



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

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MCHS – CONSOLIDATED DISTRICT PLAN

What is the Consolidated District Plan?

The Consolidated District Plan is part of the Illinois ePlan, which allows grantees to answer planning questions to meet the requirements for all federal grants/programs:

Title I, Part A – Improving Basic Programs

Title I, Part A – School Improvement 1003(a)

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 Education Program

Title III – Immigrant Education

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

What is Title I?

Title I is a program that provides funding for academic needs of at-risk students: “This program provides financial assistance through State educational agencies (SEAs) to local educational agencies (LEAs) and public schools with high numbers or percentages of low income children to help ensure that all children meet challenging state academic content and student academic achievement standards (The National Center for Education Statistics, 2017). MCHS receives targeted assistance (<40% low income), as opposed to schoolwide assistance.

How many years have we received Title I funding?

This will be our tenth year to submit the grant and receive Title I funds.

What do we use funds for?

We have used funds for Interventionists (math, reading, behavior), homeless and neglected/delinquent supplies, social emotional supports and interventions, professional development, curriculum work, and mentoring.

Why must we submit a Consolidated District Plan this year and who submits the plan?

The Every Student Succeeds Act (ESSA) requires that all local educational agencies (LEAs)



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who receive federal funds develop a Consolidated District Plan. The plan lays out the educational objectives for the district. ESSA requires that all districts receiving federal funding must have an approved plan on file. The Title I, II, and IV Coordinator writes the plan, notifies the BOE, and submits the plan upon BOE approval.

What happens after the plan is submitted and approved?

Upon approval of the plan, the Title I Coordinator will write the Title I, Title II, and Title IV grants and designate requested funds for interventionists, updated math and reading intervention resources, supplies for homeless students, and professional development opportunities for staff.

MCHS Consolidated District Plan Specifics

Title I

All curricula are aligned with Common Core, NGSS, or other State and National standards, depending on the specific content area. Common assessments that were developed in connection with content specific standards provide student growth data. Assessment results are logged in Mastery Manager, which is an online tool for data collection and analysis. Thus, teachers and teams can analyze assessment data and make adjustments based on skill deficits. Currently, the district's grading scale is based on a 100% reporting scale, and "mastery" is set at 70% or higher in our data collection tool. Students who are nearing, or below, the threshold for a passing grade are progress-monitored. Students who are identified and assigned to work with interventionists are notified, along with their parents and guardians. A team of teachers, support staff, and administrators, discuss possible interventions during weekly Student Support Services meetings. Results from assessments indicate a need for increased reading and math literacy. This information will be used to plan for reading and math interventionists who will work with at-risk students identified from assessment data and the weekly-generated failure list.

The targeted assistance program benefits at-risk students through interventions and curriculum specific to the students' needs. The goal of the program is to provide assistance in the areas of Math, reading, behavior, education, and awareness to students who have been identified as "at risk." The program will also inform teachers, parents, students, and other staff of the opportunities provided and the process of identification and progress monitoring. Grades served are 9-12, and the program runs the length of the school year. During the first few weeks of school, interventionists "push-into" classrooms to familiarize themselves with students and teachers' curricula. For the remainder of the year, they "pull-out" students. They also offer additional before and after school help on a weekly basis for the length of the school year.



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Title II

There is a need for continued professional development related to professional learning communities, specifically in the science, math, and English departments due to the number of students' benchmark scores. This type of professional development will strengthen teachers' skills in the area of skill deficiency identification and collaboration for interventions. Additionally, curriculum review time throughout the school year is needed, as indicated by the strategic plan.

Title IV

The district offers students the opportunity to earn the seal-of-biliteracy through our World Language department. Title funds are used to purchase supplies and exams for students to earn the Seal and support student leadership opportunities.

IDEA

Results from needs assessments indicate the need for Special Education aides, progress-monitoring students using AIMS Web, as well as additional progress-monitoring tools. Teaching students with IEPs involves co-teaching; therefore the need for additional professional development and professional learning community professional development is crucial. There is also a need to improve technology used by these students in their classrooms.

Communication

The district will post information on the website, and send home requests for involvement in the strategic planning process. Since the district recently completed the strategic planning process, it has put together a team that includes parents and family members in the development of the plan. Parents will also receive information about Title I and resources offered to at-risk students via message blasts and the Parent Teacher Advisory meeting.

