FY 2025 Consolidated District Plan
IATD Spring Conference

AGENDA

CDP Overview

CDP Department Review

Review Checklist

Questions

Consolidated District Plan

What is the CDP ?

Consolidated District Plan

Title, I Part A - Improving Basic Programs	Title IV, Part A - Student Support and Academic Enrichment
Title I, Part A - School Improvement Part 1003	Title V, Part B - Rural and Low-Income Schools
Title I, Part D - Delinquent	IDEA, Part B - Flow-Through
Title I, Part D - Neglected	IDEA, Part B - Preschool
Title I, Part D - State Neglected/Delinquent	ARP-ESSER III (Elementary and Secondary School Emergency Relief III)
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)	

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Consolidated District Plan

Department Review

Consolidated District Plan
Five Levels of Review

Level 1   School/District Improvement

Level 2   Multilingual

Level 3   Youth in Care Stability Plan

Level 4   IDEA - Special Education

Level 5   Title Grants Administration

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Consolidated District Plan Application Review

Level I
School/District Improvement

Needs Assessment and Programs Tab

Needs Assessment and Programs

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]

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

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

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Needs Assessment Impact Tab

Overview	Contact Information	Amendments	Needs Assessment and Programs		Plan Specifics	Assurance Pages	Submit	Application History

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

Needs Assessment Impact

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

Illinois Quality Framework and Supporting Rubric is required for districts receiving Title I, Part A - School Improvement Part 1003 funding.

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

Describe the needs assessment results and goals that were identified as a result of the needs assessment.

Stakeholders Tab

Stakeholder Involvement

Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.

- A. ☐ Teachers (1,7,8)
- B. ☐ Principals (1,7,8)
- C. ☐ Other school leaders (1,8)
- D. ☐ Paraprofessionals (1)
- E. ☐ Specialized instructional support personnel (1,2,3,4,8)
- F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)
- G. ☐ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. ☐ Parent liaisons
- I. ☐ Title I director (1)
- J. ☐ Title II director (1)
- K. ☐ Bilingual director (1,6,8)
- L. ☐ Title IV director (1)
- M. ☐ Special Education director
- N. ☐ Guidance staff
- O. ☐ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☐ Other - specify

Select all stakeholders who were involved in the school improvement planning process.

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Professional Development Tab

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders   Instructi

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.

[text area]

For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

[text area]

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

Provide a brief description of professional development funded specifically by Title I, Part A - School Improvement Part 1003 funds.

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Title I Specific – Part Two Tab

Overview	Contact Information	Amendments	Needs Assessment and Programs		Plan Specifics	Assurance Pages	Submit	Application History	Page_Lock Control	Application Print
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Pl
Title I Specific - Part One						Title I Specific - Part Two				

Title I Specific Requirements - Part Two   [Instructions]

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

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

ISBE Goals:

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

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

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

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

☐
┌──┐
│   │
│   │
│   │
└──┘

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

   ┌──┐
   │ Describe how the district will carry out its responsibilities to support schools designated as Targeted, Comprehensive, │
   │ and/or Intensive during FY 2025. Specifically, list the schools designated as Targeted, Comprehensive, and/or Intensive │
   │ in your description.   │
   │   │
   └──┘

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Consolidated District Plan Application Review

Level 2
Multilingual

Important Multilingual CDP Areas
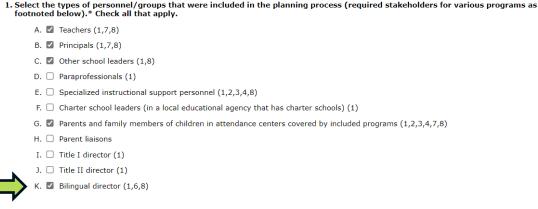
- Contact Information

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your distric

101

If the district has 1 or more EL students, the bilingual program direct
sections, as applicable. Districts with 0 ELs do not need to complete

- Stakeholders

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.

