

## **CRETE-MONEE BOARD OF EDUCATION**

Regular Meeting – May 19, 2026

### **Approval of Consolidated District Plan – CONSENT**

Prepared by: Ghantel Perkins, Assistant Superintendent, Office of Teaching and Learning

#### **The Issue:**

All school districts must have their Consolidated District Plan approved by the Board of Education annually. A board-approved plan must be submitted before completing the Title I, II, III, IV, IDEA, and IDEA Pre-School grant applications.

#### **Justification:**

Minor changes and additions were made to the plan that was approved last year. Eliminated out-of-date programs as necessary.

#### **Board Policy and Past Practices:**

The Board has consistently monitored academic planning for our district and our schools. The Board is committed to using federal funds effectively and efficiently to support student learning.

#### **Strategic Plan:**

Aligns with all nine goals of the Strategic Plan.

#### **Community Impact:**

The Crete-Monee School District 201-U community has a vested interest in the district's plans and in how the district uses funds to support student learning.

#### **Financial Impact:**

The Consolidated District Plan is supported by Title I, Title II, Title III, Title IV, IDEA, and IDEA Pre-School grant funds, which are used to support instructional programming at all district schools.

#### **Recommendation:**

The administration recommends approval of the fiscal year 2027 Crete-Monee School District 201-U Consolidated District Plan.

#### **Timeline for Decision:**

May 19, 2026

**Crete-Monee School District 201-U  
FY27 Consolidated District Plan**

# FY27 CDP 1 Contact Information

Close Printer Friendly Page

Applicant: CRETE MONEE CUSD 201U

County: Will

Consolidated District Plan

Application: 2026-2027 Consolidated District Plan - 00  
Cycle: Original Application

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Project Number: 27-CDP-00-56-099-201U-26

## Contact Information

### 1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Genardo"/>	<input type="text" value="Robert"/>	<input type="text" value="P"/>
Phone*	Extension	Email*
<input type="text" value="708"/> <input type="text" value="367"/> <input type="text" value="8347"/>	<input type="text"/>	<input type="text" value="genardor@cm201u.org"/>

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

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

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

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

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

([count] of 2500 maximum characters used) Though Crete-Monee School District 201U has not encountered barriers which have impeded access or participation in programs for any student fo services -- or their families, the district will ensure that curriculum materials, services, and supports acquired are available in a variety of modes to meet student needs as necessary/indicated.

Pursuant to Board Policies 7:10 and 8:70, equal educational and extracurricular opportunities shall be available for all students. No student shall, based on sex, sexual orientation, race, nationality disability, be denied equal access to programs, activities, services, or benefits. Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, program: will not be subject to illegal discrimination. If barriers to access/participation arise, the District may provide to persons with disabilities aides, benefits, or services that are separate or different fro as, those provided to others. The District will provide auxiliary aids and services when necessary to afford individuals equal access to learning. Any student may file an equity complaint by using B (Uniform Grievance Procedure).

### 3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

If the district has 1 or more EL students, the Bilingual Director (Administrator overseeing EL Services) must participate in the completion of the Bilingual Service Plan (BSP). The E (Administrator overseeing EL Services) must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service

### 4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
<input type="text" value="Soto"/>	<input type="text" value="Rita"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="708"/> <input type="text" value="367"/> <input type="text" value="8317"/>	<input type="text"/>	<input type="text" value="sotor@cm201u.org"/>

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant I ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under th Act of 2015) - Title I, Part C - Education of Migratory Children.

### 5. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

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

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

#### How to Complete Pages with Pre-populated Fields

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

\*Required field, applicable for all funding sources

# FY27 CDP 2 Amendments

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**Applicant:** CRETE MONEE CUSD 201U

**County:** Will

Consolidated District Plan ▼

**Application:** 2026-2027 Consolidated District Plan - 00

**Cycle:** Original Application

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**Project Number:** 27-CDP-00-56-099-201U-26

## Amendments

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

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

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

\*Required field, applicable for all funding sources

# FY27 CDP 3 Needs Assessment and Programs

Close Printer Friendly Page

Applicant: CRETE MONEE CUSD 201U  
Application: 2026-2027 Consolidated District Plan - 00  
Cycle: Original Application  
Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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## Needs Assessment and Programs

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027. **NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed.**

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported by funding from the programs selected.\* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to reflect the current year Consolidated District Plan needs. **DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your response.** ([count] of 7500 maximum characters used)

The LEA aligns federal, state, and local resources through its annual budgeting process, which is guided by the district's strategic plan, school improvement plans, and key academic and social-emotional learning programs. These programs are intentionally coordinated with state and local resources to maximize impact, address identified student needs, and avoid duplication of services.

For example, IDEA funds support special education services by providing staff, materials, and equipment for students with Individualized Education Programs (IEPs). These funds are supplemented by state and local resources to ensure services are comprehensive and sustainable.

This coordinated approach allows the LEA to effectively support district-wide initiatives and ensure all students have access to the academic and social-emotional supports needed for success.

**Response from the approved prior year Consolidated District Plan.**

The alignment of federal, state, and local resources is necessary because the combined funding allows us to provide a comprehensive academic and social-emotional learning program for all PreK-3 students. The mechanism through which we align our resources. Budget development is driven by our strategic plan, school improvement plans, and academic and social-emotional learning program priorities. These programs receive funding through the IDEA grant. These funds are used to provide specialized resources which include material goods, equipment, and staff to students who qualify for an Individualized Education Program (IEP).

3. Will the LEA braid funding? \*Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds  
 Yes  No

**If Yes Braiding is selected, you will need to indicate which fund sources will be used in the box below.**

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

4. Will the LEA hybrid-blend Title II and/or Title IV funding? \*Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds  
 Yes  No

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

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.** ([count] of 7500 maximum characters used)

District Needs Assessment results indicate a need for a multi-faceted approach to improvement in the following areas: ELA student achievement and math student achievement. As a result of these findings, each CM201U school improvement plan has a goal area focusing on them. Embedded within these goals are additional needs in the areas of student engagement, Equity, and/or Culture and Climate. In addition, a district-wide Needs Assessment Survey is administered to all staff each year. The results of this survey indicate a need for professional development in the following areas: Differentiated Instruction, SEL, ELL practices (Working with Newcomers), and Tiered Systems of Support.

**Legislative References:**

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

\*Required field, applicable for all funding sources

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# FY27 CDP 4 Plan Specifics Needs Assessment Impact

Close Printer Friendly Page

Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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## Needs Assessment Impact

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

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

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

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

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

#### A. Title I, Part A - Improving Basic Programs

**Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any development opportunities for teachers and principals, and nonpublic equitable share (if applicable)**

As a district operating at approximately 72% funding adequacy, all schools experience resource and program inequities compared to other schools at both the state and local levels. Additionally, dis the district's five elementary schools.

The comprehensive needs assessment indicates that all student groups are performing below the ESSA targets. While achievement gaps are present, they are smaller than those observed at the star are not demonstrating sufficient growth or progress toward English proficiency, as evidenced by ACCESS assessment results.

According to the district's local growth model, overall student growth is meeting expected levels. However, in order to improve overall achievement and close existing gaps, students must exceed ex

Further analysis of MAP Reading and Math assessment data reveals specific gaps between district performance and national norms. In mathematics, primary grade students demonstrate a need for ε while middle school students require targeted instruction in statistics and probability. In reading, students need improvement in vocabulary development as well as in understanding structure and ke

#### Program Goals:

The primary goal is for all students to meet or exceed national norms in identified areas of need. To achieve this, the district will implement differentiated instructional strategies across all classroom in math and reading. Additionally, programs and activities are designed to accelerate student growth beyond expected levels, thereby increasing overall achievement and reducing achievement gaps

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

A Needs Assessment was conducted during the 2025-2026 school year as part of planning-year activities to identify instructional, academic, and operational needs supporting school improvement ur the assessment highlighted targeted needs in student achievement, with particular emphasis on strengthening literacy and mathematics outcomes, increasing consistent implementation of evidence-interventions for students performing below grade level. Additional needs identified included enhanced professional development aligned to instructional priorities and improved systems for monitori effectiveness.

Based on these findings, the program goals identified through the needs assessment process include: improving overall student proficiency in reading and mathematics, increasing the use of data-dr strengthening tiered intervention supports to ensure equitable access to grade-level content for all students.

To further refine and validate these findings, follow-up staff surveys will be administered during the 2027-2028 school year. The survey results will be used to assess implementation progress, identifi improvement efforts aligned to Title I, Part A - Section 1003 school improvement planning.

#### C. Title I, Part D - Delinquent

#### D. Title I, Part D - Neglected

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

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

**Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).**

A modified version of the ASCD School Improvement Tool, along with staff surveys and ongoing feedback from instructional staff and administrators, is used to identify professional development nee

The needs assessment results indicate that professional development needs remain broad and cross-disciplinary. Staff continue to require support in curriculum development and instructional planning content standards, student engagement practices, assessment and grading practices, and classroom management systems that support positive learning environments. Additional identified needs in learning, restorative practices, trauma-informed instruction, and improving school climate and student discipline approaches. Staff also identified ongoing needs in technology integration, culturally focused instruction, and STEM education integration.

Targeted support is also needed for special education and ESL/bilingual teachers to further develop their instructional expertise as specialists. This includes strengthening their ability to support students within general education classrooms through co-teaching and inclusion models.

As a result of the needs assessment, planned programs and activities under Title II, Part A include sustained, job-embedded professional development, collaborative planning time, coaching and mentoring aligned to instructional priorities and student achievement goals. These opportunities are designed to build teacher capacity, strengthen instructional consistency, and improve student outcomes across the district.

Key professional development opportunities for teachers and principals include district-led training sessions, instructional coaching cycles, professional learning communities (PLCs), leadership development workshops aligned to identified instructional needs. These experiences are intended to increase teacher efficacy, strengthen leadership capacity, and promote consistent implementation of high-quality practices.

Where applicable, equitable participation of nonpublic school staff is ensured through consultation and provision of appropriate professional development opportunities consistent with Title II, Part A.

