

Applicant: TINLEY PARK CCSD 146

County: Cook

Title I District Plan ▾

Application: 2017-2018 Title I District Plan - 00

Cycle: Original Application

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Project Number: 18-T1Plan-00-07-016-1460-04

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District Plan Provisions:

See the Overview page for instructions

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, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

(A) 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.*

([count] of 7500 maximum characters used)

District 146 plans for a well-rounded academic and social-emotional curricula for all of our students in grades PreK-8. Teachers will work in professional learning teams whose primary purpose is to deliver instruction that supports student learning needs. This will include the use of personalized small groups for reading and math. Reading and writing workshop models will be used so that students receive instruction, resources, and feedback appropriate to their needs. We will utilize rigorous mentor texts to serve as a model to students in reading and writing. Interventions for students who demonstrate a gap in their learning will be provided in a small group setting with texts at the student's instructional level. A focus upon the 6 systems of language (graphophonic, lexical, syntactic, semantic, schematic, pragmatic) will provide the foundation for reading and writing interventions. The reading specialists will work in a coaching role in combination with co-teaching to support classroom teacher professional growth and learning, as well as direct support to at-risk students.

A mathematics workshop model will be found in classrooms that will allow for student interaction in learning with manipulatives, math talks, peer reviews, small group problem solving, real world problems, experimentation, and independent practice. The classroom learning will also be supported by the math specialist or the instructional coach (Central Middle School). Again the role of specialist includes a coaching role, in combination with co-teaching and direct student support of the most at-risk learners. The specialist will be able to support classrooms through differentiation and personalized learning for students in mathematics.

The support of reading and math specialists enables teachers to group students heterogeneously and have the resources to support smaller group learning. The advisory period at Central Middle School will operate as a structured intervention for at-risk students in reading, math and in social-emotional development. For students who do not require extra support in these areas, the advisory period will allow an opportunity for extension in the areas of reading, STEAM, application of mathematics, community service, and leadership.

District 146 uses inclusive practices in special education, ESL services, and regular education supports. These practices allow for students to have peer models who encourage perseverance, stamina, and risk-taking in learning. Intervention delivery will parallel this service model so that pull-out will occur as necessary, but the majority of time will be spent in small group settings in the classroom.

Classrooms will be supplied with leveled reading materials across the content areas. This will provide students with appropriate rigor for their learning needs. The use of trade books of high interest to students will be an important resource found in our classrooms.

The use of Second Steps resources and district developed anti-bullying curriculum provides a foundation for student social-emotional learning. We desire to expand that curricular resource base so that students have tools to learn to use role playing, simulations, and social stories to build skills around conflict resolution, seeking a trusted adult when feeling threatened and to express feelings to convey ideas regularly. We will develop an online forum for students and parents to make reports when a student feels targeted within the school setting or through social media. Students receive monthly internet safety and social-emotional lessons to enable students in appropriate peer interactions. We will begin to build a system of additional supports for student access so that their needs are met in the social-emotional realm of learning. Each building has implemented a positive behavior support system known as CHAMPS from Safe and Civil Schools. In addition to common expectations for positive student behaviors, Safe and Civil Schools provides a number of interventions for classroom implementation. Our schools utilize a building paraprofessional to assist students at lunch and recess. These individuals need professional development to use the lessons from Second Steps to support student actions and conflicts in the lunchroom, hallways and recess areas.

A well-rounded learning experience must include STEM. We will offer opportunities for students to explore STEM throughout their school day. Topics of coding, robotics, and research to solve real-world problems (inquiry and discovery learning) will be possible topics for our new studies in STEM. Our students experience the fine arts through music, art, and PE (with dance incorporated) classes. We desire an expansion to STEAM, an inclusion of the arts in our student programming. Our art curriculum will include STEAM which will include design and engineering, with multiple modes of creation and coding.

We desire to expand our current summer intervention offerings to a camp-like atmosphere for enrichment. Some topics for summer enrichment will include STEAM related activities, musical performance art and dance, reading clubs, scientific exploration and peer team building. Students will elect the enrichment summer sessions while summer intervention will target those students who are not making grade level growth and achievement. Programs will not be scheduled simultaneously. Summer intervention will run 16 days before the start of the new school year, while enrichment will occur for a week shortly after school concludes in the summer.