A. ☑ Teachers (1,7,8)
B. ☑ Principals (1,7,8)
C. ☑ Other school leaders (1,8)
D. ☐ Paraprofessionals (1)
E. ☐ Specialized instructional support personnel (1,2,3,4,8)
F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)
G. ☑ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
H. ☐ Parent liaisons
I. ☐ Title I director (1)
J. ☐ Title II director (1)
K. ☑ Bilingual director (1,6,8)

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Needs Assessment

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]
   NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

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

Needs Impact

G. Title III - LIEP

Based upon the Needs Assessment for ████████, the immigrant parents have identified the Skokie EL Parent Center as a key resource for supporting them and in turn, their children. The District pays a membership to allow ████████ parents to obtain resources at no cost. This grant is utilized to support ████████ ongoing participation in the Center.

Fees are calculated at $25 per student and based on total student enrollment.

H. Title III - ISEP

Based upon the Needs Assessment for ████████, the immigrant parents have identified the Skokie EL Parent Center as a key resource for supporting them and in turn, their children. The District pays a membership fee to allow ████████ parents to obtain resources at no cost. This grant is utilized to support ████████ ongoing participation in the Center.

Stakeholders

3. **Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations.** [2]

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.

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.

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

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Student Achievement

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

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.

(1779 of 7500 maximum characters used)

- List **what** the additional and supplemental education assistance is.

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]

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.

(641 of 7500 maximum characters used)

- List **how** the above listed supplemental assistance is/are implemented and improve the learning conditions.

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Professional Development

G. Title III - LIEP

EL teachers are provided training on best practices in their field, with a special focus on the new math curriculum implemented last year.

H. Title III - ISEP

EL teachers are provided training on best practices in their field, with a special focus on the new math curriculum this year. Providing training on best practices to address the needs of imm attend
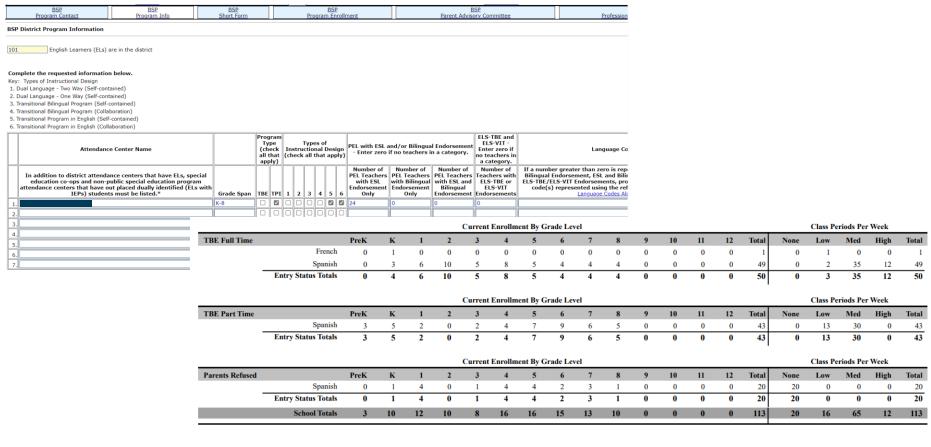
Bilingual Service Plan – Short Form

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

BSP Short Form [Instructions]

`1` English Learners (ELs) are in the district

Grades with English Learners (ELs):
☐ PRE-K ☐ K ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Type of Program:
☐ TBE ☑ TPI

Type of Instructional Design Offered In The District (Select All That Apply):
☐ Dual Language - Two Way ☐ Dual Language - One Way
☐ Transitional Bilingual Program (Self-Contained) ☐ Transitional Bilingual Program (Collaboration)
☐ Transitional Program in English (Self-Contained) ☑ Transitional Program in English (Collaboration)

Number of ESL/Bilingual Endorsed Teachers Working With ELs: `0`

Teacher Requirement:
If no bilingual and/or ESL endorsed teacher(s) is(are) indicated, please provide an explanation how the district will ensure that EL students are receiving the minimal ESL instruction and the district's plan to address this.
(159 of 3000 maximum characters used)

District has advertised for a ESL teacher. No applicants were received. The district purchased numerous software programs to transition the student to English.

