

FY22 Consolidated District Plan

Danville District 118
District Instructional Leadership Team
April 13, 2021

Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.

Danville District #118 will align other federal, state, and local resources to implement the activities planned for increased student achievement and social emotional support in all schools. Professional development will include but is not limited to, English Learners, literacy, writing, math and science curriculum materials training, culturally relevant teaching, equity, social emotional learning, and assistive technology in the classroom. Professional development will also focus heavily on learning acceleration to focus on gaps identified through assessments, due to inconsistent instruction and student attendance during remote teaching. Staff stipends will be paid and substitute teachers hired for professional development should the classroom teacher need to attend a conference or webinar during the school day. Professional development specific to paraprofessionals will be offered. The district instructional coaches will participate in PLCs at designated buildings. All buildings are AVID sites and will utilize AVID professional development to increase student engagement, achievement, and academic collaboration. Building principals will monitor plans through observations, lesson plan audits, student samples, and feedback notes from students and teachers weekly. Family involvement activities are in all buildings.

Needs Assessment Impact for Title I – Improving Basic Programs.

Surveys to parents and staff were given to assess the needs for transitioning back to school. Reducing the barriers of digital divide and increasing student and parent engagement was indicated. We have a need for more consistent use of data for our leadership teams as well as more inclusive groups of members. Evidence suggests district and school level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions and fiscal resources. In addition, our MTSS process needs revisited. Our communication among all stakeholders needs improvement. Evidence suggests that school culture inconsistently supports instruction to meet multi-cultural learning and linguistic needs. PLCs need to be adjusted so that data is analyzed and articulated so they lead to improved student outcomes. Elementary buildings continue to struggle with PLC scheduled time in the school day. Increased family engagement continues to be a need along with connecting with community agencies. District goals need to be articulated. In addition, teachers do not consistently challenge students to high expectations or foster student goal setting. Students also need the opportunities available to take leadership roles. Evidence suggest that personnel evaluation systems are inconsistently reviewed to monitor their effectiveness and drive professional development. District leadership sometimes collaborate in planning and reviewing relevant aspects of the instructional environment. District mission is articulated but the vision is unclear. The district SMART goals are now added to all meeting agendas. Buildings have also added their SMART goals to all agendas for better communication. All identified needs will be addressed through but not limited to professional development, district instructional leadership team meetings, school leadership team meetings, scheduling audits, staffing audit, and budget review. A program walk-through form was created to collect data on program fidelity. Data from that walk-through form is reviewed and discussed in the district instructional leadership team meetings. Action steps are taken based on the data.

Needs Assessment Impact for Title I – Improving Basic Programs.

The district will provide AVID training for K - 12 administrators and teachers to learn best practices and align systems and lessons for students that include writing, inquiry, collaboration, organization, and reading. Smekens Literacy training will be offered for improving writing. A math consultant has been hired to assist in aligning math standards with curriculum resources and meeting with PLCs to determine the best practices to meet students' math deficits. The software program, Frontline, will improve the evaluative process and increase achievement. This program allows administrators to assign professional development plans to teachers for differentiated needs. The IARSS will provide differentiated professional development to meet building needs based on school data including but not limited to, compassion fatigue, STEM activities, culturally relevant teaching, poverty simulation, MTSS process, how to increase family engagement, trauma informed teaching, culturally relevant teaching, leadership team training, literacy and math strategies, and data analysis. Underperforming schools have ensured that their identified student needs will be met through their professional development plans. Recruitment will include attending job and career fairs, surveying new teachers for suggestions on how to improve recruitment and retention, implementing their suggestions, providing tuition reimbursement for hard to fill positions, advertising on social media and district website current job openings, providing stipends for mentors to new teachers, providing a new teaching mentoring group that meets monthly, tuition incentives for developing a new pool of teacher candidates, and hiring incentives. Conferences and professional memberships will be provided to administrators and certified staff. Professional development opportunities that are secular, neutral, and non-ideological in nature and will be from nongovernmental agencies for teachers of targeted and identified students including but not limited to best practices and strategies for math, reading, and writing, standards implementation and differentiation. All identified needs will be addressed through but not limited to professional development, district instructional leadership team meetings, school leadership team meetings, scheduling audits, staffing audit, and budget monitoring of plans.

Needs Assessment Impact for Title I – School Improvement 1003(a).