We have a comprehensive assessment program which includes NWEA MAP in ELA, Reading, and Math on a fall, winter, spring cycle for grades K-8. In addition, kindergarten teachers utilize KIDS in the fall of each year. Primary classrooms (grades K-3) utilize running records and Fountas and Pinnell reading level assessments. Aimsweb is utilized for progress monitoring in reading and math for students receiving extra support in tier II or tier III. We desire to develop relevant grade level common formative assessments so that teachers can give immediate feedback to students as well as inform their own practice to guide and adjust instruction. These assessment results will also be used by teachers to guide instruction and learn together as a grade level team.

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

([count] of 7500 maximum characters used)

District 146 uses many standardized measures to assess the progress of students towards proficiency of the Illinois Learning Standards. NWEA MAP is utilized in grades K-8 in reading, mathematics, and English language arts. These assessments are given in the fall, winter, and spring for grades K-8. We utilize the ECRISS data management services to measure student growth and progress combining scores from MAP and PARCC (when applicable). This database enables us to see a national comparison, as well as a local growth model. Using the local growth model (propensity score: a cumulative score derived from historical assessment scores) allows us to focus on students who are not making anticipated growth, not meeting benchmarks and not growing at a rate that will keep them achieving with their grade level peers. These students are placed in groups for consideration by school teams for additional support and intervention. This source of data keeps students' learning visual and graphic for teachers, teams, and administrators so they can be vigilant in identifying students who are at risk of not meeting grade level targets. It also assists in keeping student progress in the forefront of the learning needs.

In addition to these summative assessments, we will develop local common formative assessments to inform our practices for individual students as well as for groups of students. These formative assessments will assist teacher teams to impact learning immediately from a results-driven practice. The use of common formative assessments will enable differentiation to occur for content, product, and/or process. Teachers will also implement the use of conferring with students. This will include setting reading or writing goals with the students, monitoring progress with the students and setting new goals appropriately. Use of this local data will provide a real-time picture of teaching and learning in our classrooms so that immediate changes to improve learning will occur.

The local model for student growth allows school teams to follow students whose propensity scores are not meeting benchmark, growth, or the anticipated score. These students are provided additional intervention support by trimester by the team of the classroom teacher, reading and/or math specialists.

Additionally, the district screens all incoming kindergarten students in the spring prior to the start of the school year. These screenings include assessing letter names, letter identification, letter sounds, number names, number identification and counting skills. Students who need extra support in these skills will be invited to a summer school for 16 days. The summer school will offer a camp atmosphere with learning integrated thematically. A concentration upon letter names, letter sounds, number names and counting to 10 will be the focus for the incoming kindergarten program.

Social-emotional needs are screened and identified using a universal screener, the BESS, three times a year. School teams review this data at every trimester. Students identified as "yellow" or "red" from the screener data are considered for a support plan to enable student success and growth in this critical area. School teams support the classroom teacher in the development and implementation of the tiered support plan. Progress monitoring will be individualized for each student according to their support plan.

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

([count] of 7500 maximum characters used)

Students who are not making growth towards proficiency of benchmarks will be provided differentiated instruction within their classroom setting by their teachers and additional support from a reading and/or math specialist as needed. Additional student resources used to supplement the child's learning will be selected in concert with consultation of learning specialists and with the child's parents. Parents are partners with the classroom teacher's efforts to improve student learning. Parents also will need additional support to assist their child. We will develop a parent university with topics parents desire to learn more about in order to support their child's learning. First and foremost we want to develop opportunities for parents to be engaged with their child's classroom and school. Students

who lack resources and experiences from home and need enrichment in the areas of STEAM and the arts will be invited to after school clubs and to lunch buddy experiences in robotics, aerospace concepts, artistic design and musical performance to name just a few. We will generate flexible schedules for the specialists in each school so that they can support students during these times for enrichment learning. In addition we will design and implement an enrichment summer school staffed by teachers. The students will give input to the offerings so that high interest offerings are current with students needs and interests.

Students will be clustered into advisory groups at Central Middle School. The advisory groups will meet at the beginning of each day for 30 minutes. These advisory groups will address the academic and social emotional gaps presented by the students in the advisory groups. These groups will have a licensed teacher as the facilitator. The teacher will also serve as a liaison to the grade level team. This will allow for multiple teachers to have at-risk students on their radar for support and resources. Concurrently, advisory groups will run for enrichment purposes in the areas of leadership, STEM, and community service.

In addition to the coordination of efforts at the advisory and grade level teams, students will be provided flexible intervention supports throughout the content periods of the day. We will utilize co-teaching in these supported content area classes. The co-teaching model will enable smaller group sizes and personalized learning to be readily available to students.

