



Thornton Fractional
HIGH SCHOOL DISTRICT 215
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May 14, 2025
Special Board of Education Meeting

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

1. **Call to Order/Roll call**
2. **Public Comment**
3. **Approve Consolidated District Plan**
4. **Closed Session to discuss appointment, employment, compensation, discipline, performance, or dismissal of specific employee(s), specific independent contractors, specific volunteers, or District legal counsel, pending litigation and collective bargaining.**
5. **Adjourn**



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At-A-Glance Consolidated District Plan Goals 2025-2026

Goal 1: The percentage of 9th grade students on track will increase by 5%. (This goal is replacing our former SAT growth goal due to the change in accountability for the high school assessment by the State to ACT.)

Goal 2: By June 2026, at least 93% of District 215 - 12th grade students will successfully meet graduation requirements.

Goal 3: District 215 will increase the percentage of students enrolling in Advance Placement, Honors, Dual Credit, Dual Enrollment, and/or Career Technical Education Pathway courses with work-based learning experiences by 3% with a specific focus on underrepresented student populations.

Goal 4: By June, 2026, 100% of District 215 teachers will attend professional development sessions in one of the following areas: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, and/or Culturally Responsive Practices and/or Differentiation.

Goal 5: District 215 will provide a minimum of 12 engagement events to strengthen our school-community partnership with students, families, and community members.

Goal 6: District 215 will continue to prioritize the evaluation of all school-related technology by investing in and supporting digital tools and resources for all staff and students that intentionally align with District improvement and our ever-evolving curriculum.



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Summary of Consolidated District Plan 2025-2026

General Education Provisions

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

Equal educational and extracurricular opportunities shall be available for all Thornton Fractional High School District 215 staff and students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status and actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against staff or students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policies Relating to Building and Properties. Any staff member or student may file a discrimination complaint by using Board Policy - Uniform Complaint Procedure.

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

Needs Assessment and Programs

Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part by the funding of these programs.

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

Provide a Summary of the LEA's needs assessment

District 215 continues to use both quantitative and qualitative data from various resources to assess current needs in regard to student achievement, learning conditions and elevating educators. Based on SAT state testing results from 2024, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap exists between White and minority students as well as proficiency rates for students with IEPs and English Language Learners.



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According to the state SAT Math results, only 7.9% of students showed proficiency. 21.2% of White students were proficient, 12.5% of Hispanic students were proficient, and only 5.1% of Black students were. There weren't any English learners that demonstrated proficiency nor students with IEPs. In addition, when looking at the state SAT ELA results, 13.8% demonstrated proficiency overall. 33.3% of White students were proficient, 16.6% of Hispanic students and only 11.7% of Black students. There weren't any students with IEPs that demonstrated proficiency and English learners were at 3.7%. While we saw an increase in proficiency the last two years on the Illinois Science Assessment, District 215 students still performed at a rate of 6.6% lower than the State with white students outperforming minority students. 61.3% White students demonstrated proficiency in comparison to 48.8% Hispanic and 43.9% Black students. English learners demonstrated 24.3% proficiency and Students with IEPs were even lower at 16.5%.

In reviewing freshman on track trends, the District is just now reaching pre-Pandemic percentages. From 2021 to 2023, there was a decrease from 78.3% to 72.8%. We are currently 12.2% behind the State average and each subgroup follows suit. In reviewing credits attained for sophomores through seniors, only 75% of them were on track to graduate as of 1st semester 2024.

Data from our partnership with Equal Opportunity Schools (Support and Belonging Report and Equity Pathways Report) in 2023, revealed that students were not participating in AP due to an adult encouragement barrier. 55% of our Black students and 58% of our Hispanic students noted a welcome barrier. Furthermore, only 24% of historically underrepresented students of Color and Low-Income Students in AP classes reported that their classes are challenging. Only 15% of non-AP students reported that their classes were challenging. While our partnership has ended with EOS, we continue to analyze the data through our student information system. The District has increased the number of AP students from 2023-2024 to 2024-2025, but there are still students who complete semester 1 and drop the course at semester 2 (498 semester 1 vs. 466 semester 2 in 2023-2024 and 535 semester 1 vs. 520 semester 2 in 2024-2025). Only 16% of the student population enroll in AP courses. Additionally, females make-up 63% of student enrollment in AP courses. There aren't any special education students that are enrolled in AP courses. Additionally student course enrollment reports also reveal that there is an underrepresentation of students with IEPs in CTE pathways.

During the 2023-2024 and 2024-2025 school year, qualitative data was collected via various entities such as parent meetings, curriculum student and staff feedback surveys, building and district administrative meetings, Committee of the Whole meetings, Strategic Planning meetings, and Equity sub-committee meetings. In the Fall of 2021, our District assembled a Mobile Learning Initiative Committee (MLIC) which was made up of administrators, teachers, librarians and technology staff members to analyze the aspects of what great teaching and learning looks like in a technology rich and diverse environment. The MLIC met on five separate occasions and developed seven recommendations for effectively integrating instructional technology into our district. As we continue to build on those recommendations, we recently sent a survey out to parents/guardians and staff regarding communication and technology. Finally, the 5 Essentials survey reveals a low level of teacher-parent trust, low performance for safety, low expectations for postsecondary education, and low-quality professional development.

