their child's academic progress.It's our goal to maximize family engagement in order to support both students and families. One of our strategies is to provide translated forms and notices. We are continually translating registration and medical forms that are required by the district along with classroom notices, student reports, and community services that are available for our families. We also use interpreters to call families with important information and meet with parents at school conferences. Our annual ESL picnic allows ESL families to engage with their students' teachers in a fun family event that has become very popular with our families.Including: School FACE Action Plans, District Level FACE Team

Response from the prior year Consolidated District Plan.

Each school has a Family and Community Engagement Team that jointly develops, with the school, activities for parent and family engagement.There will continue to be 3 district level pieces of training held each year: FACE pieces of training and FACE Liaison PLC, where FACE Liaisons from all schools come together for training on ISBE FACE Principles and other topics to take back to their school level FACE teams . Members include; staff, students, family, and community members. At these PLCs , FACE Liaison learn best FACE practices used around the district and implement them back in their school through direct instruction and networking.Using this information, each school's FACE team develops a plan of school-level activities based on its own school data. Each school plans a variety of events for parents to include an open house, reading night, math night, science night, parent conferences, assessment nights, technology use nights, and themed learning nights (many schools hold these events at a variety of day and night timeframes)Some schools will continue working to develop Academic parent Teacher Teams that brings families in 3 times a year, rather than the traditional parent conference over one day. The process is data-driven and involves parents in their child's academic progress.It's our goal to maximize family engagement in order to support both students and families. One of our strategies is to provide translated forms and notices. We are continually translating registration and medical forms that are required by the district along with classroom notices, student reports, and community services that are available for our families. We also use interpreters to call families with important information and meet with parents at school conferences. Our annual ESL picnic allows ESL families to engage with their students' teachers in a fun family event that has become very popular with our families.

Title I Requirement:
An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.
ESEA section 1112(a)(1)(A)

Title III Requirement:
An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:
[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
[2] Title I, Part A, Section 1116(a)(2)
[3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

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

The application has been locked. No more updates will be saved for the application.

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

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

Will Private Schools participate in the Program?
◉ Yes ○ No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Calvary Academy	☐	◉ Yes ○ No Number of Low-Income Student(s): 53	◉ Yes ○ No Total Enrollment Number Student(s): 291	◉ Yes ○ No Total Enrollment Number Student(s): 291	Choose File No file chosen 24 Calvary Consultation.pdf
Trinity Lutheran	☐	◉ Yes ○ No Number of Low-Income Student(s): 28	◉ Yes ○ No Total Enrollment Number Student(s): 244	◉ Yes ○ No Total Enrollment Number Student(s): 244	Choose File No file chosen 24 Trinity Consultation.pdf
St Patrick Grade School	☐	◉ Yes ○ No Number of Low-Income Student(s): 40	◉ Yes ○ No Total Enrollment Number Student(s): 64	◉ Yes ○ No Total Enrollment Number Student(s): 64	Choose File No file chosen 24 St Patric Consultation.pdf
St Aloysius School	☐	◉ Yes ○ No Number of Low-Income Student(s): 32	◉ Yes ○ No Total Enrollment Number Student(s): 131	◉ Yes ○ No Total Enrollment Number Student(s): 131	Choose File No file chosen 24 St Aloysius Consultation.pdf
St Agnes School	☐	◉ Yes ○ No Number of Low-Income Student(s): 9	◉ Yes ○ No Total Enrollment Number Student(s): 210	◉ Yes ○ No Total Enrollment Number Student(s): 210	Choose File No file chosen 24 St Agnes Consultation.pdf
Sacred Heart-Griffin High Sc	☐	○ Yes ◉ No Number of Low-Income Student(s):	◉ Yes ○ No Total Enrollment Number Student(s): 511	◉ Yes ○ No Total Enrollment Number Student(s): 511	Choose File No file chosen 24 Sacred Heart Griffin Consultation.pdf
Our Saviors Lutheran Schoo	☐	○ Yes ◉ No Number of Low-Income Student(s):	◉ Yes ○ No Total Enrollment Number Student(s): 199	○ Yes ◉ No Total Enrollment Number Student(s):	Choose File No file chosen 24 Our Saviors Consultation.pdf
Little Flower School	☐	◉ Yes ○ No Number of Low-Income Student(s): 20	◉ Yes ○ No Total Enrollment Number Student(s): 293	◉ Yes ○ No Total Enrollment Number Student(s): 293	Choose File No file chosen 24 Little Flower Consultation.pdf
Montessori Childrens House	☐	○ Yes ◉ No Number of Low-Income Student(s):	○ Yes ◉ No Total Enrollment Number Student(s):	○ Yes ◉ No Total Enrollment Number Student(s):	Choose File No file chosen 24 Montessori Consultation.pdf
Concordia Lutheran	☐	◉ Yes ○ No Number of Low-Income Student(s): 6	○ Yes ◉ No Total Enrollment Number Student(s):	◉ Yes ○ No Total Enrollment Number Student(s): 21	Choose File No file chosen 24 Concordia Consultation.pdf
Springfield Christian Sch	☐	◉ Yes ○ No Number of Low-Income Student(s): 40	◉ Yes ○ No Total Enrollment Number Student(s): 391	◉ Yes ○ No Total Enrollment Number Student(s): 391	Choose File No file chosen 24 Springfield Christian Consultation.pdf
Christ the King	☐	○ Yes ◉ No Number of Low-Income Student(s):	◉ Yes ○ No Total Enrollment Number Student(s): 509	◉ Yes ○ No Total Enrollment Number Student(s): 509	Choose File No file chosen 24 Christ the King Consultation.pdf
Blessed Sacrament	☐	◉ Yes ○ No Number of Low-Income Student(s): 26	◉ Yes ○ No Total Enrollment Number Student(s): 440	◉ Yes ○ No Total Enrollment Number Student(s): 440	Choose File No file chosen 24 Blessed Sacrament Consultation.pdf

Comments:

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

ISBE Goals:

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

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

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

District Goal(s):

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

SMART Goal 1: LiteracyBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 and Middle School 6-855% of students in grades K-11 will be at the 41st percentile or better on the NWEA MAP as a growth measure (Fall 2022- 48.64%) based on the 2020 normative reference data. 26% of students will meet or exceed expectations on the IAR as an achievement measure. (3-8 is currently 21%- Spring 2022). High School: 23% of students will be proficient on the SAT. (11th grade is currently 19.7% - Spring 2022). SMART Goal 2: MathBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 55% of students will be at the 41st percentile or higher on MAP 40% of students will reach Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): K: 62; 1st: 58; 2nd: 52; 3rd: 45/37; 4th: 40/35; 5th: 41/37Middle School 6-8 50% of students will be at the 41st percentile or higher on MAP 40% of students will be at Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): 6: 39/30; 7: 33/39; 8: 33/24High School: 25% of students will be proficient on the SAT. (11th grade is currently 18.4% - Spring 2022). SMART Goal 3: Culture and ClimateBy the year 2023/24, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

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

If the district does not offer early childhood education programs, enter
No Preschool Programs

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

([count] of 7500 maximum characters used)

SPS186 uses a district-wide approach to help teachers, parents, and families of children transition into Kindergarten for the upcoming fall using several avenues. SPS186 holds a district-wide event, K-Night, at each elementary school in the spring on the same date to introduce new parents to their child's school parent teams, fill out pre-registration forms, tour the school, visit the kindergarten classrooms and meet the Kindergarten teachers and support staff, families may also receive event information for all school events (before and after K-Night). All schools prepare and share resources and readiness packets.SPS186 uses coordinated marketing for K-Night, which is made available to all schools to provide consistent messaging throughout our district on a date and Kindergarten readiness skills. Families are contacted using multiple methods. SPS186 partners with community health clinics and doctors to provide resources for Health transitions. SPS186 partners with parents/families to set up Intranet accounts that give access to all aspects of the child's online records.SPS186 employs FACE liaisons in all Title I schools to act as a transition resource to help families and students overcome bridge the gap between all things home and school. They work to deepen the family and community engagement system, enhance two-way communication, build welcoming cultures, and empower parents to be decision-makers for their children.

Response from the approved prior year Consolidated District Plan.

SPS186 uses a district-wide approach to help teachers, parents, and families of children transition into Kindergarten for the upcoming fall using several avenues. SPS186 holds a district-wide event, K-Night, at each elementary school in the spring on the same date to introduce new parents to their child's school parent teams; fill out pre-registration forms, tour the school, visit the kindergarten classrooms and meet the Kindergarten teachers and support staff, families may also receive event information for all school events (before and after K-Night). All schools prepare and share resources and readiness packets.SPS186 uses coordinated marketing for K-Night which is made available to all schools to provide consistent messaging throughout our district on date and Kindergarten readiness skills. Families are contacted using multiple methods. SPS186 partners with community health clinics and doctors to provide resources for Health transitions including Miles of Smiles dental, on-site physicals, and some locations have medical clinics for onsite physicals & immunizations. Schools partner with parents/families to set up Intranet accounts that give access to all aspects of the child's online records.SPS186 employs FACE liaisons in all Title I schools to act as a transition resource to help families and students overcome bridge the gap between all things home and school. They work to deepen the family and community engagement system, enhance two-way communication, build welcoming cultures, and empower parents to be decision-makers for their children.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

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

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

District Goal(s):

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

SMART Goal 1: LiteracyBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 and Middle School 6-855% of students in grades K-11 will be at the 41st percentile or better on the NWEA MAP as a growth measure (Fall 2022- 48.64%) based on the 2020 normative reference data. 26% of students will meet or exceed expectations on the IAR as an achievement measure. (3-8 is currently 21%- Spring 2022). High School: 23% of students will be proficient on the SAT. (11th grade is currently 19.7% - Spring 2022). SMART Goal 2: MathBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 55% of students will be at the 41st percentile or higher on MAP 40% of students will reach Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): K: 62; 1st: 58; 2nd: 52; 3rd: 45/37; 4th: 40/35; 5th: 41/37Middle School 6-8 50% of students will be at the 41st percentile or higher on MAP 40% of students will be at Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): 6: 39/30; 7: 33/39; 8: 33/24High School: 25% of students will be proficient on the SAT. (11th grade is currently 18.4% - Spring 2022). SMART Goal 3: Culture and ClimateBy the year 2023/24, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

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

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

([count] of 7500 maximum characters used)

Literacy: The Gradual Release of Responsibility Framework is used in all K-12 classrooms. In K-8 classrooms, this is implemented through the reading and writing workshop. Students receive explicit instruction aligned to the Illinois ELA standards within focus lessons; students receive explicit instruction, collaborative/guided learning, and independent practice. SPS 186 provides ongoing professional development to teachers, teacher-leaders, and administrators. Teachers and administrators have been provided with clear expectations for implementation, which are used to evaluate the implementation and provide teachers with feedback.Math: SPS186 has adopted a new Math program that is standards-aligned and allows for intervention and differentiation for all students. SPS186 provides ongoing professional development to teachers, teacher-leaders, and administrators. Teachers and administrators have been provided with clear expectations for implementation. We monitor this by visiting classrooms and providing feedback.

