



New Lenox School District 122

District Title I Plan

Title I Plan Consultation Section

Annually, teachers, reading specialists, principals, the curriculum director, the special education director, community members, and parents participated in a Title I meeting to develop the District 122 Title I plan. All stakeholders provided input. A sign-in sheet and agenda are available for review.

Part I

- A) Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards.**

Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.

Students in grades K-8 will be taught using approved curriculum materials that incorporate all required standards including but not limited to Illinois State Standards, Illinois/Next Generation Science Standards, Illinois Social Studies Standards, PE/Health Standards, art, music, etc. Teachers will curriculum map to ensure alignment to the standards. Teachers will receive professional development in the subject areas they teach to ensure proper implementation of the curriculum. Students at-risk of failure will be identified and will receive targeted interventions. The needs of gifted and talented students will be met through our GATE program. All students will be benchmarked to identify their unique learning needs. New Lenox SD 122 school improvement teams will annually formulate school improvement plans that target students' needs. Through this process, the teams identify students' needs and create specific strategies for improvement. Local assessments are also used as an indicator to determine if students are progressing toward the goals of the District as aligned with the State Standards. Progress is assessed through State assessments, common local assessments, daily formative classwork, as well as ongoing regular classroom tests and products.

- B) What measures does the district take to use and create the identification criteria for students at risk of failure?**

New Lenox School District 122 uses aimswebPlus for its formal academic benchmark assessment in grades K-8. At the K-1 level, students are assessed using the early literacy and early numeracy measurements. At the 2nd-8th grade level, students are assessed using the benchmark components and survey level assessments. Students are assessed three times a year. These assessments help district and school teams determine the children at-risk for reading and math difficulties. In addition, TerraNova assessment, IAR assessment, and formative assessments are used to determine a student's reading and/or math competence at a given moment in time with a specific level. This data is used to identify the needs of students and determine strategies to improve learning objectives and drive the teachers' instructional planning.

C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.

Students in grades K-8 identified as having significant reading and/or math deficiencies will be provided "push-in" and/or "pull out" services or a combination of services by a reading specialist and/or teacher or paraprofessional. The reading specialist/teacher provides instruction in one or more of the following areas as determined by their deficit reading area(s): phonemic awareness skills, phonics, vocabulary, fluency, and reading comprehension skills. If math deficiencies are identified research-based interventions will be implemented by teachers and or paraprofessionals under the direction of a highly qualified teacher. Based upon the results, teachers are able to adjust instruction and provide support aligned with the State Standards to target areas of need.

D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.

Research-based strategies and interventions are used to strengthen academic programs and to improve school conditions. Strategies include but are not limited to guided reading and guided math instruction, questioning techniques, monitoring comprehension, metacognition, graphic and semantics organizers, summarization, modeling, visual representations, identifying similarities and differences, homework and practice, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses. The professional development provided by the district will focus on MTSS model (universal screening, interventions, and progress monitoring) as well as differentiating instruction based upon assessment data and student performance in the area of math and ELA. Instructional development is derived from feedback from school improvement teams in collaboration with the teaching staff. Title I staff development will focus on research-based instructional strategies and interventions that are aligned to the skill set of the IL Math and ELA standards. Data from district assessment tools such as aimswebPlus, TerraNova, IAR, as well as feedback from the teaching staff, leadership teams, and the professional development committee are used to determine if students are meeting the targeted learning objectives in math and ELA. All professional development offered ensures that District 122 maintains highly qualified staff.

Part 2

A) 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.

All District 122 teachers and staff members are required to be highly qualified. District 122 has a process to ensure that all teachers in the District are highly qualified as stated in Board Policy 5:190. Staff members must submit and adhere to the following guidelines: 1. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in School Code 2. Provide the District Office with a

complete transcript of credits earned in institutions of higher education. 3. Provide the District Office will complete transcripts of credits. 4. Notify the District Office of any changes in the teacher's transcripts. 5. Provide the District Office with proof of certification by the end of the first week of school each school year. All teachers working in a program supported with Title I, Part A must meet the applicable state certification and licensure requirements. The Superintendent or designee shall: 1. Monitor compliance with state and federal requirements that teachers are appropriately licensed; 2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out of field, or inexperienced teachers and; 3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications. According to Board Policy 5:280 all support staff: 1. must meet qualifications specified in job descriptions, 2. must be able to perform the essential tasks listed and/or assigned, and 3. are subject to School Board policies as they may be changed from time to time at the Board's sole discretion. A comprehensive teacher evaluation plan is used to evaluate the effectiveness of teacher's performance.

B) 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).

At this time, the District does not have a label; however, when it is identified District 122 in partnership with stakeholders (including principals and other school leaders, teachers, and parents), will develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that include short and long term goals, uses research-based interventions, is based on school-level needs, identifies resources need at the building, and is monitored on a regular basis. Each school improvement plan will identify students at risk of school failure. Goals will be created to address the needs of these students. Progress monitoring of students will occur throughout the year and growth will be measured.

Part 3

A) Describe, in general, the targeted assistance (section 1115) and/or school-wide 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.

