



To: Dr. Mike Riggle

From: Rosanne Williamson

Re: Title I District Plan

Date: October 10, 2017

**Background**

The Title I District Plan is a new Illinois State Board of Education (ISBE) requirement for receiving Title I funding. Obtaining accurate information from ISBE regarding this new requirement was problematic. We learned late last week of this new provision and the need to seek Board approval of the District Title I Plan this week. The State's Every Student Succeeds Plan (ESSA) which replaced No Child Left Behind (NCLB) was only recently approved by the US Department of Education August 30 and new information has been slow in coming.

**Recommendation**

The administration is seeking approval of the District Title I Plan this evening in order to meet this new programmatic deadline.

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[Title I District Plan](#)
**Application:** 2017-2018 Title I District Plan - 00**Cycle:** Original Application
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**Project Number:** 18-T1Plan-00-05-016-2250-17

## Overview

**PROGRAM:** Every Student Succeeds Act (ESSA) - District Title I Plan

**PURPOSE:** The District Title I Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and with parents of children in schools served under this part, and as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

**LEGISLATION:** [Every Student Succeeds Act \(ESSA\)](#)  
[Individuals with Disabilities Education Act](#)  
[Rehabilitation Act](#)  
[Carl D. Perkins Career and Technical Education Act](#)  
[Workforce Innovation and Opportunity Act](#)  
[Head Start Act](#)  
[McKinney-Vento Homeless Assistance Act](#)  
[Adult Education and Family Literacy Act](#)

**DUE DATE:** As soon as possible, but no later than June 30 if a July 1 start date is required with the understanding that approval of the Title I District Plan is required for the approval of the Title I Application.

**DURATION:** The District Title I Plan shall be submitted for the first year for which ESSA is enacted and shall remain in effect for the duration of participation.

**AMENDMENTS:** Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan. These amendments may necessitate amendment of the Title I Application.

**INSTRUCTIONS:** [Instructions in PDF format](#)

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See the Overview page for instructions

**Contact Person**

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Use this text area for any needed explanations to ISBE in regard to this program.

\*Required field



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Part 1	Part 2	Part 3	Part 4	Part 5	Consultation
<p><b>District Plan Provisions:</b> See the Overview page for instructions</p> <p>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:</p> <p>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:</p> <p>(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.*</p> <p>[[count] of 7500 maximum characters used)</p> <p>Glenbrook South is our only Title I School in Targeted Assistance. The instructional program at Glenbrook South is designed to offer the greatest possible flexibility in meeting the educational needs of a diverse student population. While preparing students with a solid foundation of basic skills in traditional academic courses, the curriculum offers opportunities for students to extend their abilities with considerable depth and breadth. The curriculum is designed not only to address what students do in the learning situation but also with what they will learn and be able to do as a consequence of it. Individual needs are recognized by the fact that almost 160 different courses are offered. Through this variety, the student is able to gain a strong basic academic background as well as a broad learning experience in fields of special interest.</p> <p>Glenbrook South High School boasts an outstanding instructional staff who are committed to helping each student toward the goal of reaching his or her maximum potential. It is through our committed faculty that the District develops and implements this program. Many of the staff have gained state and national recognition for contributions they have made to their profession.</p> <p>This statement was shared with stakeholders and reviewed at our annual Title I parent meeting held on September 7, 2017.</p> <p>(B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.*</p> <p>[[count] of 7500 maximum characters used)</p> <p>The District uses a variety of measures to identify students who are at risk. For initial placement in courses at Glenbrook South, a combination of Terra Nova test scores, 8th grade teachers' recommendations, current grades and a study skills index are utilized. Some students are placed in courses designed to provide additional support in the areas of reading and mathematics. Beyond this initial placement, students' grades are monitored regularly in grades 9-12. Students participating in targeted interventions in reading and mathematics may have their academic progress monitored by some of the following online assessment platforms: STAR Reading &amp; Math, Carnegie Learning, Read/Write Google, Aims Web. Through a wide variety of supports and interventions, the overwhelming majority of students are successful in making academic progress commensurate with their peers.</p> <p>(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.*</p> <p>[[count] of 7500 maximum characters used)</p> <p>Students in need of additional education assistance are placed in academic courses and supplemental support classes designed to address their academic needs which help students meet the challenging State academic standards. Specifically, students may be placed in a Reading Skills Development course or a math course that is taught incorporating extended time in the block schedule. Students may also be referred to the Titian Learning Center where they receive help from tutors during the school day during time that does not take them away from academic courses.</p> <p>(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.*</p> <p>[[count] of 7500 maximum characters used)</p> <p>Our highly qualified teachers incorporate research-based instructional strategies such as differentiated instruction, cooperative learning, project-based learning, and a variety of reading intervention approaches. These are implemented</p>					

during both the general curriculum and supplemental support courses described above. Besides this, the student's instructional and personal needs are supplemented by a student services staff that includes counselors, social workers, school psychologists, and school nurses. The unique needs and interests of the students are also served by extensive student activities and athletic programs, which not only provide an opportunity for each student to become involved in the life of the school, but also develop within the student a desire to achieve excellence.