Academic social probation is a system of support for middle school students who do not meet grade level expectations. This system builds an additional academic support into the school day, as well as after school support through Homework Club. Student-led conferences will be created and will include the student's parent, adviser and school administration, when applicable. These conferences will enable the student to identify goals, progress and next steps.

Central Middle School continues to design a supportive grading practice so that students have the opportunity to re-learn important skills and concepts and are given ample opportunities to demonstrate their understanding through multiple means of assessment. We will develop a curriculum to enable students to be confident as mentors, so that peer mentoring can occur during the extended advisory time.

(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.*

[(count] of 7500 maximum characters used)

District 146 will identify grade specific mastery skills for students in reading, writing and math. These skills will be measured regularly using formative and summative assessments. Students will be given feedback on their progress for mastery on a regular basis. Grade level teacher teams will use this student data to determine the best course of action for learning as in what to do for students who did not learn the skills as well as a plan for students who demonstrate knowledge and competency of the skills and concepts.

Central Middle School will begin to utilize student-led conferencing so that students become responsible for their learning goals and targets. They will hold conferences with their parent and teachers during the first trimester. These conferences will allow for a greater parent-student-school partnership.

Our elementary schools and Central Middle School will begin to utilize remediation circles in support of restorative justice for those students whose disruptive behavior ceases their own learning, and that of their classroom peers.

All five of our schools will host family participation events in the areas of fine arts, STEAM, reading and mathematics. These events will support family efforts for their child's learning. Some family events will include author visits, anti-bully speakers, community guest presentations, demonstrations by students and interactive family activities. Celebrations of students and families will be a nexus for family engagement. Kickoff events will be held in the fall to engage families in our classrooms as volunteers and/or guest speakers.

Time will be allocated for teachers at our elementary schools and Central Middle School to participate in focused peer observations and reflection. Time to share effective practices and explore those practices together as a learning team will be provided. A focus upon effective teaching and learning practices will support the efforts of the teachers.

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District Plan Provisions:

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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, each district plan shall complete the following sections:

2. 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.*

([count] of 7500 maximum characters used)

We continually examine demographic and academic data to create heterogeneous placements of students; however, we will continue the practice of placing our most disadvantaged students with an experienced teacher when possible. We do not have out-of-field teachers employed in our district. District 146 utilizes the practices of a Professional Learning Community so that students are taught by effective teachers who work collaboratively ensuring all students have the means to reach their grade level expectations. Assessment data will be utilized every trimester to identify students who are not making the expected growth. We will also utilize local assessment data to measure student growth as determined by essential learning skills. These essential learning skills will be identified in reading, writing, and mathematics by grade level teams of teachers. Additional teacher-driven instruction will be provided in a small group for differentiated learning targeted to close the learning gap for these identified students.

Our board policies regarding disparities that may result in low-income and/or minority students being taught by ineffective or inexperienced, out-of-field teachers include:

- 5:10 Equal Employment Opportunity and Minority Recruitment <https://boardpolicyonline.com/?b=tinleypark&s=64799>
- 5:190 Teacher Qualification <https://boardpolicyonline.com/?b=tinleypark&s=64823>
- 7:10 Equal Educational Opportunities <https://boardpolicyonline.com/?b=tinleypark&s=64886>

3. 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 1111\(d\)](#)

([count] of 7500 maximum characters used)

Schools are designated as Title I through the count of students who receive free and reduced lunch. The Title I Director will work in conjunction with the schools' administration, school leadership teams and parents for improving the academic, social-emotional and cultural learning for all students. Under the schoolwide provision, our identified Title I schools will be supported to reform their practices so that continuous improvement is enabled through resources, research, and professional learning. Our district operates under a strategic plan where stakeholders, community members, parents, and students are involved in focus groups to elicit responses regarding student success, finance and facilities, school environment and communication and engagement. All of our schools' improvement plans utilize these topics for improvement within the school. Examining the area of student success, the plan requires identification and placement of students in appropriately challenging courses and programs, monitor every student's progress, address the whole child including social-emotional and real world skills, improve and expand the fine arts programs and improve and expand extracurricular opportunities for students. The district maintains a tight focus upon these areas for improvement. Support to the schools to improve learning is provided through these four lenses of the strategic plan. A concentration upon student success and school environment support whole school improvement efforts. The goal of communication and engagement keeps a focus on bringing families closer to the center of learning and student success. All five of our schools will examine survey data and local behavior incident reports to determine school environment goal(s), communication and engagement, while using local assessment data and state data to determine goals for student success. School improvement teams meet regularly every trimester to examine data by drilling down to the grade level to examine trends, weaknesses and strengths in ELA (reading, language, and writing, content area reading), mathematics and behavior data. This enables the team to monitor progress as well as identify needs for improvement before the gap becomes too large. This ongoing data review is called a data day within our schools. They look at the desegregated data from SIP teams and drill down to their grade level data to examine weaker skills as well as skill strengths.