Response from the prior year Consolidated District Plan.

The 2021-22 work will continue Literacy: The Gradual Release of Responsibility Framework is used in all K-12 classrooms. In K-8 classrooms, this is implemented through the reading and writing workshop. Students receive explicit instruction aligned to the Illinois ELA standards within focus lessons; students receive explicit instruction, collaborative/guided learning, and independent practice. SPS186 provides ongoing professional development to teachers, teacher-leaders, and administrators. Teachers and administrators have been provided with clear expectations for implementation, which are used to evaluate the implementation and provide teachers with feedback.Math: SPS186 has adopted a K-12 Pearson Math program that is standards-aligned and allows for intervention and differentiation for all students. SPS186 provides ongoing professional development to teachers, teacher-leaders, and administrators. Teachers and administrators have been provided with clear expectations for implementation. We monitor this by visiting classrooms and providing feedback.Special Ed: We have adopted a K-8 intervention program for students with IEPs placed in instructional special ed classrooms.Induction & Mentoring of New Teachers: The district provides a comprehensive Induction program to all first and second-year teachers. Each new teacher is assigned a highly trained district mentor who works collaboratively with them to help them move their practice forward. This includes classroom observations with feedback and bi-weekly reflective conversations across the two years. New teachers also attend monthly forums for additional support and resources around best teaching practices. (FY22)Instructional Technology FY22: SPS has four Technology Teacher Instructional Leaders to provide ongoing instruction and support for teachers as they integrate technology into their curricula. In addition to professional development, the Technology Teacher Instructional Leaders provide co-planning opportunities with teachers, weekly office hours, modeling in classrooms, and supporting tech-integrated, high-level learning. Social-emotional practices are integrated throughout the school system to support all student needs as a way to promote a well-rounded education.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.*Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

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([count] of 7500 maximum characters used)

SPS186 developed our Multi-Tiered Systems of Support (MTSS) district-wide guidelines used to help identify students in all student groups (e.g. low-income, EL, special education, neglected, delinquent students) in need of secondary and tertiary supports in academics and behavior. Students are screened three times per year using the NWEA MAP assessment, as well as additional district-wide assessments such as the Basic Facts Assessment, Envision end-of-year assessment, Independent Reading Level assessment, common assessments in math, and universal social-emotional learning screening. Using this data, school teams action plan around supporting grade levels or classes that may need additional support. Entrance and exit criteria have been developed for additional supports at Tier 2 and Tier 3, prior to referral to special education as appropriate. Benchmark assessment in NWEA Map is disaggregated into student groups and this data can be used as a reference point for any struggling students who are at risk of failure and need additional support.

Response from the prior year Consolidated District Plan.

SPS186 developed our Multi-Tiered Systems of Support (MTSS) district-wide guidelines used to help identify students in all student groups (e.g. low-income, EL, special education, neglected, delinquent students) in need of secondary and tertiary supports in academics and behavior. Students are screened three times per year using the NWEA MAP assessment, as well as additional district-wide assessments such as the Basic Facts Assessment, Envision end-of-year assessment, Independent Reading Level assessment, common assessments in math, and universal social-emotional learning screening. Using this data, school teams action plan around supporting grade levels or classes that may need additional support. Entrance and exit criteria have been developed for additional supports at Tier 2 and Tier 3, prior to referral to special education as appropriate. Benchmark assessment in NWEA Map is disaggregated into student groups and this data can be used as a reference point for any struggling students who are at risk of failure and need additional support.

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

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

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([count] of 7500 maximum characters used)

Literacy: Elementary interventionists provide additional support using Phonological Awareness Intervention, Letter Sound Intervention, Word Solving Intervention, and Reading Writing Plus Intervention models.Within ELL, we know the importance of acquiring classroom content along with learning the language. In order to do this, our bilingual tutors assist our middle and high school students in general education classrooms to help with academic content. Elementary teachers are given information on SIOP and other strategies. English Language Learner teachers provide services for all Access identified students PreK-12. After-school tutoring programs are set up to help all ELL students.

Response from the prior year Consolidated District Plan.

Within the MTSS system, there is a continuum of services including additional classroom-based support from the classroom teacher, small group intervention within the classroom from a specialist, small group intervention outside of the classroom from a specialist, and increased time and intensity of intervention supports as progress monitoring data suggests is necessary for student success. Student progress is monitored using standardized curriculum-based measurements, as well as classroom-based assessments to determine the effectiveness of interventions and the need to increase or decrease the intensity of intervention according to student performance.Use of Assistive Technology by students to access the curriculum- adapted/digital texts, computer access, AAC devices, word prediction, screen reader, etc.(Technology FY22)Students in grades 1-5 utilize Reflex Math, an online program, to improve basic facts fluency.Literacy: Elementary interventionists provide additional support using Letter Sound Intervention, Word Solving Intervention, and Reading Writing Plus Intervention models.Within ELL, we know the importance of acquiring classroom content along with learning the language. In order to do this, our bilingual tutors assist our middle and high school students in general education classrooms to help with academic content. Elementary teachers are given information on SIOP and other strategies. After-school tutoring programs are set up to help all ELL students.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any

additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

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([count] of 7500 maximum characters used)

Technology:District-wide 1:1 classrooms (iPads, Chromebooks, MacBooks)Use of CanvasUse of a common video conferencing tool for direct instruction and communicationUse of digital platforms to increase engagement and monitor student learning.Use of multimedia components to engage students in learning.Integration of instructional best practices through digital platforms.Use of Assistive Technology by students to access the curriculum- adapted/digital texts, computer access, AAC devices, word prediction, screen reader, etc.LiteracyAll teachers will use the workshop model, which embeds the Gradual Release of Responsibility framework, to deliver literacy instruction.All teachers will effectively use literacy assessment data to inform instruction.All teachers will differentiate instruction through the use of goal setting, skill-based conferring and small group instruction.MathMathAll teachers will effectively implement problem-based learning strategies as identified in the district math curriculum.All teachers will effectively implement collaborative learning strategies as identified in the district math curriculum.All teachers will effectively use math assessment data (formative and summative) to inform instruction and differentiate in the classroom. ELLOur bilingual tutors assist middle and high school students in general education classrooms to help with academic content and translation. Elementary teachers are given information on SIOP and other strategies to use in classrooms and other building locations. After-school tutoring programs are set up to help ELL students who have a need to work in a smaller after-school setting for skill-based learning with math and reading.

Response from the prior year Consolidated District Plan.

Technology:District-wide 1:1 classrooms (iPads, Chromebooks, MacBooks)Use of CanvasUse of a common video conferencing tool for direct instruction and communication during remote and hybrid learning (Zoom)Use of digital platforms to increase engagement and monitor student learning.Use of multimedia components to engage students in learning.Integration of instructional best practices through digital platforms.Use of Assistive Technology by students to access the curriculum- adapted/digital texts, computer access, AAC devices, word prediction, screen reader, etc.(Technology FY22)Implementation of AVID schoolwide so that best teaching practices are used districtwide. These strategies will be supported in student learning and teacher instruction. AVID strategies (AVID) support and improve student learning. AVID is implemented by the district attending professional development such as AVID Summer Institute, district PD, and schoolwide Site Team PD.Hiring and retaining AVID Tutors for tutorials is essential to strengthening students' understanding in all content area classes by providing opportunities for students to ask questions and get help with rigorous courses. Tutorials provide an additional layer of instruction connected to all content area classes. Through tutorials, teachers and tutors can enhance the skills of all tutorial members (students) by modeling and practicing effective group strategies, developing critical thinking skills, and participating in collaborative problem-solving. MathAll teachers will effectively implement problem-based learning strategies as identified in the district math curriculum.All teachers will effectively implement collaborative learning strategies as identified in the district math curriculum.All teachers will effectively use math assessment data (formative and summative) to inform instruction and differentiate in the classroom. LiteracyAll teachers will use the workshop model, which embeds the Gradual Release of Responsibility framework, to deliver literacy instruction.All teachers will effectively use literacy assessment data to inform instruction.All teachers will set skill-based learning goals with students. All teachers will differentiate instruction through the use of skill-based conferring and small group discussion.ELLOur bilingual tutors assist middle and high school students in general education classrooms to help with academic content and translation. Elementary teachers are given information on SIOP and other strategies to use in classrooms and other building locations. After-school tutoring programs are set up to help ELL students who have a need to work in a smaller after-school setting for skill-based learning with math and reading.

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

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

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([count] of 7500 maximum characters used)

SPS186 has been identified by our local ROE as having highly qualified teachers in all areas. SPS186 uses the Danielson Framework for teacher evaluation and effectiveness. All school administrators monitor any areas of ineffective or inexperienced teachers. We have not identified ineffective teachers as all teachers receive ongoing weekly professional development. Any inexperienced teacher receives ongoing weekly professional development and they receive in-building mentors and weekly classroom coaching.

Response from the prior year Consolidated District Plan.

For the past few years, SPS186 has been identified as having highly qualified teachers in all areas. SPS186 uses the Danielson Framework for teacher evaluation and effectiveness. All school administrators monitor any areas of ineffective or inexperienced teachers. We have not identified ineffective teachers as all teachers receive ongoing weekly professional development. Any inexperienced teacher receives ongoing weekly professional development and they receive in-building mentors and weekly classroom coaching.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]

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

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([count] of 7500 maximum characters used)

Middle and high school librarians provide students with instruction on how to use library resources, including accessing digital resources. Media literacy is an important focus of instruction provided by librarians. Librarians ensure that each student has a Lincoln Library eCard which provides access to a vast bank of digital resources. The literacy department will work with schools to further develop the District 186 OverDrive digital library accessed through Sora.

Response from the prior year Consolidated District Plan.

Middle and high school librarians provide students with instruction on how to use library resources, including accessing digital resources. Each student has a Lincoln Library eCard which gives them access to a vast bank of digital resources. Technology: Specific grade level Internet Safety and Digital Citizenship skills/lessons are taught throughout the year. "Just in time" lessons are integrated when needs arise.The literacy and technology departments will collaborate to provide teacher professional development that is focused on integrating digital tools and text in the reading and writing workshops. The literacy department will work with schools to further develop the District 186 OverDrive digital library accessed through Sora.