Based on both the quantitative and qualitative data, District 215 established 6 overarching goals in the areas of student achievement, curriculum design and development, course enrollment, family engagement, implementation of instructional technology and professional development to address these identified needs.

Goal 1: The percentage of 9th grade students on track will increase by 5%. (This goal is replacing our former SAT growth goal due to the change in accountability for the high school assessment by the State to ACT.)



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Goal 2: By June 2026, at least 93% of District 215 - 12th grade students will successfully meet graduation requirements.

Goal 3: District 215 will increase the percentage of students enrolling in Advance Placement, Honors, Dual Credit, Dual Enrollment, and/or Career Technical Education Pathway courses with work-based learning experiences by 3% with a specific focus on underrepresented student populations.

Goal 4: By June, 2026, 100% of District 215 teachers will attend professional development sessions in one of the following areas: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, and/or Culturally Responsive Practices and/or Differentiation.

Goal 5: District 215 will provide a minimum of 12 engagement events to strengthen our school-community partnership with students, families, and community members.

Goal 6: District 215 will continue to prioritize the evaluation of all school-related technology by investing in and supporting digital tools and resources for all staff and students that intentionally align with District improvement and our ever-evolving curriculum.

For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.

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

Title I, Part A- Improving Basic Programs

District 215 referenced the following data to arrive at Goal 1 (9th grade on track), goal 2 (graduation rate), and goal 4 (professional development): Based on SAT state testing results from 2024, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap exists between White and minority students as well as proficiency rates for students with IEPs and English Language Learners. According to the state SAT Math results, only 7.9% of students showed proficiency. 21.2% of White students were proficient, 12.5% of Hispanic students were proficient, and only 5.1% of Black students were. There weren't any English learners that demonstrated proficiency nor students with IEPs. In addition, when looking at the state SAT ELA results, 13.8% demonstrated proficiency overall. 33.3% of White students were proficient, 16.6% of Hispanic students and only 11.7% of Black students. There weren't any students with IEPs that demonstrated proficiency, and English learners were at 3.7%. While we saw an increase in proficiency the last two years on the Illinois Science Assessment, District 215 students still performed at a rate of 6.6% lower than the State with white students outperforming minority students. 61.3% White students demonstrated proficiency in comparison to 48.8% Hispanic and 43.9% Black students. English learners demonstrated 24.3% proficiency and Students with IEPs were even lower at 16.5%. In reviewing grade freshman on track trends, the District is just now reaching pre-Pandemic percentages. From 2021 to 2023, there was a decrease from 78.3% to 72.8%. We are currently 12.2% behind the State average and each sub-group follows suit. In reviewing credits attained for sophomores through seniors, only 75% of them were on track to graduate as of 1st semester 2024. This assessment informs programs such as: extended day credit



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recovery, summer bridge for freshmen, academic assistance in ELA, math, social studies, and science, paraprofessionals, summer school, alternative learning programs, curriculum revisions and realignment, professional development for staff to develop curriculum and implement research-based strategies in the classroom, and supplemental materials and technology.

To determine goal 3 (increase in rigorous course work and CTE pathways with a specific focus on underrepresented groups), we used the following: Data from our partnership with Equal Opportunity Schools (Support and Belonging Report and Equity Pathways Report) in 2023, revealed that students were not participating in AP due to an adult encouragement barrier. 55% of our Black students and 58% of our Hispanic students noted a welcome barrier. Furthermore, only 24% of historically underrepresented students of Color and Low-Income Students in AP classes reported that their classes are challenging. Only 15% of non-AP students reported that their classes were challenging. While our partnership has ended with EOS, we continue to analyze the data through our student information system. The District has increased the number of AP students from 2023-2024 to 2024-2025, but there are still students who complete semester 1 and drop the course at semester 2 (498 semester 1 vs. 466 semester 2 in 2023-2024 and 535 semester 1 vs. 520 semester 2 in 2024-2025). Only 16% of the student population enroll in AP courses. Additionally, females make-up 63% of student enrollment in AP courses. There aren't any special education students that are enrolled in AP courses. Moreover student course enrollment reports from our student information system also reveal that there is an underrepresentation of students with IEPs in CTE pathways. Finally, the 5 Essentials survey reveals a low level of teacher-parent trust, low performance for safety, low expectations for postsecondary education, and low-quality professional development. This needs assessment informs programs such as: AP summer boot camp, paying for AP exams and PSAT/NMSQT exams, salary for a Director of Teaching and Learning, professional development for staff in delivering rigorous, standards-based instruction with support, and supplemental materials and technology.