Professional Development:
District Bilingual/ESL teacher(s) will receive two (2) sessions of professional development related to EL services.
○ Yes ○ No ● Not Applicable (No Endorsed Bilingual/ESL Teachers)

Number of Paraprofessionals Working With ELs: `0`

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Long Form - Program Information

BSP Program Contact | **BSP Program Info** | **BSP Short Form** | **BSP Program Enrollment** | **BSP Parent Advisory Committee** | **Profession**

BSP District Program Information

101 | 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) TBE	TPI	1	2	3	4	5	6	PEL with ESL Only	PEL with Bilingual Only	PEL with ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsements	Language Co
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.*		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 rep Bilingual Endorsement, ESL and Bili ELS-TBE/ELS-VIT Endorsements, pro code(s) represented using the ref Language Codes Al								
1.	K-8	☐	☑	☐	☐	☐	☐	☑	☑	24	0	0	0	
2.		☐	☐	☐	☐	☐	☐	☐	☐					
3.														
4.														
5.														
6.														
7.														

TBE Full Time	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
French	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1
Spanish	0	3	6	10	5	8	5	4	4	4	0	0	0	0	49	0	2	35	12	49
Entry Status Totals	0	4	6	10	5	8	5	4	4	4	0	0	0	0	50	0	3	35	12	50

TBE Part Time	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
Spanish	3	5	2	0	2	4	7	9	6	5	0	0	0	0	43	0	13	30	0	43
Entry Status Totals	3	5	2	0	2	4	7	9	6	5	0	0	0	0	43	0	13	30	0	43

Parents Refused	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
Spanish	0	1	4	0	1	4	4	2	3	1	0	0	0	0	20	20	0	0	0	20
Entry Status Totals	0	1	4	0	1	4	4	2	3	1	0	0	0	0	20	20	0	0	0	20
School Totals	3	10	12	10	8	16	16	15	13	10	0	0	0	0	113	20	16	65	12	113

TBE Part Time	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
Spanish	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1
Entry Status Totals	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1
School Totals	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1

ILLINOIS STATE BOARD OF EDUCATION

BSP Program Enrollment

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

BSP Program Enrollment   [Instructions]

`101` 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

BPAC

TBE Parent Advisory Committee   [Instructions]

| 101 | 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 member's 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	

ILLINOIS STATE BOARD OF EDUCATION

Professional Development

BSP Professional Development   [Instructions]

`101` 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	☐	☐	☐	☐
☐ 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	☐	☐	☐	☐
☐ Program Standards	☐	☐	☐	☐
☐ District Identification Assessment	☐	☐	☐	☐
☐ Program Design	☐	☐	☐	☐
☐ Basic Instructional Techniques for Teachers of EL Students	☐	☐	☐	☐
☐ Spanish Language Arts	☐	☐	☐	☐
☐ Others (Specify):	☐	☐	☐	☐

ILLINOIS STATE BOARD OF EDUCATION

Checklist Changes

General Items - Comments	CDP Review Checklist	EL-BSP Review Checklist

Review Checklist - EL-Bilingual Service Plan (EL-BSP)

Does the district have one or more English Learners (EL)?*

- ⦿ Yes. Complete the remainder of the EL-BSP Review Checklist.
- ○ No. The EL-BSP was not completed, and the EL-BSP Review Checklist is not applicable.

- ○ The Bilingual Service Plan (BSP) is fully approved.

  Based on a review of attendance center enrollments, program staffing numbers and their endorsements, and instructional program designs in the district's attendance centers, the district appears to have adequate Bilingual/ESL endorsed staff to deliver the EL services for the EL students in the program plan for FY 2025. Approval of this BSP is not intended to determine whether the district is in full compliance with Article 14 C of the Illinois School Code; the 23 IL Admin. Code, Part 228; or federal requirements.

- ○ The BSP is approved on the condition that any issues noted with "No" below must be addressed by no later than the beginning of next school year.

  Approval of this BSP is not intended to determine whether the district is in full compliance with Article 14 C of the Illinois School Code; the 23 IL Admin. Code, Part 228; or federal requirements. Your district's BSP is conditionally approved, providing that your district address(es) the following issue(s) by the beginning of the next school year.

- ○ The BSP is not approved.

Consolidated District Plan Application Review

Level 3
Youth in Care Stability Plan

Youth in Care Stability Plan Contacts

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*

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*

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

*Required field

1. Youth in Care/Foster Care LEA-POC
   - Additional Youth in Care/Foster Care LEA-POC
2. LEA Transportation Director

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Best Interest Determination Plan

Youth in Care Transportation Plan

Consolidated District Plan Application Review

Level 4
IDEA - Special Education

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Contact Information Tab

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print

Contact Information   Instructions

1. Contact Information for Person Completing This Form

Last Name*   First Name*   Middle Initial

Phone*   Extension   Email*

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.
(0 of 2500 maximum characters used)

3. Bilingual Program Director Assurance

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

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.