School improvement teams at each school will set benchmarks that are measurable in the areas of academic learning and behavioral data and desegregate groups of students by demographics. We will rely on students, family and staff responses to surveys to gauge how we are improving the school environment. School improvement teams will identify multiple measures to determine improvement academically. Required academic measures are ECRISSE propensity

scores, benchmarks, and student growth measures. To triangulate with NWEA and PARCC results, school teams will select from local assessments such as unit summative assessments and formative assessments. The determination of improvement includes an increase in at-risk students making gap-closing growth, an increase in students meeting benchmarks and an increase in students meeting state standards as measured by PARCC. School teams will select under-performing demographic groups as those targeted for improvement.

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4. 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:*

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,
- Composite: a composite of such indicators,
- Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

5. (A) Select the types of Title I programs the district is operating in all attendance centers. * Program Guidance

- Targeted Assistance
- Schoolwide
- Both Targeted Assistance and Schoolwide

(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? *

- Yes
- No

(C) Create and upload an attachment which lists each attendance center/school, by applicable program.* For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document using the district RCDT code and the word Original or Amendment within the name of the file. (example: 88-888-8888-88 Original)

Excel Template

To Upload: Browse your fields to locate the required document. Double click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the green bordered area below.*

No file chosen

Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button

below. Note: file uploads can only be deleted prior to submission to ISBE.

07-016-1460-04 Original.xlsx

Check the box below, as appropriate.

- Upload file represents an original listing of attendance centers.
- Upload file represents an amendment to the attendance centers previously uploaded.

(D) 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 1114 and 1115

([count] of 7500 maximum characters used)

We will operate schoolwide programs for Fulton School and Central Middle School beginning in SY2017-18. The goal will be to improve student growth and achievement in the areas of ELA (reading, language, writing), reading across the content areas, math and social-emotional wellness. We desire for more students to achieve benchmark status as measured by their cumulative scores in the ECRIS database. Fulton will practice continuous improvement by setting goals to improve the number of students at benchmark in reading from 42% to 55% meeting benchmark. In mathematics, Fulton will improve from 32% to 55% meeting benchmark. Central Middle School set goals to improve the number of students at benchmark in reading from 39% to 55%. In mathematics, Central Middle School will improve from 27% to 55% meeting benchmark. Both Fulton School and Central Middle school will add interventions to support students who miss 10 or more days of school. These interventions will include working with the students to identify areas of interest so that those interests can be incorporated into their school day. Fulton and Central Middle School will examine the new Review 360 data and survey data to establish benchmarks and set goals for improvement in behavior and social-emotional domains. Lastly, Fulton School and Central Middle School will develop multiple ways to engage families. This will include a parent university where parents can access brief videos or workshops on site for ideas for involvement and participation within their child's classroom and school.

We do not have children living in local institutions or community day programs. If this were the case, our district would follow the protocol for homeless students to ensure equitable service and education.

*Required Field

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- 6. 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 \(42 U.S.C. 11301 et seq.\)](#).*

([count] of 7500 maximum characters used)

The district eliminates any barriers to registration and attendance for our homeless students through immediate enrollment, provision of school supplies, meals, PE uniforms, and transportation to and from school. In addition, we offer transportation for middle school students to participate in the many offerings that occur afters school for this age group of students. We check in on our homeless families at least three times a year to understand their needs, suggest possible resources through various social agencies, and answer any questions they may have. We also work in consultation with our local ROE, South Cook ISC4, so that we have the ability to notify families of new resources that would benefit them.