Goal 6 focuses on professional development especially with the integration of instructional technology and culturally responsive practices and/or differentiation and Goal 6 emphasizes increasing technology. These were created based on the following data: During the 2023-2024 and 2024-2025 school year, qualitative data was collected via various entities such as parent meetings, curriculum student and staff feedback surveys, building and district administrative meetings, Committee of the Whole meetings, Strategic Planning meetings, and Equity sub-committee meetings. In the Fall of 2021, our District assembled a Mobile Learning Initiative Committee (MLIC) which was made up of administrators, teachers, librarians and technology staff members to analyze the aspects of what great teaching and learning looks like in a technology rich and diverse environment. The MLIC met on five separate occasions and developed seven recommendations for effectively integrating instructional technology into our district. As we continue to build on those recommendations, we recently sent a survey out to parents/guardians and staff regarding communication and technology. Based on recommendations from the Mobile Learning Initiative (consisting of teachers, administrators, and library/media specialist) and the most recent surveys, District 215 should invest in, and continuously evaluate, digital tools and resources for staff and students that are intentionally aligned and integrated with the District's ever-evolving curriculum. Additionally, the District should provide specific, relevant, ongoing and meaningful coaching on how to best integrate these technological resources. Finally, the District should evaluate a common learning platform to ensure a well-supported, consistent and reliable digital learning environment. This needs assessment informs supplemental digital subscriptions, interactive teacher laptop computers, professional development for technology platforms, updated classroom interactive technology, and technical assistants' staff.

Goal 5 (family engagement) is based on the data from the 5 essentials survey as well as parent meetings and surveys. This assessment informs the stipends for parent liaisons and associated workshops.

Title II, Part A- Preparing, Training and Recruiting



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District 215 continues to rely on the historical data from our partnership with Curriculum Management Solutions, inc., which has been on-going for 7 years: A curriculum audit conducted in the fall of 2018 revealed a preponderance of teacher-led, teacher-centered instruction. Part of the audit included 49 classroom visits, during which students were seen mostly listening to teachers and working on low level Depth of Knowledge (DOK) work. In 30% of the classrooms observed students were listening, in 23% students were participating in low-level writing activities and 89% of student tasks were at DOK level one or two. 68% of classrooms were whole-group, teacher-centered. Furthermore, auditors did not see evidence of differentiation of content and did not see differentiation in the product or process of 82% of classrooms visited. Additionally, in reviewing evaluation data, it is evident that Principals need more training on recognizing and collecting data that captures the domains of "classroom environment and teacher instruction." Informal walk-through data also demonstrates that classroom instruction continues to lack engagement with standards-aligned, rigorous, relevant curriculum for students. According to the state SAT Math results, only 7.9% of students showed proficiency. 21.2% of White students were proficient, 12.5% of Hispanic students were proficient, and only 5.1% of Black students were. There weren't any English learners that demonstrated proficiency nor students with IEPs. Finally, the 5 Essentials survey reveals low expectations for postsecondary education and low-quality professional development.

Goals three, four, and six are developed to address these deficiencies. Goal three focuses on increasing student enrollment in robust, rigorous and culturally relevant courses; goal four addresses the need to provide staff with professional development in differentiated instruction, culturally responsive teaching practices and standards aligned instruction; and goal six centers around the integration of instructional technology through digital platforms and resources. Our two-year teacher mentoring program assists us with goals three and four. Professional development to support curriculum writing, standards-aligned instruction and assessment, data-informed instruction, integration of instructional technology, and high impact instructional strategies for student engagement aligns with goal 4. Providing specific professional development sessions for Principals (assistant principals) also addresses the needs assessment. A continued subscription for completing evaluations also allows us to address goal 4 (professional development).

A class reduction in math also addresses the needs assessment for goal 1 (9th grade on track) and goal 2 (graduation rate).

Title III-LIEP

According to the Illinois School Report Card, District 215 continues to experience increases in our English Learner (2023 9.5, 2024 12.2%), with only 13.4% of those students in the expanding and/or bridging performance level on the ACCESS assessment. This performance falls below the State level and is 1.5 percent lower than last year's performance. Meanwhile, 44.6% of students who took the ACCESS received scores placing them in the developing range, which is higher than the state's % performance level. The students in District 215 continue to need a TBE program that offers support and services to address their language and learning needs. Our program will emphasize providing teachers access to a database that provides easy access to student ACCESS performance data, a profile of the student based on WIDA can-do statements, and targeted differentiated professional learning opportunities.

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



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determine their needs relative to navigating the school environment, supportive parenting, and personal enrichment.