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

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

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([count] of 7500 maximum characters used)

Springfield Public Schools has chosen a multi-faceted approach for gifted programing identification that includes objective as well subjective assessments and multiple entry points into the available gifted program offerings as supported by best practices in educational research on Gifted education. District-wide gifted identification occurs at the kindergarten and Grade 5 levels using a combination of standardized tests, student achievement data, and parent and teacher recommendations. This data may include but is not limited to the Cognitive Abilities Test (CogAT), Diagnostic Reading Assessment (DRA), Measure of Academic Progress (MAP) assessment, Parent & Teacher recommendations, and District Assessments. The CogAT is used district wide at the kindergarten and Grade 5 levels as an initial screener. This data is then put into a matrix for tested students along with Parent and Teacher Recommendations, performance assessments, and academic data. Points are given for scores that are within the top 5%, 7%, and 9% of each testing cohort group. All tested students are then rank ordered by matrix scores and an invitation list is derived from these scores. An appeals process where additional data is considered is also available. Programming for high school students is based on student self selection. Springfield Public Schools offers formal Gifted Programs for students in Grade 1 through Grade 8 and Honors and Advanced Placement programs for Grades 9 through Grade 12. The elementary gifted program is a Grade 1 through Grade 5 self-contained magnet school, as well as an authorized International Baccalaureate (IB) program where students engage in an accelerated curriculum using an inquiry-based approach and that is differentiated to meet students' needs. The gifted middle school program consists of two options. One program is a self-contained grade 6 through grade 8 school and the other program is a school within a school model located at a traditional middle school setting. Both programs engage students in an accelerated and rigorous curriculum for core classes (Language Arts, Mathematics, Science, and Social Studies). Students have the potential to earn high school credit in Algebra II upon the completion of the gifted Middle School program. At the high school level, Springfield Public Schools offer Honors and Advanced Placement courses for students in Grade 9 through Grade 12. Courses in the four core areas of Language Arts, Mathematics, Science, and Social Studies are available to students as well as additional Honors and Advanced Placement courses in elective areas such as World/Foreign Language, Computer Science, and Fine Arts. Dual credit courses, where students earn college credit in high school, are also available.

Response from the prior year Consolidated District Plan.

Springfield Public Schools has chosen a multi-faceted approach for gifted programing identification that includes objective as well subjective assessments and multiple entry points into the available gifted program offerings as supported by best practices in educational research on Gifted education. District-wide gifted identification occurs at the kindergarten and Grade 5 levels using a combination of standardized tests, student achievement data, and parent and teacher recommendations. This data may include but is not limited to the Cognitive Abilities Test (CogAT), Diagnostic Reading Assessment (DRA), Measure of Academic Progress (MAP) assessment, Parent & Teacher recommendations, and District Assessments. The CogAT is used district wide at the kindergarten and Grade 5 levels as an initial screener. This data is then put into a matrix for tested students along with Parent and Teacher Recommendations, performance assessments, and academic data. Points are given for scores that are within the top 5%, 7%, and 9% of each testing cohort group. All tested students are then rank ordered by matrix scores and an invitation list is derived from these scores. An appeals process where additional data is considered is also available. Programming for high school students is based on student self selection. Springfield Public Schools offers formal Gifted Programs for students in Grade 1 through Grade 8 and Honors and Advanced Placement programs for Grades 9 through Grade 12. The elementary gifted program is a Grade 1 through Grade 5 self-contained magnet school, as well as an authorized International Baccalaureate (IB) program where students engage in an accelerated curriculum using an inquiry-based approach and that is differentiated to meet students' needs. The gifted middle school program consists of two options. One program is a self-contained grade 6 through grade 8 school and the other program is a school within a school model located at a traditional middle school setting. Both programs engage students in an accelerated and rigorous curriculum for core classes (Language Arts, Mathematics, Science, and Social Studies). Students have the potential to earn high school credit in Algebra II upon the completion of the gifted Middle School program. At the high school level, Springfield Public Schools offer Honors and Advanced Placement courses for students in Grade 9 through Grade 12. Courses in the four core areas of Language Arts, Mathematics, Science, and Social Studies are available to students as well as additional Honors and

Advanced Placement courses in elective areas such as World/Foreign Language, Computer Science, and Fine Arts. Dual credit courses, where students earn college credit in high school, are also available.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

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

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

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

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

District Goal(s):

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

> SMART Goal 1: LiteracyBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 and Middle School 6-855% of students in grades K-11 will be at the 41st percentile or better on the NWEA MAP as a growth measure (Fall 2022- 48.64%) based on the 2020 normative reference data. 26% of students will meet or exceed expectations on the IAR as an achievement measure. (3-8 is currently 21%- Spring 2022). High School: 23% of students will be proficient on the SAT. (11th grade is currently 19.7% - Spring 2022). SMART Goal 2: MathBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 55% of students will be at the 41st percentile or higher on MAP 40% of students will reach Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): K: 62; 1st: 58; 2nd: 52; 3rd: 45/37; 4th: 40/35; 5th: 41/37Middle School 6-8 50% of students will be at the 41st percentile or higher on MAP 40% of students will be at Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): 6: 39/30; 7: 33/39; 8: 33/24High School: 25% of students will be proficient on the SAT. (11th grade is currently 18.4% - Spring 2022). SMART Goal 3: Culture and ClimateBy the year 2023/24, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

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

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

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

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>
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>
> ([count] of 7500 maximum characters used)

> SPS186 holds a district High School Preview Night at all 3 high schools for incoming freshman and their families to introduce them to their teen's school parent teams; fill out pre-registration forms, tour the school, visit classrooms to learn an overview of each subject and requirements, meet the teachers and support staff. Families receive class information and high school course handbooks. Families also learn about clubs, AVID, Sports, and Advanced Placement courses. Freshmen are invited to participate in a full day of Freshman Forward during the summer to introduce students to school procedures and acclimate them before the beginning of each year and students sign up for Khan Academy to support SAT. The high school principal visits middle school 8th graders to discuss grading, activities, and athletics. High school guidance deans visit each incoming 8th grader to help plan their courses and engage families early. SPS186 employs post-secondary coaches at each high school to work with students to transition into college or career, through the use of individual student plans, college and career fairs, and visits. Service-learning and Honor society work with community groups helps our students transition into our community and post-secondary. Mentor 2.0 is a partnership between the AVID Elective class at Springfield Southeast High School and Big Brother/Big Sister. Mentor 2.0 is a mentoring program for high school freshman AVID students. Participants are paired with a business professional from the community. The mentorship takes place between the mentor and the mentee during all four years of high school. High schools participating in college nights, FASFA nights, post-secondary visits with the military, and AVID college visits. Our high schools plan and execute job fairs throughout the year.Springfield Southeast High School partners with Big Brother Big Sister to provide the freshman and sophomore students the opportunity to participate in the Mentor 2.0 Program. Mentor 2.0 is a mentoring program for high school freshman AVID students. Participants are paired with a business professional from the community. The mentorship takes place between the mentor and the mentee during all four years of high school. Additionally, the Future Leader Pathways of Central Illinois (FLPCIL) is offered at all three high schools and the Springfield Learning Academy (alternative high school). Students also are paired with a business professional from the community in a paid work position and mentoring experience. Students work with the mentee during the course of the school year as part of implementing 13 leadership lessons based upon Dr. Tim Elmore's Habitudes: The Art of Self Leadership curriculum. Habitudes facilitators from the business community and District 186 are each trained in delivering the Habitudes curriculum. Furthermore, these FLPCIL students are involved in at least two team-based activities. One of these activities each semester. The first-semester activity is the Komen Golf Outing on October 7, 2023. The second-semester activity is the St. Patrick's Day Parade on Saturday, March 14, 2024.

> Response from the approved prior year Consolidated District Plan.

> SPS186 holds a district High School Preview Night at all 3 high schools for incoming freshman and their families to introduce them to their teen's school parent teams; fill out pre-registration forms, tour the school, visit classrooms to learn an overview of each subject and requirements, meet the teachers and support staff. Families receive class information and high school course handbooks. Families also learn about clubs, AVID, Sports, and Advanced Placement courses. Freshmen are invited to participate in a full day of Freshman Forward during the summer to introduce students to school procedures and acclimate them before the beginning of each year and students sign up for Khan Academy to support SAT. The high school principal visits middle school 8th graders to discuss grading, activities, and athletics. High school guidance deans visit each incoming 8th grader to help plan their courses and engage families early. SPS186 employs post-secondary coaches at each high school to work with students to transition into college or career, through the use of individual student plans, college and career fairs, and visits. Service-learning and Honor society work with community groups helps our students transition into our community and post-secondary. Mentor 2.0 is a partnership between the AVID Elective class at Springfield Southeast High School and Big Brother/Big Sister. Mentor 2.0 is a mentoring program for high school freshman AVID students. Participants are paired with a business professional from the community. The mentorship takes place between the mentor and the mentee during all four years of high school. High schools participating in college nights, FASFA nights, post-secondary visits with the military, and AVID college visits. Our high schools plan and execute job fairs throughout the year.Lanphier and Southeast High schools have summer programming for students to gain credit recovery and transition into post-secondary, or career-related field. 8th graders from Lanphier and Southeast feeder schools are invited to attend a summer program to gain credits per freshman. There is also a District credit recovery summer program that is open to all district high school students based on a fee system and classes needed to receive additional credit.In accordance with IDEA guidelines, students with disabilities begin to explore and identify their postsecondary interests (both education and career) when developing their transition plans as part of their IEP. SPS 186 has a secondary transition team that helps guide and support the students in their exploration by coordinating college visits and facilitating job opportunities.SPS186 has enacted the "Making the Grade" program that is available to all students who choose to participate. Making the Grade is held four times a year with community members who meet one on one with students for 10 - 15 minute conferences. These conferences give students a chance to meet with a caring adult who supports them and discusses their school life and goals. SPS186 also incorporates the 5th-grade transition with middle school deans that visit elementary schools to talk with students/parents about medical records, intranet accounts, and registration. Middle school has a preview program for parents about "have you talked with your teacher?", practicing with locks, and understanding middle school uniforms.SPS186 uses a district-wide approach to help parents and families of children transition into Middle school. SPS186 holds a district Middle preview night at each district middle school for incoming 8th graders and their families on the same date to introduce them to their teen's school parent teams; fill out pre-registration forms, tour the school, visit classrooms to learn an overview of each subject and requirements, and meet the teachers and support staff. Another way SPS186 helps with Middle School transition is to have Administrators visit each elementary school that feeds into their middle school and meets with 5th-grade classes to discuss transition and class schedules.SPS186 Student Support Services clinicians, BBSS Strategist, MS guidance deans, HS APs, and teachers collaborate during May to help make transitions for students moving from preschool to kindergarten, fifth to sixth, and eighth to ninth grades as smooth as possible for those students who may need additional social, emotional or behavioral support. This collaboration allows time for district staff, school social workers, and school psychologists to learn about students who will be entering their buildings. In addition, the intervention tab on our district intranet outlines interventions, accommodations, modifications, and plans for students who need extra support. This is designed to help schools be better prepared to support the students who need additional support in order to be as successful as possible.

