

eGrant Management System

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Applicant: LAKE PARK COMM H S DIST 108

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: LAKE PARK COMM H S DIST 108

Date Generated: 11/1/2022 3:00:06 PM

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1. Contact Information for Person Completing This Form

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

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

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

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

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used)

Access to and participation in Lake Park District 108's academic programs is available to all students regardless of gender, race, national origin, or disability. District buildings are handicap accessible and appropriate adaptations are provided to help meet the needs of handicapped students. Lake Park District 108 ensures equal opportunities regardless of race, gender, sex, national origin, religion, age or handicap.

3. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.* [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
- ESSER II (Elementary and Secondary School Emergency Relief II)
- ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

{[count] of 7500 maximum characters used}

Lake Park will align federal resources to prepare students for college and career success. Our plans to align federal, state, and local resources will include stakeholder feedback and relevant student achievement data to inform curriculum, instruction, and social and emotional support for students. Importantly, the District will account for the impact of "loss of learning" so that students remain on track for graduation and their college/career plans. The District regularly reviews disaggregated student performance data to address the learning needs of Title I students. To that end, our school improvement plan focuses on decreasing the achievement gap with our most needy students: FRL, ELs, and other academically underperforming subgroups. We plan to use our Title I resources to fund instructional aides for academic support in the areas of math, literacy, and English Learners. We also offer opportunities for after school instructional tutorial support for at-risk students. Another important area of Title I expenditures will be providing Title I students with instructional supplies including but not limited to graphing calculators, English novels, notebooks, binders, and other classroom instructional supplies. A number of our Title I students also have access to online learning platforms that address individualized learning needs. These platforms include but are not limited to STAR Reading (literacy), Edgenuity (credit recovery), and Noredink (literacy). Based on stakeholder feedback, we plan to expand our college visit program for first-generation college students, many of whom are ELs and FRL students. To that end, we will look to increase our Title I bus transportation budget to account for these additional trips to local colleges and universities. We will also be using additional bus transportation to support our FRL students who need transportation for summer school for credit recovery courses. The District is also considering the use of ESSER III - ARP and/or Title I funds to cover tuition costs for Title I students due to COVID-19 and loss of learning. We will partner our Title I and Title II resources to support District-wide professional development initiatives that include instructional best practices, math and literacy instruction, social and emotional learning, and culturally responsive instruction. These professional development priorities are aligned to the District's school improvement plan, particularly as it relates to increasing student achievement and decreasing the achievement gap. A significant portion of our Title II funds will also support the District's commitment to improve teacher effectiveness. To that end, Title II funds will continue to support data management platforms: Ellevation (ESL student performance data management, reporting, progress monitoring, and instructional decision making), and TalentEd (workflow management system for the performance evaluation and calibration process). Teacher and department leaders, building administrators, and District office personnel have access to these platforms and they are used to develop academic interventions and improve staffing decisions to benefit students. The District is thoroughly committed to the whole child, especially as it relates to aligning Title IV funds to other federal and local resources. In particular, Title IV is used to enrich the educational experiences of all students, especially those from underrepresented student populations. For example, Title IV funds support our EL population as well as adding funds to implement Social Emotional Learning and outside programs such as RULER. These efforts include expanding student access to challenging curriculum including AP and dual credit courses. Some of these efforts include providing first-time AP students with tutorial support and an AP boot camp during the summer. The boot camp emphasizes executive functioning skills, the importance of mindset, and peer mentors. Title IV funds are also used to enrich the classroom learning experience. For example, we combined a Lake Park Educational Foundation grant with Title IV funds to fund a professional poet (Adam Gottlieb) who works with students in English classrooms during a unit on creative writing, poetry, and performance. Efforts to expand learning opportunities for CTE students includes but is not limited to access to the online OSHA safety course. ARP-IDEA will be used to support our students with individualized Education Program. The plan is to have assistive technology along with professional development to support our students. ESSER II funds are used to continue to mitigate the effects and concerns around COVID-19. LPHS will use the funds on HVAC, technology, and as needed support staff. ARP - ESSER III funds are used on certified staff to support our students as we recognize the learning loss gap and ensure that the gap does not widen. The institution plans on using the funds on HVAC to decrease the likely hood of the spread of COVID-19. Lake Park uses these resources and programs to support the needs of students. We identify performance targets and build stakeholder buy-in through the school improvement planning process, regular progress monitoring, and adjustments to our plans based on student needs. Finally, in addition to narrowing the achievement gap, the District is committed to narrowing the participation gap that exists in school activities as we have recently adopted in to our Strategic Plan with specific action plans. Too many of our FRL, ELs, IEP, and students from underperforming subgroups are disengaged from the extra-curricular life of the school. Our school improvement plan includes efforts to address this important reality as well.

Response from the approved prior year Consolidated District Plan.

Lake Park will align federal resources to prepare students for college and career success. Our plans to align federal, state, and local resources will include stakeholder feedback and relevant student achievement data to inform curriculum, instruction, and social and emotional support for students. Importantly, the District will account for the impact of "loss of learning" so that students remain on track for graduation and their college/career plans. The District regularly reviews disaggregated student performance data to address the learning needs of Title I students. To that end, our school improvement plan focuses on decreasing the achievement gap with our most needy students: FRL, ELs, and other academically underperforming subgroups. We plan to use our Title I resources to fund instructional aides for academic support in the areas of math, literacy, and English Learners. We also offer opportunities for after school instructional tutorial support for at-risk students. Another important area of Title I expenditures will be providing Title I students with instructional supplies including but not limited to graphing calculators, English novels, notebooks, binders, and other classroom instructional supplies. A number of our Title I students also have access to online learning platforms that address individualized learning needs. These platforms include but are not limited to STAR Reading (literacy), Edgenuity (credit recovery), and Noredink (literacy). Based on stakeholder feedback, we plan to expand our college visit program for first-generation college students, many of whom are ELs and FRL students. To that end, we will be increasing our Title I bus transportation budget to account for these additional trips to local colleges and universities. We will also be using additional bus transportation to support our FRL students who need transportation for summer school for credit recovery courses. The District is also considering the use of ESSER II and/or Title I funds to cover tuition costs for Title I students due to COVID-19 and loss of learning. We will partner our Title I and Title II resources to support District-wide professional development initiatives that include instructional best practices, math and literacy instruction, social and emotional learning, and culturally responsive instruction. These professional development priorities are aligned to the District's school improvement plan, particularly as it relates to increasing student achievement and decreasing the achievement gap. A significant portion of our Title II funds will also support the District's commitment to improve teacher effectiveness. To that end, Title II funds will continue to support data management platforms: Ellevation (ESL student performance data management, reporting, progress monitoring, and instructional decision making), and TalentEd (workflow management system for the

performance evaluation and calibration process). Teacher and department leaders, building administrators, and District office personnel have access to these platforms and they are used to develop academic interventions and improve staffing decisions to benefit students. The District is thoroughly committed to the whole child, especially as it relates to aligning Title IV funds to other federal and local resources. In particular, Title IV is used to enrich the educational experiences of all students, especially those from underrepresented student populations. For example, Title IV funds support our Equity and Excellent committee and programming. These efforts include expanding student access to challenging curriculum including AP and dual credit courses. Some of these efforts include providing first-time AP students with tutorial support and an AP boot camp during the summer. The boot camp emphasizes executive functioning skills, the importance of mindset, and peer mentors. Title IV funds are also used to enrich the classroom learning experience. For example, we combined a Lake Park Educational Foundation grant with Title IV funds to fund a professional poet (Adam Gottlieb) who works with students in English classrooms during a unit on creative writing, poetry, and performance. Efforts to expand learning opportunities for CTE students includes but is not limited to access to the online OSHA safety course. Lake Park uses these resources and programs to support the needs of students. We identify performance targets and build stakeholder buy-in through the school improvement planning process, regular progress monitoring, and adjustments to our plans based on student needs. Finally, in addition to narrowing the achievement gap, the District is committed to narrowing the participation gap that exists in school activities. Too many of our FRL, ELs, IEP, and students from underperforming subgroups are disengaged from the extra-curricular life of the school. Our school improvement plan includes efforts to address this important reality as well.

3. Will the LEA braid funding?

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

No ▾ N/A

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

Indicate all that apply.

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

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

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

([count] of 7500 maximum characters used)

A needs assessment has been conducted to inform the District's school improvement plan, professional development strands, staffing and resource allocations, and Title I grant. The District will adopted a comprehensive strategic plan in the Fall of 2021. Outcomes from that process will also inform our school improvement plan moving forward. The school report card, SAT performance data, local grade distributions, and other sources of student performance data formed the basis of our school improvement planning. The needs assessment identified areas of positive achievement as well as areas in which students need additional support to keep pace with ISBE benchmark performance standards. Our students' academic needs are most acute in the areas of math and ELA on the SAT. On the positive side, many of our students and subgroups currently achieve the interim benchmark performance standards for the ELA and math sections of the SAT. Likewise, our percent of freshmen on track (94%) and graduation rate (95%) exceed statewide averages, even among our subgroups. We are also especially proud of the increased enrollment of underrepresented students in honors and AP courses over the past several years. We have increased the enrollment in AP courses among first-time AP students. Plus the percent of students who complete the course and take the exam have increased. Similarly the average exam score and average course grades have increased as well. That said, many of our subgroups lag behind in meeting interim benchmark performance standards in ELA and math on the SAT. If our students' scores remain constant, then the vast majority of our students from subgroups will not be meeting state standards. For example, our current IEP, EL, FRL, and Hispanic subgroups do not meet the interim SAT benchmark standards in ELA and math. Exacerbating the troubling trend is that the performance gaps between white students and our subgroups persists. Regardless of the subgroup, the gap in performance ranges from 25-50%. No surprise that our school improvement team has identified the achievement gap in ELA and math as the focus for our school improvement plan. To that end, our school improvement team is partnering with teacher leaders to develop a comprehensive plan to address academic needs of our students, especially in light of the learning loss from COVID-19 and the impacts of remote learning. Our school improvement performance targets are being finalized for SY23. That said, we anticipate that we will focus our resources on supporting the needs of FRL and Hispanic students in the areas of math achievement. In both cases, these two subgroups narrowly missed the interim benchmark performance standards. The other subgroup performance gaps in ELA and math are more significant and will require a longer window of time to address. To that end, our target is to support student achievement so that all subgroups will meet the interim performance standards in ELA and math on the SAT by SY24. In order to address the needs identified in our school improvement plan, the District will allocate grant funds and District resources to meet our students' needs. For example, the District continues to allocate Title I funds to support the use of instructional aides in math, ELA - Reading, and ESL. These aides (4) provide in-class instructional support and pull-out mastery learning tutorial support in math and literacy courses, sheltered ESL courses, and academic support courses (LRC). The District allocates grant funds for online learning (Noredink) and literacy progress monitoring (Renaissance STAR) to address the individualized learning needs of students. The District's credit recovery program, Edgenuity, which is funded through Title I contributes to the District's strong freshmen on-track and graduation rates. In many ways, Edgenuity is one of our most high-leverage interventions that support the needs of Title I students. As a targeted assistance school, Lake Park also uses Title I funds to provide after school tutorial support. Four days per week, licensed math, English, and science teachers tutor students after school (Academic Edge) and assist them with homework completion. We have found that our Academic Edge tutors are a great source of social and emotional support for our kids. During summer school, our Title grant monies help support students' bus transportation fee. We found that this expense was too much of a burden for many students and prevented many of them from attending summer school. Providing Title monies support in this manner reduces a barrier to students' remaining on track for graduation. The District is also considering the use of ESSER III - ARP and/or Title funds to cover tuition costs for Title I students due to COVID-19 and loss of learning. Access to classroom materials can be a hurdle to Title I students as well. To that end, the District provides a wide variety of supplies and materials in math and ELA that include English novels, access to graphing calculators, binders and notebooks, AP test prep materials for Title I, first-time AP students, and test prep tutorials support for the SAT. New this year was the addition of supplemental, online learning resources for ELs. We anticipate the continued use of these resources (ELlevation) to augment the classroom learning experience of ELs. The use of other grant monies is used accordingly and decisions were made in conjunction with staff, building administration and the district overview: ARP-IDEA will be used to support our students with Individualized Education Program. The plan is to have assistive technology along with professional development to support our students. ESSER II funds are used to continue to mitigate the effects and concerns around COVID-19. LPHS will use the funds on HVAC, technology, and as needed support staff. ARP - ESSER III funds are used on certified staff to support our students as we recognize the learning loss gap and ensure that the gap does not widen. The institution plans on using the funds on HVAC to decrease the likely hood of the spread of COVID-19. The District's professional development plan includes consistent support of ongoing training in math and literacy instruction. We support departmental requests to attend conferences in workshops in best practices in math and ELA instruction. Likewise, the District's professional development strands include differentiated instruction, assessment literacy, instructional technology, and culturally responsive instruction supporting the academic needs of our students. We also support teacher requests for professional development that support our District's strategic initiatives particularly those that address the areas of restorative justice, and social and emotional learning.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

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

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

A. Title I, Part A - Improving Basic Programs

A needs assessment has been conducted to inform the District's school improvement plan, professional development strands, staffing and resource allocations, and Title I grant. The District will have adopted a comprehensive strategic planning process beginning in the Fall of 2022. The action plans that resulted from that process will inform our school improvement plan moving forward. The school report card, SAT performance data, local grade distributions, and other sources of student performance data formed the basis of our school improvement planning. The needs assessment identified areas of positive achievement as well as areas in which students need additional support to keep pace with ISBE benchmark performance standards as well as College and Career Readiness. Our students' academic needs are most acute in the areas of math and ELA on the SAT. On the positive side, many of our students and subgroups currently achieve the interim benchmark performance standards for the ELA and math sections of the SAT. Likewise, our percent of freshmen on track (94%) and graduation rate (95%) exceed statewide averages, even among our subgroups. We are also especially proud of the increased enrollment of underrepresented students in honors and AP courses over the past several years. We continue to increase the enrollment in AP courses among first-time AP students by more than 60 students per year for the past four years. And, in each of those years, the percent of students who complete the course and take the exam has increased. Similarly the average exam score and average course grades have increased as well. That said, many of our subgroups lag behind in meeting interim benchmark performance standards in ELA and math on the SAT. If our students' scores remain constant, then the vast majority of our students from subgroups will not be meeting state standards. For example, our current IEP, EL, FRL, and Hispanic subgroups do not meet the interim SAT benchmark standards in ELA and math. The current gaps in performance have expanded to include our African American students. Exacerbating the troubling trend is that the performance gaps between white students and our subgroups persists. Regardless of the subgroup, the gap in performance ranges from 25-50%. No surprise that our school improvement team has identified the achievement gap in ELA and math as the focus for our school improvement plan. To that end, our school improvement team is partnering with teacher leaders to develop a comprehensive plan to address academic needs of our students in order to bridge the learning loss gap as seen through the pandemic. Our school improvement performance targets are being finalized for SY23. We anticipate that we will focus our resources on supporting the needs of FRL and Hispanic students in the areas of math achievement. In both cases, these two subgroups narrowly missed the interim benchmark performance standards by less than 5%. The other subgroup performance gaps in ELA and math are more significant and will require a longer window of time to address. We are still on target to support student achievement so that all subgroups will meet the interim performance standards in ELA and math on the SAT by SY24. In order to address the needs identified in our school improvement plan, the District will allocate grant funds and District resources to meet our students' needs. For example, the District continues to allocate Title I funds to support the use of instructional aides in math, ELA, and ESL. These aides (4) provide in-class instructional support and pull-out mastery learning tutorial support in math and literacy courses, sheltered ESL courses, and academic support courses (LRC). The District allocates grant funds for online learning (Noredink) and literacy progress monitoring (Renaissance STAR) to address the individualized learning needs of students. Relatedly, the District's credit recovery program, Edgenuity, which is funded through Title I contributes to the District's strong freshmen on-track and graduation rates. In many ways, Edgenuity is one of our most high-leverage interventions that support the needs of Title I students. As a targeted assistance school, Lake Park also uses Title I funds to provide after school tutorial support. Four days per week, licensed math, English, and science teachers tutor students after school (Academic Edge) and assist them with homework completion. We have found that our Academic Edge tutors are a great source of social and emotional support for our kids. During summer school, our Title I students' bus transportation fee is covered through Title I. We found that this expense was too much of a burden for many students and prevented many of them from attending summer school. Providing Title I support in this manner reduces a barrier to students' remaining on track for graduation. The District is also considering the use of ESSER and/or Title I funds to cover tuition costs for Title I students due to COVID-19 and loss of learning. Access to classroom materials can be a hurdle to Title I students as well. To that end, the District provides a wide variety of supplies and materials in math and ELA that include English novels, access to graphing calculators, binders and notebooks, AP test prep materials for Title I, first-time AP students, and test prep tutorials support for the SAT. New this year was the addition of supplemental, online learning resources for ELs. We anticipate the continued use of these resources (Edgenuity) to augment the classroom learning experience of ELs. The District's professional development plan includes consistent support of ongoing training in math, SEL and literacy instruction. We support departmental requests to attend conferences in workshops in best practices in math, SEL and ELA instruction. Likewise, the District's professional development strands include differentiated instruction, assessment literacy, instructional technology, and culturally responsive instruction supporting the academic needs of our students. We also support teacher requests for professional development that support our District's strategic initiatives particularly those that address the areas of restorative justice, and social and emotional learning.