ILLINOIS
STATE BOARD OF
EDUCATION

Needs Assessment and Programs Tab

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page_Lock Control	Applicat Print

Needs Assessment and Programs   Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]

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

☐ Title I, Part A - Improving Basic Programs

☐ Title I, Part A - School Improvement Part 1003

☐ Title I, Part D - Delinquent

☐ Title I, Part D - Neglected

☐ Title I, Part D - State Neglected/Delinquent

☐ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

☐ Title III - Language Instruction Educational Program (LIEP)

☐ Title III - Immigrant Student Education Program (ISEP)

☐ Title IV, Part A - Student Support and Academic Enrichment

☐ Title V, Part B - Rural and Low Income Schools

☐ IDEA, Part B - Flow-Through

☐ IDEA, Part B - Preschool

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

(0 of 7500 maximum characters used)

ILLINOIS STATE BOARD OF EDUCATION

Plan Specific – Needs Assessment Impact

| Overview | Contact Information | Amendments | Needs Assessment and Programs | Plan Specifics | Assurance Pages | Submit | Application History | Page_Lock Control | Application Print |

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

Needs Assessment Impact   Instructions

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.

[text box]

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

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

G. Title III - LIEP

H. Title III - ISEP

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

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

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

[text box]

L. IDEA, Part B - Preschool

[text box]

Plan Specific - Stakeholders

Stakeholder Involvement   [Instructions]

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

ISBE Goals:

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

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

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

District Goal(s):

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

[text area]

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.

A. ☐ Teachers (1,7,8)

B. ☐ Principals (1,7,8)

C. ☐ Other school leaders (1,8)

D. ☐ Paraprofessionals (1)

E. ☐ Specialized instructional support personnel (1,2,3,4,8)

F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)

G. ☐ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)

H. ☐ Parent liaisons

I. ☐ Title I director (1)

J. ☐ Title II director (1)

K. ☐ Bilingual director (1,6,8)

L. ☐ Title IV director (1)

M. ☐ Special Education director

N. ☐ Guidance staff

O. ☐ Community members and community based organizations (7)

P. ☐ Business representatives (2,3,4)

Q. ☐ Researchers (7)

R. ☐ Institutions of Higher Education (7)

S. ☐ Other - specify [text field]

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Plan Specific – Professional Development

Overview | Contact Information | Amendments | Needs Assessment and Programs | Plan Specifics | Assurance Pages | Submit | Application History | Page_Lock Control | Application Print

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders   Instructions

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

ISBE Goals:

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

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

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

District Goal(s):

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

For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

G. Title III - LIEP

H. Title III - ISEP

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

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

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

L. IDEA, Part B - Preschool

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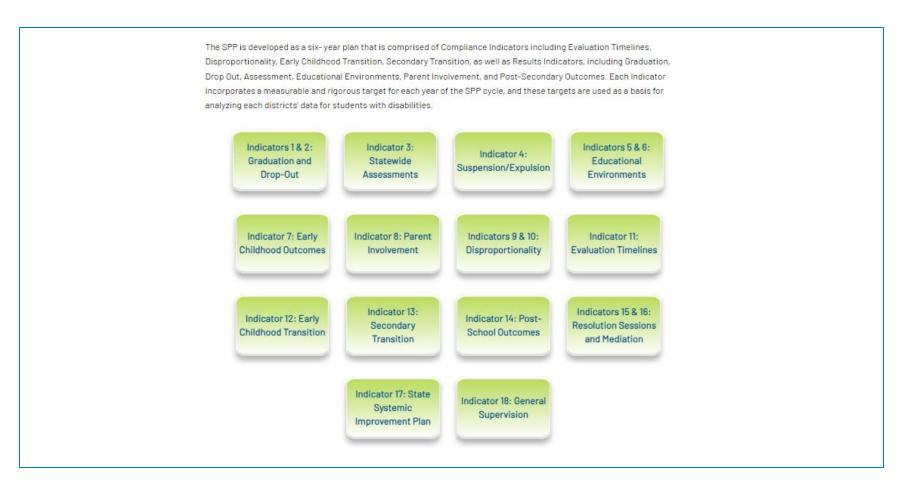[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