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

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

> For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
>
> *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.*
>
> *NOTE: If not applicable because district serves only grades K-8, enter* **Elementary District**
>
> ([count] of 7500 maximum characters used)

> Springfield Public Schools supports programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies through the following approved classes and programs:P4: Students may apply to participate in the Physician's Pipeline Preparatory Program (P4), through a partnership with SIU School of Medicine and JAVA: at 3 different levels. SPS also offers the Health and Science Academy. The Health Science Academy (HSA) is a four-year, career-focused themed school. SPS has incorporated Project Lead the Way (PLTW) within each middle and high school. There are many different sequences of learning that include: Biomedical sequence at all high schools, Computer Science, Human Body Systems, Medical Interventions, and AP + Project Lead the Way. A PLTW medical detective course was added to 8th grade coursework at FMS, GMS, and WMS this year. Additional sections will be added at FMS and LMS this year. Also, the PLTW App Creators course has been added for 7th grade at FMS, JMS, LMS and WMS for implementation in the 2023-2024 school year.Service Learning opportunities are available for students in SPS in a variety of ways such as AVID classes, Yearbook, Introduction to Teaching, Service

Learning (seniors only). Our high schools also have Career Technical Education programs that are open to students for a coordinated learning option. Programs include: Cooperative Office Occupations, Secondary Work Training, Business & Technology Concepts, Integrating Keyboarding, Keyboarding/Formatting, Computer Technology and Software Applications, Advanced Computer Technology and Software, Accounting, Business Law, Web Page Design, Sports/ Entertainment Marketing, Family and Consumer Sciences, Introduction to Culinary Sciences, Early Childhood Ed, Textiles and Design, Nutrition and Culinary Arts, Advanced Culinary Occupations and Cooperative Office Occupations and the Future Leader Pathways of Central Illinois.To further this work, the District has been approved by the U. S. Department of the Army to implement a Junior Reserve Officer Training Corps (JROTC) at each traditional high school and the Springfield Learning Academy Alternative High School. To round out our college and career readiness in the military arena, District 186 hosted an All-Academy event with Senator Tammy Duckworth's Office on April 16th. These efforts have been designed to create a military career pathway for our students. SPS is currently working with our Regional Office of Career and Technical Education to fully develop this pathway and begin implementation of this military pathway in the 2024-2025 school year.Additional experiential learning opportunities were developed in collaboration with four community partners: McGraw Enterprises (formerly with McDonalds), Memorial Health Systems, Neuhoff Media, and Springfield Mass Transit District (SMTD). Multiple leadership opportunities were created by these partners as an enhancement to the work-based learning programs we have that allow students to be paid and receive high school credits, while engaged in this experiential form of learning. Students completed the Habitudes: The Art of Self Leadership (Dr. Tim Elmore) in the first semester, and two team-based activities in the second semester. SPS is working with the Regional Office of Career and Technical Education. to address the dual credit component of this program, in order to fully develop a Career Pathway in Leadership.Special Ed: High schools offer a Secondary Work Training Class and program where students can earn credit for employment during the school day. A partnership with the IBEW electrical Union for solar electrical development began in April of 2018 with Southeast High school. The program is open to all students in SPS186 who wish to participate in the solar electrical work field.SPS186 updated its intergovernmental cooperation agreement with Capital Area Career Center this spring. Capital Area Career Center provides an educational environment that assists students in discovering their potential through the development of occupational skills, positive work ethic characteristics, and leadership skills. Students have access to a technology-enriched curriculum, taught by a highly competent staff, using state of the art equipment. In addition, SPS updated its intergovernmental cooperation agreement with the Regional Office of Career and Technical Education. Development of a Young Adults program to further address gaps in transition from school to the workforce for our students with IEPS. This includes a work program for IEP students called INK186 which puts our students with special needs in a program to design and manufacture silk screen clothing and printing services. Implementation of Illinois Postsecondary and Career Expectations (PaCE) so that students are acquiring core competencies connected to workforce readiness. Students should have the skills necessary to make decisions about postsecondary plans after high school graduation. The District implemented the use of Major Clarity as a Career and College Readiness Platform solution. All high school administrators, post-secondary coaches, and CEO Class-Students will learn from Springfield-area business owners, visit area businesses, write business plans, and start their own businesses. Students will learn from Springfield-area business owners, visit area businesses, write business plans, and start their own businesses. Students also will have opportunities for job shadowing and business mentor relationships. AVID Secondary is in place at five of the middle schools in Springfield School District 186. AVID middle level students receive a solid foundation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) best practice strategies to deepen their learning. Having a Growth Mindset and taking responsibility for one's own learning is also instilled. These components allow our middle-level students to begin focusing on college and career exploration before they enter high school.AVID Secondary is in place in our three high schools. The model is the AVID Elective, which provides instruction described before, but with both an academic and career/community focus provided in an elective course format.

Response from the approved prior year Consolidated District Plan.

Springfield Public Schools supports programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies through the following approved classes and programs:P4: Students may apply to participate in the Physician's Pipeline Preparatory Program (P4), through a partnership with SIU School of Medicine and JAVA: at 3 different levels. SPS also offers the Health and Science Academy. The Health Science Academy (HSA) is a four-year, career-focused themed school. SPS has incorporated Project Lead the Way (PLTW) within each middle and high school. There are many different sequences of learning that include: Biomedical sequence at all high schools, Computer Science, Human Body Systems, Medical Interventions, and AP + Project Lead the Way.Service Learning opportunities are available for students in SPS in a variety of ways such as AVID classes, Yearbook, Introduction to Teaching, Service Learning (seniors only), Our high schools also have Career Technical Education programs that are open to students for a coordinated learning option. Programs include: Cooperative Office Occupations, Secondary Work Training, Business & Technology Concepts, Integrating Keyboarding, Keyboarding/Formatting, Computer Technology and Software Applications, Advanced Computer Technology and Software, Accounting, Business Law, Web Page Design, Sports/ Entertainment Marketing, Family and Consumer Sciences, Introduction to Culinary Sciences, Early Childhood Ed, Textiles and Design, Nutrition and Culinary Arts, Advanced Culinary Occupations and Cooperative Office Occupations.To further this work, the District has applied for status as a Junior Reserve Officer Training Corps at multiple sites. The application has requested JROTC programming for the 2022-2023 school year for Southeast High School and Springfield Learning Academy. Additional JROTC programming for the 2023-2024 school year has been applied for at Lanphier and Springfield High. To round out our college and career readiness in the military arena, District 186 hosted an All-Academy event with Senator Tammy Duckworth's Office on April 16th. These efforts have been designed to create a military career pathway for our students.Additional experiential learning opportunities were developed in collaboration with four community partners: McGraw Family (now Davis Family) McDonalds, Memorial Health Systems, Neuhoff Media, and Springfield Mass TRansit District (SMTD). Multiple leadership opportunities were created by these partners as an enhancement to the work-based learning programs we have that allow students to be paid and receive high school credits, while engaged in this experiential form of learning.Special Ed: High schools offer a Secondary Work Training Class and program where students can earn credit for employment during the school day.A partnership with the IBEW electrical Union for solar electrical development began in April of 2018 with Southeast High school. The program is open to all students in SPS186 who wish to participate in the solar electrical work field.SPS186 also has an intergovernmental cooperation agreement with Capital Area Career Center. Capital Area Career Center provides an educational environment that assists students in discovering their potential through the development of occupational skills, positive work ethic characteristics, and leadership skills. Students have access to a technology-enriched curriculum, taught by a highly competent staff, using state of the art equipment.Development of a Young Adults program to further address gaps in transition from school to the workforce for our students with IEPS. This includes a work program for IEP students called INK186 which puts our developmentally challenged students in a program to design and manufacture silk screen clothing and printing services. Implementation of Illinois Postsecondary and Career Expectations (PACE) so that students are acquiring core competencies connected to workforce readiness. Students should have the skills necessary to make decisions about postsecondary plans after high school graduation. CEO Class-Students will learn from Springfield-area business owners, visit area businesses, write business plans, and start their own businesses. Students will learn from Springfield-area business owners, visit area businesses, write business plans, and start their own businesses. Students also will have opportunities for job shadowing and business mentor relationships. AVID Elementary is in place at twelve of the twenty-three elementary schools in Springfield School District 186. AVID Elementary students receive a solid foundation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) best practice strategies to deepen their learning. Having a Growth Mindset and taking responsibility of ones own learning is also instilled. These components allow our elementary students begin focusing on college and career at an early age to assist with a smooth transition them into secondary levels.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)
[2] Title I, Part A, Section 1112(b)(12)(A and B)

* Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

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

ISBE Goals:

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

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

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

District Goal(s):

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

SMART Goal 1: LiteracyBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 and Middle School 6-855% of students in grades K-11 will be at the 41st percentile or better on the NWEA MAP as a growth measure (Fall 2022- 48.64%) based on the 2020 normative reference data. 26% of students will meet or exceed expectations on the IAR as an achievement measure. (3-8 is currently 21%- Spring 2022). High School: 23% of students will be proficient on the SAT. (11th grade is currently 19.7% - Spring 2022). SMART Goal 2: MathBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 55% of students will be at the 41st percentile or higher on MAP 40% of students will reach Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): K: 62; 1st: 58; 2nd: 52; 3rd: 45/37; 4th: 40/35; 5th: 41/37Middle School 6-8 50% of students will be at the 41st percentile or higher on MAP 40% of students will be at Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): 6: 39/30; 7: 33/39; 8: 33/24High School: 25% of students will be proficient on the SAT. (11th grade is currently 18.4% - Spring 2022). SMART Goal 3: Culture and ClimateBy the year 2023/24, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

  – Be sure to include information on how participating private schools will be included in the professional development plans.

  – NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

District wide professional development in the areas of Assessment, Engagement, School and Classroom Environment, Culturally Relevant Teaching, Equity Education, Inclusive Practices, Social and Emotional Learning, Restorative Practices, Trauma-Responsive Practices, Fine Arts, AVID, Pre AP and AP, Inquiry based and Reflecting on Teaching.Professional development and support in all core content areas including Literacy, Math, Science, Social Studies, Technology Integration as well as fine arts instruction and Special Education.Training for teachers through Data Days where teachers analyze data and look at student work.Teacher-led books studies on all core learning goals.