\*Required Field



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<b>District Plan Provisions:</b>					See the Overview page for instructions
<p>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:</p> <p>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)</p> <p>The district does not hire out-of-field teachers, so there is no chance that any of our students are taught under these conditions. Teacher effectiveness is supported and evaluated using a combination of the Danielson Framework and student growth measures to ensure teacher effectiveness for all of our students, regardless of income levels or minority status. The average teacher hired in our district is at a Master's Degree level with three years of teaching experience. All teachers new to our district participate in a two-year mentor program, regardless of their years of experience. Given these conditions, there are no disparities in the quality of instruction provided to low-income and/or minority students in comparison to other students.</p> <p>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):*  <u>Section 1111(d)</u>            ([count] of 7500 maximum characters used)</p> <p>Our Title I school did not receive focused or priority services previously. If we are identified for comprehensive or targeted services going forward we will work with Illinois Empower, the new system of support for schools offered by the State of Illinois.</p>					
*Required Field					

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<b>District Plan Provisions:</b>					See the Overview page for instructions
<p>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:</p> <p>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:*</p> <p><a href="#">Measures of Poverty from 1113(5)(A) and (B)</a></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> 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.),</li> <li><input type="radio"/> 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,</li> <li><input type="radio"/> Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,</li> <li><input type="radio"/> Composite: a composite of such indicators,</li> <li><input type="radio"/> 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.</li> </ul> <hr/> <p>5. (A) Select the types of Title I programs the district is operating in all attendance centers. * <a href="#">Program Guidance</a></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> Targeted Assistance</li> <li><input type="radio"/> Schoolwide</li> <li><input type="radio"/> Both Targeted Assistance and Schoolwide</li> </ul> <p>(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? *</p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p>(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)</p> <p><a href="#">Excel Template</a></p> <p>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.*</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <a href="#">Choose File</a> No file chosen         </div> <p>Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files</p>					

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.

☐ [Northfield Template.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)

Glenbrook South High School operates a Targeted Assistance Program designed to provide academic interventions and other support for students at risk of school failure. The goal of the program is to ensure that students meet rigorous State academic standards.

\*Required Field



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<p>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:</p>					
<p>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 <a href="#">McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)</a>.*          ([count] of 7500 maximum characters used)</p> <p>The district will provide at-risk homeless students with the same well-rounded educational program, academic interventions and support services provided to other students who qualify. In addition, the district may provide transportation to the school site (as needed), school supplies and materials to support the success of homeless children and youth.</p>					
<p>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: *<a href="#">Sec 1116</a>          ([count] of 7500 maximum characters used)</p> <p>Consultation with parents and family members in the development of the LEA plans is ongoing. For example, a recent Title I parent meeting covered many aspects of this plan. Besides this, Glenbrook South hosts additional parent nights such as, but not limited to:</p> <p>Freshman Parent Coffee, September, Standardized Testing, Resources and Supports, Course Selection          Freshmen Four Year Plan Meetings, November, Standardized Testing, Course Selection          Sophomore Parent Coffee, February, Course Selection, School Involvement, Resources and Supports          Sophomore Parent College Night, March, College Planning          Junior Parent College Night, December, College Planning          Junior College Colloquium, March, Post-Secondary Planning          Senior Parent College Night, August, College Application Process          Senior College Finance Night, September, College Planning          Senior FAFSA Completion Night and Days, October, College Planning          Senior Parent Seminar, May, Post-Secondary Planning</p>					
<p>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)</p> <p>This is not applicable as we are a high school district only.</p>					
<p>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)</p> <p>We have a very strong articulation program with our middle schools. Placement of students in high school courses and potential supplemental academic intervention programs is discussed with eighth grade teachers on a student-by-student basis. Terra Nova test scores are also utilized as part of the placement process. Most incoming freshmen participate in a transition to high school program called Peer Group which is facilitated by teachers and grade 12 senior student leaders. This program runs during the entire school year. Our district has been in a recent partnership with Oakton Community College related to the further development of dual credit courses and placement of our students in</p>					

Oakton's programs once they graduate from high school. Some students take advantage of concurrent enrollment opportunities, as well.

University representatives from colleges across the nation visit our campus to provide students with information regarding the programs offered by their institutions. Besides this, students may access local employers and partners through the Inspire Your Future program coordinated through our Career and Technical Education Department. This program also helps students identify potential future interests and skills.