#### **G. Title III - LIEP**

The needs assessment information shows that our current ESL-bilingual teachers need to engage in more data analysis and instructional planning specific to their students. Along with this is the need for strategies for ESL and Spanish literacy. Current teachers need to prepare for additional English learners as our student population is steadily growing.

#### **H. Title III - ISEP**

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

***Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any gaps in well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).***

A needs assessment was conducted during the 2023-2024 school year as part of the district's initial implementation of retained Title IV funding, which had previously been transferred to Title I in preparation for the review of existing program offerings, student access to enriched learning opportunities, and stakeholder input regarding gaps in well-rounded educational programming.

The needs assessment results identified opportunities to expand and strengthen student access to a well-rounded education across the district. In particular, Spanish language acquisition and Fine Arts development at both the elementary and middle school levels. Findings indicate a need for increased program availability, improved continuity of instruction across grade levels, and enhanced resource implementation.

Based on these results, the program goals identified through the needs assessment process include expanding equitable access to Spanish language instruction and Fine Arts programming, improving schools, and increasing student participation in enrichment opportunities that support a well-rounded educational experience. Additional goals include strengthening instructional capacity in these core programming with student interest and district priorities.

Title IV funds will be used to support these goals through strategic investments in staffing, instructional materials, and program-related resources. This includes exploring options for hiring or allocating instructional supplies, and supporting program development activities that strengthen implementation at both elementary and middle school levels.

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

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

The needs assessment informs the ongoing provision of services and supports for students, staff, and teachers in all grades, PreK - 12+, in the areas of transition, interventions, academic, and behavior practices such as social-emotional learning, co-teaching, differentiated instruction, transition practices, and programming were identified and thus will be supported with grant funding. A needs assessment was conducted in Spring. The survey asks special education staff to describe the programs and the services that they provide. Additionally, the survey asks staff to identify resources they use or need to provide instruction. The survey asks staff to identify their position so that needs could be evaluated specific to the area of student services.

#### **L. IDEA, Part B - Preschool**

The needs assessment information supports the necessity for qualified personnel to facilitate program registration and organization. A needs assessment survey is provided to the staff at the close of the year to describe the programs and the services that they provide. Additionally, the survey asks staff to identify resources they use or need to provide instruction in the upcoming year. Finally, the survey asks staff to identify their position so that needs could be evaluated specific to the area of student services. Materials and supports for programs and practices such as social-emotional learning, co-teaching, differentiated instruction, and programming are supported with grant funds.

#### **Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

# FY27 CDP 5 Plan Specifics Stakeholders

Close Printer Friendly Page

Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific

## Stakeholder Involvement

[Instructions](#)

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

### ISBE Goals:

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

### District Goal(s):

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

Strategic Plan Goal: Enhance Student & Staff Wellbeing by giving opportunities to students to meet with administrators and the School Board to have their voices heard.

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

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

### Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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

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

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

([count] of 7500 maximum characters used)

Stakeholder involvement in all LEA plans is an ongoing process. Input is gathered at all levels of the organization throughout the year as various teams discuss, and make decisions regarding our students' educational experience. The Consolidated District Plan was developed using the work of teams that address school improvement, discipline, academics, and governance. The FY27 Consolidated District Plan was discussed at the following meetings:

March 2026 (various dates) - Office of Teaching and Learning: Timely and Meaningful/Proportionate Share Meeting  
March 18, 2026 - Office of Teaching and Learning/Special Education/Business Office Meeting  
March 24, 2026 - Special Education: Timely and Meaningful/Proportionate Share Meeting  
April 14, 2026 - Office of Teaching and Learning/Special Education Meeting

#### Response from the prior year Consolidated District Plan.

Stakeholder involvement in all LEA plans is an ongoing process. Input is gathered at all levels of the organization throughout the year as various teams discuss, and make decisions regarding our students' educational experience. The Consolidated District Plan was developed using the work of teams that address school improvement, discipline, academics, and governance. The FY25 Consolidated District Plan was discussed at the following meetings:

March 2025 (various dates) - Office of Teaching and Learning: Timely and Meaningful/Proportionate Share Meeting

March 24, 2025 - Office of Teaching and Learning/Special Education/Business Office Meeting

April 8, 2025 - Office of Teaching and Learning/Special Education Meeting

April 14, 2025 - Special Education: Timely and Meaningful/Proportionate Share Meeting

### 3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. \*\* [2]

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

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((count) of 7500 maximum characters used)

Stakeholder involvement in all LEA plans is an ongoing process. Input is gathered at all levels of the organization throughout the year as teams discuss and make decisions regarding our students' educational experience. School leadership teams involve parents in their annual plan development. They seek input at Curriculum Nights, various parent events, and Parent-Teacher-Organization meetings. The District Strategic Planning Committee is comprised of parents, as well as district and community members. This team discusses strategies regarding student achievement and school/district improvement. Input from parents is encouraged at the presentation of our annual academic report. Our Board of Education holds public forums, committee meetings and regular board meetings to gather input, address questions and concerns, and conduct the business of the district. The district has a concern resolution process where parents, family members, and community members can express their concerns, questions, and comments. The Bilingual Parent Advisory Committee provides input into the Title III grants as well as activities for family events. In addition, the annual 5 Essentials survey is an opportunity for parents to provide input into how schools are functioning, how they can improve to meet the needs of families and students.

#### Response from the prior year Consolidated District Plan.

Stakeholder involvement in all LEA plans is an ongoing process. Input is gathered at all levels of the organization throughout the year as teams discuss and make decisions regarding our students' educational experience. School leadership teams involve parents in their annual plan development. They seek input at Curriculum Nights, various parent events, and Parent-Teacher-Organization meetings. The District Strategic Planning Committee is comprised of parents, as well as district and community members. This team discusses strategies regarding student achievement and school/district improvement. Input from parents is encouraged at the presentation of our annual academic report. Our Board of Education holds public forums, committee meetings and regular board meetings to gather input, address questions and concerns, and conduct the business of the district. The district has a concern resolution process where parents, family members, and community members can express their concerns, questions, and comments. The Bilingual Parent Advisory Committee provides input into the Title III grants as well as activities for family events. In addition, the annual 5 Essentials survey is an opportunity for parents to provide input into how schools are functioning, how they can improve to meet the needs of families and students.

### 4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. \*\* [3]

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

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((count) of 7500 maximum characters used)

Enhancing Communication - We will use podcasts, videos, community forums, newsletters, social media, and ThoughtExchange to increase our communication with families and the communities we serve.

Bilingual Parent Advisory Committee is a parent-led organization. The committee has selected officers and assumed responsibility for planning parent and family engagement activities.

Student-Led Conferences - The development and implementation of personalized learner profiles for grades 6-12 are used to facilitate these conferences where students will lead discussions with their parents/guardians about their school progress and achievements.

Strategic Plan and District Leadership Team- In our development process one-third of those participating were community members. Since the plan was adopted by the Board of Education, we have developed a district dashboard. The dashboard includes the mission, vision, and core values, indicators, and actions for each strategic plan goal. The dashboard is located on the district website and it is accessible to all stakeholders. Beginning in FY21, the administration has regularly provided periodic updates at board meetings. During the Spring of 2024, the revised Strategic Planning Process was developed.

Unity Kitchen, on-site medical services, and community support days are services that we will provide to our families.

Parents of Special Education students are provided guidance in each IEP meeting/eligibility meeting on their student's strengths and weaknesses as well as on strategies that can be used in the home setting that align and support the learning in the academic setting.

#### Response from the prior year Consolidated District Plan.

Enhancing Communication - We will use podcasts, videos, community forums, newsletters, social media, and ThoughtExchange to increase our communication with families and the communities we serve.

Bilingual Parent Advisory Committee is a parent-led organization. The committee has selected officers and assumed responsibility for planning parent and family engagement activities.

Student-Led Conferences - The development and implementation of personalized learner profiles for grades 6-12 are used to facilitate these conferences where students will lead discussions with their parents/guardians about their school progress and achievements.

Strategic Plan and District Leadership Team- In our development process one-third of those participating were community members. Since the plan was adopted by the Board of Education, we have developed a district dashboard. The dashboard includes the mission, vision, and core values, indicators, and actions for each strategic plan goal. The dashboard is located on the district website and it is accessible to all stakeholders. Beginning in FY21, the administration has regularly provided periodic updates at board meetings. During the Spring of 2024, the revised Strategic Planning Process was developed.

Unity Kitchen, on-site medical services, and community support days are services that we will provide to our families.

Parents of Special Education students are provided guidance in each IEP meeting/eligibility meeting on their student's strengths and weaknesses as well as on strategies that can be used in the home setting that align and support the learning in the academic setting.

#### Title I Requirement:

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

[ESEA section 1113\(c\)\(3\)\(A\)](#)

#### Title III Requirement:

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

#### Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

\*Required field

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

# FY27 CDP 6 Plan Specifics Parent and Family Engagement

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Applicant: CRETE MONEE CUSD 201U  
Application: 2026-2027 Consolidated District Plan - 00  
Cycle: Original Application  
Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specifics
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## Parent and Family Engagement

### ESEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written policy that will be incorporated into the LEA's Consolidated District Plan, establish the LEA's expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
- (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing strategies to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations engaging parents and family members in education.
- (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
- (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to growth and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
- (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policy.
- (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents to represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

#### Resources:

[U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)  
[Title Grants Administration Parent and Family Engagement Website](#)  
[Parent and Family Engagement Policy Template](#)

### Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFE.
- Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

**NOTE: The PDF file size may not exceed 10MB or the upload will fail.**

### How To Upload A File

- Browse your files 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 area below.

Choose File No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any r Version number to the name.

[56-099-201U-26-CM201U-PFEPolicy.pdf](#)

Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.\*

\*Required field

# FY27 CDP 7 Plan Specifics Private Schools Participation

## Consolidated District Plan

Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application

County: Will

Consolidated District Plan

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[Click to Return to Application Select](#)

Project Number: 27-CDP-00-56-099-201U-26

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title Specifics

### Private School Participation

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

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

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

#### Consultation Requirements:

**Title I:** LEA is required to consult with private schools where LEA-residing students attend. Schools may be located within or outside of district boundaries.