Designated underperforming and lowest performing schools completed the Illinois Quality Framework Needs assessment to identify areas of need. Evidence suggests district and school level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions and fiscal resources. The MTSS process was revised and will be implemented. Our communication among all stakeholders needs improvement. The district vision has been added to the district improvement plan and will be communicated to all stakeholders. District SMART goals have been added to all district agendas and are read at each meeting. Evidence suggests that school culture inconsistently supports instruction to meet multi-cultural learning and linguistic needs. PLCs need to be adjusted so that data is analyzed and articulated so they lead to improved student outcomes. Elementary buildings continue to struggle with PLC scheduled time in the school day. Increased family engagement continues to be a need along with connecting with community agencies. Teachers do not consistently challenge students to high expectations or foster student goal setting. Students also need the opportunities available to take leadership roles. Evidence suggests that personnel evaluation systems are inconsistently reviewed to monitor their effectiveness and drive professional development. District leadership sometimes collaborate in planning and reviewing relevant aspects of the instructional environment. The District Instructional Leadership team has increased meeting times to twice a month alternating a school improvement meeting and instructional focused meeting. District mission is articulated but the communication and understanding of the district vision is still in process. Designated schools will implement after school tutoring programs, increase technology resources, hire learning partners to provide professional development and data analysis, provide leadership team training, and ensure that interventions are provided to those subgroups identified in underperforming schools.

Needs Assessment Impact for Title I Delinquent.

Student achievement data and assessment of needs identified that at-risk students' average reading level is approximately three or more grade levels behind. The Juvenile Delinquent Center collaborates with local agencies to provide counseling services. Students will need materials differentiated to meet their academic levels. Students will receive necessary classroom supplies. Teachers will receive the appropriate materials to close achievement gaps. Technology resources will be increased and new software materials will be purchased for appropriate intervention. Staff will continue to receive professional development opportunities to help them grow as educators to provide the best instructional support to close achievement gaps. Professional development will include AVID training, and LETRS literacy training.

Needs Assessment Impact for Title II – Preparing, Training, and Recruiting.

The staff and parent surveys during COVID indicate the need for professional development for teachers to provide rigorous remote and in person learning, how to address learning loss, implement an acceleration plan, and address the social emotional learning needs of staff and students. Professional Development opportunities for increasing student and family engagement for remote and in person learning are necessary. Evidence indicates we have a need for more consistent use of data for our leadership teams as well as more inclusive groups of members. Evidence suggests district and school level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions and fiscal resources. A district walk-through form for program evaluation has been created and is being implemented and reviewed at district instructional leadership meetings. Actions are being taken according to the data. In addition, our MTSS process has been revised and will be put into place. Our communication among all stakeholders needs improvement. District and Building SMART goals, them mission and vision have been added to meeting agendas. Evidence suggests that school culture inconsistently supports instruction to meet multi-cultural learning and linguistic needs. PLCs need to be adjusted so that data is analyzed and articulated so they lead to improved student outcomes. Elementary buildings continue to struggle with PLC scheduled time in the school day. Increased family engagement continues to be a need along with connecting with community agencies. Teachers do not consistently challenge students to high expectations or foster student goal setting. Students also need the opportunities available to take leadership roles. To improve instruction of technology, teachers will attend professional development in the area of technology. Evidence suggests that personnel evaluation systems are inconsistently reviewed to monitor their effectiveness and drive professional development. Frontline evaluation system will improve the evaluative process and increase achievement. This program allows administrators to assign professional development plans to teachers for differentiated needs. District leadership meets monthly in planning and reviewing relevant aspects of the instructional environment.

Needs Assessment Impact for Title II – Preparing, Training, and Recruiting.

The district will provide AVID training for K - 12 administrators and teachers to learn best practices and align systems and lessons for students that include writing, inquiry, collaboration, organization, and reading. Smekens Literacy training will be offered for improving writing. A Math consultant is hired to assist in aligning math standards with curriculum resources and meeting with PLCs to determine the best practices to meet students' math deficits. The IARSS will provide differentiated professional development to meet building needs based on school data including but not limited to, compassion fatigue, STEM activities, culturally relevant teaching, poverty simulation, MTSS process, how to increase family engagement, trauma informed teaching, leadership team training, literacy and math strategies, and data analysis. Underperforming schools have ensured that their identified student needs will be met through their professional development plans. Recruitment will include attending job and career fairs, surveying new teachers for suggestions on how to improve recruitment and retention, implementing their suggestions, providing tuition reimbursement for hard to fill positions, advertising on social media and district website current job openings, providing stipends for mentors to new teachers, providing a new teaching mentoring group that meets monthly, tuition incentives for developing a new pool of teacher candidates, and hiring incentives. Conferences and professional memberships will be provided to administrators and certified staff. Professional development opportunities that are secular, neutral, and non-ideological in nature and will be from nongovernmental agencies for teachers of targeted and identified students including but not limited to best practices and strategies for math, reading, and writing, standards implementation and differentiation. All identified needs will be addressed through but not limited to professional development, district instructional leadership team meetings, school leadership team meetings, scheduling audits, staffing audit, and budget monitoring of plans.