Title III-ISEP

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Title IV- Student Support and Academic Enrichment

District 215 referenced the following data to arrive at Goal 1 (9th grade on track), goal 2 (graduation rate), Goal 3 (increase enrollment in AP, dual credit), goal 4 (professional development) and goal 6 (technology): Based on SAT state testing results from 2024, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap exists between White and minority students as well as proficiency rates for students with IEPs and English Language Learners. According to the state SAT Math results, only 7.9% of students showed proficiency. 21.2% of White students were proficient, 12.5% of Hispanic students were proficient, and only 5.1% of Black students were. There weren't any English learners that demonstrated proficiency nor students with IEPs. In addition, when looking at the state SAT ELA results, 13.8% demonstrated proficiency overall. 33.3% of White students were proficient, 16.6% of Hispanic students and only 11.7% of Black students. There weren't any students with IEPs that demonstrated proficiency, and English learners were at 3.7%. While we saw an increase in proficiency the last two years on the Illinois Science Assessment, District 215 students still performed at a rate of 6.6% lower than the State with white students outperforming minority students. 61.3% White students demonstrated proficiency in comparison to 48.8% Hispanic and 43.9% Black students. English learners demonstrated 24.3% proficiency and Students with IEPs were even lower at 16.5%.

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Additionally, during the 2023-2024 and 2024-2025 school year, qualitative data was collected via various entities such as parent meetings, curriculum student and staff feedback surveys, building and district administrative meetings, Committee of the Whole meetings, Strategic Planning meetings, and Equity sub-committee meetings. In the Fall of 2021, our District assembled a Mobile Learning Initiative Committee (MLIC) which was made up of administrators, teachers, librarians and technology staff members to analyze the aspects of what great teaching and learning looks like in a technology rich and diverse environment. The MLIC met on five separate occasions and developed seven recommendations for effectively integrating instructional technology into our district. As we continue to build on those recommendations, we recently sent a survey out to parents/guardians and staff regarding communication and technology. Finally, the 5 Essentials survey reveals a low level of teacher-parent trust, low performance for safety, low expectations for postsecondary education, and low-quality professional development. This needs assessment informs programs such as: National Equity Lab and/or other dual credit opportunities, Access to AP courses, student support for AP courses, AP teacher training to increase access to rigorous course work, goal-related professional development, supplemental materials and technology, and a stipend for a school resource officer.

IDEA Part B Flow-Through

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

Plan Specific: Stakeholders

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

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

- Parent liaisons will be used to assist in the recruitment of increasing active membership within our Parent Advisory Boards.
- Parent Advisory Board meetings will take place on a monthly basis.
- Parent feedback will be solicited via surveys.
- The district is committed to hosting the following events to promote engagement: Open House, Advanced Placement Showcase, College Social, Financial Aid Night, Career and Trades Fair, Parent Workshops, Parent/Teacher Conferences.



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- The district is committed to using technology to increase and improve the communication process with families. Social media outlets and apps will be utilized to enhance communication. Additionally, a new learning management system was implemented last year.
- BPAC for Emergent Bilingual parent/families will be held quarterly during the school year.
- The Family Outreach specialist will host parent workshops for course selection, safety, and financial aid. This person will also promote activities within our school community.
- The Transition specialist will hold listening sessions for parents of students with IEPs.
- The Family Outreach specialist completes home visits.

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

District 215 is a comprehensive high school district with graduation requirements that exceed the Illinois state-imposed requirements for graduation. The district requires that a student successfully completes 23 credits for graduation during full-time attendance. These credit requirements consist of four years of English, three years of Social Studies and Math, two years of Science, four years of PE or Health, and a combination of electives. Elective choices include offerings in Art, CTE, English, World Language, Music and Social Studies. To meet the needs of all students, courses are offered at a variety of levels including special education instructional, special education co-taught, College Preparatory, Honors, Advanced Placement, Career and Technical pathways, dual credit and dual enrollment. In addition, English Learner students benefit from a transitional bilingual education program with bilingual courses, co-taught courses, sheltered instruction and additional support inside and outside of the classroom. District 215 partnered with Curriculum Management Systems Incorporated (CMSi) to conduct a comprehensive review of District 215 curriculum framework documents and policies. The purpose was to reveal the extent to which officials and professional staff of the District have developed and implemented a sound, valid, and operational system of curriculum management. The program-specific Curriculum Audit was an intensive review of the design, delivery, and alignment of curriculum documents and accompanying assessment documents. District 215 is using the 4 major findings from the curriculum audit to drive the development and implementation of a new curriculum to meet the academic needs of all students.

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

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

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

- Reviewing the audit results and recommendations
- Establishing the foundation for the curriculum including cultural capital and deep alignment concepts
- Understanding the importance of curriculum design to support delivery



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- Developing a framework for curriculum, which emphasizes clarity in regard to student engagement and instruction as well as a Mastery Learning Model and Unit design and development.
- Aligning curriculum and lessons to the Guiding Principles for Effective Curriculum and the Curriculum CARE (Content, Assessment, Response, Extension) Plan.

Writing teams are trained every year (since 2019) and over 40 courses have been revised/rewritten. This includes the majority of the core as well as some electives. Writing Team 8 will be trained in June 2025 and includes: Anatomy, Applied Math, Drawing, Media Analysis, Statistics, and Team Sports.