**Title II/ IV:** LEA is required to consult with private schools located within the LEA boundary.

Will Private Schools participate in the Program?

Yes  No

LEA has informed Private Schools of the Title II/Title IV transfer.

Yes  No  N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Faith Movers Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value=""/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="42"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value=""/>	Choose File No file chosen Delete File: <input type="checkbox"/> <a href="#">56099040X270000 FM Consultation Form FY27.pdf</a>
Mother Teresa Catholic Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value=""/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="113"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value=""/>	Choose File No file chosen Delete File: <input type="checkbox"/> <a href="#">56099122X100000 MTCA Consultation Form FY27.pdf</a>
Illinois Lutheran High School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="4"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="132"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="132"/>	Choose File No file chosen Delete File: <input type="checkbox"/> <a href="#">56099036Y060000 ILHS Consultation Form FY27.pdf</a>
Illinois Lutheran Elementary School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value=""/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="139"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value=""/>	Choose File No file chosen Delete File: <input type="checkbox"/> <a href="#">56099029X060000 ILES Consultation Form FY27.pdf</a>

Comments:

[Create Additional Entries](#)

[Save](#)

# FY27 CDP 8 Plan Specifics Preschool Coordination

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Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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## Preschool Coordination

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

### ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career path, while addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to meet the needs of all students.

### District Goal(s):

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

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

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

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

**No Preschool Programs**

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

**[(count) of 7500 maximum characters used]**

Pre-K students and Early Childhood special education students are housed in the Crete-Monee School District Early Learning Center. Each spring, personnel from our elementary schools articulate and coordinate with the Early Childhood Special Education Program (public and private) to provide for a smooth transition for students entering regular education kindergarten.

An evening parent event is held where kindergarten teachers present information about their program to parents of students who will be attending kindergarten in the fall. Parents have the opportunity to attend in the fall.

Each spring, students who attend the Early Childhood Special Education Program have an annual review meeting to ensure student progress toward IEP goals and provide for a smooth transition to the elementary school. Key staff members from the elementary school are in attendance and collaborate with the current team to ensure programming is appropriate in Kindergarten.

**Response from the approved prior year Consolidated District Plan.**

Pre-K students and Early Childhood special education students are housed in the Crete-Monee School District Early Learning Center. Each spring, personnel from our elementary schools articulate and coordinate with the Early Childhood Special Education Program (public and private) to provide for a smooth transition for students entering regular education kindergarten.

An evening parent event is held where kindergarten teachers present information about their program to parents of students who will be attending kindergarten in the fall. Parents have the opportunity to attend in the fall.

Each spring, students who attend the Early Childhood Special Education Program have an annual review meeting to ensure student progress toward IEP goals and provide for a smooth transition to the elementary school. Key staff members from the elementary school are in attendance and collaborate with the current team to ensure programming is appropriate in Kindergarten.

### Title I Requirement

Coordination of services with preschool education programs

### Legislative References:

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

\*Required field for Title I and/or IDEA Preschool

# FY27 CDP 9 Plan Specifics Student Achievement

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Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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## Student Achievement and Timely Graduation

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

### ISBE Goals:

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic child.
- Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to their needs.

### District Goal(s):

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

### 1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement it

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

**[[count] of 7500 maximum characters used)**

Crete-Monee School District 201U offers a well-rounded instructional program designed to meet the needs of all students. Our PreK-12 program is designed to provide vertical alignment while experience. Pre-K and special education students ages 3-5 who attend our Early Learning Center receive instruction in Literacy, Math, Science, Social Studies, Physical Education/Health, Music experiences, social-emotional learning, and opportunities to engage with technology. Our K-8 students receive instruction in English/Language Arts, Math, Science, Social Studies, Physical Ed Emotional Learning. We provide Response to Intervention programs, Special Education services, ESL/Bilingual programs. These programs are supported by instructional specialists. Our accelerated completed the ISBE Gifted Education Seminar. Our schools utilize grade-based acceleration, content-based acceleration strategies to meet the needs of these students. ESL students are served. The district has two authorized International Baccalaureate World Schools. One of our five elementary schools, Coretta Scott King Magnet School, implements the Primary Years Programme. development. Implementation feedback is provided by consultants from the International Baccalaureate Organization. Every five years the school completes an IB evaluation that includes core Crete-Monee Middle School is also an authorized IB World School with a Middle Years Programme. In addition to core content areas, the school provides instruction in the areas of Design Tech Studies. All students participate in a community project as part of their 8th-grade coursework. Crete-Monee Middle School is staffed to meet the IB program requirements. Teachers participate Implementation feedback is provided by consultants from the International Baccalaureate Organization. CMMS was authorized in August 2019. For grades 9-12, our district offers coursework Physical Education/Health/Drivers Education, Music, Art, Career and Technical Education, and Foreign Language. The Crete-Monee High School plan addresses three areas for students to focus college enrollment, military enlistment, and employment. The school offers opportunities for students to earn dual credit, industry certifications, and college credits through partnerships with local businesses. We have an Advanced Placement Program that is supported by a plan to expand access to advanced coursework. In 2018-2019 we implemented a locally-funded program established a manufacturing program. In 2019-2020, the NNDDCC program received federal authorization as an NJROTC program. Our manufacturing program now includes welding and carpentry development and industry certifications to our academic programming. All schools have a school leadership team. Teams meet throughout the year to develop and monitor improvement plan develop and revise curriculum using backwards planning as the curriculum model. Units of instruction are placed on our curriculum mapping software systems (Atlas and/or Toddle). This allows utilizes a job-embedded approach to professional learning to support the academic program. All schools have instructional coaches in positions specifically designated to deliver professional development provides institute days and early dismissal days for professional learning. In addition, all schools have time built into the school day for collaborative work. This work includes curriculum work analysis.

#### Response from the prior year Consolidated District Plan.

Crete-Monee School District 201U offers a well-rounded instructional program designed to meet the needs of all students. Our PreK-12 program is designed to provide vertical alignment while experience. Pre-K and special education students ages 3-5 who attend our Early Learning Center receive instruction in Literacy, Math, Science, Social Studies, Physical Education/Health, Music experiences, social-emotional learning, and opportunities to engage with technology. Our K-8 students receive instruction in English/Language Arts, Math, Science, Social Studies, Physical Ed Emotional Learning. We provide Response to Intervention programs, Special Education services, ESL/Bilingual programs. These programs are supported by instructional specialists. Our accelerated completed the ISBE Gifted Education Seminar. Our schools utilize grade-based acceleration, content-based acceleration strategies to meet the needs of these students. ESL students are served. The district has two authorized International Baccalaureate World Schools. One of our five elementary schools, Coretta Scott King Magnet School, implements the Primary Years Programme. development. Implementation feedback is provided by consultants from the International Baccalaureate Organization. Every five years the school completes an IB evaluation that includes core Crete-Monee Middle School is also an authorized IB World School with a Middle Years Programme. In addition to core content areas, the school provides instruction in the areas of Design Tech Studies. All students participate in a community project as part of their 8th-grade coursework. Crete-Monee Middle School is staffed to meet the IB program requirements. Teachers participate Implementation feedback is provided by consultants from the International Baccalaureate Organization. CMMS was authorized in August 2019. For grades 9-12, our district offers coursework Physical Education/Health/Drivers Education, Music, Art, Career and Technical Education, and Foreign Language. The Crete-Monee High School plan addresses three areas for students to focus college enrollment, military enlistment, and employment. The school offers opportunities for students to earn dual credit, industry certifications, and college credits through partnerships with local businesses. We have an Advanced Placement Program that is supported by an equity plan through Equal Opportunity Schools for expanding access to advanced coursework. In 2018-20 National Defense Cadet Corps (NNDDCC) and established a manufacturing program. In 2019-2020, the NNDDCC program received federal authorization as an NJROTC program. Our manufacturing These programs add leadership skill development and industry certifications to our academic programming. All schools have a school leadership team. Teams meet throughout the year to develop and report on progress to district administration at an annual retreat. Course and grade-level teams meet throughout the year to develop and revise curriculum using Understanding by Design on our curriculum mapping software. This allows the curriculum to be shared and monitored. The district utilizes a job-embedded approach to professional learning to support the academic program specifically designated to deliver professional development, coach, and facilitate. The school calendar provides institute days, early dismissal days for professional learning. In addition, all school work. This work includes curriculum work, instructional planning, assessment development, and data analysis.

### 2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.\* Include criteria for low-income, applicable to the district. [2]

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

**[[count] of 7500 maximum characters used)**

The district uses several data sources to develop criteria and identify students at risk of failure.

Pre-K: Teaching Strategies Gold, ESGI

K-5: NWEA MAP Growth, NWEA MAP Reading Fluency, IAR

6-12: NWEA MAP Growth, Achieve 3000, IAR (6-8), Pre-ACT. After each assessment period (fall, winter, spring) our local growth model uses the data listed above to provide teachers and school growth data, classroom growth data, and overall student growth data by subject area.

Through the use of academic data, cut scores have been determined that place students into various academic interventions. Grades, classroom performance, and earned credits are also fact Attendance and SWIS discipline data are used to determine behavioral interventions through our PBIS programs. Recently, we identified the need for truancy support to reduce our truancy at

#### Response from the prior year Consolidated District Plan.

The district uses several data sources to develop criteria and identify students at risk of failure.

Pre-K: Teaching Strategies Gold, ESGI, VMI, Boehm

K-5: STEP(K-1) and Fountas & Pinnell (Gr. 2-5) Reading Assessments, NWEA MAP, IAR

6-12: NWEA MAP, HMH Reading Inventory (6-8), Achieve 3000, IAR (6-8), PSAT/SAT/After each assessment period (fall, winter, spring) our local growth model uses the data listed above to provide data, student group growth data, classroom growth data, and overall student growth data by subject area.