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

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

A needs assessment has been conducted to inform the District's school improvement plan, professional development strands, staffing and resource allocations, and Title II grant. As described above, our students' academic needs revolve around the areas of math, ELA, and the academic needs of EL students. To that end, our Title II expenditures will support the District's school improvement goals to address these areas of student need, with a special emphasis on improving classroom instruction for struggling learners including EL students and other diverse learners, social and emotional learning, developing teacher-leaders, and providing resources for making data-informed instructional decisions (programmatic and classroom). Throughout the school year, funds are allocated for teachers and administrators to address the District's strategic priorities. Faculty are empowered to seek out professional learning opportunities beyond traditional institute days to improve their professional practice. The District allocates a significant portion of its Title II funds for professional development, particularly as it relates to improving classroom instruction and cultural awareness, and meeting the needs of diverse learners. The District remains committed to their multi-year plan to incorporate ESL instruction training (SIOP) for all ESL faculty and general education teachers. In order to address the negative effects of implicit bias and racism, the District has committed a substantial amount of its Title II funds to conduct an equity and diversity audit. The outcome of the audit will be a plan which will include additional professional development and revisions to District policies and practices that disadvantage minority students and employees. Another strategic priority is the implementation of social and emotional learning competencies with adults and students. A considerable amount of time, funds, and professional resources have been devoted to the implementation of our SEL plan. Because we have a multi-year plan in place, we will continue to use Title II funds to support SEL. The other area of focus in our Title II budget is the funding of online platforms that improve instructional decision making. For example, Title II funds are allocated to Ellevation, which is an online platform specifically designed to improve programmatic and instructional decision making for EL students. Our EL students represent a subgroup that is underperforming on the math and ELA portions of the SAT (and other College Board assessments). Ellevation is a data management system that allows for progress monitoring and communication between ESL and general education teachers. Additionally, student-specific data can be generated to develop individualized interventions for students based on their ACCESS scores. Ellevation has shown us that our ESL staff and general education teachers are better equipped to address the acute learning needs of our EL students. We believe the investment in Ellevation is a strong step in the direction to meet the needs of our EL students. On the other hand, general education teachers use Mastery Manager, a web-based assessment and data management tool to monitor student performance, revise assessments, and update curriculum and instruction. This online platform is used to improve the quality of instructional decisions made by teachers and their instructional teams. Similarly, the district allocates Title II funds for assessment (Mastery Manager) and workflow management (TalentEd) systems to improve classroom-based instructional decision making and performance evaluations. Teachers use the Mastery Manager platform to administer a wide variety of classroom assessments and then analyze student performance. The platform allows for the alignment of local learning standards to State and national standards like the Common Core and Next Generation Science Standards. Individual teachers and teams use the student performance data to make revisions to curriculum and improve instruction. TalentEd is a workflow management tool that performance evaluators use in conjunction with the Danielson framework. The system allows for performance ratings, faculty reflection, aggregation of data, and a number of reporting features. The platform is a useful source of data when calibration training is offered to district evaluators.

G. Title III - LIEP

H. Title III - ISEP

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

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

A needs assessment has been conducted to inform the District's school improvement plan, professional development strands, staffing and resource allocations, and Title IV grant. The focus of our school improvement plan is to reduce the achievement gap that exists between Lake Park subgroups. Our Title IV programming addresses this priority by providing underrepresented students access to enriched and challenging learning opportunities. So much so, we have developed an Equity and Excellence steering committee to oversee the implementation of programs and interventions that support low income and minority students' access to AP and dual credit courses, as well as, enriching educational opportunities. For example, Title IV funds support Equity and Excellence tutors who provide after school academic support for first-time AP students. Additionally, during the summer, prior to their first AP course, our first-time AP students attend a two-day boot camp. Students are coached in executive functioning skills, mindset and resilience strategies, AP course and test prep learning strategies, and they meet peer mentors. More than half of all of our first-time AP students attend this very successful summer program. Title IV funds are also allocated to provide enriched learning experiences for students. For example, all freshmen sophomores are coached by Adam Gottlieb, a professional poet and poetry slam coordinator from the Louder Than A Bomb program. During his six-day residency, Adam visits each of our English classes during their unit on creative writing and poetry. He guides the students throughout the creative process of composing and performing their poetry. Students in our Cooperative Work Training (CWT) Advanced Manufacturing and Engineering Apprenticeship program are provided to earn their OSHA 10 online safety certification. These students are members of our Manufacturing and Technology career pathway. Social and emotional learning represents an important strategic priority for the district. Title IV funds support these efforts including stipends for members of the SEL steering committee, RULER (SEL curriculum), and SEL curriculum development projects. Finally, as needed summer school transportation is covered in both Title I and IV for students taking credit recovery courses. We anticipate using a combination of Title I, IV, and ESSER III funds to support "loss of learning" interventions."

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

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

An annual comprehensive needs assessment for all special education programming is conducted in partnership with our special education cooperative, North DuPage Special Education Cooperative (NDSEC). The results of the needs assessment are discussed at an annual projection meeting by district and NDSEC administration to determine future program goals. Based upon the results from the annual projection meeting and the needs assessment, professional development activities are coordinated by the NDSEC Staff Development Committee. A staff development calendar is developed no later than May of each year for the following school year. All activities conclude with participants completing a formal evaluation instrument. Professional development needs for the 2022-2023 school year identified from the 2021-2022 annual needs assessment include: -Mental health tools for teachers-Behavior management. In addition to this, parents of students receiving special education services have the opportunity at the conclusion of every IEP meeting to complete a survey/needs assessment. The data from the surveys are collected and analyzed at the conclusion of each school year and presented at the NDSEC board meeting. The goal is to ensure the district is meeting the needs of our parents, students and staff. The district uses the entire IDEA Part-B Flow-Through allotment, along with local dollars, for special education programming, salaries and benefits, tuition costs, materials, services, and equipment for eligible students with disabilities. The district uses 5% of the IDEA Part-B Flow-Through grant for professional development, including support and direct services, including technical assistance, personnel preparation, and professional development in-services and training, to support the needs of students with disabilities.

Documentation of the needs assessment process, a compilation of the results, and justification for all grant activities and expenditures are retained and available for review by the Illinois State Board of Education.

L. IDEA, Part B - Preschool

M. Elementary and Secondary School Emergency Relief Grant II

As this is a continuation of the ESSER II grant, the district will continue to work towards ensuring the safety of our students and staff through mitigation measures for COVID-19. Those include PPE and HVAC need for the district. The district will continue to use different technology and programs to maintain distance for all stakeholders that may need to enter the building. These include, but not limited to, cameras and zoom.

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

ARP - ESSER III funds are used on certified staff to support our students as we recognize the learning loss gap and ensure that the gap does not widen. The institution plans on using the funds on HVAC to decrease the likely hood of the spread of COVID-19. The district is utilizing funds to support SEL through an SEL assessment.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

The district has identified reduction of the achievement gap among subgroups as the focus of it's school improvement plan. Expanding opportunities for stakeholder input, particularly in the area of student voice, continues to be an important priority.

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

- A. Teachers (1,7,8,9,10)
- B. Principals (1,7,8,9,10)
- C. Other school leaders (1,8,9,10)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8,9,10)
- F. Charter school leaders (in a local educational agency that has charter schools) (1)
- G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (1,7)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Local government representatives (8)
- P. Community members and community based organizations (7,8)
- Q. Business representatives (2,3,4)
- R. Researchers (7)
- S. Institutions of Higher Education (7)
- T. Other - specify
- U. Additional Other - specify

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs

2 = Title I, Part D - Neglected

3 = Title I, Part D - Delinquent

4 = Title I, Part D - State Neglected/Delinquent

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

- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = ESSER II
- 9 = ARP-LEA (ESSER III)

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

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

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

([count] of 7500 maximum characters used)

The Title I Plan reflects input from a variety of stakeholders. Stakeholder meetings were held on: Parent Grant Advisory Committee - November, 18, 2021; Decemebre 7, 2021, January 18, 2022, and February 15, 2022. (DAC) Building and District Administrators, including but not limited to the superintendent, principal, and the following directors: special education, counseling, Title I, II, IV, and bilingual; March 2, 2022- Teachers and Instructional Aides (RTI specialist, reading, and math), March 7, 2022- Teachers (math department), March 7, 2022. Curriculum Council (department leaders and administrators, including but not limited to Title I, II, and IV director, counseling director, principal, and bilingual director. - April 26, 2022. The parent group and members of our counseling team support increased opportunities for first-generation students to visit colleges and universities. Parents and administrators continue to advocate for covering the transportation cost of FRL students in summer school for credit recovery. Our special education and alternative education teachers were thrilled with our new credit recovery platform called Edgenuity. The platform will continue to be used for general and special education students who are off-track for graduation during summer school and during the regular school year. Math teachers advocated for the continued access to TI-30 and TI-84 graphing calculators for our homeless, FRL and fee waiver students. Furthermore, strong support remains for the role that the math aides play in tutoring students who fail to demonstrate mastery on key concepts and skills on math assessments. Administrators and teacher-leaders continue to advocate for our online platforms that increase teacher and administrator effectiveness. The platforms (Mastery Manager, TalentEd, and Ellevation) provided targeted feedback on teacher performance, instructional decision making and data analysis, and program delivery decisions. Similarly, teacher-leaders and administrators continue to advocate for the funding of instructional aides in ESL, math, and literacy courses. This recommendation aligns to the district's SIP goal of providing targeted support to ELs and students needing support in math and literacy. Members of the Social Emotional committee support the purchase RULER materials to support our homeless, FRL, fee waiver students, and ELs. Additionally, the district again provided an SAT prep course delivered by a bilingual staff member from the College of DuPage to our ELs. This support was offered during the school day and was well received. We will continue to provide this opportunity. Our literacy teacher, instructional aide, and Interventionists (MTSS) teachers advocated for the purchase of more high interest reading materials for Title I students. They also like the idea of the intervention room for students changing furniture to meet their learning needs.

Response from the prior year Consolidated District Plan.

The Title I Plan reflects input from a variety of stakeholders. Stakeholder meetings were held on February 18, 2021- Parent Grant Advisory Committee; April 6, 2019 (DAC) Building and District Administrators, including but not limited to the superintendent, principal, and the following directors: special education, counseling, Title I, II, IV, and bilingual; March 8-9, 2021- Teachers and Instructional Aides (RTI specialist, reading, and math), March 8, 2021- Teachers (math department), March 8, 2021 - Teachers (alternative education), April 26, 2021 - Curriculum Council (department leaders and administrators, including but not limited to Title I, II, and IV director, counseling director, principal, and bilingual director). The parent group and members of our counseling team support increased opportunities for first-generation students to visit colleges and universities. Parents and administrators continue to advocate for covering the transportation cost of FRL students in summer school for credit recovery. However, a new recommendation emerged this year from parents, counselors, teachers, and administrators who advocated for payment of the summer school tuition fee for all students, regardless of FRL status due to "loss of learning" during the pandemic. The district will honor this request. Our special education and alternative education teachers were instrumental in recommending the use of a new credit recovery platform called Edgenuity. The platform will be used for general and special education students who are off-track for graduation during summer school and during the regular school year. Math teachers advocated for the continued access to TI-30 and TI-84 graphing calculators for our homeless, FRL and fee waiver students. Furthermore, strong support remains for the role that the math aides play in tutoring students who fail to demonstrate mastery on key concepts and skills on math assessments. Administrators and teacher-leaders continue to advocate for our online platforms that increase teacher and administrator effectiveness. The platforms (Mastery Manager, TalentEd, and Ellevation) provided targeted feedback teacher performance, instructional decision making and data analysis, and program delivery decisions. Similarly, teacher-leaders and administrators continue to advocate for the funding of instructional aides in ESL, math, and literacy courses. This recommendation aligns to the district's SIP goal of providing targeted support to ELs and students needing support in math and literacy. Members of the Equity and Excellence committee support the purchase of AP test prep materials for our homeless, FRL, fee waiver students, and ELs. Additionally, the district piloted a SAT prep course delivered by a bilingual staff member from the College of DuPage to our ELs. This support was offered during the school day and was well received. So much so, we will continue offering this program to support our ELs. Our literacy teacher, instructional aide, and RTI teachers advocated for the purchase of high interest reading materials for Title I students. They also like the idea of adding a high top table in the RTI room for students to stand for portions of class, instead of remaining seated. The math aides commented that the Khan Academy tutorial support that they provide may need to be revised with more direct instruction from the aides to increase student productivity. Another important recommendation came forward from the parent grant advisory committee and teacher-leaders. There is growing interest in expanding student apprenticeship and internship programs for students. Faculty and parents agree that applying learning in real world context is vitally important for students. To that end, the district will expand efforts to allocate funds from Title IV to offer these types of enrichment programs.

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

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

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([count] of 7500 maximum characters used)

Parents have an opportunity to provide input about targeted interventions, curriculum, and instruction. Their input contributes to our school improvement and District Strategic Plan. Parent input is provided in a number of ways but is not limited to Principal Roundtable meetings that take place each quarter. Parents have the opportunity to provide input about curriculum, instruction, academic and social emotional support systems, and school culture and climate. The principal shares this feedback with District and building-level administrators and members of the departmental leadership team. Similarly, parent input is provided on Curriculum Council, a District-level meeting that takes place five times per school year. The Assistant Superintendent for Curriculum and Instruction facilitates this meeting which includes

building administrators, department leaders (some are parents in the district), and a Board of Education member. Regular discussion items include District-wide academic and social and emotional intervention programs, new course development, assessment results and reporting, and educational mandates from the federal Department of Education and ISBE. Monthly feedback from Curriculum Council is provided to the District leadership team and the Board of Education. Finally, the Assistant Superintendent for Curriculum and Instruction facilitates quarterly Parent Grant Advisory Committee (PGAC) meetings with parents of students, some of whom receive Title I support. Parents learn about the District's various grants, spending priorities, and academic and social and emotional support initiatives. Parents provide feedback about the funding allocations and offer suggestions for upcoming parent programming and outreach initiatives. Members of the PGAC respond to an annual survey about Title grant funding and Parent University programming. The feedback is used to inform the Parent University topics that are offered each year. Parents of current students, community and business members, faith and civic leaders, as well as representatives from social service agencies were invited to participate in the strategic planning process as well. LPHS brought those individuals to celebrate the action plans that were presented to the board of education in May.

Response from the prior year Consolidated District Plan.

Parents have an opportunity to provide input about targeted interventions, curriculum, and instruction. Their input contributes to our school improvement and District Strategic Plan. Parent input is provided in a number of ways but is not limited to Principal Roundtable meetings that take place each quarter. Parents have the opportunity to provide input about curriculum, instruction, academic and social emotional support systems, and school culture and climate. The principal shares this feedback with District and building-level administrators and members of the departmental leadership team. Similarly, parent input is provided on Curriculum Council, a District-level meeting that takes place five times per school year. The Assistant Superintendent for Curriculum and Instruction facilitates this meeting which includes building administrators, department leaders, and a Board of Education member who is also a parent. Regular discussion items include District-wide academic and social and emotional intervention programs, new course development, assessment results and reporting, and educational mandates from the federal Department of Education and ISBE. Monthly feedback from Curriculum Council is provided to the District leadership team and the Board of Education. The Assistant Superintendent for Curriculum and Instruction facilitates quarterly Parent Grant Advisory Committee (PGAC) meetings with parents of students, some of whom receive Title I support. Parents learn about the District's various grants, spending priorities, and academic and social and emotional support initiatives. Parents provide feedback about the funding allocations and offer suggestions for upcoming parent programming and outreach initiatives. Members of the PGAC respond to an annual survey about Title grant funding and Parent University programming. The feedback is used to inform the Parent University topics that are offered each year. Parents are also included as members of stakeholder feedback teams during the hiring process for high profile vacancies in the District including choral and band directors, the new superintendent, and new principal. Likewise, parent (and student) input was solicited when the District completed an Equity and Diversity audit during the 2020-2021 school year. Feedback from the stakeholders will inform the upcoming District Plan for Equity and Diversity. Later this spring and summer, the District will embark on a strategic planning process. Parents of current students, community and business members, faith and civic leaders, as well as representatives from social service agencies will be invited to participate in the strategic planning process as well.