Needs Assessment Impact for Title III – LIEP.

The needs assessment instruments indicate the need for increased and continual support of students with culturally and linguistically diverse backgrounds. Additional professional development geared toward academic vocabulary, increasing language proficiency, and improving students' academic proficiency especially in the areas of reading and writing is needed. Instruction will continue to include pre-teaching and re-teaching of the CORE curriculum. ESL services will continue to be provided in each building and additional ELA supports may be provided at the middle school and high school levels. After school tutoring will be offered for EL students in need. The need for increased parental involvement is also evident. EL family literacy is offered for families to improve their English language and to help them gain confidence with school interactions and involvement.

Needs Assessment Impact for Title III – Immigrant Education.

Did not received Immigrant Education funds in FY 21.

If Immigrant Education funds are received in FY 22, the needs assessment instruments indicate the need for increased and continual support of students with culturally and linguistically diverse backgrounds, newcomers included. Additional professional development geared toward academic vocabulary, increasing language proficiency, and improving students' academic proficiency especially in the areas of reading and writing is needed. Instruction will continue to include pre-teaching and re-teaching of the CORE curriculum as well as direct English instruction for ELs at the lower levels of English proficiency. ESL services will continue to be provided in each building and additional ELA supports may be provided at the middle school and high school levels. After school tutoring will be offered for EL students in need. The need for increased parental involvement is also evident. EL family literacy is offered for families to improve their English language and to help them gain confidence with school interactions and involvement.

Needs Assessment Impact for Title IV – Student Support and Academic Enrichment.

A behavioral interventionist is hired to address social emotional needs for transitioning back to school after COVID. The needs assessment instruments indicate that we need to provide students with a well-rounded education that includes STEM, fine arts, career tech education, and improve college and career counseling services. Career and tech education courses have been expanded. AP tests and certifications for students in career education courses will be expanded. A technology information services tech will be hired to assist teachers with new tech education needs. Additional technology will be purchased. College and career readiness opportunities will be offered for up to 100 students.

Needs Assessment Impact for IDEA – Flow-Through.

The COVID-19 Pandemic has prompted the special education department to re-evaluate the manner in which professional development is presented to staff for the 2020-2021 school year. Questions regarding professional development within the 2021 Needs Assessment indicate that staff prefers the virtual and self-paced options we have implemented. The needs assessment also indicated the need for professional development specific to paraprofessionals. Staff seek professional development in regard to well written IEPs and the qualification process. Many staff are interested in behavioral, social emotional and mental health support for students. The needs assessment affirmed the direction the office was headed with initiative and professional development. We must support teachers with student behaviors district-wide, student and staff mental health if we are to be successful. Social emotional and mental health supports continue to be at the forefront of needs for District 118. Thirty-two percent of staff surveyed see a need for additional social workers. Forty-two to forty-four percent of staff request assistance with behavioral and mental health supports within the general and special education classrooms. Added to the survey for FY 21 was staff mental health. Thirty-three percent of staff see a need for additional supports in this area.

Needs Assessment Impact for IDEA – Preschool.

Staff has been engaged and supports the virtual and self-paced professional development options that have been offered during the pandemic. Needs assessment results indicate that they would prefer we continue these delivery models. Most staff are looking at ways to improve their IEP writing skills and are requesting professional development in this area. Social emotional skills, trauma informed practices, and general student wellbeing appear to be at the forefront of staff's thinking. Several responses on the need assessment center around these general areas. A majority of the staff that completed the 21 Needs Assessment had no basis of opinion as to if more services were needed for Early Childhood Special Education. Though, not a large number of staff members from preschool took part in the assessment. Some did indicate that more supporters were needed.

Articulate how the LEA consulted with stakeholders in the development of plan.