2. Implementation of Equity Action Steps

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

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

3. Revision of all Board of Education policies

During the 2020-2021 school year, the District partnered with the Illinois Association of School Boards (IASB) to update and customize policies through PRESS Plus. Additionally, a sub-committee has been created to continually revisit and update Board policy. Last year and this year, the District has started to review and align procedures with policy. This work will continue in 2025-2026.

4. Strategic Plan

During the 2022-2023 school year, the District began the Strategic planning process to address the following areas: student supports, building professional capacity, climate and culture, family and community partnerships, and data. This plan continues for 2025-2026. In order to support the aforementioned work, District 215 has established professional learning partnerships with: Dr. Holly Kaptain - Curriculum Management Solutions, Inc. (CMSi); Savanna Flakes- Inclusion for a Better Future; Schoology, Learning Management System, Evaluwise, and Power School Unified Insights and Data Analytics. Through these entities, on-site coaching is provided in the areas of Teaching Emergent Bilingual Students, Increasing Rigor in the Classroom, Specially Designed Instruction, Differentiated Instruction, Performance Based Assessments, Effective Co-Teaching Models, Standards-Aligned instruction, implementing instructional technology effectively, data-informed instructional decision-making, and task analysis and alignment.

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

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

- 8th Grade Assessment Scores in core content areas
- Feeder School Articulation Meetings to assist identification of incoming 9th grade students



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- State and Local Assessment Testing Scores which support College Readiness Levels (SAT, PSAT, NWEA MAP) to identify students' academic strengths and weaknesses
- MTSS Program which focuses on running 3-week failure reports to identify struggling students and enroll them in an academic support program
- 9th and 12th grade on track data reports
- Monthly Attendance and Discipline reports
- Counselor/ dean referrals from teachers
- Unified Insights/Performance Matters Power School to identify trends of at-risk students
- ELLevate to identify needs and proficiency or growth areas for EL students

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

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

- A course to strengthen literacy skills: Students identified as needing reading assistance are enrolled in a Success Seminar course.
- Co-taught classes: Students with IEPs are enrolled in co-taught courses for science, English, math, and social studies. Teachers implement Specially Designed Instruction (SDI) for students with an IEP.
- Supports, Extensions, and Interventions are integrated into the new curricula units.
- Homework Center: Students attend homework center and receive tutorial help from certified staff members for academic assistance in classes. Extra assistance for Limited English Proficient students as well as students with IEPs is provided.
- Extended Library hours: The library is open before and/or after school to provide students with a safe and conducive learning environment in order to complete homework assignments, make up tests, complete college applications, and have computer access.
- Math intervention during the day: Students have the opportunity to remediate skills during the day in algebra. Topics include: Solving one and two step equations, inequalities, writing equations of lines (and slope), graphing lines, systems substitution/elimination, polynomials, factoring, and quadratic solving.
- Lunchtime Tutoring: Licensed staff members, paraprofessionals, and students are available to assist students who might be struggling in an academic area.
- Credit Recovery: A program has been established in order to help credit-deficient students get back on track academically in order to meet graduation requirements.
- Summer Bridge: Incoming 9th grade students are enrolled in a Summer Transitional Program which runs in July and August.
- Freshman Orientation: Incoming 9th graders attend school a day prior to upperclassmen to participate in transition activities.
- Mentoring Groups: Formal and informal groupings are established to assist students academically, socially, and emotionally.
- SAT/ACT prep sessions: These sessions include practice exams in order to identify areas of deficiency. After analyzing the data, individualized tutoring sessions are implemented.
- Developmental Guidance Instruction which focuses on meeting with students who are off-track and need academic assistance.
- Emergent Bilinguals are enrolled in bilingual, co-taught and/ or sheltered-instruction courses with certified staff.



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- Alternative Learning Program for identified students. This program utilizes a web-based learning platform to support academic, social and emotional lessons.
- Junior Academic Scholars Academy: Supports the needs of students in their third year of high school who are credit deficient.
- Ellevation: A platform to help with data and instructional planning to enable teachers to make data-driven decisions for English Learner student achievement and success. There is an emphasis on helping EL students in math with academic language.

Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. (include ELs)

District 215 has developed and continues to focus on a variety of instructional and educational strategies to strengthen academic programs and improve school conditions for student learning. Areas of focus include standards-aligned objectives and task alignment, language objectives, gradual release of responsibility, depth of knowledge, checks for understanding, culturally-responsive teaching, student voice, effective co-teaching models, specially designed instruction, Teacher Clarity, and the utilization of technology to transform teaching and learning. In addition, all curriculum is planned with the Guiding Principles of Effective Curriculum in mind, which emphasizes "engagement in cognitively challenging work," learning experiences that have "high expectations and student voice," and learning environments that are "welcoming, positive, and inclusive." Classroom visits by administration, as well as on-site coaching partnerships and professional development opportunities, help in monitoring and strengthening implementation of strategies. Course groups meet at least once a month to use the Curriculum CARE (content, assessment, response and extension) plan to drive discussion and instructional decision-making.