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

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

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([count] of 7500 maximum characters used)

Lake Park engages families in a number of ways beyond District publications like the bi-weekly electronic newsletter and electronic Board Briefs, and various parent advisory committees. We host a variety of parent engagement events that focus on college and career planning, educational programming at Lake Park, making a successful transition to high school, and co-curricular activities. College Application/Financial Aid Presentations These events provide students and their families with information regarding the college application and financial aid processes. Events include presentations by our college and career counselor and a financial aid officer from a local college or university, usually the College of DuPage. FAFSA Completion Workshops These events provide students and their families with assistance for completing the FAFSA. The event is facilitated by representatives from the Illinois Student Assistance Commission and from our college and career counselor. Assistance is offered in both English and Spanish. The District tracks the completion of the FAFSA and provides targeted support to those students and families who have not completed the FAFSA. College Application Completion Workshops These events provide students and their families with timely assistance for completing college admission applications. The event is facilitated by representatives from the Illinois Student Assistance Commission and our college and career counselor. Assistance is provided in English and Spanish. Post-Graduation Planning Presentation for Junior Students and Families This event provides Juniors and their families with important information regarding the post-graduation planning process. The event includes a presentation from our college and career counselor. Financial Aid Award Letter Comparison Workshop This event provides students and their families with timely assistance for understanding, evaluating, and comparing financial aid award letters. The event is facilitated by representatives from the Illinois Student Assistance Commission and our college and career counselor. Assistance is offered in English and Spanish. College Student-Athlete Eligibility Presentation This event previews the initial eligibility process for prospective college student-athletes. The event features a presentation from a college or university athletic director and Q&A with one of our head coaches. NCAA Eligibility Workshop This walk-in evening workshop offers students an opportunity to create and/or continue working on their NCAA Eligibility Center account. The workshop is facilitated by our counseling department. Freshman Family BBQ Prior to the start of each school year, incoming freshmen and their families are invited to a picnic and spirit rally. Incoming students and families meet student ambassadors, teachers, administrators and enjoy a spirited welcome to Lake Park. Curriculum Nights In August/September Parents have an opportunity to follow their student's schedules, meet their teachers, and learn about the curriculum taught in each course. This is an excellent opportunity for parents to gain insight into the academic expectations and rigor of each of the courses taken by their student. Parents can receive assistance logging into the Home Access Center where they can monitor their student's academic progress. This assistance is offered in English and Spanish. Parent/Teacher Conferences (Fall and Spring) offer parents an opportunity to schedule appointments with their student's teachers to discuss their academic progress. Teachers look forward to this opportunity to offer positive feedback and collaborate on opportunities for growth. Spanish interpretation services are provided. The Incoming Ninth Grade Family Night welcomes incoming freshman students and their parents for an informational presentation. Important details about their PSAT 8 test scores and how those are used for placement is shared with families before they tour the school, visiting with a representative from every department. Our elective courses are showcased. Plan Your Path (Elective and AP Family Night) This event provides parents and students the opportunity to learn about our Elective and Advanced Placement (AP) offerings available to juniors and seniors. An important focus of the event is the importance of career pathways. Teachers are available to discuss specific courses and answer questions. Parents and students are invited to tour our elective areas. The Incoming Parent Orientation is an excellent opportunity for incoming freshman parents to visit Lake Park without their incoming high school student. Parents attend a variety of breakout sessions where we focus on supporting parents with the transition to high school. Topics include bullying and student behavior, honors, AP and dual credit courses, career pathways, 504 plans, and college and career planning. Parent University workshops are offered throughout the school year in the evening to families. Topics include raising resilient teenagers, vaping and substance abuse, effective parenting skills, social and emotional learning, youth and social media, and effective strategies for managing stress, anxiety, and depression. Concussion and Athletic Eligibility Each year the Athletic Department hosts an Athletic Information Night for first time athletes and their parents. (Attendance is required). At this meeting, the Athletic Director provides an overview of the District Athletic Code of Conduct and Academic Eligibility requirements and processes. Additionally, the athletic trainers provide concussion education that includes an overview of the IHSA requirements and school policies and procedures. Athletic Boosters The Lake Park Athletic Booster Club is a parent- led, volunteer organization that raises funds to support the twenty-seven athletic programs. The organization works closely with the

administration to identify program needs and fundraising goals. Fine Arts Boosters (Band, Choral, and Theater) Lake Park is proud to collaborate with several booster organizations supporting our fine arts programs, including our Band Auxiliary, Choral Parents Association and Theatre Boosters. These parent-led, volunteer organizations, are committed to supporting our programs through volunteerism and financial support.

Response from the prior year Consolidated District Plan.

Lake Park engages families in a number of ways beyond District publications like the bi-weekly electronic newsletter and electronic Board Briefs, and various parent advisory committees. We host a variety of parent engagement events that focus on college and career planning, educational programming at Lake Park, making a successful transition to high school, and co-curricular activities. College Application/Financial Aid Presentations These events provide students and their families with information regarding the college application and financial aid processes. Events include presentations by our college and career counselor and a financial aid officer from a local college or university, usually the College of DuPage. FAFSA Completion Workshops These events provide students and their families with assistance for completing the FAFSA. The event is facilitated by representatives from the Illinois Student Assistance Commission and from our college and career counselor. 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Curriculum Nights In August/September Parents have an opportunity to follow their student's schedules, meet their teachers, and learn about the curriculum taught in each course. This is an excellent opportunity for parents to gain insight into the academic expectations and rigor of each of the courses taken by their student. Parents can receive assistance logging into the Home Access Center where they can monitor their student's academic progress. This assistance is offered in English and Spanish. Parent/Teacher Conferences offer parents an opportunity to schedule appointments with their student's teachers to discuss their academic progress. Teachers look forward to this opportunity to offer positive feedback and collaborate on opportunities for growth. Spanish interpretation services are provided. The Incoming Ninth Grade Family Night welcomes incoming freshman students and their parents for an informational presentation. Important details about their PSAT 8 test scores and how those are used for placement is shared with families before they tour the school, visiting with a representative from every department. Our elective courses are showcased. Plan Your Path (Elective and AP Family Night) This event provides parents and students the opportunity to learn about our Elective and Advanced Placement (AP) offerings available to juniors and seniors. An important focus of the event is the importance of career pathways. Teachers are available to discuss specific courses and answer questions. Parents and students are invited to tour our elective areas. The Incoming Parent Orientation is an excellent opportunity for incoming freshman parents to visit Lake Park without their incoming high school student. Parents attend a variety of breakout sessions where we focus on supporting parents with the transition to high school. Topics include bullying and student behavior, honors, AP and dual credit courses, career pathways, 504 plans, and college and career planning. Parent University workshops are offered throughout the school year in the evening to families. Topics include raising resilient teenagers, vaping and substance abuse, effective parenting skills, social and emotional learning, youth and social media, and effective strategies for managing stress, anxiety, and depression. Concussion and Athletic Eligibility Each year the Athletic Department hosts an Athletic Information Night for first time athletes and their parents. (Attendance is required). At this meeting, the Athletic Director provides an overview of the District Athletic Code of Conduct and Academic Eligibility requirements and processes. Additionally, the athletic trainers provide concussion education that includes an overview of the IHSA requirements and school policies and procedures. Athletic Boosters The Lake Park Athletic Booster Club is a parent-led, volunteer organization that raises funds to support the twenty-seven athletic programs. The organization works closely with the administration to identify program needs and fundraising goals. Fine Arts Boosters (Band, Choral, and Theater) Lake Park is proud to collaborate with several booster organizations supporting our fine arts programs, including our Band Auxiliary, Choral Parents Association and Theatre Boosters. These parent-led, volunteer organizations, are committed to supporting our programs through volunteerism and financial support.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[ESFA section 1112\(a\)\(1\)\(A\)](#)

Title III Requirement:

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

Legislative References:

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

*Required field

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

Private School Participation

File Upload instructions are linked below. [Click here for general page instructions](#)

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

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

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

Will Private Schools participate in the Program?

Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form
Fenwick High School	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen Fenwick unresponsive.pdf
Wheaton Academy	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen wheaton academy unresponsive.pdf
St. Viator High School	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen st.viator unresponsive.pdf
St. Francis High School	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen st.francis unresponsive.pdf
Schaumburg Christian Schoc	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen schaumburg christian school unresponsive.pdf
Montini Catholic High School	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen montini done.pdf
Islamic Foundation	<input type="checkbox"/>	<input type="text"/> 1	<input type="text"/>	<input type="text"/>	Choose File No file chosen Islamic foundation - Request for services from Title.pdf
IC Catholic Prep	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen i c catholic prep see attached.pdf
College Preparatory School c	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen chicago preparatory school of america see attached.pdf
Chicago Academy of the Art:	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen chicago academy for the arts unresponsive.pdf
Benet Academy	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen benet see attached.pdf

American School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen american school unresponsive.pdf
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Comments:

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

The district has identified reduction in the achievement gap among subgroups as the focus of it's school improvement plan. Expanding opportunities for stakeholder input, particularly in the area of student voice, continues to be a priority.

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

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

If the district does not offer early childhood education programs, enter

No Preschool Programs

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

([count] of 7500 maximum characters used)

The district is a single-school high school district. There are no early childhood education programs.

Response from the approved prior year Consolidated District Plan.

The district is a single-school high school district. There are no early childhood education programs.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

The District has identified the achievement gap among subgroups as the focus of its school improvement plan. Reducing the number of failures, increasing the number of students on track to graduate plus a wide variety of learning opportunities for all learners, especially those from underrepresented student groups are among the District's strategic priorities. Ensuring that students have access to a rigorous curriculum while providing support for their social and emotional health is vital to their success.

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

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([count] of 7500 maximum characters used)

The District provides a well-rounded instructional program that prepares students for postsecondary success by providing access to challenging courses for all students, including those with diverse interests, varied language needs, and different levels of readiness. College and career preparation drives course offerings, which include 27 Advanced Placement (AP) courses, four Project Lead the Way (PLTW) courses, internships and apprenticeships, dual credit, the Seal of Biliteracy, and industry related certifications. Most students exceed the 22 credits required for graduation. In addition to meeting or exceeding the State's required core curriculum, students choose electives from a wide array of disciplines including art, music, theatre, computer science, world languages, business, finance, humanities, history, literature, STEM, culinary, and fashion design. The Lancer Design for Excellence and School Improvement Plan prepares students for college and career readiness. Curriculum and instruction are aligned to the Illinois Learning Standards (ILS). Teachers implement assessment for learning by using differentiated formative and summative assessments. Local assessments are aligned to the ILS and student performance is monitored by content-based SMART teams that meet on a regular basis to analyze student performance. SMART teams collaborate twice per month for 90-minute meetings. Teachers use Mastery Manager, a web-based assessment and data management tool to monitor student performance, revise assessments, and update curriculum and instruction. Mastery Manager is funded through Title II. Instructional programming and academic support interventions included in the Lancer Design for Excellence and School Improvement Plan are informed by stakeholder input including students, parents, teachers, school leaders, administrators, and community leaders. Administrators meet on a monthly basis with students, teachers, and school leaders to discuss ways to improve academic programs and school culture. Furthermore, administrators meet regularly with board members, parents and community leaders to identify sources of academic success and areas needing improvement. The District employs highly trained and qualified teachers who have opportunities for professional growth. Professional development, anchored in instructional best practices includes but is not limited to assessment literacy, differentiated instruction to meet the needs of all students including IEP students and English Learners (ELs), instructional technology in a 1:1 learning environment, pathways to college and career readiness, social and emotional learning standards, culturally responsive instruction, and meeting the academic and behavioral needs of IEP and 504 students. Annually, Title I funds are used to promote instructional best practices, particularly in the areas of math, literacy, and meeting the academic and social and emotional needs of homeless and at-risk students. The District monitors student growth through a variety of college and career measures of achievement including the College Board suite of assessments (PSAT 8, 9, 10, PSAT-NMSQT, and SAT), iSTEEP, Seal of Biliteracy assessments (AP, STAMP, and AAPPL), ACCESS, Illinois Science Assessment, and student success indicators including but not limited to graduation rates, freshman on track, and chronic truancy and chronic absenteeism. School leaders, including District and building-level administrators, department leaders, and teachers, review academic performance data and student success indicators regularly. Particular attention is devoted to identifying students who are off-track for graduation and developing interventions to support their academic and social and emotional success. Relatedly, the addition of Ellevation, a web-based progress monitoring platform will provide another layer of communication and intervention for our ELs. Lake Park addresses achievement gaps among subgroups including academic achievement, student behavior, and access to honors and AP programming. Interventions include, but are not limited to, courses designed for students with special learning needs. Opportunities for during the day and after school academic and social and emotional interventions to meet students' needs are also offered. For example, Title I funds are used to support an after school tutorial program called Academic Edge. Students are identified through a problem-solving process that includes teacher and counselor feedback, academic performance, and objective progress monitoring data from iSTEEP, College Board assessments, and Type 2 and 3 assessments. Similarly, these objective measures are used to identify students who demonstrate academic promise, but are underrepresented in honors and AP programming. Students from underrepresented subgroups are actively recruited and provided opportunities to excel into honors and AP courses and provided academic and social and emotional supports which include, but are not limited to, summer boot camps, during the day tutorial assistance, regular counselor check-ins, and pullout learning support programs. The summer boot camps and outreach programs are supported through Title I and IV funds.

Response from the prior year Consolidated District Plan.

The District provides a well-rounded instructional program that prepares students for postsecondary success by providing access to challenging courses for all students, including those with diverse interests, varied language needs, and different levels of readiness. College and career preparation drives course offerings, which include 27 Advanced Placement (AP) courses, four Project Lead the Way (PLTW) courses, internships and apprenticeships, dual credit, the Seal of Biliteracy, and industry related certifications. Most students exceed the 22 credits required for graduation. In addition to meeting or exceeding the State's required core curriculum, students choose electives from a wide array of disciplines including art, music, theatre, computer science, world languages, business, finance, humanities, history, literature, STEM, culinary, and fashion design. The Lancer Design for Excellence and School Improvement Plan prepares students for college and career readiness. Curriculum and instruction are aligned to the Illinois Learning Standards (ILS). Teachers implement assessment for learning by using differentiated formative and summative assessments. Local assessments are aligned to the ILS and student performance is monitored by content-based SMART teams that meet on a regular basis to analyze student performance. SMART teams collaborate twice per month for 90-minute meetings. Teachers use Mastery Manager, a web-based assessment and data management tool to monitor student performance, revise assessments, and update curriculum and instruction. Mastery Manager is funded through Title II. Instructional programming and academic support interventions included in the Lancer Design for Excellence and School Improvement Plan are informed by stakeholder input including students, parents, teachers, school leaders, administrators, and community leaders. Administrators meet on a monthly basis with students, teachers, and school leaders to discuss ways to improve academic programs and school culture. Furthermore, administrators meet regularly with board members, parents and community leaders to identify sources of academic success and areas needing improvement. The District employs highly trained and qualified teachers who have opportunities for professional growth. Professional development, anchored in instructional best practices includes but is not limited to assessment literacy, differentiated instruction to meet the needs of all students including IEP students and English Learners (ELs), instructional technology in a 1:1 learning environment, pathways to college and career readiness, social and emotional learning standards, culturally responsive instruction, and meeting the academic and behavioral needs of IEP and 504 students. Annually, Title I funds are used to promote instructional best practices, particularly in the areas of math, literacy, and meeting the academic and social and emotional needs of homeless and at-risk students. The District monitors student growth through a variety of college and career measures of achievement including the College Board suite of assessments (PSAT 8, 9, 10, PSAT-NMSQT, and SAT), iSTEEP, Seal of Biliteracy assessments (AP, STAMP, and AAPPL), ACCESS, Illinois Science Assessment, and student success indicators including but not limited to graduation rates, freshman on track, and chronic truancy and chronic absenteeism. School leaders, including District and building-level administrators, department leaders, and teachers, review academic performance data and student success indicators regularly. Particular attention is devoted to identifying students who are off-track for graduation and developing interventions to support their academic and social and emotional success. 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camps and outreach programs are supported through Title I and IV funds.

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

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Lake Park uses multiple measures to identify students at risk for failure. First we administer the PSAT 8 to all incoming students. Accommodations are provided to students who have 504 Plans or IEPs. The test is administered in October prior to enrollment in high school. Department leaders and administrators established cut scores for the two section tests of the PSAT 8: Evidence-based Reading and Writing; and Math. These objective scores are used to make readiness level and course placement decisions for students into math, English, social studies, and science courses. Student performance on the PSAT 8 and teacher recommendations are also used to place at-risk students into sections of Double Algebra, co-taught courses, the Literacy course, and a guided learning course called the Learning Resource Center. Beyond the initial administration of the PSAT 8, Lake Park progress monitors students during grades 9,10, and 11 to ensure that students are on-track for graduation and college and career success. Each spring, the freshmen take the PSAT 9 and sophomores take PSAT 10. These College Board assessments are used to monitor student growth. Students who do not make the projected growth targets are identified and counselors intervene to provide academic support interventions that include, but are not limited to, adjustments to course and/or ability level changes, guided study halls, academic intervention courses, and during the school day or after school tutorial programs. During grade 11, juniors take the PSAT-NMSQT in the fall. The purpose of this assessment experience is to monitor students' progress towards the ILS and their growth from the PSAT 10. In school year 2022-2023 (SY23) freshmen will take the PSAT 8/9 and the sophomores will take the PSAT 10 for more data points. Students in Special Education receive progress monitoring feedback regularly through the administration of iSTEEP assessment in reading and math competencies. Students are assessed on a regular basis and teachers use the performance data to adjust their instruction. Likewise, students in the pullout Literacy course receive ongoing progress monitoring assessment with various measures including but not limited to the Renaissance STAR literacy platform that is funded through Title I. English Learners (ELs) are identified in two ways. Students new to ESL are identified on the home language survey during the registration process. In the fall, they are assessed with the ACCESS test, and results are used to make placement decisions. Otherwise, ELs take the annual ACCESS test to monitor their progress toward English proficiency. Depending on their results, the academic program for ELs is modified to reflect their growth. As described above, we believe our progress monitoring systems will be improved through the use of Ellevation. Our current ELs and those who have been exited will be closely monitored through this web-based platform. Teachers monitor student progress toward achievement of local learning standards and the ILS. Teachers use district-wide, Type 2 summative assessments for unit and semester exams to measure student achievement. Similarly, classroom teachers develop Type 3 assessments as formative checks for understanding. Mastery Manager, a web-based assessment and data management tool, is used to monitor student performance, revise assessments, and update curriculum and instruction. Mastery Manager is funded through Title II. In addition to monitoring classroom-level academic performance, the problem solving team (PST) meets on a weekly basis to monitor District-wide student performance. The PST includes counselors, deans, social workers, and the school psychologist. They meet to strategize about students that are struggling based on objective measures of performance and they develop a plan of action to intervene on the student's behalf. The team considers interventions based on student needs: social, emotional, academic, and/or behavioral. They consider the prior interventions that have been tried and align future interventions to meet student needs. The plan may include but is not limited to weekly tutorial sessions before/after school, during the day tutoring, teacher signatures on a homework routing sheet (daily/weekly), check-in/check-out, or establishment of a schedule for parent/teacher communication via email or phone. In other cases, when the student's academic concerns span content areas, the counselor becomes the primary point of contact between faculty and parent. In these cases, the counselor may coordinate a meeting with the teachers to develop an intervention plan, or the counselor will communicate an intervention plan with the student's teachers. If the student's academic performance does not improve with direct communication between the parent and teacher and/or counselor, then a PST referral is initiated by the teacher and/or counselor. In these cases, the student's counselor reaches out to the student's teachers to collect information about academic performance across their entire schedule and areas of concern that each teacher may have observed. The problem solving process includes, but is not limited to, processing of a Pre-referral Information Gathering form, Problem Solving and Targeted Goal Setting based on the Pre-referral form, and Progress Monitoring.