Through the use of academic data, cut scores have been determined that place students into various academic interventions. Grades, classroom performance, and earned credits are also fact Attendance and SWIS discipline data are used to determine behavioral interventions through our PBIS programs. Recently, we identified the need for truancy support to reduce our truancy at

### 3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrants develop language proficiency, as applicable.\* [3]

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

**[[count] of 7500 maximum characters used)**

Our MTSS program has a structure for every level of our system.

Our PreK and Early Childhood programs at our Early Learning Center are specifically designed for educational assistance for at-risk and special education students ages 3-5. All classrooms are staffed with occupational therapists, physical therapists, and speech-language therapists support students academically, socially, and emotionally in order to prepare them for entry into kindergarten.

K-5 students participate daily in an extra 30 minutes of reading and math instruction during a designated intervention block for each subject (Tier 2). Students are assigned to groups based on reading and math levels. Special education teachers, and teacher assistants are matched to the student groups. Instruction is planned using data from local assessments. Students in need of more intensive instruction are provided instruction outside of the classroom with an interventionist, special education teacher, or ELL instructor. District EL staff provide hands-on activities, programming such as Imagine Learning Language as well as native language content, as determined by the student's proficiency level.

Grades 6-8 students needing additional help receive an additional period of reading or math instruction during half-day math days and reading days. In addition, students reading more than 90 minutes receive reading specialists as part of their daily schedule. Instructional classes in reading, math, and design technology are provided for students in need of intensive intervention.

For high school, students receive intervention programming during a 25-minute period during the school day called HERO period. During this time, students who need additional support will receive special education services during this period. For those students in need of more intensive interventions, a full class period of reading or math support may be placed on the student's choice in reading materials, reading strategy and vocabulary instruction. Student reading levels are assessed using NWEA and growth is monitored.

Students in need of credit recovery are provided opportunities to retrieve those credits after school through placement in our PASS program.

The Bridges program at the high school is designed for at-risk high school and middle school students. The school provides special education services, as well as, general education programming that cannot be supported at Crete-Monee High School and Crete-Monee Middle School.

All schools offer summer programming for students in need of extra support in reading and math including credit recovery for high school students.

Our English learners receive support for language acquisition in all schools. Using appropriately licensed teachers, EL students receive instruction through co-teaching and pull-out instruction: 5 times per week.

Supplemental instructional activities for PreK level ELs include Early Language Books, Vocabulary and Sequencing Cards. Supplemental instructional activities for the K-5 level students include Nearpod EL Program. Supplemental instructional activities for Middle School and High School include Nearpod EL Program and Smart Class by Robotel. Supplemental instructional activities include Spanish novels, vocabulary cards, Reading A to Z Spanish books, and Nearpod Spanish lessons.

#### **Response from the prior year Consolidated District Plan.**

Our MTSS program has a structure for every level of our system.

Our PreK and Early Childhood programs at our Early Learning Center are specifically designed for educational assistance for at-risk and special education students ages 3-5. All classrooms are staffed with occupational therapists, physical therapists, and speech-language therapists support students academically, socially, and emotionally in order to prepare them for entry into kindergarten.

K-5 students participate daily in an extra 30 minutes of reading and math instruction during a designated intervention block for each subject (Tier 2). Students are assigned to groups based on reading and math levels. Special education teachers, and teacher assistants are matched to the student groups. Instruction is planned using data from local assessments. Students in need of more intensive instruction are provided instruction outside of the classroom with a reading or math specialist, special education teacher, or ELL instructor. District EL staff provide hands-on activities, programming such as Imagine Learning Language support as well as native language content, as determined by the student's proficiency level. Activities such as "4-Corners Vocabulary" and "Backwards Book Walk" for non-fiction are employed in addition to us Language Level questioning, Go Graphics for expository texts, and comprehension and vocabulary activities as outlined by Smekens Education Solutions to practice summarizing.

Grades 6-8 students needing additional help receive an additional period of reading or math instruction three times per week during our intervention time called RAMP. In addition, students reading more than 90 minutes receive reading specialists as part of their daily schedule. Instructional classes in reading, math, and design technology are provided for students in need of intensive intervention.

For high school, students receive intervention programming during a 25-minute period during the school day called HERO period. During this time, students who need additional support will receive special education services during this period. For those students in need of more intensive interventions, a full class period of reading or math support may be placed on the student's choice in reading materials, reading strategy and vocabulary instruction. Student reading levels are assessed using NWEA and growth is monitored. Math intervention is supported by a math course, they take a pretest which determines mastery of learning objectives for the course. An instructional program is designed for each student so they can demonstrate proficiency on the program is supported by teacher instruction in a small group setting and grading that focuses on the mastery of learning objectives.

Students in need of credit recovery are provided opportunities to retrieve those credits after school, during the HERO period, or through placement in our PASS program.

The Bridges program at the high school is designed for at-risk high school and middle school students. The school provides special education services, as well as, general education programming for student support at Crete-Monee High School and Crete-Monee Middle School.

All K-12 schools offer after-school and summer programming for students in need of extra support in reading and math including credit recovery for high school students.

Our Early Learning Center provides summer programming.

Our English learners receive support for language acquisition in all schools. Using appropriately licensed teachers, EL students receive instruction through co-teaching and pull-out instruction: 5 times per week.

Supplemental instructional activities for PreK level ELs include Early Language Books, Vocabulary and Sequencing Cards and On our way to Reading for Newcomers. Supplemental instructional activities for ELs include ELL Edition, Imagine Language and Literacy, Houghton Mifflin Harcourt Into Reading Tabletop Mini Lessons, On our way to Reading for Newcomers, and Nearpod EL Program. Supplemental instructional activities for Middle School and High School include Nearpod EL Program, Inside National Geographic Textbooks, On our way to Reading for Newcomers, and Smart Class by Robotel. Supplemental instructional activities for Spanish speaking ELs include Spanish novels, vocabulary cards, Reading A to Z Spanish books, and Nearpod Spanish lessons.

#### **4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning. Include a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners. \* [4]**

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

**([count] of 7500 maximum characters used)**

Student Engagement

Our schools have a school improvement focus on student engagement in higher-order thinking skills. School leadership teams develop annual goals to increase higher-order thinking in instructional

Instructional Shifts in ELA and Math

Through job-embedded professional learning and curriculum development, the instructional shifts for ELA and Math continue to be incorporated into the academic program.

For ELA there is a focus on close reading using complex text, evidence-based questioning, and writing in response to reading. Increased use of non-fiction text is also part of strengthening reading. Another strategy that is intended to strengthen reading instruction by encouraging conversations among students.

In Math, the implementation of the 8 mathematical practices is key to an effective math program. Teaching for conceptual understanding, developing procedural fluency, and providing opportunities for problem-solving are key to a successful math program. Incorporating number talks into daily instruction is part of the improvement plan. The recent selection of a new math series for K-5, 6-8, and core high school math courses coupled with our math instruction.

Technology Integration

Research shows that effective use of technology accelerates student learning. 1:1 Chromebooks coupled with teacher training on how to effectively integrate technology into instruction using the academic program. The use of instructional technology teacher leaders in schools and district technology integration coaches help facilitate implementation. The use of Google Classroom as a tool for student engagement in learning. Increasing blended learning opportunities in K-8 and specific blended learning courses in high school is the goal of instructional design for technology integration. Software that feature comfortable and adaptable seating for collaborative or independent learning is being designed. In our Pre-K classrooms, I-pads and Smart technologies support student learning. The regular use of virtual learning will also become a focus of technology integration.

STEM-STEAM/Performance Tasks/Problem-Based Learning

Implementation of STEM-STEAM education is another strategy intended to strengthen our academic program. STEM-STEAM learning is conducted in centers for Pre-K students. SmartLabs has been implemented for STEM Education. For grades 6-8, students participate in Project Lead the Way's Gateway Program. This pre-engineering program meets the design requirements for the IB Middle Years Programme as elective coursework. STEM enrichment opportunities are also provided after school and during the summer. Coding is another focus of STEM-STEAM learning.

Inquiry-Based Learning

International Baccalaureate Programmes are designed upon an inquiry-based learning model. Crete-Monee Middle School is currently a candidate school for the Middle Years Programme (MYIP). We develop inquiry-based units of instruction using the IB instructional planner. A consultant provided by IB guides the staff in program development. Coretta Scott King Magnet school is an authorized school and recommendations from 5-year IB evaluation visits. K-5 schools and Crete-Monee Middle School utilize an inquiry-based science series.

The Illinois Standards for Social Science also contain inquiry skills. Curriculum teams develop units of instruction using the key shifts contained in the standards:

1. Craft questions for inquiry
2. Cultivate collaboration
3. Integrate content and skills
4. Promote literacy practices
5. Provide opportunities to take informed action

Differentiated Instruction

A strategy that is intended to improve student learning is differentiated instruction. Teachers will receive training intended to assist teachers in differentiating content, process, and product in classroom instruction. Teachers will be expected to differentiate performance tasks.

Language Acquisition

Practices that support English learners include instruction in the native language for bilingual programs. Instruction in co-taught and pull-out settings is implemented using the SIOP model. A

offers Spanish and ASL. The goal of both our ESL/Bilingual program and language acquisition courses is to develop students' multilingual proficiency. Tiered vocabulary instructional activities and general education teachers have been trained in SIOP strategies and provide targeted vocabulary instruction that focus on content words, process/function words, and words that explore often employed at all grade levels to provide structured vocabulary development. Activities for student interaction, student conversation, and application are employed regularly to develop of

#### Response from the prior year Consolidated District Plan.

##### Student Engagement

Our schools have a school improvement focus on student engagement in higher-order thinking skills. Using the Instructional Practices Inventory (IPI), school leadership teams develop an strategies to accomplish the goal. The goal is in the form of a ratio of higher order to lower-order thinking. Four times per year, trained teacher teams conduct classroom walkthroughs where into levels of engagement and processed through an excel file that calculates the ratio. At the end of the year, schools can evaluate their progress toward achieving their goal ratio.