To further strengthen academic programs and improve school conditions for student learning, students are offered enrichment opportunities during the summer to strengthen their skills in core content areas. For example, the Summer Bridge program for incoming freshmen exists to help prepare students for the transition to high school and the rigor of the content. Students attend Summer School in an effort to recover course credit, to enhance academic skills, and/or to seek courses for advancement. An AP student boot camp is also offered in the summer to help support students with the rigor. During the school year, an ACT prep course is offered to 11th grade students. This course individualizes instruction for students based on a pre-assessment, as well as focusing on test-taking strategies. During the 2022-2023 and 2023-2024 school year, our district partnered with Dr. Nicole Law and Corwin Press to provide professional development training sessions in the following areas: Teacher Clarity and Collective Equity. These sessions were specifically developed to assist our staff members in reaching our Emergent Bilingual students and Students with IEPs. This work continued in 2024-2025 under the leadership of Savanna Flakes, Inclusion for a Better Future, the Director of Teaching and Learning, and the Student Service Coordinators.

The following enhances post-secondary success for our students:

- Dual-credit opportunities, which allow students to earn college credit while enrolling in specific high school courses such as 21st Century Entrepreneurship, Accounting, Anatomy, Barbering I and II, Building Construction II, Business Writing and Technical Concepts, Electricity II, Engineering II, Foundations to Teaching, Health, Microsoft Office, and Engineering.
- National Equity Lab, which allows students to enroll in courses at elite institutions such as Harvard, Yale, Howard and Stanford and earn transferable college credit.
- College Step-Up program, which allows students to enroll in courses at South Suburban College and earn transferable college credit.



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

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

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

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

The district ensures that all librarians are certified and have the necessary qualifications and endorsements to be school library media specialists. This allows our librarians to interact with students in developing digital literacy skills. In order to provide the best online databases for its students, District 215 provides the financial resources and allows the autonomy of its media specialists to stay informed of and subscribe to online databases that are both user-friendly and will be used later in higher education. Moreover, the media specialists provide interactive and hands-on instruction to students regarding how to use the databases and other online resources in a discerning manner, teaching them to make informed decisions about the materials they access. The district supports flexible scheduling in its media centers. Flexible scheduling has been shown in multiple studies to increase both student and teacher access to the library and its resources.

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

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



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In order to identify and serve gifted and talented students, District 215 begins the identification process through the administration of college readiness assessments (PSAT/SAT Suite and/or ACT suite), which begins with the students' 8th grade year. There is articulation with feeder schools which includes individual student performance feedback from the 8th grade core content instructors on this placement. Once identified, students are enrolled in Honors and AP level courses. Additionally, AP Potential Reports are utilized to increase enrollment opportunities. District 215 is also committed to increasing enrollment in the gifted programs through other methods which include teacher recommendations, summer enrichment courses (some with the local community college), writing samples and parent input. Also, throughout a student's tenure in the district, counselors and teachers recruit and encourage students to enroll in these courses.

Gifted and talented students can enroll in the following curriculum course offerings: Honors English 9, Honors English 10, Honors English 11, Honors Spanish IV, Honors French IV, Honors World History, Honors US History, Honors Economics and Honors Government, Honors Biology, Honors Chemistry, Honors Physics, Honors Algebra I, Honors Geometry, Honors Algebra II, and Honors Pre-Calculus. In addition, the following Advanced Placement courses are offered: AP Literature, AP Language and Composition, AP Spanish Language, AP Spanish Literature, AP Human Geography, AP US History, AP European History, AP Psychology, AP Biology, AP Chemistry, AP Physics, AP Pre-Calculus, AP Calculus AB, AP Statistics, AP Music Theory, AP Computer Science Principles, and AP African American Studies. District 215 also offers a College Step-Up Program through partnerships with Joliet Junior College, Chicago State University, and South Suburban College, which allows students to take courses on the college campus and earn college credit. There are also dual credit courses offered on the high school campus. Through an established partnership with National Equity Lab, students can enroll in transferable college credit-bearing courses from elite universities such as Harvard, Yale, Howard, and Stanford.

Program Specifics College and Career

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

District 215 has an established articulation process with our six feeder school districts. This process includes meetings on a regular basis among the following groups: Superintendents, District/School level Curriculum Directors, High School administrators/teachers and feeder school teachers for content area articulation. Additionally, teachers/coaches/sponsors do on-site visits to promote clubs, sports, activities, as well as give an introduction to high school and assist in the transition to high school. The Guidance Department hosts an 8th grade open house, which promotes parent and incoming student transition to the high school. The District offers a Summer Bridge transitional program for incoming 9th grade students. This program runs before the start of the school year to help students transition to high school and prepare for the academic rigor. In addition, since the 2021-2022 school year, D215 partnered with specific feeder schools and offered an on-site Honors Algebra I and Spanish program for identified grade 8 students. In the summer of 2023, D215 began offering Honors Algebra I as a summer school option for incoming freshman students. In the Fall 2024, the District offered Freshman Orientation day on campus before upperclassmen start school. In the Spring of 2025, freshman students had a chance to retake the Algebra proficiency exam.