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

District-wide professional development in the areas of Assessment, Engagement, School and Classroom Environment, Culturally Relevant Teaching, Equity Education, Social and Emotional Learning, Restorative Practices, Trauma-Responsive Practices, Fine Arts, AVID, Pre AP and AP, Inquiry-based and Reflecting on Teaching.Professional development and support in all core content areas, including Literacy, Math, Science, Social Studies, Technology Integration as well as fine arts instruction and special education.Training for teachers through Data Days, where teachers analyze data and look at student workAcademic Parent Teacher Training and Consultation.

C. Title I, Part D - Delinquent

Professional development in the areas of Assessment, Engagement, School and Classroom Environment, Culturally Relevant Teaching, Equity Education, Social and Emotional Learning, Trauma-Responsive Practices, Technology integration and use of Data days.

D. Title I, Part D - Neglected

Professional development in the areas of Assessment, Engagement, School and Classroom Environment, Culturally Relevant Teaching, Equity Education, Social and Emotional Learning, Trauma-Responsive Practices, Technology integration and use of Data days.

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

Professional development in the areas of Assessment, Engagement, School and Classroom Environment, Culturally Relevant Teaching, Equity Education, Social and Emotional Learning, Technology integration and use of Data days.

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

District-wide professional development in the areas of Assessment, Engagement, School and Classroom Environment, Culturally Relevant Teaching, Equity Education, Social and Emotional Learning, Restorative Practices, technology integration, fine arts, AVID, Pre AP and AP, Inquiry-based and Reflecting on Teaching, and remote learning.Professional development and support in all core content areas, including Literacy, Math, Science, Social Studies, and Technology Integration, as well as fine arts instruction and special educationTraining for teachers through Data Days where teachers analyze data and look at student workTeacher-led books studies on all core learning in goals 1, 2, 3Professional Development via conference travel via school needs assessmentPrivate schools via consultation will include PD consultants, internal-led PD, and conference travel

G. Title III - LIEP

All ESL teachers and many classroom teachers attend professional development specifically for educating English learners. (i.e., Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students and others presented by the IRC). The ESL coordinator attends the Bilingual Program Director's meeting.

H. Title III - ISEP

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

District-wide professional development in the areas of Engagement, School and Classroom Environment, Culturally Relevant Teaching, Equity Education, Social and Emotional Learning, Restorative Practices, Fine Arts, AVID, Pre AP and AP, Inquiry-based and Reflecting on Teaching.Professional development and support in all core content areas, including Literacy, Math, Science, Social Studies, Technology Integration as well as fine arts instruction and special education.Training for teachers through Data Days where teachers analyze data and look at student work.Teacher-led book studies on all core learning in goals 1, 2, 3.

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

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

District-wide professional development in the areas of Engagement, School and Classroom Environment, Culturally Relevant Teaching, Equity Education, Social and Emotional Learning, Restorative Practices, Fine Arts, AVID, Pre AP and AP, Inquiry-based and Reflecting on Teaching.Professional development and support in all core content areas, including Literacy, Math, Science, Social Studies, Technology Integration as well as fine arts instruction and special education.Training for

teachers through Data Days where teachers analyze data and look at student work.Teacher-led book studies on all core learning in goals 1, 2, 3.

L. IDEA, Part B - Preschool

The Pre-School for All/Block Grant provides most of the professional development and support in the dual program. As a blended program, all resources and training from the state-funded and federal grant coordination benefit the program staff and students. Targeted professional development related to the IDEA preschool funds is provided on Early Childhood Outcomes, CPI and health needs, and Assessment. An additional focus reflected in the plan is on learning recovery due to the pandemic.

M. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

Not providing

Legislative Requirement:

[1] Title III, Section 3115(c)(2)
[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

* Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; IDEA, Part B Preschool; and/or ESSER III

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

ISBE Goals:

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

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

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

District Goal(s):

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

> SMART Goal 1: LiteracyBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 and Middle School 6-855% of students in grades K-11 will be at the 41st percentile or better on the NWEA MAP as a growth measure (Fall 2022- 48.64%) based on the 2020 normative reference data. 26% of students will meet or exceed expectations on the IAR as an achievement measure. (3-8 is currently 21%- Spring 2022). High School: 23% of students will be proficient on the SAT. (11th grade is currently 19.7% - Spring 2022). SMART Goal 2: MathBy the EOY 2023/24, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 55% of students will be at the 41st percentile or higher on MAP 40% of students will reach Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): K: 62; 1st: 58; 2nd: 52; 3rd: 45/37; 4th: 40/35; 5th: 41/37Middle School 6-8 50% of students will be at the 41st percentile or higher on MAP 40% of students will be at Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): 6: 39/30; 7: 33/39; 8: 33/24High School: 25% of students will be proficient on the SAT. (11th grade is currently 18.4% - Spring 2022). SMART Goal 3: Culture and ClimateBy the year 2023/24, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

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

    i. reduce incidences of bullying and harassment

    ii. reduce the overuse of discipline practices that remove students from the classroom [1]

    iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]

        a. each major racial and ethnic group;

        b. economically disadvantaged students as compared to students who are not economically disadvantaged;

        c. children with disabilities as compared to children without disabilities;

        d. English proficiency status;

        e. gender; and

        f. migrant status.

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

([count] of 7500 maximum characters used)

> Schools implement BBSS (Braided Behavior Systems of Support) which includes the framework for Positive Behavior Interventions and Supports district-wide. District-level bullying incident reports are submitted and plans are developed to address those. BBSS coaches will be trained in Stop Walk and Talk, a bullying program. They will in turn train teachers in their building. Restorative circles are used to address student conflict. BBSS Academies including modules on Restorative Practices, Trauma-Informed Practices, and Classroom Management Modules are offered for teachers. Professional Development on the use of positive corrective feedback and positive specific praise has been implemented during the current school year. District creation of an MTSS manual highlighting the continuum of behavioral interventions and supports to be used with all students in all student groups, including low-income, English Learners, and IEP students. District-level reports have been developed to identify disproportionate exclusionary discipline practices for each school for problem-solving each marking period/quarter. Student groups include IEP students and student ethnicity. Our growing ELL population is included in the yearly Intentional Data Review and has never stood out as having significant data concerns in either academic or behavior. However, when looking at our processes and programs we noticed a small increase in our ELL population. We are being proactive in meeting our ELL students' and families' needs by introducing family and community engagement activities and using targeted academic strategies. In order to accomplish this we are; offering professional development for our classroom teachers, administrators, and staff, using bilingual interpreters and translated paperwork for families, and creating an ESL Newsletter. The ESL coordinator and ESL team continue to support our ELL students and their families in and outside of the classroom. FACE activities this year have been intentional in the effort of including more student and family voices in decisions and work to support learning and growth for all students. SPS186 has adopted the use of the Second Step SEL curriculum for grades Pre-K to 5. SPS 186 is engaged in a partnership with SEA/IEA to create the Springfield Resilience Project providing training to support trauma informed schools.

Response from the prior year Consolidated District Plan.

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2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

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([count] of 7500 maximum characters used)

> SPS186 has written information within the Family/Student Handbooks that all students receive with the following language of support:The parents or guardians of homeless children may choose which school their child will attend, either the school they attended before becoming homeless (the school of origin) or any school that non-homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. The school must enroll the child immediately, even without records or proof of residence; assist the family in getting all necessary records, examinations, and immunizations; transport the child to school if the family cannot afford it. and foster consistent attendance.The District and Schools will help staff, students and families understand and eliminate barriers, and solve problems. Parents seeking more information may contact their school FACE Liaison (formerly called Parent Educators), secretary, or our Homeless liaisons: Elementary level is Cristol Tiller at 718-7103 and Secondary level is Darla Haley at 718-7110. SPS186 reserves funds to support two Homeless liaisons that support all 36 school sites and homeless families. These funds support enrollment needs, instructional needs, and professional development needs.Our Homeless liaisons participate in professional learning and staff development training that will promote educational awareness consistent with procedures established by law, and hold PD sessions as needed for school staff. Each school in SPS186 informs parents, guardians, and unaccompanied youth of their rights and opportunities in accordance with McKinney-Vento displays homeless Information posters in a visible area for students and families in every school, assists with appropriate school selection, and ensures immediate enrollment. Our Liaisons govern proper mediation in the event of a dispute between families and schools.SPS186 Homeless Liaisons, FACE Liaisons, and school personnel maintain the location of students experiencing considerable transiency and procure supports that provide continuity with attendance. Schools make every effort to use consistent collaboration and community involvement in an effort to enhance resources supporting homeless children and youth, discuss

appropriate referrals that serve to erase stressors and provide protective factors by meeting the physical and emotional needs of those at risk.Liaisons will make every effort to identify families with preschool-aged children and inform parents/guardians of early childhood education, intervention services, and preschool programs. The District's Early Learning Center will share the eligibility criteria for placement and grant priority preschool screening and enrollment for children experiencing transition.All schools enacted an internal system of support(through Google Drive) to monitor attendance and implement routine contact as detailed in the Homeless Compliance Strategic Plan, implement routine supports such as check-in/out as well as academic and non-academic supports to foster achievement, and increase extended learning opportunities and referrals for all available tutoring/mentoring programs.Liaisons and schools will provide information to help youth prepare for post-secondary education or trade. Guidance personnel and secondary coaches will provide individualized counseling pertaining to college readiness, and selection, as well as assistance with the application and financial aid process. Liaisons will provide verification of living situations and independent status for federal student aid purposes.

Response from the prior year Consolidated District Plan.