The district will make use of various forms of communication (message blasts, open house, incoming freshmen night, podcasts, social media, and community newsletters) to communicate the Consolidated District Plan and supports available to at-risk students to all families.

Student Achievement

The well-roundedness of the instructional program includes course selections from Math, Science, English, Social Studies, Physical Education, Health, and Drivers Education, CTE, World Language, Music, and Art. All core content areas provide students with varying levels of



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instruction, which are differentiated within the levels to better meet the needs of all students. We offer support built into all courses for students who require more interventions, as well as Honors, Dual Credit, and AP courses. We also offer over 100 elective courses to supplement core content. Teachers work in PLCs to review curricula and student growth, in order to contribute to the well-roundedness of the instructional program. Essentially, all curricula and instructional strategies are tailored to the differing needs of students.

The school will use the free/and reduced lunch list to identify low-income students. The district will also use the list of students who are failing courses to identify all at-risk students. Additionally, department chairs will review the list of students from the ACT who were deemed academically "at risk" and not on track for College and Career Readiness to begin targeting interventions in science, math, and English classes.

Our MTSS team has in place reading, math, and behavior interventions for students that require additional support. In addition to reading intervention programs, which are provided to students who are recommended by teachers and receive low lexile scores on their assessments, we offer individual interventions with reading and math specialists. The district also provided a behavior intervention curriculum to individual students who were referred to work with them. Interventionists were funded through the Title I grant. Additional services are available to students in our Academic Resource Center. During the school week, interventionists are available 27.5 hours per week.

Use of formative assessment strengthens all academic programs and teachers formatively assess in order to identify struggling students. Once those students are identified, they are referred to a team who recommends appropriate math, reading, and/or SEL/behavior interventions. Progress monitoring strategies are used to evaluate the students' progress toward their goals. Strategies are supported by math, reading, and behavior intervention curricula. In terms of length of service and time, the program begins the first week of school and runs the entire school year. Meetings with the Student Support Services team to review interventions and progress monitoring of students occur weekly.

The district ensures that no disparities between low-income and/or minority students and their instruction from ineffective, inexperienced, or out-of-field teachers occur by way of a clear evaluation plan with measures for remediation and professional development. Additionally, the district reviews measures of student growth assessments and breaks down growth demographically, in order to ensure that disparities do not occur. Lastly, the district provides



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inexperienced teachers with mentors for two years and they participate in a New Teacher Mentor program. Meetings with new teachers occur weekly.

The district/school employs librarians who teach students and help them develop media and digital literacy skills. The librarians work with teachers to ensure proper use of subscription databases offered through the school's library website, and the librarians work with students and school leaders to ensure that students have access to all digital resources at school and at home.

The district will identify gifted and talented students through PreACT and ACT data, basic skills tests, recommendations from current and former teachers, as well as AP Potential reports. The district will also provide waivers for students to sign, should they not meet requirements but feel they would like to enroll in gifted programs. The district offers opportunities for enrichment via regular education curricula, as well as honors and AP coursework.

College and Career

The district will facilitate effective transitions for students from high school to postsecondary education through increased access to dual credit courses. The Title I Director also serves as the AP Coordinator and Dual Credit Coordinator, and works with the local community college to ensure that opportunities for high school students are being met. Additionally, they will work with the community college to offer more dual credit courses and provide information about free support services for at-risk students.

The district's CTE program employs teachers who are also part of the district's instructional team cohort. Teachers in this cohort work closely with school leaders to review professional development opportunities and share instructional strategies with the rest of the staff. CTE teachers offer students opportunities to connect with in-demand industries that are in the vicinity. The district also partners with the vocational school and transports students to classes at this facility if they are interested in work-based learning opportunities.

Safe Learning Environment

The district will continue to review all discipline-related processes and ensure that restorative justice practices take place. Additionally, the district will continue to support I Love You Guys training for all staff, students, and communicate that process with its stakeholders.

The district will provide students with access to all materials, supplies, and additional items needed to have equitable access to education. Through needs assessment conducted with the



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Registrar's office and the social workers, homeless students' needs are determined on an individual basis.

Foster Care Transportation

These factors will be considered when developing the transportation procedures:

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

The factors that will be considered when developing the transportation procedures for a student in foster care are:

1. Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner and in accordance with section 475(4)(A) of the Social Security Act
2. If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if (1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost; or (3) the LEA and local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B)).

Individuals involved in the process will include the Director of Transportation, administrators, foster parents, social workers/counselors, administrators, and DCFS.