District 215 has a formalized partnership with South Suburban College, Chicago State University, and Joliet Junior college to offer students Dual Credit classes as well as to take classes on the college campus through our Step-Up program. Additionally, a partnership with the National Equity Lab provides opportunities for students to enroll in college-credit bearing courses with elite universities such as Harvard, Howard, Stanford and Yale. The Guidance Department uses Naviance to help students set goals, explore interests, and develop a post-secondary plan. The District hosts on-site college admission workshops and fairs, a College Social Night, financial aid nights, financial aid



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workshops, and on-site college representatives. Our schools organize annual field trips to participate in college fairs such as HBCU (Historically Black College and Universities), Infinite Scholars, the National Hispanic Spring College and Career Fair, and the Chicago National College Fair by ISAC.

In July of 2021, District 215 established its very own Career Development Department whose mission is focused on providing opportunities for students to be engaged in career preparation and development, to attain hands-on training in high skill, high demand areas of our labor market, and for students to achieve employability in their career pathways. In the 2023-2024 school year, the District hired an early college and career coordinator. This position serves as a liaison between the colleges/community, the schools, the students, and the families.

If applicable, describe the district's support for programs that coordinate and integrate the following: academic and career and tech education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and academic credit.

Dual College Credit can be earned with the following courses:

- 21st Century Entrepreneurship
- Barbering I and II
- Electricity II
- Foundations to Teaching
- Health
- Microsoft Office Technology
- Building Construction 2
- Engineering
- Cosmetology I and II

Industry Certifications can be earned in the following CTE courses:

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

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

- Cosmetology and Barbering
- Educator Pathway courses- Paraprofessional Licensure

Hands-on Learning Opportunities include:

- World of Wheels - Collision Repair and Automotive Technology



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- Student Run Daycare - Childcare Practicum and Child Care I
- Skills USA competition
- South Suburban College Video Competition - TV Production
- Chicago Architectural Tours - Engineering
- Industry Recognized Software - Microsoft Office Suite, QuickBooks, ArchiCAD, Solidworks, and Coding Languages such as JAVA, Python, Ruby, etc.
- Trade Show - All CTE areas.

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

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

Professional Development

For each program for which funding is anticipated for 2024-2025, provide a brief description of PD activities. Also include how private schools will be included.

Title I- Improving Basic Programs

District 215 will offer professional development sessions on: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, curriculum writing, professional learning communities, parent engagement, data-informed decision making, strategies for inclusion of all, ACT/SAT, advanced placement, and/or Culturally Responsive Practices and/or Differentiation.

Title II- Preparing, Training, and Recruiting

District 215 will offer professional development sessions on: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for



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Student Engagement, curriculum writing, professional learning communities, data-informed decision making, strategies for inclusion of all, ACT/SAT, advanced placement, and/or Culturally Responsive Practices and/or Differentiation. Additionally, there will be a focus on lesson-planning, problems of practice, and instructional coaching through the mentoring program. An emphasis on providing Principals (assistant principals) and associated leadership roles with sessions on effective leadership, aligning standards, assessments, and classroom instruction within the curriculum, and other relevant sessions to improve instructional and leadership knowledge.

Title III-LIEP

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

Title III-ISEP

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

Title IV- Student Support and Academic Enrichment

District 215 anticipates offering professional development sessions focusing on Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Cultural Competency, Integration of Instructional Technology, High Impact Instructional Strategies for Student Engagement, curriculum writing, safety, ACT/SAT, advanced placement, Culturally Responsive Practices and/or Differentiation.

IDEA

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

Safe Learning Environment

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

- *Each major racial and ethnic group*
- *Economically disadvantaged students as compared to students who are not*
- *Children with disabilities as compared to students without*
- *English proficiency status*
- *Gender*
- *Migrant status*



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District 215 continues to use a progressive discipline plan that relies heavily on interventions that keep students in the classroom and school environment. Our processes reduce out-of-school suspensions, provide direct instruction in social-emotional competencies, and focus on mentorship as a means to reduce adverse behaviors. To support academic achievement and meet State academic standards for all students, strategies have been implemented that minimize the loss of instructional time while implementing interventions that support the best pedagogical strategies for socio-emotional wellness. In an effort to support this initiative, staff development continues to focus on high-impact instructional strategies that increase student engagement. The district offers students opportunities for peer mediation, conflict resolution strategies, and peer-led campaigns to reduce incidences of bullying and harassment and promote positive behavior. As a means to monitor the effectiveness of interventions, monthly reviews of building and district discipline data occur to identify trends and consider additional interventions. This data includes subgroup information, which includes gender, race, special education, EL services, 504, Emergent Bilinguals, migrant status (if applicable), and low income.