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Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

* Required if funding selected for Title I, Part A and/or Title IV, Part A

The application has been locked. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - LANPHIER HIGH SCHOOL	◉	○	○	○	06/21/2022
0002 - SPRINGFIELD HIGH SCHOOL	○	○	◉	○	
0003 - SPRINGFIELD SOUTHEAST HIGH SCH	◉	○	○	○	06/21/2022
0004 - SPRINGFIELD LEARNING ACADEMY	○	○	◉	○	
1006 - BENJAMIN FRANKLIN MIDDLE SCHOOL	○	○	◉	○	
1007 - U S GRANT MIDDLE SCHOOL	◉	○	○	○	06/21/2022
1009 - WASHINGTON MIDDLE SCHOOL	◉	○	○	○	06/21/2022
2010 - JANE ADDAMS ELEM SCHOOL	◉	○	○	○	06/21/2022
2012 - BUTLER ELEM SCHOOL	◉	○	○	○	06/21/2022
2013 - BLACK HAWK ELEM SCHOOL	◉	○	○	○	06/21/2022
2015 - DUBOIS ELEM SCHOOL	◉	○	○	○	06/21/2022
2016 - ENOS ELEM SCHOOL	◉	○	○	○	06/21/2022
2017 - FAIRVIEW ELEM SCHOOL	◉	○	○	○	06/21/2022
201C - SPRINGFIELD BALL CHARTER SCHOOL	○	○	◉	○	
2020 - HAZEL DELL ELEM SCHOOL	◉	○	○	○	06/21/2022
2021 - ILES ELEM SCHOOL	○	○	◉	○	
2022 - LAKETOWN ELEM SCHOOL	◉	○	○	○	06/21/2022
2024 - LINCOLN MAGNET SCHOOL	○	○	◉	○	
2026 - OWEN MARSH ELEM SCHOOL	○	○	◉	○	
2027 - MATHENY-WITHROW ELEM SCH	◉	○	○	○	06/21/2022
2028 - MCCLERNAND ELEM SCHOOL	◉	○	○	○	06/21/2022
2032 - RIDGELY ELEM SCHOOL	◉	○	○	○	06/21/2022
2033 - SANDBURG ELEM SCHOOL	○	○	◉	○	
2035 - SOUTHERN VIEW ELEM SCHOOL	◉	○	○	○	06/21/2022
2037 - FEITSHANS ELEM SCH	◉	○	○	○	06/21/2022
2040 - WILCOX ELEM SCHOOL	◉	○	○	○	06/21/2022
2042 - JEFFERSON MIDDLE SCHOOL	◉	○	○	○	06/21/2022
2044 - HARVARD PARK ELEM SCHOOL	◉	○	○	○	06/21/2022
2045 - EDWIN A LEE ELEMENTARY SCHOOL	◉	○	○	○	06/21/2022
2046 - ELIZABETH GRAHAM ELEM SCHOOL	◉	○	○	○	06/21/2022
2049 - LINDSAY SCHOOL	○	○	◉	○	
3019 - DOUGLAS SCHOOL	○	○	◉	○	
3022 - LAWRENCE EDUCATION CENTER	○	○	◉	○	
3023 - EARLY LEARNING CENTER	○	○	◉	○	

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

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

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

☑ SMART Goal 1: LiteracyBy the EOY 2023, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 and Middle School 6-855% of students in grades K-11 will be at the 41st percentile or better on the NWEA MAP as a growth measure (Fall 2022- 48.64%) based on the 2020 normative reference data. 26% of students will meet or exceed expectations on the IAR as an achievement measure. (3-8 is currently 21%- Spring 2022). High School: 23% of students will be proficient on the SAT. (11th grade is currently 19.7% - Spring 2022). SMART Goal 2: MathBy the EOY 2023, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 55% of students will be at the 41st percentile or higher on MAP 40% of students will reach Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): K: 62; 1st: 58; 2nd: 52; 3rd: 45/37; 4th: 40/35; 5th: 41/37Middle School 6-8 50% of students will be at the 41st percentile or higher on MAP 40% of students will be at Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): 6: 39/30; 7: 33/39; 8: 33/24High School: 25% of students will be proficient on the SAT. (11th grade is currently 18.4% - Spring 2022). SMART Goal 3: Culture and ClimateBy the year 2023, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

    1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))
    Section 1111(d)
    For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
    DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.
    If the district does not have any schools identified as comprehensive or targeted, enter
    No schools identified under this part
    ([count] of 7500 maximum characters used)

Illinois Empower has many policies and procedures for addressing our targeted and comprehensive schools. We have participated in and built in-depth data review systems using the root cause analysis for all schools, a comprehensive school improvement planning template, additional embedded teacher PD support, and budgeting support for needs-based budgeting. Schools will continue to receive a high level of district PD support, data review for intensive intervention support, additional planning time, extended school and year interventions, and support for Principals and their leadership teams. The school improvement plan for each comprehensive and targeted school will be extremely detailed with ways that schools will address and increase student achievement for all students. Our comprehensive and targeted schools will increase the use of the gradual release of responsibility teaching model, increase the use of AVID strategies, and backward plan all lessons. Springfield has entered into a partnership with IL-Empower to implement a full system of MTSS(multi-tiered system of supports) as a practice to increase student achievement, behavioral practices, and social-emotional support. Our targeted and comprehensive schools have created a Braided Behavior System of Support (BBSS). They will continue to deepen the PBIS strategies, the Behavior Intervention Supports Team (BIST), and SEL practices to include restorative classrooms and schools. Social-Emotional supports are monitored using our FASTBridge assessment program. Title I lowest-performing set aside supports the lowest-performing schools with additional staff support and PD.

Response from the approved prior year Consolidated District Plan.

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    2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? * (Section 1112(b)(5))
       ◉ Yes
       ○ No

    3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))
    Measures of Poverty from 1113(5)(A) and (B)

       ☐ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

       ☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

       ☐ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,

       ☑ Direct Certification

    4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))
    Section 1114 and 1115
    For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
    DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.
    ([count] of 7500 maximum characters used)

SPS186 operates school-wide programs to ensure all schools have the ability to build a successful learning culture for each student. The schools operate a school-wide program to impact all students of each school and to enhance all teachers of each school. Each school has a very detailed school improvement plan indicating the improvement in language arts, mathematics, and social-emotional. Each plan is detailed in improving students, teachers, climate, culture, and family engagement. Each plan measures student

and adult practices. Operating a school-wide program helps create a school-wide system of support for children and adults in each school. SPS has no community day programs but works closely with each school in serving neglected, delinquent, homeless, and foster children under our school-wide processes.SPS186 Secondary Programs Office worked with our District Driver Education Team and the Community-Based Programs (CBP) Office to begin offering the classroom portion of the Secretary of State's Driver Education curriculum. In agreement with SOS and ISBE, Driver Education faculty have received the appropriate background clearance, safety measures have been put in place, and will offer classroom instruction for our CBP students who are incarcerated at the Sangamon County Juvenile Detention Facility. This service allowed two students to graduate this year (FY 22) who otherwise would not have been eligible to graduate. Although these students do not receive a driver's license, the District believes the training will improve their chances of obtaining a driver's license when they turn 18, thus enhancing their ability to obtain greater access to post-high school college and/or career-related experiences.

Response from the approved prior year Consolidated District Plan.

SPS186 operates school-wide programs to ensure all schools have the ability to build a successful learning culture for each student. The schools operate a school-wide program to impact all students of each school and to enhance all teachers of each school. Each school has a very detailed school improvement plan indicating the improvement in language arts, mathematics, and social-emotional. Each plan is detailed in improving students, teachers, climate, culture, and family engagement. Each plan measures student and adult practices. Operating a school-wide program helps create a school-wide system of support for children and adults in each school. SPS has no community day programs but works closely with each school in serving neglected, delinquent, homeless, and foster children under our school-wide processes.SPS186 Secondary Programs Office worked with our District Driver Education Team and the Community Based Programs (CBP) Office to begin offering the classroom portion of the Secretary of State's Driver Education curriculum. In agreement with SOS and ISBE, Driver Education faculty have received the appropriate background clearance, safety measures have been put in place, and will offer classroom instruction for our CBP students who are incarcerated at the Sangamon County Juvenile Detention Facility. This service allowed two students to graduate this year (FY 22) who otherwise would not have been eligible to graduate. Although these students do not receive a driver's license, the District believes the training will improve these students' chances of obtaining a driver's license when they turn 18, thus enhancing their ability to obtain greater access to post-high school college and/or career related experiences.

5. **In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))**

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

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

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

Schoolwide Program only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required Field

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

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

ISBE Goals:

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

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

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

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

☑ SMART Goal 1: LiteracyBy the EOY 2023, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 and Middle School 6-855% of students in grades K-11 will be at the 41st percentile or better on the NWEA MAP as a growth measure (Fall 2022- 48.64%) based on the 2020 normative reference data. 26% of students will meet or exceed expectations on the IAR as an achievement measure. (3-8 is currently 21%- Spring 2022). High School: 23% of students will be proficient on the SAT. (11th grade is currently 19.7% - Spring 2022). SMART Goal 2: MathBy the EOY 2023, students will achieve the following benchmarks as measured by NWEA MAP, IAR, and SAT:Elementary K-5 55% of students will be at the 41st percentile or higher on MAP 40% of students will reach Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): K: 62; 1st: 58; 2nd: 52; 3rd: 45/37; 4th: 40/35; 5th: 41/37Middle School 6-8 50% of students will be at the 41st percentile or higher on MAP 40% of students will be at Performance Levels 3-5 on IAR. 2022 baseline data (MAP/IAR): 6: 39/30; 7: 33/39; 8: 33/24High School: 25% of students will be proficient on the SAT. (11th grade is currently 18.4% - Spring 2022). SMART Goal 3: Culture and ClimateBy the year 2023, all students and adults will be provided an equitable opportunity to learn and work in a safe and healthy environment. This will be accomplished with a targeted emphasis on SEL through BBSS practices, as indicated by at least a 70% on the BBSS Fidelity Tool, as well as a 5% increase (baseline 60%) on the Supportive Environment category as measured on the 5 Essentials.

1. **How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.**

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

   ([count] of 7500 maximum characters used)

   In an effort to collect all stakeholders' input and voices, comprehensive needs assessments were gathered through multiple venues, committees, and teams to guide the planning and focus of the grant-funded activities. The teams and committees that engaged in the multi-tiered needs assessments were as follows: Teaching and Learning, ISS, Special Education Task Force, Empower All Abilities committee, Springfield Parents of Students with Disabilities, Early Childhood LRE committee, and the Student Support Service Department. The collective groups consisted of but were not limited to: practitioners, union leadership and representation, general and special education teachers, parents, administration, service providers, instructional and intervention coaches, and department leaders.The following areas were identified and will be targeted by the activities and programs funded by the IDEA Grant. The areas include, but are not limited to Assistive Technology, Social-Emotional Learning, Trauma-Informed Practices, De-escalation and Behavior Supports, Functional Behavior Analysis and Behavior Intervention Plans, Inclusive Practices, Social Justice & Equity, Culturally Responsive and Relevant Discipline, Differentiation and Co-teaching, Research Based Instructional Practices, Special Education Law and Procedures

   Response from the approved prior year Consolidated District Plan.