Response from the prior year Consolidated District Plan.

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

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As we continue to navigate COVID-19 and the learning loss witnessed by the district, LPHS will continue numerous interventions to support students experiencing unfinished learning during summer school of 2022 and the 2022-2023 school year. The focus for interventions has been the realignment of learning expectations to focus on essential skills and concepts. Students will be afforded multiple opportunities to demonstrate mastery throughout the spring and summer of 2022 for the courses that they took during the past two school years. Furthermore, students needing credit recovery courses will be able to take them during the summer of 2022 at no charge. In addition to covering their tuition through ESSER III, the District will pay for bus transportation for students taking summer school credit recovery courses (Title I and IV). In addition to traditional summer school courses, the District will also continue to offer three skills-based credit recovery courses in science and ELA. The credit recovery science course will focus on essential skills, enduring understandings, and NGSS in Biochemistry. Similarly, the ELA courses will focus on the essential skills, enduring understandings, and Common Core (ILS) in world and American literature. ELs will also have access to supplementary learning. In addition to being able to attend the skill-based credit recovery courses, ELs will be able to take online ESL courses, an opportunity precipitated by the pandemic. Similarly, incoming 9th grade students who struggle with reading and writing skills will have the opportunity to take a bridge Literacy course. Students are identified in middle school based on their MAP literacy scores as well as PSAT 8/9 scores and teacher recommendation. All departments will be required to assess the readiness of their students. Methods of quantitative and qualitative assessment will include SEL and learner profile inventories as well as formative measures of conceptual understanding and essential skills. Teachers will adjust their learning expectations, instructional calendar, and pace of instruction based on the results of these varied assessments. Additionally, plans are underway to implement during the school day and after school intervention programs for students with unfinished learning. Members of the student services and MTSS problem solving

teams will coordinate their efforts to ensure all students have access to the resources they need to be successful. In addition to these efforts the School Improvement Plan provides for academic support systems for at-risk students and interventions for students demonstrating need for academic support. Students needing additional reading, writing, English, math, learning, and/or executive functioning skills may be placed into courses that have support built into the curriculum. These learning support courses include, but are not limited to, Global Studies (Social Studies/English), Literacy (Reading), Pre-Algebra and some Algebra courses. Sections of these courses have smaller class sizes: Literacy (max 15) and Global Studies and Pre-Algebra (25). Students are progress monitored in these courses regularly through a variety of measures including, but not limited to, the use of Type 2 and 3 assessments and the Renaissance STAR literacy platform. The problem-solving process includes input from teachers, parents, counselors, and our Student Services Team. Students are identified for the Learning Resource Center (LRC). All students enrolled in the LRC attend class each day of the week for a full class period (48-minutes). Enrollment is capped at 15 per section. Students who benefit from additional time during the day to complete homework assignments or access to tutorial assistance may have a study hall or supported study hall added to their schedule. Traditional study halls may include 30-40 students who have opportunities to access tutorial assistance in math, English, and science throughout the school day. A licensed math, English, and science teacher is available every period of the day to provide tutorial assistance. Students who would benefit from a study hall with fewer students and a teacher who monitors the students' on-task engagement during the period are enrolled in a supported study hall. The Math Department provides a mastery learning and remediation program during the school day. In Algebra 1, Geometry, and Algebra 2, students must demonstrate mastery on a set of key concepts or skills on unit assessments. If students do not demonstrate mastery on these targeted standards, they are required to receive remedial instruction in the math remediation lab. They are tutored by math aides (licensed math teachers), who re-teach content, provide additional practice, monitor and document student progress, and reassess students. Students identified through the problem-solving process may attend Academic Edge, an after school program that provides academic and social and emotional support to students. The program meets four days per week for 45-minute sessions. The students receive help with homework completion, learning strategies, time management, and other executive functioning skills. The problem solving team (PST) meets on a weekly basis when counselors, deans, social workers, and the school psychologist meet to strategize about students that are struggling. The team considers interventions based on student needs: social and emotional, academic, and/or behavioral. The intervention plan may include, but is not limited to, weekly tutorial sessions before/after school, during the day tutoring, teacher signatures on homework routing sheets (daily/weekly), check-in/check-out, or establish a schedule for parent/teacher communication via email or phone. Lake Park offers opportunities for online credit recovery (Edgenuity) during the school day, after school and during summer school. Students who have failed courses may be enrolled in a single section of Edgenuity during the school day or during after school sessions as well. During the day, students attend the single section Edgenuity courses for a 48-minute class period, five days per week. After school, students attend for 1-4 hours, four days per week, depending on the number of courses that they are taking. Summer school is another opportunity for credit recovery. Students attend summer school for four hours of daily instruction, five days per week (14 days total). Students who benefit from traditional, direct instruction in a classroom setting can take credit recovery courses in English, Math, Consumer Education, and Health. Otherwise, Edgenuity is also offered in summer school for credit recovery. Finally, the District's homeless liaison maintains close communication with building-level administrators to ensure that homeless students and their families receive the resources they need to be successful. Homeless students are provided the full range of services including, but not limited to, social and emotional and academic counseling, free school meals, school supplies and use of TI-84 graphing calculators, textbooks, required English novels, a Chromebook, and field trip experiences, all at no charge. Homeless students' fees are waived as well.

Response from the prior year Consolidated District Plan.

As a result of COVID-19 and the impact of remote learning, the District will implement a number of interventions to support students experiencing unfinished learning during summer school and the 2021-2022 school year. Chief among the interventions has been the reassessment of learning expectations to focus on essential skills and concepts. Students will be afforded multiple opportunities to demonstrate mastery throughout the spring and summer of 2021 for the courses that they took during the 2020-2021 school year. Furthermore, students needing credit recovery courses will be able to take them during the summer of 2021 at no charge. In addition to covering their tuition through ESSER II, the District will pay for bus transportation for students taking summer school credit recovery courses (Title I and IV). In addition to traditional summer school courses, the District will also offer three new skills-based credit recovery courses in science and ELA. The credit recovery science course will focus on essential skills, enduring understandings, and NGSS in a Biochemistry. Similarly, the ELA courses will focus on the essential skills, enduring understandings, and Common Core (ILS) in world and American literature. ELs will also have access to supplementary learning. In addition to being able to attend the skill-based credit recovery courses ELs will be able to take online ESL courses, a first-time opportunity precipitated by the pandemic. Similarly, incoming 9th grade students who struggle with reading and writing skills will have the opportunity to take a bridge Literacy course. Students are identified in middle school based on their MAP literacy scores. During the 2021-2022 school year, faculty in all departments will be required to assess the readiness of their students. Methods of quantitative and qualitative assessment will include SEL and learner profile inventories as well as formative measures of conceptual understanding and essential skills. Teachers will adjust their learning expectations, instructional calendar, and pace of instruction based on the results of these varied assessments. Additionally, plans are underway to implement during the school day and after school intervention programs for students with unfinished learning. Members of the student services and MTSS problem solving teams will coordinate their efforts to ensure all students have access to the resources they need to be successful. In addition to these efforts the School Improvement Plan provides for academic support systems for at-risk students and interventions for students demonstrating need for academic support. Students needing additional reading, writing, English, math, learning, and/or executive functioning skills may be placed into courses that have support built into the curriculum. These learning support courses include, but are not limited to, Global Studies (Social Studies/English), Literacy (Reading), and Double Algebra. Sections of these courses have smaller class sizes: Literacy (max 15) and Global Studies and Double Algebra (25). Students are progress monitored in these courses regularly through a variety of measures including, but not limited to, the use of Type 2 and 3 assessments and the Renaissance STAR literacy platform. The problem-solving process includes input from teachers, parents, counselors, and our Student Services Team. Students are identified for the Learning Resource Center (LRC). All students enrolled in the LRC attend class each day of the week for a full class period (48-minutes). Enrollment is capped at 15 per section. Students who benefit from additional time during the day to complete homework assignments or access to tutorial assistance may have a study hall or supported study hall added to their schedule. Traditional study halls may include 30-40 students who have opportunities to access tutorial assistance in math, English, and science throughout the school day. A licensed math, English, and science teacher is available every period of the day to provide tutorial assistance. Students who would benefit from a study hall with fewer students and a teacher who monitors the students' on-task engagement during the period are enrolled in a supported study hall. The Math Department provides a mastery learning and remediation program during the school day. In Algebra 1, Geometry, and Algebra 2, students must demonstrate mastery on a set of key concepts or skills on unit assessments. If students do not demonstrate mastery on these targeted standards, they are required to receive remedial instruction in the math remediation lab. They are tutored by math aides (licensed math teachers), who re-teach content, provide additional practice, monitor and document student progress, and reassess students. Students identified through the problem-solving process may attend Academic Edge, an after school program that provides academic and social and emotional support to students. The program meets four days per week for 45-minute sessions. The students receive help with homework completion, learning strategies, time management, and other executive functioning skills. The problem solving team (PST) meets on a weekly basis when counselors, deans, social workers, and the school psychologist meet to strategize about students that are struggling. The team considers interventions based on student needs: social and emotional, academic, and/or behavioral. The intervention plan may include, but is not limited to, weekly tutorial sessions before/after school, during the day tutoring, teacher signatures on homework routing sheets (daily/weekly), check-in/check-out, or establish a schedule for parent/teacher communication via email or phone. Lake Park offers opportunities for online credit recovery (Edgenuity) during the school day, after school and during summer school. Students who have failed courses may be enrolled in a single section of Edgenuity during the school day or during after school sessions as well. During the day, students attend the single section Edgenuity courses for a 48-minute class period, five days per week. After school, students attend for 1-4 hours, four days per week, depending on the number of courses that they are taking. Summer school is another opportunity for credit recovery. Students attend summer school for four hours of daily instruction, five days per week (14 days total). Students who benefit from traditional, direct instruction in a classroom setting can take credit recovery courses in English, Math, Consumer Education, and Health. Otherwise, Edgenuity is also offered in summer school for credit recovery. Finally, the District's homeless liaison maintains close communication with building-level administrators to ensure that homeless students and their families receive the resources they need to be successful. Homeless students are provided the full range of services including, but not limited to, social and emotional and academic counseling, free school meals, school supplies and use of TI-84 graphing calculators, textbooks, required English novels, a Chromebook, and field trip experiences, all at no charge. Homeless students' fees are waived as well.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

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The instructional model articulated in the Lancer Design for Excellence (LPHS School Improvement Plan) includes, but is not limited to, a number of important strategies that are grounded in best practice and research-based programs. Curriculum maps are developed for each course offered in the District. They must be aligned to the ILS, local learning standards, and the District's strategic plan. Likewise, unit and semester summative assessments are aligned to the ILS and local learning standards. These learning objectives frame lessons and are presented during lessons in student-friendly language. The District is committed to assessing its cultural awareness and practices surrounding equity and diversity. It is in the process of analyzing the Equity audit that was completed in the Spring of 2021 for the purpose of developing an equity action plan. The plan will have a significant impact on the instructional and curricular decisions that teachers make in their classrooms. We anticipate that the curricula will be revised to include stronger student voice and inclusion from underrepresented cultural and ethnic groups. Furthermore, all employees will be asked to reflect on their own implicit biases and how they impact school culture, policies, practices, teaching, and learning. The efforts to become more culturally aware will be supported through professional development. Teachers participate in a professional development program that includes, but is not limited to, assessment literacy, differentiated instruction, instructional technology, meeting the needs of IEP and 504 students, and ESL instructional strategies (SIOP), and culturally responsive instruction. Teachers use their training in assessment literacy to implement varied checks for understanding (formative and summative) to adjust instruction based on student performance. Differentiated instruction has helped to create a learning culture that honors the individual differences that students bring to the learning process. Since the District has migrated to a universal 1:1 learning environment, the District offers workshops in the Google suite, Chromebook functionality, and other forms of instructional technology. We believe that the addition of culturally responsive instruction and addressing the needs of IEP and 504 students will help to address the achievement gap identified in the school improvement plan. Faculty meet in small professional learning communities (SMART teams). They meet twice per month for 90-minute meetings. These PLCs reflect the instructional culture at Lake Park to promote teacher collegiality, common instructional, curricular, and assessment practices, and regular discussion about student performance. The problem-solving process is the method by which students are identified for academic, social and

emotional, and/or behavioral support. Members of the PST make informed decisions about student interventions by reviewing academic performance data, feedback from teachers, counselors, deans, and other relevant educational professionals. The principal meets each month with a diversity advisory council, a representative group of diverse students (racially, ethnically, academically, interests and activities) to solicit feedback about school climate and culture. A classroom-based program to promote student use of Chromebooks and Google Classroom called IGNITE! has been in place for several years. Mini-lessons have been designed by the Technology Committee and teachers deliver the lessons to students who are new to the 1:1 program (usually freshmen). Teachers have been trained to deliver the material. The lessons include, but are not limited to, navigating the Chromebook, use of the Google Calendar and Email, and an introduction to Google Classroom. The learning environment of Lake Park is being positively affected by the systematic integration of 1:1 throughout content areas and grade levels. Finally, the Lancer Way committee (PBIS Team) has implemented a number of District-wide opportunities to increase school spirit, safety, health and wellness, and humanitarian concern for others. Some of their interventions include, but are not limited to, in-class lessons and video presentations about positive interactions among students and faculty, appropriate student behavior (The Lancer Way), safety and security week, which includes practicing a variety of school safety drills, student and faculty recognition programs and positive peer supports, and end of the year picnics and celebrations. The Social Emotional Committee has added professional development opportunities for staff to support our students in their growth in SEL skills. The SEL committee has also been available and worked on strategies and mini lessons for integration of SEL competencies.

Response from the prior year Consolidated District Plan.

The instructional model articulated in the Lancer Design for Excellence includes, but is not limited to, a number of important strategies that are grounded in best practice and research-based programs. Curriculum maps are developed for each course offered in the District. They must be aligned to the ILS, local learning standards, and the District's strategic plan. Likewise, unit and semester summative assessments are aligned to the ILS and local learning standards. These learning objectives frame lessons and are presented during lessons in student-friendly language. The District is committed to assessing its cultural awareness and practices surrounding equity and diversity. It is in the process of conducting an audit for the purpose of developing an equity and diversity plan. The plan will have a significant impact on the instructional and curricular decisions that teachers make in their classrooms. We anticipate that the curricula will be revised to include stronger student voice and inclusion from underrepresented cultural and ethnic groups. Furthermore, all employees will be asked to reflect on their own implicit biases and how they impact school culture, policies, practices, teaching, and learning. The efforts to become more culturally aware will be supported through professional development. Teachers participate in a professional development program that includes, but is not limited to, assessment literacy, differentiated instruction, instructional technology, meeting the needs of IEP and 504 students, and ESL instructional strategies (SIOP), and culturally responsive instruction. Teachers use their training in assessment literacy to implement varied checks for understanding (formative and summative) to adjust instruction based on student performance. Differentiated instruction has helped to create a learning culture that honors the individual differences that students bring to the learning process. As the District migrates to a universal 1:1 learning environment, the District offers workshops in the Google suite, Chromebook functionality, and other forms of instructional technology. We believe that the addition of culturally responsive instruction and addressing the needs of IEP and 504 students will help to address the achievement gap identified in the school improvement plan. Faculty meet in small professional learning communities (SMART teams). They meet twice per month for 90-minute meetings. These PLCs reflect the instructional culture at Lake Park to promote teacher collegiality, common instructional, curricular, and assessment practices, and regular discussion about student performance. The problem-solving process is the method by which students are identified for academic, social and emotional, and/or behavioral support. Members of the PST make informed decisions about student interventions by reviewing academic performance data, feedback from teachers, counselors, deans, and other relevant educational professionals. The principal meets each month with a diversity advisory council, a representative group of diverse students (racially, ethnically, academically, interests and activities) to solicit feedback about school climate and culture. A classroom-based program to promote student use of Chromebooks and Google Classroom called IGNITE! has been developed. Mini-lessons have been designed by the Technology Committee and teachers deliver the lessons to students who are new to the 1:1 program (usually freshmen). Teachers have been trained to deliver the material. The lessons include, but are not limited to, navigating the Chromebook, use of the Google Calendar and Email, and an introduction to Google Classroom. The learning environment of Lake Park is being positively affected by the systematic integration of 1:1 throughout content areas and grade levels. Finally, the Lancer Way committee (PBIS Team) has implemented a number of District-wide opportunities to increase school spirit, safety, health and wellness, and humanitarian concern for others. Some of their interventions include, but are not limited to, in-class lessons and video presentations about positive interactions among students and faculty, appropriate student behavior (The Lancer Way), safety and security week, which includes practicing a variety of school safety drills, student and faculty recognition programs and positive peer supports, and end of the year picnics and celebrations.