In an effort to promote healthy student relations and awareness, assemblies and/or targeted group presentations are held to address the following issues: bullying, harassment, teen dating, stress management, healthy relationships, social media safety, and responsible decision-making. Staff are provided with direct support to reduce behaviors that negatively interfere with teaching and learning. The District continues to implement the See Something Say Something reporting process for students and community members to report incidents of bullying and other forms of misbehavior anonymously. The District has adopted the Safe2Help program and is enhancing its safety and security protocols. Students are strongly encouraged to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence. All reported acts of bullying/harassment are investigated to determine if the act is within the scope of the district or school, and if not, a process for referral outside the school and to the appropriate jurisdiction is recommended.

In order to avoid student out-of-school suspension, District 215 has a menu of interventions to address student behavior. Student misbehavior is handled on a case-by-case basis. In all cases, the implementation of appropriate interventions/consequences takes into account a number of factors, including the nature and severity of the misbehavior and the infraction history of the student. The district reports disaggregate out-of-school suspension data to the board of education on a monthly basis, along with the interventions used. This higher level of accountability ensures the district offers appropriate interventions and monitors its use of punitive consequences. Annually, a committee of staff, parents, and students convene to review and update practices and policies.

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

District 215 seeks out and supports entities and partnerships with outside agencies in an effort to provide its students with the necessary mental and behavioral health supports. The District emphasizes the social-emotional, physical, health and wellness, psychological, and essential needs of our students. Some of the partnerships include Southland Juvenile Justice Council, CEDA, Midwest Family Support Services, BeWell Aunt Martha's, Thornton Township, local churches, and Walgreens. Additionally, we have provided support to families through workshops related to mental health wellness and knowing your community supports. The District maintains a partnership with Hartgrove Behavioral Health to offer mental health services to students and family members. We continue to provide physical education uniform waivers, transportation to and from school, including after-school activities such as homework center, athletics, and clubs, to ensure students have access to the full high school experience.



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Additionally, we provide classroom essential supplies (pens/pencils, folders, textbooks). We connect families with community organizations to assist with housing, medical (immunizations), and other needs as appropriate. The District hosts on-site school physicals, immunizations, and dental screenings 2-3 times per year.

IDEA

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

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

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

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

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

How are funds being used to support District performance on the State Performance Plan Indicators?

Funds from the IDEA allotment will be used in the following manner to support the district's performance on the list indicators:

Indicator 1: Graduation and Indicator 2 Dropout. Funds will be used to provide students with intervention opportunities that will allow them to remain on track for graduation. Interventions will be provided during the school day by a special educator working during non-teaching periods, before or after school. Additionally, the



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transition specialist will ensure that transition plans are updated yearly and reflect the appropriate course of study, allowing for timely graduation. Students will also have access to supportive credit recovery programming.

Indicator 3 State assessments: Teachers will participate in professional learning opportunities to ensure high-yield instructional strategies are used across core instruction. Supplemental instructional resources will be purchased to support student understanding and access to the general education curriculum.

Indicator 4 Suspension and expulsion: The District will use funds to pay staff to review educational files and disciplinary consequences for special education students. File review will occur outside of the regular school day. Additionally, funds may be used to fund mental and behavioral health resources for identified special education students.

Indicators 5 & 6 educational environment: Funds will allow professional learning opportunities for staff to ensure instructional practices are used that allow students to experience success in their LRE.

Indicator 7 Early Childhood: Not applicable, we are a high school district.

Indicator 8 parent involvement: Funds from IDEA will allow the purchase of materials and supplies for parent engagement activities, including but not limited to transition workshops. Funds will also be used to employ interpretation, and translation services or supports to allow parents to meaningfully participate in the education of their child.

Indicators 9 & 10 disproportionality: Staff will utilize learning from cultural competency training to ensure biases related to IEP placement and eligibility decisions are minimized.

Indicator 11 evaluation timeline: Funds from this grant will support professional learning for staff on proper timelines and pay a portion of the IEP program that ensures compliance with timelines.

Indicator 13 secondary transition: Funds will be used to supplement the salary of the District Transition Specialist. This individual works directly with parents, staff, students, and transition partners to ensure the district's compliance with this indicator.

Indicator 14 post-school outcomes: The transition coordinator funded through this grant will work with students and case managers to ensure students are engaged in activities such as: appropriate interest surveys, goals, interviews for post-secondary connections with DRS, connections to college disability offices, and assistance with securing employment.

Indicators 15 & 16 mediation and resolution: No funds allocated specifically for this indicator.

Indicator 17 State systemic improvement plan: Not applicable to high school level.

Indicator 18 general supervision: No funds allocated specifically for this indicator.

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