   In an effort to collect all stakeholders' input and voices, comprehensive needs assessments were gathered through multiple venues, committees, and teams to guide the planning and focus of the grant-funded activities. The teams and committees that engaged in the multi-tiered needs assessments were as follows: Teaching and Learning, ISS, Special Education Task Force, Empower All Abilities committee, Springfield Parents of Students with Disabilities, Early Childhood LRE committee, and the Student Support Service Department. The collective groups consisted of but were not limited to: practitioners, union leadership and representation, general and special education teachers, parents, administration, service providers, instructional and intervention coaches, and department leaders.The following areas were identified and will be targeted by the activities and programs funded by the IDEA Grant. The areas include, but are not limited to Remote Learning Needs, Social-Emotional Learning, Trauma-Informed Practices, Inclusive Practices, Social Justice & Equity, Culturally Responsive and Relevant Discipline, Differentiation and Co-teaching, Research Based Instructional Practices

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

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

   ([count] of 7500 maximum characters used)

   Activities and programming are planned to support the continuum of services offered by District 186. The comprehensive needs assessment data will support the teaching and learning programming of exceptional PreK - Transition students (ages 3-21). The focus areas identified in question 1 will be addressed in the following programming/activities: Empower All Abilities Conference, Emotional Disorder Program, Autism Program, Early Intervention PreK-21, Project Search & Transition Programs, Responsive and relevant discipline support for administrators & staff, Resource and Cross Categorical Programs, Life Skills Program, Related Service supports (OT/PT, SLP, Social Work/Counseling, Nursing, School Psych., etc...), Assistive Technology tools/supports, General education support for meeting the needs of special needs, and Coaching and resources for inclusive practices.

   Response from the approved prior year Consolidated District Plan.

   Activities and programming are planned to support the continuum of services offered by District 186. The comprehensiveneeds assessment data will support the teaching and learning programming of exceptional PreK - Transition students(ages 3-21). The focus areas identified in question 1 will be addressed in the following programming/activities: Empower All Abilities Conference,Emotional Disorder Program, Autism Program, Early Intervention PreK-21, Project Search & Transition Programs,Responsive and relevant discipline support for administrators & staff, Resource and Cross Categorical Programs, Life SkillsProgram, Related Service supports (OT/PT, SLP, Social Work/Counseling, Nursing, School Psych., etc...), Remote learning tools/supports, General education support for meeting the needs of special needs, and Coaching and resources for inclusive practices.

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

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

   ([count] of 7500 maximum characters used)

   The scope of services will not change in general. An added emphasis will be placed on equity, inclusive practices, and transition supports.

   Response from the approved prior year Consolidated District Plan.

   The scope of services will not change in general. An added emphasis will be placed on equity, inclusive practices, and transition supports.

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

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

   ([count] of 7500 maximum characters used)

   The district is specifically addressing Indicator 5, Indicator 6, Indicators 4, 9, 10, Indicator 13 within the IDEA Grants. Increasing inclusive practices is a district-wide goal and focus. Indicator 5 and 6 relate to state targets as they relate to providing educational programming and services within the "Least restrictive environment". The district has allocated a significant amount of resources and funds to improve the outcomes and data that are realized through Indicator 5 and 6 data. The district provides multiple professional development opportunities to staff and administrators. Trainings are offered through multiple venues: book studies, internal weekly collaboration trainings, external conferences, and after hours/summer professional development. In addition, the district has allocated and hired 2 full-time FTE Teachers on Special Assignment for Inclusive Practices (TOSA). The TOSA's provide coaching and training to enhance the opportunities for LRE for students PreK - 12 plus. Discipline and Disproportionate are addressed in Indicators 4, 9, and 10. The district allocates 3 additional social workers to support the SEL and supports students and staff with training and services to address trauma informed practices that impact the discipline and behavior management areas of the indicators. Crisis Prevention Initiative is also funded through the IDEA grant, which supports de-escalation techniques and trauma informed practices to prevent and address crisis situations that impact Indicators 4, 9 and 10. Portions of the Project Search transition program is funded through the IDEA grant to support Indicator 13.

*Required Field

Overview

*Note: This plan section is not required for the Department of Juvenile Justice

PROGRAM:	Youth in Care Stability
PURPOSE:	To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR:	All Illinois school districts and state-authorized charter schools
RESOURCES:	ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014
	US Department of Education (USDE) web page for Students in Foster Care
	The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)
	Educational Stability Requirements (Effective October 7, 2008)
	Public Act 099-0781 (effective 8/12/2016)
	USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)
	Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section)
	ESEA of 1965 as Amended, Section 6312(c)

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf

Transportation Programs:

https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx

REQUIREMENTS

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)

3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Wind	Jason	Executive Director of School Support	jwind@sps186.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Miller	Steven	Managing Director of Busin Services/Transportation	sjmiller@sps186.org

☑ Click here to add information for other personnel involved in the plan development.

3. Other personnel

Last Name	First Name	Position/Title	Email
Hailey	Darla	Secondary Homeless Liaison	dhailey@sps186.org

☑ Click here to add information for additional other personnel.

4. Other personnel

Last Name	First Name	Position/Title	Email
Tiller	Cristol	Elementary Homeless Liaison	ctiller1@sps186.org

☑ Click here to add information for additional other personnel.

5. Other personnel

Last Name	First Name	Position/Title	Email
Franklin	Arwah	Coordinator of Student and Employee Support	afranklin@sps186.org

☐ Click here to add information for additional other personnel.

*Required field

Best Interest Determination as it relates to School Stability

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

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

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

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

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

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

All identified foster care students via school personnel are directed to the elementary or secondary foster care contact/homeless liaison to determine the needs of the affected child which could be transportation or school-related needs. Any student within district boundaries needing transportation would receive special bus routing determined by the following positions building level staff, Foster care organization, Social worker, FACE Liaison, Director of School Support, and the Transportation office. Students residing outside the boundaries would receive a plan of transportation by the following positions Foster care organization, Director of School Support, and the Transportation office in special routing and partnership between districts. Any student in need of specialized school needs would be met by the school FACE Liaison, Principal, or Social Worker working directly with the family in securing and meeting school-related needs.

Response from the approved prior year Consolidated District Plan.

All identified foster care students via school personnel are directed to the elementary or secondary foster care contact/homeless liaison to determine the needs of the affected child which could be transportation or school-related needs. Any student within district boundaries needing transportation would receive special bus routing determined by the following positions building level staff, Foster care organization, Social worker, FACE Liaison, Director of School Support, and the Transportation office. Students residing outside the boundaries would receive a plan of transportation by the following positions Foster care organization, Director of School Support, and the Transportation office in special routing and partnership between districts. Any student in need of specialized school needs would be met by the school FACE Liaison, Principal, or Social Worker working directly with the family in securing and meeting school-related needs.

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

See IDEA legislation hereSee Section 504 here

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

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

All identified foster care students via school personnel will be directed to the elementary or secondary foster care contact/homeless liaison to determine the need of the affected child which could be transportation or school-related needs. If the foster student is an identified student with a disability or disability placement the special education case manager will be notified to help in all determinations, but the identified student will remain in the current special education placement. As any placement would have an established special education transporting to the school of origin and additional supports would be determined if needed for the foster placement to aid with the support needed through the case manager or 504 teams

Response from the approved prior year Consolidated District Plan.

All identified foster care students via school personnel will be directed to the elementary or secondary foster care contact/homeless liaison to determine the need of the affected child which could be transportation or school-related needs. If the foster student is an identified student with a disability or disability placement the special education case manager will be notified to help in all determinations, but the identified student will remain in the current special education placement. As any placement would have an established special education transporting to the school of origin and additional supports would be determined if needed for the foster placement to aid with the support needed through the case manager or 504 teams

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

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

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

All identified foster care students via school personnel are directed to the elementary or secondary foster care contact to determine the need of the affected child that could be transportation or school-related needs. If the foster care student is an identified English language learner student, then our Coordinator of ELL will be notified and consulted for any supports that are currently in place to remain with the student or follow the student should placements change. SPS will coordinate language assistance to the student and/or foster parent to explain any modified needs in the language of the learners involved. Special considerations would be taken into maintaining the student in the school of origin for the time spent in foster care to provide familiarity for the student within the current placement and ELL support that has been established at the school of origin

Response from the approved prior year Consolidated District Plan.

All identified foster care students via school personnel are directed to the elementary or secondary foster care contact to determine the need of the affected child that could be transportation or school-related needs. If the foster care student is an identified English language learner student, then our Coordinator of ELL will be notified and consulted for any supports that are currently in place to remain with the student or follow the student should placements change. SPS will coordinate language assistance to the student and/or foster parent to explain any modified needs in the language of the learners involved. Special considerations would be taken into maintaining the student in the school of origin for the time spent in foster care to provide familiarity for the student within the current placement and ELL support that has been established at the school of origin

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

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.

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

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

As we do know that disputes can arise, SPS186 really works intently with organizations and individuals in providing adequate school services and transportation to all foster care students in need and over the past several years there have been no disputes, but in the event of a dispute the Director of School Support, the Transportation Director, the Foster care contact, the Chief Equity Officer, Federal Funds Office, and the foster care organization or Parent will hold a meeting to resolve any issues within 48-72 hrs. DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

As we do know that disputes can arise, SPS186 really works intently with organizations and individuals in providing adequate school services and transportation to all foster care students in need and over the past several years there have been no disputes, but in the event of a dispute the Director of School Support, the Transportation Director, the Foster care contact, the Chief Equity Officer, Federal Funds Office, and the foster care organization or Parent will hold a meeting to resolve any issues within 48-72 hrs. DCFS has the final say if a resolution cannot be determined.

*Required field

Youth in Care Stability Plan Development

*Note: This plan section is not required for the Department of Juvenile Justice

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

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

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

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

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

All identified foster care students via school personnel are directed to the elementary or secondary foster care contact to determine the need for transportation. Any student within district boundaries needing transportation would receive special bus routing determined by the following positions: building level staff, Foster care organization, Social worker, Executive Director of School Support, and the Transportation office. Students residing outside the boundaries would receive a plan of transportation by the following positions Foster care organization, Executive Director of School Support, and the Transportation office in special routing and partnership between districts. SPS186 would consider factors of continuity in school placement in keeping the student in the school of origin to maintain the current routine of the student. This would include all current school support from academic and social support. If the foster parent would need a change of school venue, then the team would consider all factors currently in place to transfer with the student to the next school that would including special classroom placement, academic support, and any needed social support.

Response from the approved prior year Consolidated District Plan.

All identified foster care students via school personnel are directed to the elementary or secondary foster care contact to determine the need for transportation. Any student within district boundaries needing transportation would receive special bus routing determined by the following positions: building level staff, Foster care organization, Social worker, Executive Director of School Support, and the Transportation office. Students residing outside the boundaries would receive a plan of transportation by the following positions Foster care organization, Executive Director of School Support, and the Transportation office in special routing and partnership between districts. SPS186 would consider factors of continuity in school placement in keeping the student in the school of origin to maintain the current routine of the student. This would include all current school support from academic and social support. If the foster parent would need a change of school venue, then the team would consider all factors currently in place to transfer with the student to the next school that would including special classroom placement, academic support, and any needed social support.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- ☑ a. Pre-existing transportation route
- ☑ b. New transportation route
- ☑ c. Route-to-route hand-offs
- ☑ d. District-to-district boundary hand-offs
- ☑ e. Other services for which student is eligible, such as IDEA transportation options
- ☐ f. Options presented by DCFS worker
- ☐ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

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

- ☐ h. Other - describe
- ☐ i. Other - describe
- ☐ j. Other - describe

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

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

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

SPS186 will utilize the following no-cost/low-cost options:1.Pre-existing transportation route2.New transportation route3.Route-to-Route hand-offs4.District-to-district boundary hand-offs

Response from the approved prior year Consolidated District Plan.