##### Instructional Shifts in ELA and Math

Through job-embedded professional learning and curriculum development, the instructional shifts for ELA and Math continue to be incorporated into the academic program.

For ELA there is a focus on close reading using complex text, evidence-based questioning, and writing in response to reading. Increased use of non-fiction text is also part of strengthening re is another strategy that is intended to strengthen our reading instruction by encouraging conversations among students.

In Math, the implementation of the 8 mathematical practices is key to an effective math program. Teaching for conceptual understanding, developing procedural fluency, and providing opport focus. Incorporating number talks into daily instruction is part of the improvement plan. The recent selection of a new math series for K-5, 6-8, and core high school math courses coupled wi our math instruction.

##### Technology Integration

Research shows that effective use of technology accelerates student learning. 1:1 Chromebooks coupled with teacher training on how to effectively integrate technology into instruction using an academic program. The use of instructional technology teacher leaders in schools and district technology integration coaches help facilitate implementation. The use of Google Classroom as a engagement in learning. Increasing blended learning opportunities in K-8 and specific blended learning courses in high school is the goal of instructional design for technology integration. Suj that feature comfortable and adaptable seating for collaborative or independent learning is being designed. In our Pre-K classrooms, I-pads and Smart technologies support student learning. regular use of virtual learning will also become a focus of technology integration.

##### STEM-STEAM/Performance Tasks/Problem-Based Learning

Implementation of STEM-STEAM education is another strategy intended to strengthen our academic program. STEM-STEAM learning is conducted in centers for Pre-K students. Defined STEM quality performance tasks and problem-based learning projects for ELA, Math, Science, and Social Studies. K-12 teachers are expected to implement 2-3 tasks per year. For grades 6-8, stud This pre-engineering program meets the design requirements for the IB Middle Years Program. Project Lead the Way is also offered at Crete-Monee High School as elective coursework. STEM during the summer. Coding is another focus of STEM-STEAM learning.

##### Inquiry-Based Learning

International Baccalaureate Programmes are designed upon an inquiry-based learning model. Crete-Monee Middle School is currently a candidate school for the Middle Years Programme (MYF develop inquiry-based units of instruction using the IB instructional planner. A consultant provided by IB guides the staff in program development. Authorization is expected in 2019. Coretta ' continually works to address feedback and recommendations from 5-year IB evaluation visits. K-5 schools and Crete-Monee Middle School utilize an inquiry-based science series.

The Illinois Standards for Social Science also contain inquiry skills. Curriculum teams develop units of instruction using the key shifts contained in the standards:

- 1.Craft questions for inquiry
- 2.Cultivate collaboration
- 3.Integrate content and skills
- 4.Promote literacy practices
- 5.Provide opportunities to take informed action

##### Differentiated Instruction

A strategy that is intended to improve student learning is differentiated instruction. Teachers will receive training intended to assist teachers in differentiating content, process, and product in novels and other materials in classroom instruction. Teachers will be expected to differentiate performance tasks through Defined STEM.

##### Equity, Diversity, Cultural Responsiveness, and Restorative Practices

Practices that support a positive school climate and culture are key to successful learning conditions. The district will provide professional development to all schools on equity, racial literacy, practices. Schools will implement practices that build relationships with our diverse student populations. Using the results of an equity audit, the District Equity Team developed an equity stat District Equity Team continues to participate in equity and racial literacy training. The focus of the team is to develop and implement a District Equity Plan.

##### Language Acquisition

Practices that support English learners include instruction in the native language for bilingual programs. Instruction in co-taught and pull-out settings is implemented using the SIOP model. A offers Spanish and ASL. The goal of both our ESL/Bilingual program and language acquisition courses is to develop students' multilingual proficiency. Tiered vocabulary instructional activities and general education teachers have been trained in SIOP strategies and provide targeted vocabulary instruction that focus on content words, process/function words, and words that explore often employed at all grade levels to provide structured vocabulary development. Activities for student interaction, student conversation, and application are employed regularly to develop of

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

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

[(count) of 7500 maximum characters used]

Crete-Monee School District only hires properly certified teachers. Our hiring process utilizes an interview protocol to ensure that teacher candidates are student-centered educators. Our eval Danielson Framework for Teaching and includes a student growth component that is based on our local growth model developed by the ECRA Group. It is based on student growth on standar district receive training on the Danielson Framework. They are also required to participate in twelve hours of professional development during their first year of employment. Teachers who ar participate in our two-year New Teacher Mentoring and Induction Program. Here new teachers are paired with effective veteran teachers for 60 hours of professional learning in each year of t aligned with the Danielson domains and components. With the support of their mentor, they complete their annual action plan which includes classroom observations, professional developme discussing the development of a four-year Probationary Teacher Program that will provide a program of professional learning to support all teachers new to the district, regardless of experien disparities for students and that our teaching staff is effective in teaching all students. Opportunities are provided for staff who need coursework to obtain appropriate endorsements due to ir At the district level, central office administrators complete an annual process for staffing to ensure comparability and that low income and minority students are being taught by qualified, effe 70% as well as a low-income rate of about 70%, the need for highly qualified effective teachers is needed for all students and at all schools.

The process is as follows:

January - April

Engage in district-level budget discussions for the upcoming school year to ensure compliance with Title I requirements.

May-August

Finalize district staff at all schools with particular attention given to Title I schools.

Finalize program implementation plans

Ensure receipt of all material and equipment purchases

September-October

Finalize any last-minute staffing changes and material/equipment purchases

Complete Fall Housing Report for enrollment

Complete report on the number of FTE and salaries by building

Evaluate the number of special education and bilingual staff per building

November

Determine calculations using fall housing report and district staffing

Calculate comparability status for Title I schools using the pupil/staff ratios

Complete and submit NCLB Comparability Report to ISBE

December

For any Title I school demonstrating non-compliance, additional staff will be added.

District 201U will notify ISBE when the correction is completed.

The corrected comparability will be calculated and documented.

Crete-Monee School District is actively engaging in partnerships with higher education teacher preparation programs to support teacher candidate development and endorsement coursework that all students are taught by effective teachers.

#### Response from the prior year Consolidated District Plan.

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Crete-Monee School District is actively engaging in partnerships with higher education teacher preparation programs to support teacher candidate development and endorsement coursework that all students are taught by effective teachers.

**6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop achievement.\*\* [6]**

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

**[(count) of 7500 maximum characters used]**

The district employs a Media Center Director who is housed at Crete-Monee High School. Our remaining school libraries are staffed with media assistants. The Director assumes responsibility library program. This includes maintaining library inventories, purchasing new materials both hard copy and digital, and developing and overseeing the physical space. All school libraries are online periodicals. Some schools also have e-readers available for student checkout. The individual school budget, curriculum budget, technology budget, and state library grant are used to s needs and academic achievement. The library staff, school administration, and teacher literacy leaders work together to coordinate purchases that address the academic program.

Media centers are key facilities for providing digital learning environments as well as offering STEAM learning opportunities. Crete-Monee High School is redesigning its media center to accom schools and the district media center staff will engage in planning to upgrade their media centers to accommodate STEAM activities, and career exploration.

**Response from the prior year Consolidated District Plan.**

The district employs a Media Center Director who is housed at Crete-Monee High School. Our remaining school libraries are staffed with media assistants. The Director assumes responsibility library program. This includes maintaining library inventories, purchasing new materials both hard copy and digital, and developing and overseeing the physical space. All school libraries are online periodicals. Some schools also have e-readers available for student checkout. The individual school budget, curriculum budget, technology budget, and state library grant are used to s needs and academic achievement. The library staff, school administration, and teacher literacy leaders work together to coordinate purchases that address the academic program.

Media centers are key facilities for providing digital learning environments as well as offering STEAM learning opportunities. Crete-Monee High School is redesigning its media center to accom schools and the district media center staff will engage in planning to upgrade their media centers to accommodate STEAM activities, and career exploration.

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

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

**[(count) of 7500 maximum characters used]**

Currently, students who score in the top 5% on district standardized measures for reading and math are considered gifted and talented. In addition, Crete-Monee School District 201U assess identification process. Annually, students take this test in the spring of second grade.

Gifted and Talented students are served through several methods in our district. These delivery models are in place and are chosen based on the needs of the students

- \*Cluster grouping class lists in elementary grades
- \*Differentiated instruction
- \*Flexible groups for instruction
- \*Accelerated curriculum/enrichment using Response to Intervention
- \*Accelerated courses in reading and math beginning in 6th grade
- \*After school programming in Math and Science (IMSA) - Grades 4-8
- \*Problem-based learning
- \*Grade skipping
- \*Dual enrollment - middle school/high school or high school/college
- \*Advanced Placement courses

The district also has a process in place for accelerated placement as required by the Accelerated Placement Act.

**Response from the prior year Consolidated District Plan.**

Currently, students who score in the top 5% on district standardized measures for reading and math are considered gifted and talented. In addition, Crete-Monee School District 201U assess identification process. Annually, students take this test in the spring of second grade.

Gifted and Talented students are served through several methods in our district. These delivery models are in place and are chosen based on the needs of the students

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- \*After school programming in Math and Science (IMSA) - Grades 4-8
- \*Problem-based learning
- \*Grade skipping
- \*Dual enrollment - middle school/high school or high school/college
- \*Advanced Placement courses

The district also has a process in place for accelerated placement as required by the Accelerated Placement Act.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

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

\*\*Required field for only Title I, Part A

# FY27 CDP 10 Plan Specifics College and Career

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Applicant: CRETE-MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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## College and Career Readiness

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

### ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career path and address historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of all students.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to improve student learning.

### District Goal(s):

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

### 1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education

- i. Coordination with institutions of higher education, employers, and other local partners;\* and**
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and**

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

**[[count] of 7500 maximum characters used)**

Transition activities between Crete-Monee Middle School and Crete-Monee High School begin in the fall of the 8th-grade year and continue into the 9th-grade year.