Eligible children are identified by the school as failing, or most at-risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school. AimswebPlus benchmark screenings will be used to determine students at-risk of school failure in the areas of reading and math. Title I funds will be used for staffing, curriculum materials, and professional development. Reading/math specialists and or paraprofessionals will be hired to support at-risk students in reading and math. Students will receive services through a push-in and/or pull-out model. Research-based interventions will be

utilized in the program. Curriculum materials that support the learning standards in all content areas will be purchased. Instructional materials for Title I students include but not limited to leveled readers, magazine subscriptions, high interest non-fiction books, literature books, reading and writing resources, math manipulative, STEM materials, comprehension toolkits, writing resources, character education materials, physical education, health, art, music, and safety materials, social studies resources, character education resources, and technology equipment and programs such as applications and digital subscriptions, and equipment to support a conducive learning environment. Professional development will target best practices in all content areas including but not limited to reading, math, science, social studies, assessment, character education, fine arts (music, art, physical education, health), best practice strategies, differentiation, brain-based learning, cooperative learning, questioning, social-emotional learning and digital learning/technology. Professional books, professional memberships and journals and other teaching resources will be purchased for staff improvement in the areas of reading, math, science, social studies, fine arts, character education, best practices, assessment, and technology.

B) 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 \(42 U.S.C. 11301 et seq.\)](#).

The District homeless liaison will ensure each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. Any homeless child or foster child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. In order to achieve this goal, the District will waive all fees. Homeless students will also be included in all school activities and field trips with the District covering associated costs on their behalf. The District will also provide free lunch and milk and transportation services to all homeless students. Finally, principals and teachers will ensure that all homeless and foster students will have full access to the District's academic programs and extracurricular offerings. Set aside funds from Title I will be used for supplies and materials.

C) 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.

District 122 will conduct meaningful involvement of parents and family members. District 122 will annually evaluate content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and

family interactions. On-going family communication, parent-teacher meetings, and parent workshops will be implemented to reach all families (economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). An annual Title I meeting will be conducted. The 5-Essential survey data will be reviewed to assess the needs of students and review family input. Parent input will be sought in writing the Title I District plan, Title I building plans, and Title I compacts.

D) If applicable, please 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. If the district does not offer early childhood education programs, please state so below:

There are no Early Reading First, Head Start, or Even Start programs associated with District 122. However, an at-risk preschool program is locally funded in the District. Other than collaborating and consulting among the teachers and directors of these programs, Title I funds are not used to support at-risk preschool programs in District 122 at this time.

E) How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners; and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

District 122 regularly coordinates transition meetings, open houses, vertical teaming, curriculum planning, and school visits with the local high school district.

F) 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.

Students will be identified using the aimswebPlus benchmark screening and teacher recommendation. Students scoring below the 15% will receive support in the areas of reading and/or math. Through a collaborative planning meeting input will be sought from stakeholders (parents, administrators, paraprofessionals, and instructional support staff) to determine interventions and to assess students' needs.

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, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined:

- (I) each major racial and ethnic group;
- (II) economically disadvantaged students as compared to students who are not economically disadvantaged;
- (III) children with disabilities as compared to children without disabilities;
- (IV) English proficiency status;
- (V) gender; and
- (VI) migrant status.

District 122 has a comprehensive character education program which promotes safe and caring schools and addresses bullying and harassment. A digital safety curriculum, which addresses cyber-bullying, is taught in grades K-8. All employees of District 122 sign an anti-bullying compact indicating a commitment to creating a safe and civil environment. Students receive training in Erin's law and Ann Marie's law. The district regularly records and monitors discipline incidents in accordance with Senate Bill 100, and District policies and procedures. Aversive behavioral interventions are not allowed. All student populations and subgroups are monitored. The parent-student handbook outlines the discipline expectations and consequences. Trainings and professional development in the areas of bullying and harassment and discipline procedures are conducted regularly.

A) Describe how the district will identify and serve gifted and talented students by using objective criteria.

In District 122, the program for gifted and talented students shall be known as the GATE Program (Gifted Academically Talented Education). GATE represents those instructional programs in the six areas of learning, support services, unique materials, learning settings and any other adopted educational services which modify, supplement and support the standard education program of District 122. The identification of students for the District 122 GATE Program will be based on multiple and specific criteria using content appropriate instruments. The guidelines for the identification of the gifted and talented students in District 122 make use of both objective measures and professional judgment, as so required by the Illinois School Code. The identification process will be uniformly applied to all students in the district's population. Screening will formally occur every year for incoming 4th grade students and incoming 7th grade students.

B) What are 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?

K-8 students in District 122 have scheduled library visits with a school librarian. The library lessons address the Illinois Standards Aligned Instruction for Libraries (I-SAIL). The Illinois State Library grant, local funds and Title I funds will be used to purchase a wide selection of resources

for all levels of readers for school libraries. In addition, our local technology curriculum has been developed to support 21st century literacy skills. Research shows increased exposure to books improves reading abilities.

C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.

K-8 students in District 122 participate in Art, PE, and Music classes. Research shows students participating in the arts have a more well-rounded education and increased academic outcomes.