Save Page

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

Plan Specific – IDEA-Specific Requirements

IDEA Specific Requirements   Instructions

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

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

ISBE Goals:

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

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

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

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

☐ [text area]

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

https://www.isbe.net/Pages/SPPAPR-Indicators.aspx

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

(0 of 7500 maximum characters used)

[text area]

Save Page

ILLINOIS STATE BOARD OF EDUCATION

Plan Specific – IDEA-Specific Requirements

The SPP is developed as a six-year plan that is comprised of Compliance Indicators including Evaluation Timelines, Disproportionality, Early Childhood Transition, Secondary Transition, as well as Results Indicators, including Graduation, Drop Out, Assessment, Educational Environments, Parent Involvement, and Post-Secondary Outcomes. Each Indicator incorporates a measurable and rigorous target for each year of the SPP cycle, and these targets are used as a basis for analyzing each districts' data for students with disabilities.

Indicators 1 & 2: Graduation and Drop-Out	Indicator 3: Statewide Assessments	Indicator 4: Suspension/Expulsion	Indicators 5 & 6: Educational Environments
Indicator 7: Early Childhood Outcomes	Indicator 8: Parent Involvement	Indicators 9 & 10: Disproportionality	Indicator 11: Evaluation Timelines
Indicator 12: Early Childhood Transition	Indicator 13: Secondary Transition	Indicator 14: Post-School Outcomes	Indicators 15 & 16: Resolution Sessions and Mediation
	Indicator 17: State Systemic Improvement Plan	Indicator 18: General Supervision	

ILLINOIS STATE BOARD OF EDUCATION

Consolidated District Plan Application Review

Level 5

Title Grants Administration

Needs Assessment and Programs

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page_Lock Control	Application Print

3. Will the LEA braid funding?*

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

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

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

NA

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

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

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

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

NA

ILLINOIS STATE BOARD OF EDUCATION

Plan Specific: Private School Selection

Private School Participation

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

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

Nonpublic School Consultation Form

Upload Instructions for Private/Nonpublic School Forms

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
▬▬▬▬▬▬	☐	◉ Yes ○ No Number of Low-Income Student(s): 27	○ Yes ◉ No Total Enrollment Number Student(s):	○ Yes ◉ No Total Enrollment Number Student(s):	Choose File No file chosen nonpublicconsultationform2023.pdf

Comments:

ILLINOIS STATE BOARD OF EDUCATION

Plan Specific: Title I Specific – Part One

Attendance Center Designation   Instructions

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

Attendance Center Designation

	Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0023 -		◉	○	○	○	3/11/2024
1021 -		◉	○	○	○	3/11/2024
2015 -		◉	○	○	○	3/11/2024
2017 -		◉	○	○	○	3/11/2024
2021 -		◉	○	○	○	3/11/2024
2023 -		◉	○	○	○	3/11/2024
3001 -		○	○	◉	○	3/11/2024
3002 -		○	○	◉	○	3/11/2024

Assurance Pages – Plan Assurances

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances

Board Approval, Certification, and Assurances   Instructions

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.

04/17/2023

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 consitutational 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.

ILLINOIS STATE BOARD OF EDUCATION

Review Checklist

Consolidated District Plan Review Checklist

General Items - Comments	CDP Review Checklist	EL-BSP Review Checklist

General Items and Comments - Consolidated District Plan/EL-Bilingual Service Plan

Return plan for:

- ☐ School/District Improvement (schoolimprovement@isbe.net)
- ☐ EL issues (multilingual@isbe.net)
- ☐ Youth in Care Stability Plan issues (youthincare@isbe.net)
- ☑ IDEA issues (jgreen@isbe.net; klessen@isbe.net; ereed@isbe.net; or sworth@isbe.net)
- ☑ Title issues (Title@isbe.net)

School/District Improvement

- ◉ Approve
- ○ Disapprove

General Comments:

2/8/24 No FY 25 funding at this time (NC)

Multilingual/Language Development (EL)

- ○ Approve
- ○ Disapprove

General Comments:

Youth In Care

- ◉ Approve
- ○ Disapprove

General Comments:

2/20/24: Youth in care approved (EB)

Consolidated District Plan Review Checklist

| General Items - Comments | CDP Review Checklist | EL-BSP Review Checklist |

Review Checklist - Consolidated District Plan

CONTACT INFORMATION

1. District information and GEPA description is adequately and appropriately completed.

| [Yes ▾] School/District Improvement | [▾] EL | [Yes ▾] Youth in Care | [Yes ▾] IDEA | [Yes ▾] Title Grants |
| ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. |

AMENDMENTS

2. Amendments tab has been appropriately completed and any changes have been described.

| [NA ▾] School/District Improvement | [▾] EL | [NA ▾] Youth in Care | [NA ▾] IDEA | [NA ▾] Title Grants |
| ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. |

NEEDS ASSESSMENT AND PROGRAMS

3. The district has selected appropriate funding sources and have adequately described how the funding will be aligned with other grant funds to carry out activities supported in whole or in part with funding from the listed programs.

| [NA ▾] School/District Improvement | [▾] EL | [NA ▾] Youth in Care | [Yes ▾] IDEA | [Yes ▾] Title Grants |
| ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. |

[Save Page]

NEEDS ASSESSMENT IMPACT

4. Needs assessment instruments have been selected and adequate responses have been provided for each program.

| [NA ▾] School/District Improvement | [▾] EL | [NA ▾] Youth in Care | [Yes ▾] IDEA | [Yes ▾] Title Grants |
| ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. |

STAKEHOLDERS

5. The district has selected appropriate goals, has identified all required stakeholder groups, and has provided adequate responses regarding consultation with stakeholders and how they will implement parent and family engagement. This includes adequate description of the activities/strategies that will be implemented for effective English learner and immigrant parent family engagement.

| [NA ▾] School/District Improvement | [▾] EL | [NA ▾] Youth in Care | [Yes ▾] IDEA | [No ▾] Title Grants |
| ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☑ Check to add comment. |

Title Grants Comment:

2/9/2024: Title Grants: Question #1: Did parents, family, or community members participate in the planning process? Please add them.

PRIVATE SCHOOLS PARTICIPATION

6. The district has uploaded required signed private school consultation and participation forms as required for Title grants. Consultation dates have been provided for all private and/or home schools listed on the page.

| [NA ▾] School/District Improvement | [▾] EL | [NA ▾] Youth in Care | [NA ▾] IDEA | [Yes ▾] Title Grants |
| ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. | ☐ Check to add comment. |

ILLINOIS STATE BOARD OF EDUCATION

Consolidated District Plan Review Checklist

Review Checklist – EL-Bilingual Service Plan (EL-BSP)

Does the district have one or more English Learners (EL)?*

○ Yes. Complete the remainder of the EL-BSP Review Checklist.

○ No. The EL-BSP was not completed, and the EL-BSP Review Checklist is not applicable.

Applicant Information

1. The contact information is complete and acceptable.

[▼]

☐ Check to add comment.

2. The program director meets state requirements for administrators of TBE/TPI programs. If no, an action plan to meet this requirement has been adequately addressed and acceptable.

[▼]

☐ Check to add comment.

Program Information

3. For each attendance center reviewed, the grade level span, attendance center names, program types, and instructional designs are complete.

[▼]

☐ Check to add comment.

4. For each attendance center reviewed, the program staffing and time allocation for EL instructional services align with Illinois and federal requirements to ELs. (Requirement for Districts with 20 or more ELs only)

[▼]

☐ Check to add comment.

5. District assures that at least two professional development and training will be provided to the bilingual/ESL teachers serving the EL students.

[▼]

☐ Check to add comment.

[Save Page]

Program Enrollment

6. Does the district with 20 or more ELs place TBE students in Part-Time based on the state criteria?

[▼]

☐ Check to add comment.

7. District offers Spanish language arts to its Spanish-speaking EL students. (Requirement for Full-Time TBE-Spanish programs only)

[▼]

☐ Check to add comment.

8. Does the district use appropriate instruction and evaluation to measure students' progress in Spanish language?

[▼]

☐ Check to add comment.

[Save Page]

ILLINOIS STATE BOARD OF EDUCATION

Questions

thank you

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