Middle school and high school guidance counselors conduct quarterly articulation meetings where they discuss topics that help the schools work together effectively. Articulation on student January, current high school students go to the middle school to speak with 8th-grade students about their high school experience and expectations. High school counselors also attend an when on site visits are not possible, videos are created to serve this purpose. In early February, the high school holds an 8th Grade Open House. This is an evening event where incoming students and parents are provided with guidance brochures and meet the staff. Parents are also provided with guidance brochures related to the high school experience. This event gives students and parents the opportunity to tour the high school and meet the staff. Parents are also provided with guidance brochures of February, high school guidance counselors complete 9th-grade-course registration with incoming students. Students meet 1:1 with their counselor to select courses for their freshmen year and signature. In the spring, 8th-grade students may attend a shadow day at Crete-Monee high school. One week before school begins in August, incoming 9th graders attend New Student High school mentor students provide tours of the building and help students find their classrooms and lockers.

Freshmen Orientation ("Ignite") is held the days before the first day of school. It is a freshmen-only day that is hosted by our freshmen mentors as part of our Ignition program. On this day, team-building activities, tour the school, review schedules, practice opening their lockers, and learn school-wide expectations. All freshmen participate in the Crete-Monee High School Ignite workshops covering relevant topics for ninth-grade students such as making healthy choices and succeeding in high school.

While not just a freshmen activity, Back to School and/or Curriculum Night is an opportunity for all students and parents to meet teachers and discuss what their students will be learning in first two weeks of school. In mid-October, guidance counselors conduct individual freshmen interviews.

Throughout the year, 6-12 staff has time for vertical curriculum articulation. This includes classroom observations to see how instruction is conducted in both middle school and high school school to high school. All 6-12 students use SchoolLinks, a comprehensive K-12 college and career readiness program that helps align student strengths and interests to post-secondary goals through their Learner Profile.

#### Response from the approved prior year Consolidated District Plan.

Transition activities between Crete-Monee Middle School and Crete-Monee High School begin in the fall of the 8th-grade year and continue into the 9th-grade year.

Middle school and high school guidance counselors conduct quarterly articulation meetings where they discuss topics that help the schools work together effectively. Articulation on student January, current high school students go to the middle school to speak with 8th-grade students about their high school experience and expectations. High school counselors also attend in early February, the high school holds an 8th Grade Open House. This is an evening event where incoming students and their parents attend different workshops of their choice related to parents the opportunity to tour the high school and meet the staff. Parents are also provided with guidance brochures and CMHS guidance services are presented.

At the end of February, high school guidance counselors complete 9th-grade-course registration with incoming students. Students meet 1:1 with their counselor to select courses for their freshman year and signature.

In the spring, 8th-grade students may attend a shadow day at Crete-Monee high school.

One week before school begins in August, incoming 9th graders attend New Student Night. At this event, students can pick up their schedules. High school mentor students provide tours of the building and help students find their classrooms and lockers.

Freshmen Orientation is held the day before the first day of school. It is a freshmen-only day that is hosted by our freshmen mentors as part of our Ignition program. On this day, freshmen activities, tour the school, review schedules, practice opening their lockers, and learn school-wide expectations.

All freshmen participate in the Crete-Monee High School Ignite Program. Here student mentors conduct monthly workshops covering relevant topics for ninth-grade students such as making healthy choices and succeeding in high school.

While not just a freshmen activity, Curriculum Night is an opportunity for all students and parents to meet teachers and discuss what their students will be learning throughout the school year.

In mid-October, guidance counselors conduct individual freshmen interviews.

Throughout the year, 6-12 staff has time for vertical curriculum articulation. This includes classroom observations to see how instruction is conducted in both middle school and high school school to high school.

All 6-12 students use Naviance, a comprehensive K-12 college and career readiness program that helps align student strengths and interests to post-secondary goals. In addition, students use their Learner Profile.

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

**Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities, demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals**

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

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

**[[count] of 7500 maximum characters used)**

SchoolLinks has been added for all schools as a career exploration resource. Crete-Monee Middle School partners with Junior Achievement to provide a program that fosters work-readiness experiential learning. Students in grades 9-12 have the opportunity to enroll in a technology pathway program that leads to industry certifications as well as experiential learning. Student technology problem-solving personnel within the school, summer interns, and summer employees with the school district. In addition, Crete-Monee High School has partnered with Calumet approach to solving the skills gap that exists between schools and the manufacturing industry. The plan connects students with industry professionals, internships, and job opportunities. C business, and dual enrollment coursework as well as an early college program with Prairie State College. Through this partnership, additional opportunities are under development to expand Kankakee Area Career Center where they take coursework leading to several industry certifications.

#### Response from the approved prior year Consolidated District Plan.

SchoolLinks has been added for all schools as a career exploration resource. Crete-Monee Middle School partners with Junior Achievement to provide a program that fosters work-readiness experiential learning. Students in grades 9-12 have the opportunity to enroll in a technology pathway program that leads to industry certifications as well as experiential learning. Student technology problem-solving personnel within the school, summer interns, and summer employees with the school district. In addition, Crete-Monee High School has partnered with Calumet approach to solving the skills gap that exists between schools and the manufacturing industry. The plan connects students with industry professionals, internships, and job opportunities. C business, and dual enrollment coursework as well as an early college program with Prairie State College. Through this partnership, additional opportunities are under development to expand Kankakee Area Career Center where they take coursework leading to several industry certifications.

#### Legislative References:

- [1] Title I, Part A, Section 1112(b)(10)(A and B)
- [2] Title I, Part A, Section 1112(b)(12)(A and B)

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

# FY27 CDP 11 Plan Specifics Professional Development

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Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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## Professional Development - Highly Prepared and Effective Teachers and School Leaders

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

### ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career and college.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to meet the needs of their students.

### District Goal(s):

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

**For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by**

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

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

### Program and Description

#### A. Title I, Part A - Improving Basic Programs

Title I funds may be used for professional development activities related to content area knowledge, instructional practices, technology integration, Project Lead the Way, special education instruction, International Baccalaureate training, and Advanced Placement training.

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

TBD based upon completion of planning year work for our new schools in designated status.

#### C. Title I, Part D - Delinquent

#### D. Title I, Part D - Neglected

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

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

Administrator Academy credit for administrators, Advanced Placement training, Project Lead the Way training, International Baccalaureate training, mentor training and stipends, gifted education coursework for teacher endorsements in hard to fill areas, content area training, instructional strategies including differentiated instruction, problem-based learning in-district Professional Teachers will design and implement 1-2 hour training sessions for teachers that are aligned to key areas of Instructional Practice, Learning Environment, Assessment, Special Programs. To

#### G. Title III - LIEP

Coursework for bilingual certification for current teachers, State Bilingual Conference, Bilingual Parent Summit, other professional development activities related to ESL/bilingual instruction IRC workshops and consultants who may work with the team on program development.

#### H. Title III - ISEP

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

Professional Development opportunities will be supported as they relate to the special programs supported with Title IV funds (e.g. Fine Arts, Technology, STEM, etc.).

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

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

IDEA funds may be used for activities related to behavioral interventions and strategies, therapeutic interventions and alternatives, instructional strategies, curriculum development, accommodation development. The professional development funds were utilized to provide specific needs-based learning opportunities to special education staff. Many of the SLPs attend sponsored seminars also ASHA recognized, for programs related to lisps, children who are mute, children who have oral physical disabilities and other disabilities. Staff also attended programs that included the national conference. They attended seminars for example on mental health, trauma and behavioral intervention. Psychologists also attended seminars offered by their professional organizations, including their national conference, which covered topics like trauma and legal updates. Teaching staff at co-teaching, behavioral interventions and reading/math strategies.

#### L. IDEA, Part B - Preschool

IDEA funds may be used for activities related to behavioral interventions and strategies, therapeutic interventions and alternatives, instructional strategies, curriculum development, accommodation development. The professional development funds were utilized to provide specific needs-based learning opportunities to special education staff. Many of the SLPs attend sponsored seminars also ASHA recognized, for programs related to lisps, children who are mute, children who have oral physical disabilities and other disabilities. Staff also attended programs that included the national conference. They attended seminars for example on mental health, trauma and behavioral intervention. Psychologists also attended seminars offered by their professional organizations, including their national conference, which covered topics like trauma and legal updates. Teaching staff at co-teaching, behavioral interventions and pre-literacy in math and reading.

### Legislative Requirement:

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

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

# FY27 CDP 12 Plan Specifics Safe Learning Environment

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Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan ▾

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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## Safe and Healthy Learning Environment

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

### ISBE Goals:

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

### District Goal(s):

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

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

- i. reduce incidences of bullying and harassment;
- ii. reduce the overuse of discipline practices that remove students from the classroom [1];
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below:
  - a. each major racial and ethnic group;
  - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
  - c. children with disabilities as compared to children without disabilities;
  - d. English proficiency status;
  - e. gender; and
  - f. migrant status.

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

[(count) of 7500 maximum characters used]

Bullying is prohibited at CM201-U. We have school assemblies for all students to address bullying. We also have a process for parents and students to report bullying. The policy and procedure reported, it is investigated and handled accordingly. All administrators have been trained on PA 99-0456 formerly SB100. Administrators utilize interventions with the goal of keeping students safe and healthy. We have two administrators who oversee student discipline and school safety. Collecting and analyzing behavior data by student subgroups is part of the responsibilities and security personnel at key points in the school year to review data that is housed in SWIS. Annually, data is reported to our Board of Education. Our Director for School Safety conducts enforcement officials about student safety. These partnerships support discipline and behavioral interventions put in place in our schools. We have a partnership with local law enforcement in our district, all students are treated equitably. Students are met where they are at any given time. District and school personnel engage in constant dialogue and implementation of practices that support students who have attendance issues. Attendance issues impact student learning and often result in disciplinary actions that negatively impact certain groups of students.

Response from the prior year Consolidated District Plan.