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

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(count) of 7500 maximum characters used)

There continue to be no disparities that result in low-income and/or minority students being taught by ineffective, inexperienced, or out-of-field teachers. Instead, the District uses policies, practices, and interventions to ensure that highly qualified teachers are hired, retained, and engage in ongoing professional development. When issues of teacher performance surface through the performance evaluation process, the District has intervention and remediation policies and practices to address instructional underperformance. The District uses student enrollment, academic, and behavior data, disaggregated by race, ethnicity, economic status, and English language proficiency to ensure that disparities do not exist in access to high quality, challenging courses and well trained faculty. Furthermore, students who are academically at-risk receive a variety of in-class supports to address their needs. We are looking to constantly improve our Multi-Tiered Support Systems (MTSS). Annually, candidates exceed the faculty vacancies available in the District. For that reason, the District hires highly qualified teachers who have demonstrated academic success in their content areas and effective professional work experience. Teams of administrators, department leaders, and teachers collaborate in the hiring process for new faculty and staff. Candidates are interviewed, their transcripts, letters of recommendation, and professional portfolios are reviewed closely. Hiring decisions require documented reference checks. The District uses the Danielson Framework as the model to complete the performance evaluation process for faculty. Non-tenured faculty are observed two-four times annually. Non-tenured faculty who earn Proficient or Excellent performance evaluation ratings advance through the tenure process. Non-tenured teachers who earn Needs Improvement, or Unsatisfactory are first coached to enhance their teaching capacity and if their ratings do not improve they are not retained. Throughout the evaluation process, non-tenured teachers receive differentiated professional support and collegial coaching, depending on their prior work experience and/or evaluation ratings. For example, instructional coaching includes, but is not limited to, monthly new teacher training meetings. Exemplar teachers and their instructional materials are often incorporated during the hour-long meetings that take place throughout the first year of employment. There are approximately seven required sessions that address the performance evaluation process, Domain 4 and the Danielson Framework, MTSS and the problem-solving process, differentiated instruction, managing student behavior, Student Services Team resources, and safety/security drills. Additionally, new faculty are provided a departmental mentor. The mentor and mentee meet weekly over the course of two years to engage in guided and open-ended collegial conversations and a series of peer observations. The District uses the Danielson Framework as the model for tenured faculty performance ratings. Teachers who earn Needs Improvement or Unsatisfactory are required to participate in a closely monitored intervention and/or remediation process that includes administrative oversight and a peer instructional coach. Additional resources are provided to teachers with instructional concerns that include, but are not limited to, resources like instructional coaches, peer observations, conferences and workshops, additional instructional materials, and access to professional literature. Faculty are evaluated by highly trained, certified evaluators. Administrators and department leaders with evaluation responsibilities engage in regular training to ensure high quality instructional feedback and accountability. The District provides calibration training to increase the consistency among evaluators when documenting classroom observations, generating formal evaluation documents, and summative evaluations. Faculty receive timely and accurate feedback about their performance which augments the professional conversations and reflection that takes place between teachers and their evaluators. Teachers are provided year-round opportunities for professional development which helps to ensure all students are taught by highly qualified teachers who have remained current in their field of expertise and employ best practices in the classroom. Teachers participate in a professional development program that includes, but is not limited to, assessment literacy, differentiated instruction, instructional technology, culturally responsive instruction, and meeting the behavioral and academic needs of IEP and 504 students. Faculty meet in small professional learning communities (SMART teams). They meet twice per month for 90-minute meetings. These PLCs reflect the instructional culture at Lake Park to promote teacher collegiality, common instructional, curricular, and assessment practices, and regular discussion about student performance. This consistency among instructional teams helps to ensure all students have access to high quality instruction and learning objectives. In addition to the professional development opportunities that are facilitated by Lake Park faculty, the District also supports participation in off-campus courses, workshops, and conferences. Frequent workshop topics include, but are not limited to, math instruction, learning support for reluctant students, literacy skills, the social and emotional learning standards, MTSS, and managing student behavior. District administrators, department leaders, and teacher-leaders, including counselors, engage in data analysis of underrepresented students in honors and AP programming. The purpose of the data analysis is to identify students from historically underrepresented student populations (minority and low economic status) that may be successful in honors and AP courses. Similarly, some of these underrepresented students may also benefit from the "leveling up" process which includes upward movement between ability levels so that a student is prepared for a higher ability class (like honors and AP) as a junior and/or senior. Outreach programming includes, but is not limited to, student and parent course enrollment events (elective, honors, and AP programming), counselor and trusted adult meetings, and special guest presenters about goal setting, motivation, and accepting the challenges of academic success. Underrepresented students who accept the challenge of honors and AP programming are provided a variety of academic and social and emotional supports, including but not limited to, summer boot camps, peer mentors, counselor check-ins, during the day learning support programming, content-based tutorial opportunities during every period of the school day, and after school tutorial support. The academic performance of first-time, underrepresented AP students is monitored and directs future outreach efforts and support initiatives.

Response from the prior year Consolidated District Plan.

There are no disparities that result in low-income and/or minority students being taught by ineffective, inexperienced, or out-of-field teachers. Instead, the District uses policies, practices, and interventions to ensure that highly qualified teachers are hired, retained, and engage in ongoing professional development. When issues of teacher performance surface through the performance evaluation process, the District has intervention and remediation policies and practices to address instructional underperformance. The District uses student enrollment, academic, and behavior data, disaggregated by race, ethnicity, economic status, and English language proficiency to ensure that disparities do not exist in access to high quality, challenging courses and well trained faculty. Furthermore, students who are academically at-risk receive a variety of in-class supports to address their needs. Annually, candidates exceed the faculty vacancies

available in the District. For that reason, the District hires highly qualified teachers who have demonstrated academic success in their content areas and effective professional work experience. Teams of administrators, department leaders, and teachers collaborate in the hiring process for new faculty and staff. Candidates are interviewed, their transcripts, letters of recommendation, and professional portfolios are reviewed closely. Hiring decisions require documented reference checks. The District uses the Danielson Framework as the model to complete the performance evaluation process for faculty. Non-tenured faculty are observed two-four times annually. Non-tenured faculty who earn Proficient or Excellent performance evaluation ratings advance through the tenure process. Non-tenured teachers who earn Needs Improvement, or Unsatisfactory are not retained. Throughout the evaluation process, non-tenured teachers receive differentiated professional support and collegial coaching, depending on their prior work experience and/or evaluation ratings. For example, instructional coaching includes, but is not limited to, monthly new teacher training meetings. Exemplar teachers and their instructional materials are often incorporated during the hour-long meetings that take place throughout the first year of employment. There are approximately seven required sessions that address the performance evaluation process, Domain 4 and the Danielson Framework, RTI and the problem-solving process, differentiated instruction, managing student behavior, Student Services Team resources, and safety/security drills. Additionally, new faculty are provided a departmental mentor. The mentor and mentee meet weekly over the course of two years to engage in guided and open-ended collegial conversations and a series of peer observations. 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6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

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(count) of 7500 maximum characters used)

As a two-campus high school, the District maintains two fully staffed libraries. Campus-based librarians supervise support staff and maintain collections that include traditional books, magazines, and media like CDs and videos. Each library provides a wide array of digital and online resources including but not limited to databases, digital catalogues and bibliographies, online journals, magazines, and periodicals. The librarians have created multimedia presentations that introduce students to the library resources and procedures for accessing materials. Students attend these required, informational presentations at the beginning of each school year. The librarians have partnered with teachers from the English department to develop and deliver a multimedia presentation about the proper ways to cite traditional research materials (books, reference, journals, and periodicals) as well as online and digital resources. During a required presentation, students learn about the different ways that plagiarism takes place, intentionally and unintentionally. Students are cautioned about the academic consequences of plagiarism. The librarians have partnered with members of the PE department and administration to develop and deliver a multimedia presentation about test-taking strategies, semester exam preparation, and the importance of learning readiness activities. These types of activities include the importance of physical exercise, stretching, proper diet, sleep, and strategies to manage stress. Students attend these required presentations each school year. Beginning with the 2016-17 school year, Lake Park began its implementation of a 1:1 initiative in which each student will be provided a Chromebook. Staff participate in ongoing Chromebook and Google App training. Teachers are becoming proficient users of the Google Drive, Email, and Classroom. An important component of the training includes the importance of digital citizenship and literacy. Faculty also receive training in a program called IGNITE! This four-part program is used to introduce the students to the effective use of Chromebooks in a 1:1 learning environment. Teachers receive IGNITE! Training because they are the ones who deliver the content to students in a classroom learning environment. The four IGNITE! Modules include Digital Literacy and Citizenship, Google Drive and Docs, Chrome browser and calendar, and Chromebooks and Tech Support. The content covered in the Digital Citizenship presentation includes but is not limited to the following topics, 1. How to protect yourself and others online, 2. Setting and maintaining privacy settings on social media, 3. Understanding the meaning and significance of a digital footprint, and 4. Using the THINK acronym for social media: Is it True, Helpful, Inspiring, Necessary, and/or Kind. The content covered in the Digital Literacy presentation includes the following topics including but not limited to, 1. Proper citation of digital and online sources, 2. Understanding the limits of texting and knowing how to use email professionally, 3. Know the rules of copyright usage, and 4. Evaluating the credibility of online sources. The district is implementing the required Computer Literacy skills for the SY 23. These skills will be emphasized during students' English class but will be supplemented through our Instructional Technology team and librarians.

Response from the prior year Consolidated District Plan.

As a two-campus high school, the District maintains two fully staffed libraries. Campus-based librarians supervise support staff and maintain collections that include traditional books, magazines, and media like CDs and videos. Each library provides a wide array of digital and online resources including but not limited to databases, digital catalogues and bibliographies, online journals, magazines, and periodicals. The librarians have created multimedia presentations that introduce students to the library resources and procedures for accessing materials. Students attend these required, informational presentations at the beginning of each school year. The librarians have partnered with teachers from the English department to develop and deliver a multimedia presentation about the proper ways to cite traditional research materials (books, reference, journals, and periodicals) as well as online and digital resources. During a required presentation, students learn about the different ways that plagiarism takes place, intentionally and unintentionally. Students are cautioned about the academic consequences of plagiarism. The librarians have partnered with members of the PE department and administration to develop and deliver a multimedia presentation about test-taking strategies, semester exam preparation, and the importance of learning readiness activities. These types of activities include the importance of physical exercise, stretching, proper diet, sleep, and strategies to manage stress. Students attend these required presentations each school year. Beginning with the 2016-17 school year, Lake Park began its implementation of a 1:1 initiative in which each student will be provided a Chromebook. Staff participate in ongoing Chromebook and Google App training. Teachers are becoming proficient users of the Google Drive, Email, and Classroom. An important component of the training includes the importance of digital citizenship and literacy. Faculty also receive training in a program called IGNITE! This four-part program is used to introduce the students to the effective use of Chromebooks in a 1:1 learning environment. Teachers receive IGNITE! Training because they are the ones who deliver the content to students in a classroom learning environment. The four IGNITE! Modules include Digital Literacy and Citizenship, Google Drive and Docs, Chrome browser and calendar, and Chromebooks and Tech Support. The content covered in the Digital Citizenship presentation includes but is not limited to the following topics, 1. How to protect yourself and others online, 2. Setting and maintaining privacy settings on social media, 3. Understanding the meaning and significance of a digital footprint, and 4. Using the THINK acronym for social media: Is it True, Helpful, Inspiring, Necessary, and/or Kind. The content covered in the Digital Literacy presentation includes the following topics including but not limited to, 1. Proper citation of digital and online sources, 2. Understanding the limits of texting and knowing how to use email professionally, 3. Know the rules of copyright usage, and 4. Evaluating the credibility of online sources.

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

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The Lancer Design for Excellence incorporates a number of objective measures and student interest to identify and assist gifted and talented students. The PSAT 8/9 is administered to all incoming students as a placement exam. Department leaders and administrators established objective cut scores for the two section tests of the PSAT 8/9: Evidence-based Reading and Writing; and Math. These criteria and 8th grade teacher recommendations are used to make ability level and course placement decisions for students into math, English, social studies, and science courses. As freshmen, gifted and talented students have access to AP and honors courses in all of the core disciplines: AP Human

Geography, Written and Oral Communications - Honors, Biology Honors, and Geometry Honors. Additionally, incoming gifted and talented 8th graders may take an accelerated Lake Park Geometry Honors course during the summer prior to their fall enrollment in high school. By providing this accelerated course, students can take Algebra 2 Honors as freshmen. Advancement to Algebra 2 Honors as freshmen enables students to complete a math sequence through Calculus 3 (multivariable calculus) as seniors which at LPHS is a Dual Credit class. Beyond the initial administration of the PSAT 8/9, progress monitoring of students takes place during grades 9, 10, and 11 to ensure that students are on-track for graduation and college and career success. Each fall the juniors take a practice SAT and in the spring freshmen take the PSAT 8/9 and sophomores take PSAT 10. These College Board Suite of assessments are used to monitor student growth. Counselors and administrators review score results to guide student choices for course enrollment and/or level changes. Students at all grade levels have access to robust honors and AP programming. After the placement process takes place during the freshman year, Lake Park permits "open enrollment" and/or a level change process to provide students with access to AP and honors courses. Lake Park offers AP courses to freshmen and sophomores: AP Human Geography (09), AP World History (10), and AP Computer Science Principles (10-12). These courses are among the 27 different AP options from which students can choose throughout their high school career. Impressive enrollment trends over the past five years reflect the vertical alignment of curriculum within departments that prepares students for AP courses and increased accessibility to course sequences that promote leveling up over the years into honors and AP courses. An analysis of AP data indicates that the total number of students taking AP exams has continued to grow over the last five years. During 2021 there was a dip in the number of students and the number of tests taken. Since 2013 the number of AP students has grown by more than 15%. Many students take more than just one AP course in a given school year. Furthermore, the increase in AP enrollment over the past five years has not compromised student performance. The percentage of students earning 3 or higher has remained above 70%. The increase in the number of AP and honors courses partially explains the increase in AP enrollment. Lake Park takes proactive measures to expand honors and AP programming for underrepresented students (low income and minority students), who may not have been identified as gifted and talented. To that end, outreach programs have yielded more than 70 additional underrepresented students to AP courses each year for the past three years. Outreach programming includes a college, career, and AP student interest inventory that is administered to all students, counselor and/or significant adult meetings with students to discuss leveling up and/or enrollment in AP courses, and evening programs about AP and elective courses for parents and students. Learning support options are provided to students, particularly for those new to AP and honors programming. Support interventions include but are not limited to summer AP boot camps, core course tutoring each period of the day, first-time AP student academic and executive functioning presentations, regular counselor check-ins, and course-based workshops to address particular skills needed for academic success. The District capitalizes on course scheduling strategies, summer school, and acceptance of out-of-District courses to increase student access to gifted and talented programming. Many students choose these options as ways to enrich their academic program with learning experiences from the arts, humanities, music, and honors or AP courses. For example, some students take "early bird" PE during zero period as a way to add an additional course to their schedule. Other students choose to take summer school courses for advancement (Consumer Education and Civics) which opens room in their schedule for additional courses during the regular school year. Furthermore, the District accepts 2.5 credits from outside the District. Students often take AP or advancement courses from approved online providers as a way to enrich their academic learning experience and strengthen their transcripts.

Response from the prior year Consolidated District Plan.

The Lancer Design for Excellence incorporates a number of objective measures and student interest to identify and assist gifted and talented students. The PSAT 8 is administered to all incoming students as a placement exam. Department leaders and administrators established objective cut scores for the two section tests of the PSAT 8: Evidence-based Reading and Writing; and Math. These criteria and 8th grade teacher recommendations are used to make ability level and course placement decisions for students into math, English, social studies, and science courses. As freshmen, gifted and talented students have access to AP and honors courses in all of the core disciplines: AP Human Geography, Written and Oral Communications - Honors, Biology Honors, and Geometry Honors. Additionally, incoming gifted and talented 8th graders may take an accelerated Lake Park Geometry Honors course during the summer prior to their fall enrollment in high school. By providing this accelerated course, students can take Algebra 2 Honors as freshmen. Advancement to Algebra 2 Honors as freshmen enables students to complete a math sequence through Calculus 3 (multivariable calculus) as seniors. Beyond the initial administration of the PSAT 8, progress monitoring of students takes place during grades 9, 10, and 11 to ensure that students are on-track for graduation and college and career success. Each fall the juniors take a practice SAT and in the spring freshmen take the PSAT 9 and sophomores take PSAT 10. These College Board assessments are used to monitor student growth. Counselors and administrators review score results to guide student choices for course enrollment and/or level changes. Students at all grade levels have access to robust honors and AP programming. After the placement process takes place during the freshman year, Lake Park permits "open enrollment" and/or a level change process to provide students with access to AP and honors courses. Lake Park offers AP courses to freshmen and sophomores: AP Human Geography (09), AP World History (10), and AP Computer Science Principles (10-12). These courses are among the 27 different AP options from which students can choose throughout their high school career. Impressive enrollment trends over the past five years reflect the vertical alignment of curriculum within departments that prepares students for AP courses and increased accessibility to course sequences that promote leveling up over the years into honors and AP courses. An analysis of AP data indicates that the total number of students taking AP exams has grown from 88 to 914 over the last five years. These 914 students account for 1,708 total AP exams. And, since 2013 the number of AP students has grown by 17%. Many students take more than just one AP course in a given school year. Furthermore, the increase in AP enrollment over the past five years has not compromised student performance. The percentage of students earning 3 or higher has remained 75-80%. The increase in the number of AP and honors courses partially explains the increase in AP enrollment. Lake Park takes proactive measures to expand honors and AP programming for underrepresented students (low income and minority students), who may not have been identified as gifted and talented. To that end, outreach programs have yielded approximately 70 additional underrepresented students to AP courses each year for the past three years. Outreach programming includes a college, career, and AP student interest inventory that is administered to all students, counselor and/or significant adult meetings with students to discuss leveling up and/or enrollment in AP courses, and evening programs about AP and elective courses for parents and students. Learning support options are provided to students, particularly for those new to AP and honors programming. Support interventions include but are not limited to summer AP boot camps, core course tutoring each period of the day, first-time AP student academic and executive functioning presentations, regular counselor check-ins, and course-based workshops to address particular skills needed for academic success. The District capitalizes on course scheduling strategies, summer school, and acceptance of out-of-District courses to increase student access to gifted and talented programming. Many students choose these options as ways to enrich their academic program with learning experiences from the arts, humanities, music, and honors or AP courses. For example, some students take "early bird" PE during zero period as a way to add an additional course to their schedule. Other students choose to take summer school courses for advancement (Consumer Education and Civics) which opens room in their schedule for additional courses during the regular school year. Furthermore, the District accepts 2.5 credits from outside the District. Students often take AP or advancement courses from approved online providers as a way to enrich their academic learning experience and strengthen their transcripts.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

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

**Required field for only Title I, Part A

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

The district will continue to expand opportunities for college and career readiness to ensure all students have access to authentic learning experiences that connect to their future goals.