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)

The district uses a variety of objective criteria to identify targeted populations such as standardized test scores, student progress in reading and math as assessed through programs such as STAR Reading and Math, Carnegie Learning, Read/Write Google, Aims Web (just to name a few), study skills rubric, and grades earned in courses. Consultation with parents, administrators, paraprofessionals and instructional support personnel is ongoing. Glenbrook South H.S. will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The student's teacher will work with the family to consider suggestions about the education of their student. Potentially make adjustments to the student's academic program depending upon the nature of the suggestion. Offer additional support available at the school for academic interventions or social/emotional interventions.

\*Required Field



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<p>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:</p> <p>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:*</p> <p>(I) <i>each major racial and ethnic group;</i></p> <p>(II) <i>economically disadvantaged students as compared to students who are not economically disadvantaged;</i></p> <p>(III) <i>children with disabilities as compared to children without disabilities;</i></p> <p>(IV) <i>English proficiency status;</i></p> <p>(V) <i>gender; and</i></p> <p>(VI) <i>migrant status.</i></p> <p>[[count] of 7500 maximum characters used)</p> <p>The district has Board policies that govern bullying, harassment and student discipline designed to reduce the incidences of bullying and harassment and the overuse of discipline practices that remove students from the classroom and these policies prohibit the use of behavioral interventions that compromise the health and safety of all students, including the defined disaggregated subgroups above. These policies are intended to foster an environment which maximizes student learning and employee performance, and a climate of civility among students and employees of the district. As part of the education and information program, the subject of harassment and its prevention shall be included in the curriculum of the district's required health education course. The student disciplinary policies incorporate recent legislative changes related to Senate Bill 100 and allow for the development of Alternative Discipline Plans (ADP) that keep students in the classroom.</p> <p>12. If applicable, please describe the district's support for programs that coordinate and integrate the following:*</p> <p>(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</p> <p>(B) work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.</p> <p>[[count] of 7500 maximum characters used)</p> <p>The district offers an elective program in the areas of Career and Technical Education. This program incorporates integration with work-based learning opportunities through outside speakers and job shadowing. A new Business Incubator course promotes the design thinking process for problem solving. An online program, Inspire Your Future, available through our career and technical education consortium, NSERVE, provides information regarding a variety of new and emerging careers and connects students to local professionals.</p> <p>13. How will the district fulfill the following:</p> <p>(A) Describe how the district will identify and serve gifted and talented students by using objective criteria.*</p> <p>[[count] of 7500 maximum characters used)</p> <p>The district identifies gifted and talented students through initial placement from middle schools using Terra Nova test scores, teacher recommendations, and a study skills rubric. Based upon academic performance as demonstrated by grades earned, gifted students in grades 9-12 access courses:</p> <p>Have an increased expectation of independent learning.</p> <p>Topics are explored in greater depth.</p> <p>Demand higher inferential thinking, more extensive application and extrapolation of learning.</p>					



Curricula require greater analysis, synthesis and evaluation of concepts. Assignments and class work require a higher degree of academic rigor. More stringent grading/performance standards.

(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)

Digital literacy skills are embedded in the library program curriculum. Our teaching librarians regularly partner with teachers across all departments on research projects and other assignments that provide opportunities for students to become more discerning consumers of digital information.

(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)

The district has a rich tradition of supporting the arts through a wide variety of course offerings in art, music, broadcasting, theater, and dance. There are various entry points into the curriculum so that students who have limited to no experience in these programs are successful. A 0.5 credits in fine arts is required for graduation. There are also a variety of opportunities outside of the classroom for students to participate in the arts from theater productions, dance and music performances, variety shows and art exhibits. These performances are well-attended not only by members of the school community, but the larger local community.

\*Required Field

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<b>Consultation</b>					See the Overview page for Instructions
<p>An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. <a href="#">ESEA section 1112(a)(1)(A)</a></p> <p>Such stakeholders must include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>- teachers,</li> <li>- principals,</li> <li>- other school leaders,</li> <li>- paraprofessionals,</li> <li>- specialized instructional support personnel,</li> <li>- charter school leaders (in a local educational agency that has charter schools),</li> <li>- administrators (including administrators of programs described in other parts of this title),</li> <li>- other appropriate school personnel, and</li> <li>- parents of children in schools served under this part</li> </ul> <p>In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *</p> <p>([count] of 7500 maximum characters used)</p> <p>Consultation with teachers, principals, other school leaders, paraprofessionals, instructional support personnel, administrators, other school personnel and parents of children served under this part is ongoing throughout the school year. The annual Title I parent meeting was held on September 7, 2017. Input from parents in attendance at this meeting was obtained regarding draft documents that were also reviewed by school personnel. Parents offered no suggestions as far as revisions to any documents, but were interested to learn more about the Title I program. Glenbrook South school personnel also provided feedback on documents and offered additional information to parents regarding parent meetings that will occur throughout the school year.</p> <p>*Required field</p>					