Bullying is prohibited at CM201-U. We have school assemblies for all students to address bullying. We also have a process for parents and students to report bullying. The policy and procedure reported, it is investigated and handled accordingly. All administrators have been trained on PA 99-0456 formerly SB100. Administrators utilize interventions with the goal of keeping students safe and healthy. We have two administrators who oversee student discipline and school safety. Collecting and analyzing behavior data by student subgroups is part of the responsibilities and security personnel at key points in the school year to review data that is housed in SWIS. Annually, data is reported to our Board of Education. Our Director for School Safety conducts enforcement officials about student safety. These partnerships support discipline and behavioral interventions put in place in our schools. We have a partnership with local law enforcement in our district, all students are treated equitably. Students are met where they are at any given time. District and school personnel engage in constant dialogue and implementation of practices that support students who have attendance issues. Attendance issues impact student learning and often result in disciplinary actions that negatively impact certain groups of students.

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

(42 U.S.C. 11301 et seq.);\*

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

[(count) of 7500 maximum characters used]

Homeless children are given assistance to remove any barriers preventing them from attending school. Currently, we provide transportation to and from school, and resources to assist with filling with supplies needed for the classroom. Students also receive free lunch.

Response from the prior year Consolidated District Plan.

Homeless children are given assistance to remove any barriers preventing them from attending school. Currently, we provide transportation to and from school, and resources to assist with filling with supplies needed for the classroom. Students also receive free lunch.

### Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children

### Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

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

# FY27 CDP 13 Plan Specifics Title I Specific Part One

## Consolidated District Plan

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### Attendance Center Designation

[Instructions](#)

### Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - CRETE-MONEE HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
1002 - CRETE-MONEE MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2003 - BALMORAL ELEM SCH	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2004 - CRETE ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2006 - MONEE ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2007 - TALALA ELEMENTARY IN PARK FOREST	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2008 - CORETTA SCOTT KING MAG SCH IN UP	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
3001 - CRETE-MONEE EARLY CHILDHOOD CNTR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019

<b>Describe anticipated Reorganizations:</b>	
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# FY27 CDP 14 Plan Specifics Title I Specific Part Two

Close Printer Friendly Page

Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Title I Specific - Part One									I Sr

## Title I Specific Requirements - Part Two

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

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

### ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career path, addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to meet the needs of their students.

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

### 1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or target 1111(d).\* (Section 1112(b)(3))

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

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

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

#### No schools identified under this part

([count] of 7500 maximum characters used)

Under the first round of ESSA school designations, Crete-Monee had three schools that received underperforming designations in Fall 2018. As a result, schools worked with the Consortium for Educational Change). The work focused on systems in each school to ensure that they are functioning effectively and connecting with each other.

In Cohort 2023, three Crete-Monee schools were designated as follows: Balmoral Elementary (Comprehensive), Crete Monee Middle School (Comprehensive), and Monee Elementary (Targeted). In addition, as all three schools were designated due to underperforming students with disabilities, a comprehensive review of current curriculum and instructional practices is taking place to evaluate and improve special education curriculum and instruction, and ensure effective alignment with the goals of the general education program. Each of these goals is discussed through

In Cohort 2024, two Crete-Monee schools were designated as follows: Crete Elementary School (Targeted) and Talala Elementary School (Comprehensive). Both schools were designated due to underperforming students with disabilities, a comprehensive review of current curriculum and instructional practices is taking place for the corresponding courses. We are working to evaluate and improve special education curriculum and instruction, and ensure effective alignment with the goals of the general education program. Each of these goals is discussed through the lens of school improvement.

#### Response from the approved prior year Consolidated District Plan.

Under the first round of ESSA school designations, Crete-Monee had three schools that received underperforming designations in Fall 2018. As a result, schools worked with the Consortium for Educational Change). The work focused on systems in each school to ensure that they are functioning effectively and connecting with each other.

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### 2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?

- Yes
- No

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

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

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

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

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

([count] of 7500 maximum characters used)

School-Wide programs are designed to raise the overall quality of the academic program within each school and the district as a whole. All schools are focused on student interventions, but a comprehensive review of current curriculum and instructional practices is taking place for the corresponding courses. At Crete-Monee Middle School, the IB programme is designed to raise the rigor of our academic levels above (9-12), and at the grade levels below (K-5). Crete-Monee High School is focused on creating engaging learning opportunities and learning spaces that will assist in developing a participation and evaluating the curriculum for equity and culturally responsive pedagogy is also part of the work the school is undertaking.

Our Early Learning Center provides Pre-K, special education, and blended learning classrooms with the goal of preparing students for kindergarten. Programming is individualized to address the needs of each child providing academic as well as social-emotional programming. There is also a strong parent education component.

Our K-5 school-wide programs are designed to adjust upward to prepare our elementary students for the rigors of an IB education.

The IB program at Coretta Scott King Magnet School is designed to provide a foundation for the IB academic program at the middle school.

School-wide programs for grades 9-12 are designed to build on the rigor of the middle school IB program with a focus on college and career readiness. An expanded AP program, through we coursework opportunities are intended to increase rigorous learning experiences for all high school students. Expanded opportunities for career training and leadership skills will complement

All school-wide programs are designed to increase student engagement, use inquiry and differentiation, provide STEM education, and integrate technology to accelerate learning. The program well as opportunities for acceleration for higher achieving students. The success of the programs is determined by implementing a balanced assessment system that uses a variety of format analysis and collaborative work. Data is analyzed after each assessment period to ensure student growth. This is performed at the school and district levels.

Goals for our school-wide programs are as follows:

1. All schools will meet interim performance benchmarks defined by ISBE for all students and subgroups in reading and math. Performance towards meeting benchmarks will be evaluated each year.
3. By 2027, 75% of K-3 students will attain grade-level exit reading levels as measured by our STEP and F&P reading assessment.
4. By 2027, 75% of K-5 students achieve grade-level math fluency proficiencies as measured by local assessments.
5. By 2027, all school-wide programs will achieve higher than expected growth in reading and math as measured by our Local Growth Model developed by ECRA.
6. By 2027, 95% of Freshmen will be on track to graduate from high school.
7. By 2027, the district will have a graduation rate of 93%.

**Response from the approved prior year Consolidated District Plan.**

School-wide programs are designed to raise the overall quality of the academic program within each school and the district as a whole. All schools are focused on student interventions, but a developed MTSS process in place. Now the focus is shifting to core curriculum and instruction. At Crete-Monee Middle School, the IB programme is designed to raise the rigor of our academic levels above (9-12), and at the grade levels below (K-5). Crete-Monee High School is focused on creating engaging learning opportunities and learning spaces that will assist in developing a participation and evaluating the curriculum for equity and culturally responsive pedagogy is also part of the work the school is undertaking.

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4. By 2025, 75% of K-5 students achieve grade-level math fluency proficiencies as measured by local assessments.
5. By 2025, all school-wide programs will achieve higher than expected growth in reading and math as measured by our Local Growth Model developed by ECRA.
6. By 2025, 95% of Freshmen will be on track to graduate from high school.
7. By 2025, the district will have a graduation rate of 93%.

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

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

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

*[[count] of 7500 maximum characters used)*

Schoolwide Programs Only

**Response from the approved prior year Consolidated District Plan.**

Schoolwide Programs Only

**Title I Requirement:**

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those

\*Required field

# FY27 CDP 15 Plan Specifics IDEA Specific

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Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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## IDEA Specific Requirements

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

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

### ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career path.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to meet the needs of all students.

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

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

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

[[count] of 7500 maximum characters used]

The needs assessment informs the ongoing provision of services and supports for students, staff, and teachers in the high school, middle school, elementary, and ELC levels in the areas of transition, intervention, and supports for programs and practices such as social emotional learning, co-teaching, differentiated instruction, transition practices and programming were identified and thus will be supported by these funds.

Response from the approved prior year Consolidated District Plan.

The needs assessment informs the on-going provision of services and supports of students, staff and teachers in both the high school and elementary level in the areas of transition, intervention, and supports for programs and practices such as social emotional learning, co-teaching, differentiated instruction, transition practices and programming were identified and thus will be supported with grant funding.

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

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

[[count] of 7500 maximum characters used]

Personnel and materials to support instructional and behavioral practices and strategies will be supported by these funds. The programs such as co-teaching, differentiated instruction, transition practices and programming were identified and thus will be supported by these funds. Staff will utilize curricular and intervention materials specific to special education students in the areas of math, language arts, and reading.

Response from the approved prior year Consolidated District Plan.

Personnel and materials to support instructional and behavioral practices and strategies will be supported by these funds. The programs such as co-teaching, differentiated instruction, transition practices and programming were identified and thus will be supported by these funds. Staff will utilize curricular and intervention materials specific to special education students in the areas of math, language arts and reading. Materials will be purchased in the areas of social-emotional areas of grief, loss, trauma, self-esteem and decision-making.

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

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

[[count] of 7500 maximum characters used]

We will continue professional development (for all special education staff including paraprofessionals) and services in both academic and behavior in the upcoming year, as well as social-emotional learning.

Response from the approved prior year Consolidated District Plan.

We will continue professional development (for all special education staff including paraprofessionals) and services in both academic and behavior in the upcoming year, as well as social-emotional learning.

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

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

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

[[count] of 7500 maximum characters used]

We use part of our funds to provide resources and professional development to our staff to ensure students with IEPs are served inside the general education environment to the maximum extent appropriate.