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

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

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

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

[(count) of 7500 maximum characters used]

The Lancer Design for Excellence accounts for the differentiated needs of students as they prepare for postsecondary success. The transition to high school includes, but is not limited to, a variety of programs and events for 8th grade students and their families. Lake Park hosts a series of incoming student and family events that are designed to be informative and reassuring. In January, during the Incoming Ninth Grade Family Night, students receive copies of their placement scores (PSAT 8/9) and information about the course selection process. This evening program includes opportunities to speak with faculty who are available to discuss the individualized needs of students. Families needing financial assistance and additional resources can meet with administrators or members of the Student Services Team department to discuss options and supplemental resources. In May, an orientation meeting for parents of incoming students takes place. After a large group presentation about Lake Park culture, academic expectations and learning support options, and the daily experience of a freshman, parents choose to attend three breakout sessions. Topics include, but are not limited to, Honors and AP courses, Safety and Security, Anti-bullying, College and Career Planning, Ask-the-Counselor, and a student panel. During the spring, prior to enrollment as freshmen, members of the Students Services team and students from Stand for the Silent (SFTS), an anti-bullying and awareness club, travel to area middle schools. The purpose of the visits is to meet the 8th graders to preview expectations for behavior as well as promote the positive aspects of our Lancer Way (PBIS) anti-bullying program. In August, prior to the first day of school, all freshmen are invited to participate in a half-day orientation program at the high school campus. Students practice taking the bus to and from school and participate in a wide variety of orientation activities that include, but are not limited to, a presentation about the bell schedule and daily life of a LP Lancer, student panel, pick-up class schedule, Chromebook, and textbooks. An important component of the Lancer Design for Excellence is inclusion of the Social and Emotional Learning (SEL) standards in curriculum, instruction, and Student Services Team programming. The stress and anxiety associated with life transitions, especially for freshmen and seniors, are addressed in our Lancer Way (PBIS) programming and SEL Awareness Committee initiatives. These two committees provide in-class SEL lessons delivered by teachers that are supplemented with video clips and large group presentations delivered by members of our Student Services Teams. Topics include, but are not limited to, Suicide Awareness, Teen Dating Violence, Managing Stress and Anxiety, Decision Making, Time Management, Bullying Awareness, and Identity Awareness. An updated SEL District-wide plan was rolled out during the 2018-19 school year. The plan was developed by the SEL Steering Committee in partnership with the ROE and CASEL.

Response from the approved prior year Consolidated District Plan.

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

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

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NOTE: If not applicable because district serves only grades K-8, enter *Elementary District*

[(count) of 7500 maximum characters used]

Lake Park offers a number of resources to students who are transitioning to postsecondary institutions and employment options. The Lancer Design for Excellence accounts for the differences that students bring to their postsecondary plans. Students interested in matriculating to traditional two and four-year colleges and universities take dual enrollment courses from the College of DuPage (COD) that include, but are not limited to A+ Certification, and Engineering and Precision Machining 1 and 2. The District has also adopted a Transition Math course that students can take which matriculates into credit bearing, transferable courses. New dual credit partnerships have been added with Indiana University, and the University of Illinois. Similarly, many students take AP courses for the purpose of earning college credit and preparing for the expectations that college-level courses require. We believe the wide variety of AP courses (27) helps to explain our students' interest in AP programming which continues to grow. As discussed earlier, school leaders seek to expand outreach to students who have been under-enrolled in honors and AP courses. Underrepresented students come from minority and low income student populations. Students interested in expediting their entry into the workforce by earning professional certifications, enroll in career pathways by attending the Technology Center of DuPage (TCD) or they take courses at Lake Park which offer credentialing options. These types of career pathway opportunities include, but are not limited to, the construction trades, STEM careers, human services, and transportation. Similarly, the career internship and student apprenticeship program in Advanced Manufacturing and Engineer programs at Lake Park introduces students to authentic professional experiences. The Seal of

Biliteracy is a similar workforce credential that students can earn and use in the college or employment application process. Lake Park has established partnerships to increase postsecondary opportunities for students. Lake Park administrators and our math department leader have joined a consortium of local high schools to develop a transition math class for students who matriculate to COD. An industry partnership is the Lake Park Precision Machining Advisory Committee. Committee members include executives from area manufacturers who have provided their expertise and grant funding to support the development of our manufacturing center and STEM courses. The college and career curriculum developed by the Student Services Team is integrated at each grade level. It culminates during the student's senior year with a series of programs to support the college application process. Students at all grade levels are provided opportunities to use Xello, an online platform that helps students identify career pathways and the educational and/or professional training that is required to achieve their career goals. During the fall of their senior year, students begin the application process for employment, colleges, technical and trade schools, and the military. Programming and presentations take place in large and small group settings that include, but are not limited to, College 101 Planning, Financial Aid Night, Navigating the NCAA Clearinghouse for Student-Athletes, and the FAFSA Assistance Night. First-generation college students receive personal invitations to these events from their club sponsors (Diversity Club) and/or through the ESL faculty team. Our college and career counselor also partners with our counselors of seniors to plan college visits for first-generation college students, many of whom are FRL, ELs, and/or minority students. We believe providing students with a vision for postsecondary success will help to address our achievement gap. Finally, the Student Services Team department has restructured their delivery model, creating teams of counselors, social workers, psychologists, and deans that travel with the students through the four grade levels and two campuses. The restructured teams include a college and career counselor who is dedicated to facilitating the transition of students to high school and beyond to their postsecondary goals.

Response from the approved prior year Consolidated District Plan.

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Legislative References:

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

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

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

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

The district is committed to professional development that addresses the needs of the whole child. The areas of focus for the upcoming school year include instructional technology, SEL, ESL instructional strategies for non-ESL certified teachers, and equity and diversity.

For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development to support Title I initiatives include instructional best practices, math and literacy instruction, social and emotional learning, supporting the academic and behavioral needs of IEP students, ESL instructional strategies, and culturally responsive instruction. These professional development priorities are aligned to the District's school improvement plan, particularly as it relates to increasing student achievement and decreasing the achievement gap. For example, we send members of our math faculty to the annual Illinois Council of Teachers of Mathematics conference and various other math workshops particularly those that address the needs of reluctant learners. Similarly, each year we support our math department's participation in the DuPage Valley Math Teachers conference. This widely attended conference features local teachers and experts in the field of best instructional practices for mathematics. Members of our SEL steering committee work each summer to create professional development modules on the core SEL competencies of social relationships, social awareness, and responsible decision making. Since our SEL District plan begins with a rollout to staff, we plan to continue to offer the SEL modules to faculty throughout the 2022-2023 school year. We will use Title I funds to support the training of our SEL steering committee members in RULER, and we will use Title I funds to underwrite the development of the professional development modules. With the onset of SB100, Lake Park has revised many of its disciplinary procedures to include the principles of restorative justice and alternatives to out-of-school suspensions. We are especially proud of the progress that we have made in reducing the number of students who have been suspended and/or reduced the number of days they miss school. These efforts have been supported through Title I funds and we anticipate ongoing training for members of our Student Services Team and student services teams. Supporting the needs of ELs is another strategic priority for the District's Title I professional development plan. To supplement Title II funding of SIOP (ESL instructional framework), the District funds workshops and conferences sponsored by the Illinois Resource Center (IRC). In addition to SIOP training, the ESL team is committed to learning more about ways to strengthen parent engagement and Spanish Language Arts. The District has identified equity and diversity as important components of the strategic plan. To that end, Title I funds are being used to fund a district-wide implementation of an equity action plan that will highlight our positive District policies, practices, curriculum, instruction, and school culture. The work will continue into succeeding school years as an Equity Action Plan will include ongoing professional development in culturally responsive instructional practices, implicit bias, and ways to increase parent engagement and student voice from underrepresented groups.

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

Professional development from Title II will support the District's commitment to improve classroom instruction and develop teacher-leaders. For example, the District is committed to training for the instructional coaches to support classroom teachers as they implement differentiated instruction strategies, instructional technology, assessment literacy, culturally responsive instruction, blended learning, and SEL. The District has a number of new administrators and department leaders who complete performance appraisals of licensed faculty. In the past, we have incorporated Danielson calibration training for employees who evaluate faculty with the Danielson framework. The district anticipates scheduling this ongoing training. Another area of focus in the Title II budget is funding of online platforms that improve instructional decision making. For example, Title II funds are allocated to Ellevation, which is an online platform specifically designed to improve programmatic and instructional decision making for ELs. Members of our ESL faculty will be trained in the use of Ellevation in the fall. Relatedly, the District is committed to improving classroom instruction for teachers of ELs, especially those teachers who do not have an ESL endorsement. To address this important need, general education teachers and ESL aides will continue to engage in SIOP training (ESL instructional strategies) for the upcoming school year. The goal is still to train 15-20 faculty each year until the entire staff has been trained.

G. Title III - LIEP

H. Title III - ISEP

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

Title IV funds are allocated to support the District Equity Leadership Team. This team helps to guide the District's equity and diversity plans. Title IV funds will be used for professional resources to support their work. Resources include but are not limited to conferences, workshops, professional literature, media, and guest speakers. Title IV will also be used to support our Social Emotional Learning Team.

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

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

Lake Park partners with our special education cooperative, North DuPage Special Education Cooperative (NDSEC) for additional professional development offerings. Based upon the results from the annual needs assessment professional development activities for students with disabilities are coordinated by the NDSEC Staff Development Committee. A staff development calendar is developed no later than May of each year for the following school year. All activities conclude with participants completing a formal evaluation instrument. 5% of the IDEA Part-B Flow-Through grant is used for professional development deemed reasonable and necessary for carrying out IDEA activities. These costs include special education in-service costs, IDEA-related conferences, and membership fees for special education professional organizations. At the conclusion of each school year the professional development activities are published in NDSEC's annual report and distributed to member districts at a NDSEC board meeting. There are currently no private schools within the district boundaries, but if this changes the private schools will be made aware of future professional development activities at the annual timely and meaningful consultation (TMC) meeting. Professional development needs for the 2022-2023 school year identified from the 2020-2021 annual needs assessment include: -Mental health tools for teachers-Behavior managementDocumentation of the professional development process are retained and available for review by the Illinois State Board of Education.

L. IDEA, Part B - Preschool

M. Elementary and Secondary School Emergency Relief Grant II

The different technologies will assist with COVID-19 mitigation while still allowing stakeholders to remain connected with the school and each other.

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

ARP - ESSER III provides opportunities for professional development in order to meet the needs of students around SEL as well as any learning loss that may have occurred during the pandemic.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

The district will work to reduce the number of suspension incidents and total number of days suspended from school from our different Student groups. In turn, the district will provide constructive alternative suspension, including social and emotional resources and academic support.

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

i. reduce incidences of bullying and harassment

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

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

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

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([count] of 7500 maximum characters used)

Members of the Student Services Team department develop plans and tiered interventions to raise awareness about the District's anti-bullying programming. The District has updated its policies to conform to state and federal mandates about bullying and harassment. District policies about bullying and harassment appear in District publications including, but not limited to, the Student Behavior Guidelines, Academic Planning Guide, and District website. Administrators receive ongoing training about bullying, harassment, and other types of incidents that violate the civil rights of students and adults. Administrators review the Dear Colleague Letters from the federal Office of Civil Rights which address the best practices about protecting the rights of students. Teachers and support staff complete professional development modules about sexual harassment, ethics, and bullying prevention. Additionally, District employees receive training from building administrators and members of the Student Services Team about ways to address bullying. Employees have been trained to use the District's bullying incident form and/or direct intervention when they witness bullying taking place at school. Members of the Student Services Team monitor the District's anonymous bullying hotline which is accessible on the District's website. This past year the district has added a method for students to be able to text an safety concerns. Reports of bullying or harassment are investigated promptly. Students are active participants in anti-bullying programs. Stand for the Silent (SFTS) is a student-based, anti-bullying organization that promotes age-appropriate interventions that can be used by students when they see bullying at school or on social media outside of school. SFTS stresses that student bystanders can intervene to de-escalate harassment. Members of the Student Services Team provide programming to educate students about mutual respect, toleration, and diversity. They provide lunchtime presentations about anti-bullying campaigns and they have facilitated identity workshops for students. Members of the administration and the Student Services department have engaged in a systematic review of the District's behavior guidelines and consequences. Solid progress has been made to reduce the overuse of discipline practices that remove students from the classroom. The District does not use aversive behavioral interventions that compromise the health and safety of students. In recent years, administrators, teachers, and support staff have engaged in professional development about SB100. In tandem, school leaders and faculty have learned about the role and importance of restorative justice as an alternative model to managing student behavior. The District's PBIS and MTSS committees have had a positive impact on the District's efforts to reduce out-of-school suspensions and increase the use of alternative methods of behavior management. Alternative interventions include, but are not limited to, Student Services Team counseling sessions, substance abuse screening and counseling, peer jury and peer mediation, mentorship opportunities, attendance and/or behavior contracts, and the introduction of the Intervention Center (IC), which is a restructured alternative to in-school and out-of-school suspensions. When assigned to the IC, students complete homework assignments with licensed teachers, receive counseling services from Student Services Team professionals, engage in reflective writing experiences and physical exercise, and participate in a "re-engagement conversation" before returning to class. Due to COVID-19, more current data about student behavior has not been included due to remote and hybrid learning. Having so few students on campus misrepresents the status of our current rate of student behavior interventions. That said, an analysis of data of out-of-school suspensions from the 2017-18 and 2018-19 school years indicates that we still have progress to make when it comes to reducing the total number of out-of-school suspensions. In 2017-18 we had a total of 79 out-of-school suspensions for a total of 212 days. During 2018-2019 we had a slight increase. Our out-of-school suspensions increased to 92 or an increase of 14%. This reverses a positive trend of fewer out-of-school suspensions for the past three years. On the other hand, during 2017-18, 30 Black/Non-Hispanic students had out-of-school suspensions for a total of 84 days, whereas during the 2018-2019, the number declined to 22 for a total of 57 days or a decrease of 36%. While the current data is mixed, it is much more promising than the rate of suspensions we had in the past. We attribute these positive gains to the changes in our disciplinary policies, proactive classroom interventions, and alternatives to suspension.

Response from the prior year Consolidated District Plan.

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counseling, peer jury and peer mediation, mentorship opportunities, attendance and/or behavior contracts, and the introduction of the Intervention Center (IC), which is a restructured alternative to in-school and out-of-school suspensions. When assigned to the IC, students complete homework assignments with licensed teachers, receive counseling services from Student Services Team professionals, engage in reflective writing experiences and physical exercise, and participate in a "re-engagement conversation" before returning to class. Due to COVID-19, more current data about student behavior has not been included due to remote and hybrid learning. Having so few students on campus misrepresents the status of our current rate of student behavior interventions. That said, an analysis of data of out-of-school suspensions from the 2017-18 and 2018-19 school years indicates that we still have progress to make when it comes to reducing the total number of out-of-school suspensions. In 2017-18 we had a total of 79 out-of-school suspensions for a total of 212 days. During 2018-2019 we had a slight increase. Our out-of-school suspensions increased to 92 or an increase of 14%. This reverses a positive trend of fewer out-of-school suspensions for the past three years. On the other hand, during 2017-18, 30 Black/Non-Hispanic students had out-of-school suspensions for a total of 84 days, whereas during the 2018-2019, the number declined to 22 for a total of 57 days or a decrease of 36%. While the current data is mixed, it is much more promising than the rate of suspensions we had in the past. We attribute these positive gains to the changes in our disciplinary policies, proactive classroom interventions, and alternatives to suspension.

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

[\(42 U.S.C. 11301 et seq.\):*](#)

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([count] of 7500 maximum characters used)

Students and their families experiencing homelessness and other forms of financial distress are provided individualized and confidential services by District representatives. These services begin when processing fee waivers, free and reduced lunch forms, school registration, placement testing, transcript retrieval, and/or enrollment. Support staff, administrators, and counselors are trained in the legal requirements under the McKinney-Vento Act and the social and emotional supports that families need when they find themselves in financial hardship. For example, the District's homeless liaison, social workers, and counselors provide community resources for homeless families that include, but are not limited to referrals for medical/dental and other health services as appropriate to the student or family needs; referrals for mental health support at DuPage County Health Department; access to school supplies throughout the year; gas and grocery gift cards provided to homeless families with specific needs; collaboration with the DuPage Regional Office of Education's Homeless Liaison to provide grant money for homeless families for summer school or camp tuition; vaccination costs; and other areas of financial need. Lake Park provides each homeless family with a folder containing critical information regarding resources in the area including but not limited to DuPage rent assistance, sources for bill payment assistance, and referrals for housing resources in the area. Likewise, the District's homeless liaison coordinates transportation plans and monitors the effectiveness of its implementation. Homeless and at-risk students are provided a number of school-related resources including, but not limited to, social and emotional and academic counseling, free school meals, school supplies and use of TI-84 graphing calculators, textbooks, required English novels, a Chromebook, and field trip experiences, all at no charge. Homeless students' fees are waived as well.