SPS186 will utilize the following no-cost/low-cost options:1.Pre-existing transportation route2.New transportation route3.Route-to-Route hand-offs4.District-to-district boundary hand-offs

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

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

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

As we do know that disputes can arise, SPS186 really works intently with organizations and individuals in providing adequate school services and transportation to all foster care students in need and over the past several years there have been no disputes, but in the event of a dispute the Director of School Support, the Transportation Director, the Foster care contact, the Chief Equity Officer, Federal Funds Office, and the foster care organization or Parent will hold a meeting to resolve any issues within 48-72 hrs. DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

As we do know that disputes can arise, SPS186 really works intently with organizations and individuals in providing adequate school services and transportation to all foster care students in need and over the past several years there have been no disputes, but in the event of a dispute the Director of School Support, the Transportation Director, the Foster care contact, the Chief Equity Officer, Federal Funds Office, and the foster care organization or Parent will hold a meeting to resolve any issues within 48-72 hrs. DCFS has the final say if a resolution cannot be determined.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

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

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

The normal routing will continue or parent reimbursement for transporting will take place and the School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The normal routing will continue or parent reimbursement for transporting will take place and the School Of Origin (SOO) 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.*

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

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

Our Foster care contacts are also our Homeless Liaisons with many years of experience for students displaced and in need of a transportation plan. The Foster Care contacts will work directly with the Principal, Secretary, FACE liaison, and Teacher of each child impacted by foster care and all district staff received online training on the foster care process and requirements. Each school Principal uses staff PD time to discuss homeless and foster care procedures in each school and provides information to all from a "who to contact" form in educating all staff (support staff included) on each process to help students experiencing foster care. The schools will have direct contact with the Foster care contact who can set a transportation planning meeting very quickly with our director of Transportation.

Response from the approved prior year Consolidated District Plan.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education.In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code. Part 228.50
Contact:	Multilingual Department at 312-814-3850
	multilingual@isbe.net

BSP Contact Information

224   English Learners (ELs) are in the district

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

Last Name*

Hess

First Name*

Diane

Middle Initial

Phone*

217   525   3060

Email*

dhess@sps186.org

EL Program Director Requirements:

Does the Program Director meet the administrator requirements?*   Yes ○   No ◉

Administrator Requirements

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

The district is in transition, with retirements and positions open. The district will be hiring a new director with an ESL endorsement or if that fails two new special ed administrators were hired for the 23/24 school year, both of which offered to obtain the endorsement if needed.

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

*Required field

BSP District Program Information

224   English Learners (ELs) are in the district

Complete the requested information below.
Key: Types of Instructional Design
1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT – Enter zero if no teachers in a category.	Language Codes
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*		TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	If a number greater than zero is reported for PEL Teachers with Bilingual Endorsement, ESL and Bilingual Endorsement, and/or ELS-TBE/ELS-VIT Endorsements, provide the endorsed language code(s) represented using the reference document below. Language Codes Alphabetical
1.	Jane Addams	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.1
2.	Ball-Charter	K-8	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.2
3.	Black Hawk	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.7
4.	Butler	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.3
5.	Dubois	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.6
6.	Early Learning Center	Pre-K	☐	☑	☐	☐	☐	☐	☑	☑	5	0	0	0	E.1, E.1, E.1, E.1, E.1, E.7
7.	Feitshans	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.2
8.	Graham	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.5
9.	Harvard Park	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.3
10.	Iles	K-8	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.1
11.	Lindsay	K-5	☐	☑	☐	☐	☐	☐	☐	☑	2	0	0	0	E.8, E.9
12.	Lee	Pre K-8	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.1
13.	Owen Marsh	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.2
14.	Sandburg	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.1
15.	Southern View	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.5
16.	Springfield High	9-12	☐	☑	☐	☐	☐	☐	☑	☐	1	0	0	0	E.1
17.	Wilcox	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.2
18.	Franklin Middle	6-8	☐	☑	☐	☐	☐	☐	☑	☐	2	0	0	0	E.1, E.2
19.	Enos	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.3
20.	Ridgely	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.1
21.	Fairview	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.1
22.	Hazel Dell	K-5	☐	☑	☐	☐	☐	☐	☐	☑	1	0	0	0	E.1
23.			☐	☐	☐	☐	☐	☐	☐	☐					
24.			☐	☐	☐	☐	☐	☐	☐	☐					
25.			☐	☐	☐	☐	☐	☐	☐	☐					

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

([count] of 2500 maximum characters used)

*If district has mroe than 25 attendance centers, please contact Multilingual Department

224   English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

224   English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered   TBE   ☐   TPI   ☑

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

Does the district offer Spanish language arts to TBE/TPI students?*   Yes   ◯   No   ◉

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.   Yes   ◯   No   ◉
Part-Time Transitional Bilingual Education (TBE) Placement
*Required field

224 English Learners (ELs) are in the district

Parent Advisory Committee Page- Complete this page**ONLY**if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs
Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:
1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C) or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

☐ I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2023.

Date: Name of Committee Chairperson:

A committee chair must be a member of the BPAC.

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Projected Dates (7/1/23

Meeting	**– 6/30/24)**	**Activity**
1.		Bilingual Advisory Committee Training (required activity).
2.		
3.		
4.		

224   English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

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

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

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

	Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
☑	Current Research in the Teaching of EL Students	12/23/2023	☑	☐	25
☐	Methods for Teaching in the Native Language and Method of Teaching ESL		☐	☐	
☐	Language Assessment		☐	☐	
☐	Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☑	Issues Related to EL Students with Disabilities	12/23/2023	☑	☐	25
☐	Program Standards		☐	☐	
☐	District Identification Assessment		☐	☐	
☐	Program Design		☐	☐	
☑	Basic Instructional Techniques for Teachers of EL Students	09/23/2023	☑	☐	25
☐	Spanish Language Arts		☐	☐	
☐	Others (Specify):		☐	☐	

*Required field*Required field

Board Approval, Certification, and Assurances

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

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

[　　　　　]

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));

4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

5. collaborate with the State or local child welfare agency to

A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and

B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall

i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))

ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if

a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

b. the local educational agency agrees to pay for the cost of such transportation; or

c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and

7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;

9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;

10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and

11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.

13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.

14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v01.2021

Grant Application Certifications and Assurances

☐ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

https://ilga.gov/commission/jcar/admincode/044/04407000sections.html

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.

7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.

9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.

10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.

11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.

12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200

14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.

15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its descretion pursuant to applicable law and agecny policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.

17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.

20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.

21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.

22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).

24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.

25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
    a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
    b) Maintain separate accounts and ledgers for the project;
    c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
    d) Properly post all expenditures made on behalf of the project;
    e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
    f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
    g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
    h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
    i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
    j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

    For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of $5,000 or more from the state

    The applicant certifies and agrees that it will provide a drug-free workplace by:
    a) Publishing a statement:
        1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
        2) Specifying the actions that will be taken against employees for violations of such prohibition.
        3) Notifying the employee that, as a condition of employment on such contract or grant, the
            A) Abide by the terms of the statement; and
            B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
    b) Establishing a drug-free awareness program to inform employees about:
        1) The dangers of drug abuse in the workplace;
        2) The grantees or contractors policy of maintaining a drug-free workplace;
        3) Any available drug counseling, rehabilitation, and employee assistance programs; and
        4) The penalties that may be imposed upon an employee for drug violations.
    c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
    d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
    e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
    f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
    g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

<div align="center">CERTIFICATION</div>

☐ By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

<div align="center">Instructions for Certification</div>

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Certification Regarding Lobbying

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

☐ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

GEPA 442 Assurances

☐ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS
"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.
"LEA" means the local educational agency.
"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.
"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.
"PROGRAM" means any applicable program under which federal funds are made available to the applicant.
"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.
"SECRETARY" means the Secretary of Education.

PROJECT
2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;

6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;

7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;

8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;

9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.09.08.2021

Assurances   Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

☐ Assurances for all covered programs

☐ Grant Application Certifications and Assurances (State Assurances)

☐ Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions

☐ Certification Regarding Lobbying

☐ GEPA 442 Assurances

Not calling IWAS Web Servic   Signature of School District Superintendent / Agency Administrator
                                      Signature of Board-Certified Delegated Authority for the School District Superintendent

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

Lock Application   Unlock Application

Application was created on:	3/10/2023
Assurances	
Consistency Check was run on:	5/18/2023
District Data Entry	Submit to Administrator
Business Manager	
District Administrator	
ISBE Program Administrator #1	
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	

Status Change	UserId	Action Date
Consistency Check	lmcvey	05-18-2023 11:06 AM

Page Review Status Instructions

☑ Expand All

Consolidated District Plan					Page Status	Open Page for editing
[Consolidated District Plan]						
Contact Information			OPEN	☐		
Needs Assessment and Programs			OPEN	☐		
[Plan Specifics]						
Needs Assessment Impact		OPEN	☐			
Stakeholders		OPEN	☐			
Private Schools Participation		OPEN	☐			
Preschool Coordination		OPEN	☐			
Student Achievement		OPEN	☐			
College and Career		OPEN	☐			
Professional Development		OPEN	☐			
Safe Learning Environment		OPEN	☐			
[Title I Specific Pages]						
Title I Specific - Part One	OPEN	☐				
Title I Specific - Part Two	OPEN	☐				
IDEA Specific Requirements		OPEN	☐			
[Youth in Care Stability Plan]						
Youth in Care Stability Plan Contacts	OPEN	☐				
Best Interest Determination Plan	OPEN	☐				
Youth In Care Transportation Plan	OPEN	☐				
[Bilingual Service Plan]						
[BSP Plan Specifics]						
BSP Program Contact	OPEN	☐				
BSP Program Info	OPEN	☐				
BSP Short Form	OPEN	☐				
BSP Program Enrollment	OPEN	☐				
BSP Parent Advisory Committee	OPEN	☐				
BSP Professional Development	OPEN	☐				
[Assurance Pages]						
Plan Assurances		OPEN	☐			
State Assurances		OPEN	☐			
Debarment		OPEN	☐			
Lobbying		OPEN	☐			
GEPA 442		OPEN	☐			
AssurancesText		OPEN	☐			

Save

Selectable Application Print

The application has been locked. No more updates will be saved for the application.

Request Print Job
☐ Consolidated District Plan
Requested Print Jobs
Requested by lmcvey on 5/18/2023
Completed Print Jobs