Our board policies are in place to protect the rights of our homeless students:

7:10 Equal Educational Opportunities <https://boardpolicyonline.com/?b=tinleypark&s=64886>

7:60 Residence <https://boardpolicyonline.com/?b=tinleypark&s=64895>

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

<https://boardpolicyonline.com/?b=tinleypark&s=64900>

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment <https://boardpolicyonline.com/?b=tinleypark&s=64907>

- 7. 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:*[Sec 1116](#)

([count] of 7500 maximum characters used)

District 146 has a parent consultation process in place where parents as volunteers and invited parents from our at-risk population provide consultation around the themes of student success, school environment, communication and engagement, and facilities and finance. For the Title I Plan, representative parents and community members were invited and participated in a consultation meeting. We surveyed families through Google and our district parent connection email system. The results of that survey guided the consultation meeting; parents desire more resources in the hands of the students, more opportunities for parent involvement and parent education, additional enrichment for students, and environmental changes in the classrooms with more collaborate workspaces. Parents provided ideas for activities and programming suggestions so that every student can meet their full potential, both academically and personally. Parents also provided consultation to their child's school for the means of school improvement planning.

The staff consultation meeting for the Title I Plan included the Title I director, administrators, building paraprofessionals, coaches, specialists, and teachers. The results of the staff survey guided the consultation meeting. Likewise, staff believes funding should be allocated to provide ample resources for students. Moreover, they see a need for experiences for students with field trips, guest speakers, and author visits, in order to build schema and provide exposure to aspects of our surrounding community that our students do not have.

Besides this plan specific consultation, we survey all stakeholders every 3-4 years to provide thorough input into the critical strategic plan areas for improvement. The district strategic plan is a four-year plan where every stakeholder has the opportunity to give feedback through surveys, focus group meetings, and comments through email. Stakeholders are asked to attend varied focus groups to offer further details for improvement. These focus groups are created by accepting volunteers and by invitation processes. This process enables the district to ensure representation of our demographic and special program populations. These feedback loops provide District 146 with the information around school improvement to set strategic goals for student learning, school environment, facilities and finance and parent engagement and communication.

- 8. 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:*

([count] of 7500 maximum characters used)

We communicate opportunities for incoming kindergarten students to local daycares and preschools, as well as with families of our own Pre-K program. We advertise on social media, district web pages, school flyers, and Tinley Park community marquees.

In multiple roundtable discussions, parents have given feedback that transitions for Pre-K students going to kindergarten as an area of improvement. We offer screenings for our pre-registered students in the spring. Students who demonstrate a gap in their readiness skills are invited to a summer school program designed specifically for incoming kindergarten students, which focuses on early literacy skills and early numeracy skills.

Parents are invited into the summer classroom numerous times and parent education opportunities are offered while their child is in attendance. Parents have raised concerns that if their child(ren) already has these skills the transition to kindergarten is not as robust and inviting as it is for those who attend the summer jumpstart program. We want to implement a Welcome to District 146 program for these early learners and their families. In the late spring, we will invite new pre-K and new pre-registered kindergarten students to a meet and greet event at their home schools. This event will include classroom exploration, a parent/child "make and take activity, meet the principal and PTA leadership, and a tour of the school.

- 9. 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.***

([count] of 7500 maximum characters used)

We feed into two high school districts: District 228 and District 230. We have a supportive partnership with both high school districts to ensure a smooth transition from middle school to high school. The curriculum director and middle school principal and assistant principal attend quarterly high school articulation meetings. These meetings include processes for middle school students to attend high school courses for credit, parent engagement meetings for middle school students, how to maneuver the elective process at high school, as well as the placement testing schedule and process. We traditionally have students attending accelerated math courses for credit at both high school districts. Our families are encouraged to attend high school nights as early as grade 6 on high school expectations. Our grade 8 students experience classroom visits from high school chairs and teachers to explain course selection and other procedures prior to the start of their freshmen year.

- 10. 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.***

([count] of 7500 maximum characters used)

While our district's demographics continue to change and become more diverse, we will apply targeted assistance to any Title I eligible school. The demographics we are experiencing an increase in the population will become our targeted assistance groups: economically disadvantaged, English as a second language, gender, and race. We target our assistance for those students who do not make local grade level benchmarks in ELA and mathematics. We examine PARCC data and NWEA MAP data for grade level expectations of those who do not meet. We also will target these student populations if they demonstrate below grade level benchmarks for behavior and social-emotional domains. School teams, which include parents, will examine individual student data points and create a support plan to assist with improving learning for the identified student(s). These teams also survey parents to see if more supports are needed and where. An example of such a survey is our Title I survey, which was adapted to check in with our parents and staff for need assessments. Grade level teams, which include ESL, LBS, math and reading specialists, and school improvement teams (includes a representative of staff and paraprofessionals) will monitor these demographic student groups at a grade level and as a school group. Suggestions will be offered to teams to improve learning for these student groups. Progress monitoring will occur with local assessment data to measure the effectiveness of the suggested interventions student by student and the identified group.