Response from the prior year Consolidated District Plan.

Students and their families experiencing homelessness and other forms of financial distress are provided individualized and confidential services by District representatives. These services begin when processing fee waivers, free and reduced lunch forms, school registration, placement testing, transcript retrieval, and/or enrollment. Support staff, administrators, and counselors are trained in the legal requirements under the McKinney-Vento Act and the social and emotional supports that families need when they find themselves in financial hardship. For example, the District's homeless liaison, social workers, and counselors provide community resources for homeless families that include, but are not limited to referrals for medical/dental and other health services as appropriate to the student or family needs; referrals for mental health support at DuPage County Health Department; access to school supplies throughout the year; gas and grocery gift cards provided to homeless families with specific needs; collaboration with the DuPage Regional Office of Education's Homeless Liaison to provide grant money for homeless families for summer school or camp tuition; vaccination costs; and other areas of financial need. Lake Park provides each homeless family with a folder containing critical information regarding resources in the area including but not limited to DuPage rent assistance, sources for bill payment assistance, and referrals for housing resources in the area. Likewise, the District's homeless liaison coordinates transportation plans and monitors the effectiveness of its implementation. Homeless and at-risk students are provided a number of school-related resources including, but not limited to, social and emotional and academic counseling, free school meals, school supplies and use of TI-84 graphing calculators, textbooks, required English novels, a Chromebook, and field trip experiences, all at no charge. Homeless students' fees are waived as well.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - LAKE PARK HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/27/2022

Describe anticipated Reorganizations:

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

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

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

-

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

[Section 1111\(d\)](#)

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

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

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

([count] of 7500 maximum characters used)

Re-display of the approved response from the prior year Consolidated District Plan.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? * (Section 1112(b)(5))

- Yes
- No

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- Direct Certification

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

[Section 1114 and 1115](#)

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

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([count] of 7500 maximum characters used)

Lake Park High School is the only school in the district and it is a Targeted Assistance school. Title I resources are allocated based on student need and the positive effects that have historically resulted from the expenditures. The Title I priorities to support academic achievement include, but are not limited to, instructional and classroom materials, professional development, learning support professionals, technology and online resources, and improvement of instruction and assessment. The district allocates targeted Title I dollars to support academic achievement in mathematics (Algebra 1, Geometry, and Algebra 2). Two full-time math aides provide pull-out tutoring support and math remediation for mastery learning during the school day. The aides, who are licensed math teachers, work five days per week for eight hours per day as instructional support staff. In addition to providing individualized and small group direct instruction, and tutorial and remediation support, the aides reassess and progress monitor students. The aides share these results with the students' classroom teachers. Their assistance supplements tutoring sessions provided by Lake Park math faculty during each period of the school day. In addition to the math aides, Lake Park allocates Title I dollars to a full-time reading instructional aide who provides support services directly to students as an in-class aide. She attends class seven periods per day during her five-day work week. In addition to providing tutorial support in the Literacy course, the aide is an instructional assistant in the Learning Resource Center (LRC) for two periods each day. The LRC is a guided support study hall for at-risk students. As an instructional aide in the Literacy course and LRC, the aide provides one-to-one tutorial assistance with literacy skills, executive functioning skills, and tutorial assistance in math, English, and other core courses. In addition to math and literacy aides, the district recently hired a second, Title I funded, bilingual (Spanish) instructional aide. The aide provides push-in support for ELs in general education classrooms, usually in required courses like math, social studies, science, and health. In addition to these courses, the aid assists ELs in their ESL courses. After school academic support is provided to students through Academic Edge, which is another Targeted Assistance program. Academic Edge tutors are licensed teachers: math, English, social studies, science, and a MTSS specialist. They are assisted by a special education instructional aide. Students are eligible for Academic Edge through the problem solving process. The program meets four days per week for 45-minute sessions. The students receive help with homework completion, learning strategies, time management, and other executive functioning skills. Title I

funding pays for the tutors. After school bus service is provided. Parents are provided regular feedback about their students' attendance and progress in Academic Edge. Since the MTSS specialist is also a member of the SST, she provides feedback to the team about students who have been referred to the program. Another Title I initiative takes place during the summer when first-time AP students attend a boot camp to prepare them for their upcoming AP courses during the school year. The two-day camp (four hours each day) is facilitated by a combination of teachers and PPS professionals: social worker and school psychologist. Students build team spirit, resilience-building skills, academic learning and executive functioning skills, and common expectations among AP courses. The boot camp teachers and PPS professionals are Title I funded. As mentioned earlier, the District Equity Leadership Team coordinates support efforts for first-time AP students who have traditionally been from underrepresented student populations. Some of the supports include the Equity and Excellence tutors and mentors. During the summer, faculty participate in a wide variety of curriculum projects that are supported by Title I funds. These additional projects supplement the curriculum projects funded through district dollars. The curriculum projects identified as Title I funded include, but are not limited to, updates to the credit recovery (Edgeunity) curriculum, training in the use of online learning support platforms, improvement in math and literacy instruction for co-taught, at-risk, and first-time AP students, and the implementation of SAT analytical reading and writing strategies and math concepts and skills in curriculum and assessment to improve student achievement. Targeted Assistance also takes the form of online learning resources that support academic achievement and help students remain on-track for graduation. These online resources include, but are not limited to, Edgeunity for credit recovery, Noredink for grammar and literacy instruction, and News2You for literacy instruction. The district also funds progress monitoring platforms for at-risk learners: STAR (literacy) and Ellevation (ELs). Mastery Manager, a web-based assessment and data management tool to monitor student performance, revise assessments, and improve instruction. Another important Title I funding priority is student access to instructional materials. Homeless and at-risk students are provided a number of resources, including but not limited to, social emotional and academic counseling, school supplies and use of TI-30 calculators and TI-84 graphing calculators, textbooks, required English novels, a Chromebook, transportation for summer school credit recovery courses, and field trip experiences, all at no charge. Homeless students' fees are waived as well. High quality instruction for our Title I students remains our ongoing priority for allocation of grant funds. To that end, we support teachers' interest in professional development that specifically addresses the learning and social-emotional needs of Title I students. Funds for professional development include, but are not limited to, math instruction, academic interventions for reluctant learners, literacy skills, the social and emotional learning standards, MTSS, student achievement and standardized assessments, and managing student behavior, restorative justice, and instructional technology. As the number of ELs enrolling in the district continues to grow, general education teachers will have the opportunity to attend SIOP (ESL instructional strategies) training.

Re-display of the approved response from the prior year Consolidated District Plan.

Lake Park High School is the only school in the district and it is a Targeted Assistance school. Title I resources are allocated based on student need and the positive effects that have historically resulted from the expenditures. The Title I priorities to support academic achievement include, but are not limited to, instructional and classroom materials, professional development, learning support professionals, technology and online resources, and improvement of instruction and assessment. The district allocates targeted Title I dollars to support academic achievement in mathematics (Algebra 1, Geometry, and Algebra 2). Three full-time math aides provide pull-out tutoring support and math remediation for mastery learning during the school day. The aides, who are licensed math teachers, work five days per week for eight hours per day as instructional support staff. 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As an instructional aide in the Literacy course and LRC, the aide provides one-to-one tutorial assistance with literacy skills, executive functioning skills, and tutorial assistance in math, English, and other core courses. In addition to math and literacy aides, the district recently hired a second, Title I funded, bilingual (Spanish) instructional aide. The aide provides push-in support for ELs in general education classrooms, usually in required courses like math, social studies, science, and health. In addition to these courses, the aid assists ELs in their ESL courses. After school academic support is provided to students through Academic Edge, which is another Targeted Assistance program. Academic Edge tutors are licensed teachers: math, English, social studies, science, and a RTI specialist. They are assisted by a special education instructional aide. Students are eligible for Academic Edge through the problem solving process. The program meets four days per week for 45-minute sessions. The students receive help with homework completion, learning strategies, time management, and other executive functioning skills. Title I funding pays for the tutors. After school bus service is provided. Parents are provided regular feedback about their students' attendance and progress in Academic Edge. Since the RTI specialist is also a member of the PST, she provides feedback to the team about students who have been referred to the program. Another Title I initiative takes place during the summer when first-time AP students attend a boot camp to prepare them for their upcoming AP courses during the school year. The two-day camp (four hours each day) is facilitated by a combination of teachers and PPS professionals: social worker and school psychologist. Students build team spirit, resilience-building skills, academic learning and executive functioning skills, and common expectations among AP courses. 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Funds for professional development include, but are not limited to, math instruction, academic interventions for reluctant learners, literacy skills, the social and emotional learning standards, RTI, student achievement and standardized assessments, and managing student behavior, restorative justice, and instructional technology. As the number of ELs enrolling in the district continues to grow, general education teachers will have the opportunity to attend SIOP (ESL instructional strategies) training.

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

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

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

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

([count] of 7500 maximum characters used)

The decision making process used to identify target populations includes multiple, objective measures and input from varied stakeholders including, but not limited to, school leaders, teachers, professional support staff and parents. The objective criteria are measures of economic need including the federal income guidelines for Free and Reduced Lunch (FRL) and the District's fee waiver process that parallels the FRL guidelines. The additional benefit afforded to families who apply for the District's fee waiver process is that they may qualify for waived fees that include extenuating financial circumstances. Examples of extenuating circumstances include food, housing, medical care for extended family members, and lack of employment. These types of extenuating circumstances may have a detrimental impact on student well-being. FRL and fee waiver students are eligible for targeted assistance. The District uses a variety of objective educational measures to identify students who may benefit from targeted assistance. These objective criteria include standardized assessment results: MAP and iREADY, College Board PSAT 8/9, PSAT 8/9, PSAT 10 scores, ACCESS, Type 2 and 3 local assessments, attendance patterns and chronic truancy, freshmen on track, student disciplinary interventions, and graduation rates. The District's student data management system enables the decision makers to disaggregate each of these metrics by race, ethnicity, English language proficiency, and economic status. Using the Early Warning System, the District's PST regularly analyzes data generated by these measures to identify students in need of academic, economic, behavioral, and/or social and emotional assistance. The District communicates regularly with students and families regarding upcoming assessments, their duration, purpose, and the significance of score reports. As described earlier in the District Title I Plan, incoming students take the PSAT 8/9 as a placement test. These results are contextualized by reviewing the students 8th grade MAP or iREADY scores. Results are used to objectively identify students for ability level placement (AP/Honors, Advanced, or Regular) and/or additional academic intervention services. Similarly, as students progress through the entire suite of College Board Assessments (PSAT 8/9, 8/9, and 10), their academic growth is compared to college readiness benchmark scores. Student growth is progress monitored. Students not on-track to meet college readiness standards qualify for additional academic interventions. Some students may not be on-track for graduation due to excessive absences, chronic truancy, or persistent disciplinary concerns. Members of the Students Services department (counselors, social workers, psychologists, nurses, deans, administrators, and MTSS/RTI specialists) work in concert to address student needs. Alternative suspension and disciplinary interventions are used which include, but are not limited to, attendance contracts, restorative justice, reflective counseling, peer mediation, and in-school guided academic tutoring and counseling in lieu of out-of-school suspension. Faculty and staff throughout the District have been trained in MTSS and they are empowered to identify and advocate on behalf of students. To that end, input is solicited from District stakeholders to ensure that students are objectively identified for targeted assistance. Teachers meet regularly in their SMART teams (twice per month for 90-minute meetings) to discuss student performance data on Type 2 and 3 assessments. Student performance and recommendations for improvement to instructional plans and/or student interventions are discussed. Additionally, each month, curriculum leaders facilitate department meetings to discuss curriculum, instruction, and assessment. Patterns of student performance are discussed and teachers have the opportunity to provide input about target interventions. As mentioned earlier, campus-based Problem Solving Teams (PSTs) meet each week to discuss students in need. The work of the PST is driven by quantitative metrics (assessment results, homework completion, attendance, behavior referrals, etc.) and qualitative feedback

(classroom teachers, counselors, Student Services Team staff, etc.). RTI plans are drafted and student progress is monitored. Additionally, each semester, the PST analyzes the various metrics included in the Early Warning System that are maintained for each student in the District. Metrics include student growth on College Board assessments, number of credits earned, GPA, number of Ds and Fs earned, attendance, and student behavior referrals. The objective scores qualify students for targeted interventions. Similarly, in addition to their monthly department meetings, members of the Special Education faculty and support staff meet each week to discuss the academic and social and emotional progress of their students. Patterns of student performance are discussed and teachers have the opportunity to provide input about targeted interventions. Members of the Student Services Team department meet on a weekly basis to analyze the weekly tardy and attendance reports generated from the student data management system. Counselors and deans use a tag-team approach when addressing attendance and tardiness problems. Their approach is proportional and based on the principle of correcting the behavior as opposed to punitive measures. Parents have an opportunity to provide input about targeted interventions, curriculum, and instruction offered at Lake Park. Their input contributes to the Lancer Design for Excellence and school improvement plan. Parent input is provided in a number of ways but is not limited to Principal Roundtable meetings that take place each quarter. Parents have the opportunity to provide input about curriculum, instruction, academic and social and emotional support systems, and school culture and climate. The principal shares this feedback with District and building-level administrators and members of the departmental leadership team. Similarly, parent input is provided on Curriculum Council, a District-level meeting that takes place five times per school year. The Assistant Superintendent for Curriculum and Instruction facilitates this meeting which includes building administrators, department leaders, and a Board of Education member who is also a parent. Regular discussion items include District-wide academic and social and emotional intervention programs, new course development, assessment results and reporting, and educational mandates from the federal Department of Education and ISBE. Monthly feedback from Curriculum Council is provided to the District leadership team and the Board of Education. The Assistant Superintendent for Curriculum and Instruction also solicits parent feedback from the Parent Grant Advisory Committee that meets quarterly. Parents provide feedback about the interventions provided in each of the grants and they offer suggestions for SEL and parent programming.

Re-display of the approved response from the prior year Consolidated District Plan.

The decision making process used to identify target populations includes multiple, objective measures and input from varied stakeholders including, but not limited to, school leaders, teachers, professional support staff and parents. The objective criteria are measures of economic need including the federal income guidelines for Free and Reduced Lunch (FRL) and the District's fee waiver process that parallels the FRL guidelines. The additional benefit afforded to families who apply for the District's fee waiver process is that they may qualify for waived fees that include extenuating financial circumstances. Examples of extenuating circumstances include food, housing, medical care for extended family members, and lack of employment. These types of extenuating circumstances may have a detrimental impact on student well-being. FRL and fee waiver students are eligible for targeted assistance. The District uses a variety of objective educational measures to identify students who may benefit from targeted assistance. These objective criteria include standardized assessment results: MAP and iREADY, College Board PSAT 8, PSAT 9, PSAT 10 scores, ACCESS, Type 2 and 3 local assessments, attendance patterns and chronic truancy, freshmen on track, student disciplinary interventions, and graduation rates. The District's student data management system enables the decision makers to disaggregate each of these metrics by race, ethnicity, English language proficiency, and economic status. Using the Early Warning System, the District's PST regularly analyzes data generated by these measures to identify students in need of academic, economic, behavioral, and/or social and emotional assistance. The District communicates regularly with students and families regarding upcoming assessments, their duration, purpose, and the significance of score reports. As described earlier in the District Title I Plan, incoming students take the PSAT 8 as a placement test. These results are contextualized by reviewing the students 8th grade MAP or iREADY scores. Results are used to objectively identify students for ability level placement (AP/Honors, Advanced, or Regular) and/or additional academic intervention services. Similarly, as students progress through the entire suite of College Board Assessments (PSAT 8, 9, and 10), their academic growth is compared to college readiness benchmark scores. Student growth is progress monitored. Students not on-track to meet college readiness standards qualify for additional academic interventions. Some students may not be on-track for graduation due to excessive absences, chronic truancy, or persistent disciplinary concerns. Members of the Students Services department (counselors, social workers, psychologists, nurses, deans, administrators, and MTSS/RTI specialists) work in concert to address student needs. Alternative suspension and disciplinary interventions are used which include, but are not limited to, attendance contracts, restorative justice, reflective counseling, peer mediation, and in-school guided academic tutoring and counseling in lieu of out-of-school suspension. Faculty and staff throughout the District have been trained in RTI and they are empowered to identify and advocate on behalf of students. To that end, input is solicited from District stakeholders to ensure that students are objectively identified for targeted assistance. Teachers meet regularly in their SMART teams (twice per month for 90-minute meetings) to discuss student performance data on Type 2 and 3 assessments. Student performance and recommendations for improvement to instructional plans and/or student interventions are discussed. Additionally, each month, curriculum leaders facilitate department meetings to discuss curriculum, instruction, and assessment. Patterns of student performance are discussed and teachers have the opportunity to provide input about target interventions. As mentioned earlier, campus-based Problem Solving Teams (PSTs) meet each week to discuss students in need. The work of the PST is driven by quantitative metrics (assessment results, homework completion, attendance, behavior referrals, etc.) and qualitative feedback (classroom teachers, counselors, Student Services Team staff, etc.). RTI plans are drafted and student progress is monitored. Additionally, each semester, the PST analyzes the various metrics included in the Early Warning System that are maintained for each student in the District. Metrics include student growth on College Board assessments, number of credits earned, GPA, number of Ds and Fs earned, attendance, and student behavior referrals. The objective scores qualify students for targeted interventions. Similarly, in addition to their monthly department meetings, members of the Special Education faculty and support staff meet each week to discuss the academic and social and emotional progress of their students. Patterns of student performance are discussed and teachers have the opportunity to provide input about targeted interventions. Members of the Student Services Team department meet on a weekly basis to analyze the weekly tardy and attendance reports generated from the student data management system. Counselors and deans use a tag-team approach when addressing attendance and tardiness problems. Their approach is proportional and based on the principle of correcting the behavior as opposed to punitive measures. Parents have an opportunity to provide input about targeted interventions, curriculum, and instruction offered at Lake Park. Their input contributes to the Lancer Design for Excellence and school improvement plan. Parent input is provided in a number of ways but is not limited to Principal Roundtable meetings that take place each quarter. Parents have the opportunity to provide input about curriculum, instruction, academic and social and emotional support systems, and school culture and climate. The principal shares this feedback with District and building-level administrators and members of the departmental leadership team. Similarly, parent input is provided on Curriculum Council, a District-level meeting that takes place five times per school year. The Assistant Superintendent for Curriculum and Instruction facilitates this meeting which includes building administrators, department leaders, and a Board of Education member who is also a parent. Regular discussion items include District-wide academic and social and emotional intervention programs, new course development, assessment results and reporting, and educational mandates from the federal Department of Education and ISBE. Monthly feedback from Curriculum Council is provided to the District leadership team and the Board of Education. The Assistant Superintendent for Curriculum and Instruction also solicits parent feedback from the Parent Grant Advisory Committee that meets quarterly. Parents provide feedback about the interventions provided in each of the grants and they offer suggestions for SEL and parent programming.