\*Required field

# FY27 CDP 16 Plan Specifics Youth in Care Requirements

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Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title Specific
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

## Overview

**\*Note: This plan section is not required for the Department of Juvenile Justice.**

**PROGRAM:** Youth in Care Stability  
**PURPOSE:** To comply with ESSA requirements for educational stability for students who are Youth in Care.  
**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools  
**RESOURCES:** [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)  
[US Department of Education \(USDE\) web page for Students in Foster Care](#)  
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)  
[Educational Stability Requirements \(Effective October 7, 2008\)](#)  
[Public Act 099-0781 \(effective 8/12/2016\)](#)  
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)  
[Finance, Budgets & Funding - Transportation Programs \(scroll to Foster Care Transportation section\)](#)  
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

## BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time...

## DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total. First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal C the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:  
[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)  
[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)  
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

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

## REQUIREMENTS

**A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:**

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

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

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

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

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

**C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:**

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

# FY27 CDP 17 Plan Specifics Youth in Care Plan Contacts

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Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Youth in Care Stability Plan Requirements				Youth in Care Stability Plan Contacts			Best Interest Determination Plan		

## Contact Information

**\*Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

- Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
- LEA transportation director
- Child welfare agency point of contact
- LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- Title I director
- School social worker
- Guidance counselor
- Special education personnel

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

1. Youth in Care/Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Esquivel	Adriana	Family Outreach Specialist	esquivela@
Phone*			
708	367	8391	

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

1a. Additional Youth in Care/Foster Care LEA-POC

Last Name	First Name	Position/Title	Email
Van Kuiken	Janice	Director of Special Education	vankuikenj
Phone*			
708	367	8350	

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Cooper	Katherine	Transportation Specialist	cooperk@c
Phone*			
708	367	8348	

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

\*Required field

# **FY27 CDP 18 Plan Specifics Youth in Care Best Interest Determination Plan**

Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Tit
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

**Best Interest Determination as it relates to School Stability**

**\*Note: This page is not required for the Department of Juvenile Justice.**

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

**1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while in care, and the personnel and other stakeholders involved.\***

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring educational stability for the child. For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.** The Family Outreach Specialist will engage in collaboration with the foster parent, and DCFS/Foster caseworker to determine where the child should be placed so that the student is ensured school stability during foster care and possible care transitions. The following factors must be considered:

1. Preferences of the child
2. Preferences of the child's parent(s) or education decision-maker(s)
3. The child's attachment to the school, including meaningful relationships with staff and peers
4. Placement of the child's sibling(s)
5. Influence of the school climate on the child, including safety
6. The availability and quality of the services in the school to meet the child's educational and socioemotional needs
7. History of school transfers and how they have impacted the child
8. How the length of the commute would impact the child, based on the child's developmental stage
9. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education services in a school other than the school of origin
10. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the ELL

It is important to note that transportation costs should not be considered when determining a child's best interest.

**Response from the approved prior year Consolidated District Plan.**

The Director of Special Education and school personnel who have knowledge of the child such as their principal, social worker, teacher or case manager will engage in collaboration with the foster parent to ensure educational needs can best be met whether in the school of origin or another school placement so that the student is ensured school stability during foster care and possible care transitions. The following factors must be considered:

1. Preferences of the child
2. Preferences of the child's parent(s) or education decision-maker(s)
3. The child's attachment to the school, including meaningful relationships with staff and peers
4. Placement of the child's sibling(s)
5. Influence of the school climate on the child, including safety
6. The availability and quality of the services in the school to meet the child's educational and socioemotional needs
7. History of school transfers and how they have impacted the child
8. How the length of the commute would impact the child, based on the child's developmental stage
9. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education services in a school other than the school of origin
10. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the ELL

It is important to note that transportation costs should not be considered when determining a child's best interest.

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

[See IDEA legislation here](#) [See Section 504 here](#)

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

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

Foster students with disabilities under IDEA or Section 504 who have an IEP or a 504 Plan are ensured of an Annual Review meeting. As part of the Annual Review services, supports, and placement are ensured to meet his academic and social-emotional needs. The IEP will be reviewed annually unless the parent/legal guardian/case manager requests an IEP meeting earlier - the request can be made for a parent/guardian/case worker.

**Response from the approved prior year Consolidated District Plan.**

Foster students with disabilities under IDEA or Section 504 who have an IEP or a 504 Plan are ensured of an Annual Review meeting. As part of the Annual Review services, supports and placement are ensured to meet his academic and social-emotional needs. The IEP will be reviewed annually unless the parent/legal guardian/case manager requests an IEP meeting earlier - the request can be made for a parent/guardian/case worker.

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

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

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

In arranging educational services for students who are English Learners, the information will be provided to their foster parent/legal guardian and/or DCFS worker in a manner that the student can understand. An interpreter or a document written in the first language can be used to communicate any educational information.

**Response from the approved prior year Consolidated District Plan.**

In arranging educational services for students who are English Learners, the information will be provided to their foster parent/legal guardian and/or DCFS worker in a manner that the student can understand. An interpreter or a document written in the first language can be used to communicate any educational information.

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

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. **NOTE: include that DCFS has the final decision.** For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

**Dispute Resolution Process.**

Written communication will be provided to the person(s) stating the factors disputed. Stakeholders involved in the dispute will make every effort to discuss the issue via an in-person meeting, phone or written communication. If a resolution is not reached, stakeholders will defer to the decision of the DCFS case manager or supervisor.

**Response from the approved prior year Consolidated District Plan.**

Dispute Resolution Process. Written communication will be provided to the person(s) stating the factors disputed. Stakeholders involved in the dispute will make every effort to discuss the issue via an in-person meeting, phone or written communication. If a resolution is not reached, stakeholders will defer to the decision of the DCFS case manager or supervisor.

**5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are Youth in Care.**

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

This district provides training on the ESSA requirements to those responsible for registering and arranging transportation for Youth in Care. The district foster care liaison works with the DCFS Education Department regarding educational stability for Youth in Care.

# FY27 CDP 19 Plan Specifics Youth in Care Transportation Plan

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Applicant: CRETE MONEE CUSD 201U  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-56-099-201U-26

County: Will

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Titl I Specific
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

## Youth in Care Stability Plan Development

**\*Note: This plan section is not required for the Department of Juvenile Justice.**

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

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

*Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.*

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

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.** The Assistant Superintendent (or designee), the Family Outreach Specialist, and/or the transportation specialist will consider each student as an individual in arranging transportation services and school placement in DCFS caseworker. The process to determine transportation is to include:

1. Safety - the student needs to be transported in a vehicle that protects the student - car seats and harnesses may be required, smaller modes of transportation (van, school bus), students must
2. Duration of the need for services - School-based personnel will provide observations to the DCFS case manager regarding academic, social-emotional, and transportation time. Transportation sh
3. Students require transportation time to be no more than 20-30 minutes
4. Time of placement change - if the student has been attending a specific school for a significant length of time - consideration should be given to arranging student's transportation to remain in th
5. Type of transportation available (yellow school bus, taxi cab, van, etc.) - the type of transportation is determined by the age and maturity level of the students
6. Traffic patterns - a student cannot cross a traffic area that is considered dangerous without the assistance of a crossing guard
7. Flexibility in school schedule - arrival and dismissal times can be altered if necessary to allow a student to remain in a school where they have attended for an extended period of time
8. Impact of extracurricular activities on transportation options - students are allowed to participate in extracurricular activities and have transportation readily available
9. Maturity and behavioral capacity of students - Students whose cognitive and behavioral functioning puts them at risk will not be put into a type of transportation without adult support and/or rel

#### Response from the approved prior year Consolidated District Plan.

The Assistant Superintendent (or designee), the Director of Special Education (or designee), and/or the transportation specialist will consider each student as an individual in arranging transportat collaboration with the Foster parent and the DCFS caseworker. The process to determine transportation is to include:

1. Safety - the student needs to be transported in a vehicle that protects the student - car seats and harnesses may be required, smaller modes of transportation (van, school bus), students must
2. Duration of the need for services - School-based personnel will provide observations to the DCFS case manager regarding academic, social-emotional and transportation time. Transportation shc
3. Students require transportation time to be no more than 20-30 minutes
4. Time of placement change - if the student has been attending a specific school for a significant length of time - consideration should be given to arranging student's transportation to remain in th
5. Type of transportation available (yellow school bus, taxi cab, van, etc.) - the type of transportation is determined by the age and maturity level of the students
6. Traffic patterns - a student cannot cross a traffic area that is considered dangerous without the assistance of a crossing guard
7. Flexibility in school schedule - arrival and dismissal times can be altered if necessary to allow a student to remain in a school where they have attended for an extended period of time
8. Impact of extracurricular activities on transportation options - students are allowed to participate in extracurricular activities and have transportation readily available
9. Maturity and behavioral capacity of students - Students whose cognitive and behavioral functioning puts them at risk will not be put into a type of transportation without adult support and/or rel

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

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

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

- h. Other - describe
- i. Other - describe
- j. Other - describe

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

*Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.*

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

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

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

#### Response from the approved prior year Consolidated District Plan.

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

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

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

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

Dispute Resolution Process:

1. Written communication will be provided to the person(s) stating the factors disputed.
2. Stakeholders involved in the dispute will make every effort to discuss the issue via an in-person meeting, phone or written communication.
3. If a resolution is not reached, stakeholders will defer to the decision of the DCFS case manager or supervisor.

#### Response from the approved prior year Consolidated District Plan.

Dispute Resolution Process:

1. Written communication will be provided to the person(s) stating the factors disputed.
2. Stakeholders involved in the dispute will make every effort to discuss the issue via an in-person meeting, phone or written communication.
3. If a resolution is not reached, stakeholders will defer to the decision of the DCFS case manager or supervisor.

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

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

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

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

The school district will maintain transportation until a resolution can be determined. The School of Origin is responsible for transportation while all disputes are being resolved.

**Response from the approved prior year Consolidated District Plan.**

The school district will maintain transportation until a resolution can be determined. The School of Origin is responsible for transportation while all disputes are being resolved.

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

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

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

In the student information system is the transportation plan, which is accessible to school staff. School staff, which includes administration, certified staff, paraprofessionals, food service, maintenance, and bus attendants, will be informed during the opening of school institute days that it is their responsibility to inform the office of the Director of Special Education or her designee of any changes in a foster child's home address by the school principal to the staff in her building and the bus company administrators will inform the bus drivers and bus attendants.

**Response from the approved prior year Consolidated District Plan.**

In the student information system is the transportation plan, which is accessible to school staff. School staff, which includes administration, certified staff, paraprofessionals, food service, maintenance, and bus attendants, will be informed during the opening of school institute days that it is their responsibility to inform the office of the Director of Special Education or her designee of any changes in a foster child's home address by the school principal to the staff in her building and the bus company administrators will inform the bus drivers and bus attendants.

\*Required field