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11. 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.

([count] of 7500 maximum characters used)

BOE policies in support of SB 100 include:

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment <https://boardpolicyonline.com/?b=tinleypark&s=64907>

District 146 is in the first year (SY2016-17) of Review 360 implementation. This database will enable school principals, school teams, and district level administration to examine data by racial, ethnic groups, economic status, students with disabilities, English proficiency status and gender in real time as occurrences are happening. This provides accurate information so that school personnel can view interventions and their success rate to support the students within the moment. This enables students to receive necessary interventions within the classroom when most appropriate.

The district will develop an online reporting system for students and their parents to report incidents of bullying and/or harassment so that school personnel is able to defuse and attend to incidents in a timely manner. Swift access to this information is crucial to our restorative justice interventions.

12. If applicable, please describe the district's support for programs that coordinate and integrate the following:*

- (A) 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
- (B) work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

([count] of 7500 maximum characters used)

Our community of stakeholders value career readiness as well as academic rigor. Our five schools are in the initial stages of developing a STEAM program so that students will experience hands-on learning through science, technology, engineering, art, and mathematics. These materials will be available for classroom checkout from our media centers. The materials will include many student-friendly kits such as LEGO animation, GoBots, MakerBots and 3D printing projects. When applicable, our elementary schools will create a flexible schedule so that the art teacher will be available to co-teach with the classroom teachers. The elementary schools will offer STEAM clubs after school. Central Middle School continues to refine their encore programming so that the interests of students are supported. Mathematics is an area of improvement for Central Middle School. An encore course in real life mathematics has been developed and includes the use of various units in robotics, geometry, flight/aviation and real-world problem-solving. The purpose of the program change is to enable students who are math-reluctant to use math applications daily. In addition to this new encore program, students will be offered a course in ELA communications via various broadcasting applications. This will immerse students in writing, speaking and listening while producing broadcasts for the school

population. Students experience community service through our Family and Consumer Sciences course that includes nutrition, meal preparation, sewing, and welcomed community members speaking to students on their various careers.

13. How will the district fulfill the following:

(A) Describe how the district will identify and serve gifted and talented students by using objective criteria.*
([count] of 7500 maximum characters used)

The district uses a multi-tiered approach to identify gifted and talented students. The use of local normed data, parent, student and teacher recommendations are all utilized in the identification process. Students who demonstrate abilities and interests above the grade level expectations and benchmarks are considered for placement in the accelerated program.

All four elementary schools have a program for gifted math. This includes acceleration as well as a more in-depth study of their grade level standards.

Central Middle School offers students the ability to be placed into accelerated mathematics in grades 6-8, as well as opportunities to attend their respective high schools for accelerated math courses (for credit, when applicable). A compacted ELA curricular course for grades 7 and 8 is available so that students who show interest and above grade level ELA benchmark achievement may also be in enrolled in Spanish I.

(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?*

([count] of 7500 maximum characters used)

Our classrooms and media centers are equipped so that students have access to necessary resources. All students are provided with an iPad and Chromebook as a primary learning tool. Every media center and classroom has document cameras, short throw projectors, and Apple TVs. With this equipment, students can easily demonstrate their learning and collaborate with peers. We are a Google for Education district, which allows classrooms to access collaborative tools for student learning.

Additionally, Central Middle School uses the learning management system, Schoology. Schoology provides students access to assignments, resources, and the opportunity to create and submit new content within this safe platform.

Our media centers have ample access to a massive collection of eBooks through Overdrive and are provided a minimum of \$12,000 annually to update the collection of books, magazines, databases and e-materials.

(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.*

([count] of 7500 maximum characters used)

All students in our elementary schools have an art class at least once per week. Art clubs and drama clubs are offered at all of our schools as after school opportunities. To increase exposure to music, dance, and movement, we provide music in motion in the elementary schools. This combines opportunities for dance, musical performance, and music appreciation. Elementary students encounter this program on an every other day schedule. Band and chorus are electives for students in grade 5. Central Middle School has an extensive art program offered through the encore rotations, as well as a comprehensive band and chorus program with concert, symphonic, marching, jazz bands and drill teams for students in grades 6-8.

***Required Field**