Title I Requirement:

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

*Required Field

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

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

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

- Lake Park is committed to improving staff awareness of our students' economic, cultural, and social and emotional diversities. We will continue to collaborate with NDSEC, our special education cooperative to provide professional development opportunities and resources on cultural awareness and the social emotional learning standards. The district is focused on educating the "whole child" and to continue to enhance this initiative by providing a comprehensive learning experience using research-driven practices and recognizing that each student had a unique set of social and emotional needs.

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

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

([count] of 7500 maximum characters used)

Based upon the results from the annual projection meeting and the needs assessment, professional development activities are coordinated by NDSEC's Staff Development Committee. Administration meets in February after completing the IDEA needs assessment to discuss priorities for the following school year. A staff development calendar is established no later than May of each year for the following school year. All activities conclude with participants completing a formal evaluation instrument. Professional development needs for the 2022-2023 school year identified from the 2021-2022 annual needs assessment include:-Mental health tools for teachers-Behavior managementDocumentation of the professional development process are retained and available for review by the Illinois State Board of Education.

Response from the approved prior year Consolidated District Plan.

Based upon the results from the annual projection meeting and the needs assessment, professional development activities are coordinated by NDSEC's Staff Development Committee. Administration meets in February after completing the IDEA needs assessment to discuss priorities for the following school year. A staff development calendar is established no later than May of each year for the following school year. All activities conclude with participants completing a formal evaluation instrument. Professional development needs for the 2021-2022 school year identified from the 2020-2021 annual needs assessment include:-SEL-Mental health tools for teachersDocumentation of the professional development process is retained and available for review by the Illinois State Board of Education.

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

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

([count] of 7500 maximum characters used)

IDEA Flow-Through funds will be used to support district and cooperative provided special education programs and related services for eligible students with disabilities including salaries, benefits, purchased services, supplies, and materials. IDEA Flow-Through Funds will also be used to provide training and professional development activities and resources to special education personnel, these professional development activities will be aligned to the results of our needs assessment survey.

Response from the approved prior year Consolidated District Plan.

IDEA Flow-Through funds will be used to support district and cooperative provided special education programs and related services for eligible students with disabilities including salaries, benefits, purchased services, supplies, and materials. IDEA Flow-Through Funds will also be used to provide training and professional development activities and resources to special education personnel, these professional development activities will be aligned to the results of our needs assessment survey.

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

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([count] of 7500 maximum characters used)

There are no changes in the scope or nature of services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

There are no changes in the scope or nature of services from the prior fiscal year.

*Required Field

Overview

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

PROGRAM: Foster Care Transportation Plan

PURPOSE: To comply with ESSA requirements for educational stability for students in foster care

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

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

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

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

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

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Swope"/>	<input type="text" value="Anthony"/>	<input type="text" value="Assistant Principal"/>	<input type="text" value="aswope@lphs.org"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="O'Connell"/>	<input type="text" value="Jeff"/>	<input type="text" value="Asst. Superintendent - CSBO"/>	<input type="text" value="joconnell@lphs.org"/>

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

3. Other personnel

Last Name	First Name	Position/Title	Email
<input type="text" value="Lazarevic"/>	<input type="text" value="Jovan"/>	<input type="text" value="Asst. Superintendent - Title I Director"/>	<input type="text" value="jlazarevic@lphs.org"/>

Click here to add information for additional other personnel.

4. Other personnel

Last Name	First Name	Position/Title	Email
<input type="text" value="Murphy"/>	<input type="text" value="Kimberly"/>	<input type="text" value="Special Education Director"/>	<input type="text" value="kmurphy@lphs.org"/>

Click here to add information for additional other personnel.

5. Other personnel

Last Name	First Name	Position/Title	Email
<input type="text" value="Hall"/>	<input type="text" value="Marta"/>	<input type="text" value="Assistant Principal"/>	<input type="text" value="mhall@lphs.org"/>

Click here to add information for additional other personnel.

*Required field

Best Interest Determination as it relates to School Stability

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.

Lake Park staff: Assistant Principals of SST, homeless liaison, Director of SPED, social worker, guidance counselor (including 504 manager), registrar, and IEP case manager (for IEP students) Social Services Staff: DCFS Education Advisor, and the student's social services case manager Family Member: Foster parent and student Upon notification by the foster care agency or DCFS that a foster child has had a change in residence, the team should meet in a timely manner to consider the following student needs: Appropriateness of the current educational setting. How many days into the school year/ how many days left in the school year? The distance between the school the student attends and student's residence The student's social and emotional status and self-management skills. The effect of the commute on the student's well-being and education in light of the student's needs. The various transportation options that may meet the student's needs given the student's class schedule and after school extra-curricular activities, or academic support needs. The ability for the school team to meet the unique needs of the student?

Response from the approved prior year Consolidated District Plan.

Lake Park staff: Director of PPS, homeless liaison (Director of SPED), social worker, guidance counselor (including 504 manager), registrar, and IEP case manager (for IEP students) Social Services Staff: DCFS Education Advisor, and the student's social services case manager Family Member: Foster parent and student Upon notification by the foster care agency or DCFS that a foster child has had a change in residence, the team should meet in a timely manner to consider the following student needs: Appropriateness of the current educational setting. How many days into the school year/ how many days left in the school year? The distance between the school the student attends and student's residence The student's social and emotional status and self-management skills. The effect of the commute on the student's well-being and education in light of the student's needs. The various transportation options that may meet the student's needs given the student's class schedule and after school extra-curricular activities, or academic support needs. The ability for the school team to meet the unique needs of the student?

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

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.

When a child in foster care enters the district with an individualized education plan (IEP) or a 504 plan, the educational team, which includes the foster parent, DCFS Education Advisor, and the child's social services case manager will have an intake meeting within 10 school days of the child entering the district. The annual review will be completed by the legal date. At the IEP or 504, the IEP team must consider how the child's disability affects his/her need for transportation, including whether the disability prevents the child from using the same transportation provided to non disabled children or from getting to school in the same manner as nondisabled children. The same process applies if a child is evaluated to determine if they have a disability and are in need of an IEP or 504. Evaluating transportation needs can fall in the motor or functional domain and the evaluation team should consider mobility needs, behavioral needs, communication needs, and health needs. The team should consider age of child, nature/severity of disability, distance between home and school, and nature of area between home and school. The IEP team determines student-specific issues such as bus aide, nurse, behavioral interventions, and adaptive equipment. The team must consider LRE (least restrictive environment) for transportation. Students with disabilities may not be excluded from participating in nonacademic services and extracurricular activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

Response from the approved prior year Consolidated District Plan.

When a child in foster care enters the district with an individualized education plan (IEP) or a 504 plan, the educational team, which includes the foster parent, DCFS Education Advisor, and the child's social services case manager will have an intake meeting within 10 school days of the child entering the district. The annual review will be completed by the legal date. At the IEP or 504, the IEP team must consider how the child's disability affects his/her need for transportation, including whether the disability prevents the child from using the same transportation provided to non disabled children or from getting to school in the same manner as nondisabled children. The same process applies if a child is evaluated to determine if they have a disability and are in need of an IEP or 504. Evaluating transportation needs can fall in the motor or functional domain and the evaluation team should consider mobility needs, behavioral needs, communication needs, and health needs. The team should consider age of child, nature/severity of disability, distance between home and school, and nature of area between home and school. The IEP team determines student-specific issues such as bus aide, nurse, behavioral interventions, and adaptive equipment. The team must consider LRE (least restrictive environment) for transportation. Students with disabilities may not be excluded from participating in nonacademic services and extracurricular activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.

In addition to the considerations identified above, students who are identified as English learners (ELs) will be provided translation and interpretation services in order to ensure the student's understanding of the transportation plan. The transportation provider will be provided necessary and appropriate information about the student's language and transportation needs. When there are changes to the transportation schedule due to half-days, institute days, or other alternate daily schedules, the foster care parents will be notified.

Response from the approved prior year Consolidated District Plan.

In addition to the considerations identified above, students who are identified as English learners (ELs) will be provided translation and interpretation services in order to ensure the student's understanding of the transportation plan. The transportation provider will be provided necessary and appropriate information about the student's language and transportation needs. When there are changes to the transportation schedule due to half-days, institute days, or other alternate daily schedules, the foster care parents will be notified.

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

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.

During the dispute resolution, the stakeholders will attempt to resolve the dispute in a timely manner to ensure that the best interests of the student are met. The relevant agencies (school district, DCFS, social services) should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.

Response from the approved prior year Consolidated District Plan.

During the dispute resolution, the stakeholders will attempt to resolve the dispute in a timely manner to ensure that the best interests of the student are met. The relevant agencies (school district, DCFS, social services) should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the

best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.

*Required field

Transportation Plan Development

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.

Lake Park staff: Assistant Principals of PPS, homeless liaison, Director of SPED, social worker, guidance counselor (including 504 manager), registrar, and IEP case manager (for IEP students) Social Services Staff: DCFS Education Advisor (as needed), and the student's social services case manager, and foster parent. The team will work in a collaborative manner to meet the needs of the student with regard to transportation. The team will consider each of the following: Is the traditional public high school the most appropriate setting for student? Are there special safety concerns on behalf of the student that school administrators and/or the transportation provider should consider? What will the duration of the need for services and will they vary depending on the student's after school activities? What is the time/length of travel time for the student each day and how might these factors impact the student? What types of transportation options are available (school bus, taxi cab, ride sharing service, etc.)? How much flexibility in school schedule does the student have, and will he/she need to be shuttled between campuses during the school day? How will the student's extracurricular activities impact the transportation options? How might the maturity and behavioral capacity of the student affect the transportation options?

Response from the approved prior year Consolidated District Plan.

Lake Park staff: Director of PPS, homeless liaison (Director of SPED), social worker, guidance counselor (including 504 manager), registrar, and IEP case manager (for IEP students) Social Services Staff: DCFS Education Advisor (as needed), and the student's social services case manager, and foster parent. The team will work in a collaborative manner to meet the needs of the student with regard to transportation. The team will consider each of the following: Is the traditional public high school the most appropriate setting for student? Are there special safety concerns on behalf of the student that school administrators and/or the transportation provider should consider? What will the duration of the need for services and will they vary depending on the student's after school activities? What is the time/length of travel time for the student each day and how might these factors impact the student? What types of transportation options are available (school bus, taxi cab, ride sharing service, etc.)? How much flexibility in school schedule does the student have, and will he/she need to be shuttled between campuses during the school day? How will the student's extracurricular activities impact the transportation options? How might the maturity and behavioral capacity of student affect the transportation options?

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

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

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

- h. Other - describe
District provided taxi or ride sharing options.
i. Other - describe
j. Other - describe

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

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

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

The district will agree to bear the costs only in conjunction with the CWS.

Response from the approved prior year Consolidated District Plan.

The district will agree to bear the costs only in conjunction with the CWS.

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

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

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

The student will stay in his or her current setting while the dispute is being resolved. The dispute resolution will focus on the best interest of the student and move along in a timely process. The relevant agencies (school district, DCFS, social services) should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in resolving the dispute (unless State law or policy dictates otherwise).

Response from the approved prior year Consolidated District Plan.

The student will stay in his or her current setting while the dispute is being resolved. The dispute resolution will focus on the best interest of the student and move along in a timely process. The relevant agencies (school district, DCFS, social services) should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in resolving the dispute (unless State law or policy dictates otherwise).

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

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

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

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

The School of Origin [SOO] is responsible for the transportation while all the disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The School of Origin [SOO] is responsible for the transportation while all the disputes are being resolved.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.

Administrators will be trained in the procedures; they will in turn train their staff. Written documentation of the plan will be maintained by the district administrator responsible for foster care transportation. On a case-by-case basis, appropriate information will also be shared with school personnel who may be required to assist a particular foster care student with transportation. These individuals may include the ESL and/or IEP case manager, after school security, and/or campus administrators. Coaches and activity sponsors will also be notified of the foster care student's transportation needs on a "need to know" basis.

Response from the approved prior year Consolidated District Plan.

Administrators will be trained in the procedures; they will in turn train their staff. Written documentation of the plan will be maintained by the district administrator responsible for foster care transportation. On a case-by-case basis, appropriate information will also be shared with school personnel who may be required to assist a particular foster care student with transportation. These individuals may include the ESL and/or IEP case manager, after school security, and/or campus administrators. Coaches and activity sponsors will also be notified of the foster care student's transportation needs on a "need to know" basis.

*Required field

- 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.

06/27/2022

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELS will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v01.2021

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

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly

authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
 - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, the

- A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
- 1) The dangers of drug abuse in the workplace;
 - 2) The grantees or contractors policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v1.2019

Certification Regarding Lobbying

Instructions

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

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

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v1.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v1.2021

Assurances

Instructions

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

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

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

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

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

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

[Not calling IWAS Web Service](#)

Jovan Lazarevic

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 06/28/2022
RCDT when agreed to: 19-022-1080-16

The application has been approved.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:	5/27/2022
Assurances were agreed to on:	6/28/2022
Consistency Check was run on:	9/19/2022
District Data Entry Business Manager	
District Administrator submitted to ISBE on:	9/19/2022
ISBE Program Administrator #1 forwarded for ISBE Program Admin #2 review on:	9/19/2022
ISBE Program Administrator #2 forwarded for ISBE Program Admin #3 review on:	9/28/2022
ISBE Program Administrator #3 forwarded for ISBE Program Admin #4 review on:	10/3/2022
ISBE Program Administrator #4 forwarded for ISBE Program Admin #5 review on:	10/3/2022
ISBE Program Administrator #5 approved the plan on:	10/3/2022

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Final Approved	kadavis1	10-03-2022 2:09 PM
4th Program Review Complete	MoeschK	10-03-2022 1:23 PM
3rd Program Review Complete	Snaolhu	10-03-2022 10:38 AM
2nd Program Review Complete	mnrichards	09-28-2022 9:31 AM
1st Program Review Complete	juliastrehow	09-19-2022 8:48 AM
Submitted to ISBE	jovanlazarevic108	09-19-2022 7:56 AM
Consistency Check	jovanlazarevic108	09-19-2022 7:56 AM
Returned for Changes	joywolfe	07-29-2022 12:14 PM
4th Program Review Complete	MoeschK	07-18-2022 12:53 PM
3rd Program Review Complete	sonia265	07-15-2022 3:01 PM
2nd Program Review Complete	mnrichards	06-30-2022 2:49 PM
1st Program Review Complete	juliastrehow	06-30-2022 1:45 PM
Submitted to ISBE	jovanlazarevic108	06-28-2022 9:44 AM

Page Review Status Instructions

Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

Contact Information			LOCKED	<input type="checkbox"/>
Needs Assessment and Programs			OPEN	<input type="checkbox"/>
Plan Specifics				
Needs Assessment Impact		OPEN		<input type="checkbox"/>
Stakeholders		OPEN		<input type="checkbox"/>
Private Schools Participation		OPEN		<input type="checkbox"/>
Preschool Coordination		LOCKED		<input type="checkbox"/>
Student Achievement		LOCKED		<input type="checkbox"/>
College and Career		LOCKED		<input type="checkbox"/>
Professional Development		OPEN		<input type="checkbox"/>
Safe Learning Environment		LOCKED		<input type="checkbox"/>
Title I Specific Pages				
Title I Specific - Part One	LOCKED			<input type="checkbox"/>
Title I Specific - Part Two	LOCKED			<input type="checkbox"/>
IDEA Specific Requirements		LOCKED		<input type="checkbox"/>
Foster Care Transportation				
Foster Care Plan Contacts	LOCKED			<input type="checkbox"/>
BID - School Stability	LOCKED			<input type="checkbox"/>
Foster Care Transportation Plan	LOCKED			<input type="checkbox"/>
Assurance Pages				
Plan Assurances		FINAL		<input type="checkbox"/>
State Assurances		FINAL		<input type="checkbox"/>
Debarment		FINAL		<input type="checkbox"/>
Lobbying		FINAL		<input type="checkbox"/>
GEPA 442		FINAL		<input type="checkbox"/>
AssurancesText		FINAL		<input type="checkbox"/>
Assurances		OPEN		<input type="checkbox"/>

Save

Selectable Application Print

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

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by jovanlazarevic108 on 11/1/2022](#)

Completed Print Jobs