Danville District 118 works continuously on school and district improvement plan efforts. ESSA meetings are twice a year and include staff, administrators, board members, and parents. The task is to write, monitor, edit, and review the Consolidated District Plan, accordingly. All buildings hold Family Council meetings to review district and building data and inform of practices that are funded with Title grants. Family Council meetings will continue to be offered both in person and virtually due to higher attendance while virtual. Our district Director of Educational Support holds meetings with the district instructional leadership team to review the consolidated district plan and ensure the building plans support district goals. The involvement of staff, administration, board members, organizational leaders, community members, and families at both the district and building levels support a differentiated approach. We monitor progress of academics, safety, health and wellness, and social-emotional needs of all students. The Consolidated District plan is shared across the district, available on the district website and reviewed by the district instructional leadership team and ESSA Committee. Due to COVID-19, the ESSA Committee met virtually to review the Consolidated District Plan.

Submitted for Board Approval: 04/28/2021

Describe the approaches the district will use to include parents and families in the development of LEA plans to represent the needs of varied populations.

Danville District 118 has parents and family members involved at all levels in the district through many different avenues including but not limited to Facebook, Twitter, written notice, Skylert phone messages, Dojo classroom, google classrooms, and building and district websites. Each building has a Family Council comprised of staff and parents to make decisions at the building level. Family Council meetings are held quarterly. Family council meetings will be held both in person and virtually due to an increase in attendance through virtual meetings. In addition, some schools have PTO's, Music Boosters, Sports Boosters and other family member clubs. These clubs provide support for building activities. District level committees that include parent involvement are the Bilingual Parent Advisory Council (BPAC), Ownership in Education (OIE) and the Every Student Succeeds Advisory (ESSA) committee. BPAC consists of parents, administrators and teachers supporting bilingual students and their program. The OIE committee is made up of staff, parents, administration, community members, board members and students. They review and revise expectations and responsibilities of staff, students and parents. This committee also reviews and revises the discipline policy for board approval. The ESSA committee is made up of representatives from each building (staff and family members), community members, board members, students(DHS), Danville Area Community College and other organizations. This committee meets two times each year with the responsibility of reviewing major components of our district plans (Student Achievement, School Improvement, Parent Involvement, and other topics of importance). The parent compact is reviewed yearly and edited if needed. A district Family Engagement Specialist is needed for re-engagement of students and families from remote learning.

Describe the activities/strategies the LEA will implement for effective parent and family engagement including English learners as applicable.

Danville District 118 has parents and family members involved at all levels in the district through many different avenues including but not limited to Facebook, Twitter, written notice, Skylert phone messages, Dojo classroom, google classrooms, and building and district websites. Danville District 118 employs fourteen home program interventionists to increase family engagement in grades K-12. Home Interventionists host quarterly events district wide, make home visits, provide transportation when needed, and provide daily support in the schools. Each building has a Family Council comprised of staff and parents to make decisions at the building level. Family Council meetings are held quarterly. They will continue to be offered in person and virtually due to increase attendance at virtual meetings. In addition, some schools have PTO's, Music Boosters, Sports Boosters and other family member clubs. These clubs provide support for building activities. District level committees that include parent involvement are the Bilingual Parent Advisory Council (BPAC), Ownership in Education (OIE) and the Every Student Succeeds Advisory (ESSA) committee. BPAC consists of parents, administrators and teachers supporting bilingual students and their program. EL Family Literacy will be offered to all families to assist in adult acquisition of English. EL families are invited to fall and spring events to increase parent involvement and make community resources available. The OIE committee is made up of staff, parents, administration, community members, board members and students. They review and revise expectations and responsibilities of staff, students and parents. This committee also reviews and revises the discipline policy for board approval. The ESSA committee is made up of representatives from each building (staff and family members), community members, board members, students(DHS), and other organizations. This committee meets two times each year. The parent compact is reviewed and communicated yearly. A summer resource booklet is distributed to all families to keep students engaged during the summer months. Summer programming is offered to all students and includes high interest activities for students. All schools are AVID schools and host AVID events, STEM nights, Reading and Math nights, and provide home/school connection through projects. Danville High School invites families for informational events related to scholarships, dual credit, degree and diploma nights. A district Family Engagement Specialist is needed for re-engagement of students and families from remote learning.

Describe how the district will support, coordinate and integrate services with early childhood education programs including transition to elementary school programs.

Danville District 118 manages the PSFA grant for Vermilion County. As part of our early childhood education program, we have a strong collaboration with the IGROW network working with our Birth to three programs and our PreK program. There are seven igrow Birth to Three staff who help to recruit and serve families of our youngest families. There are six Pre-K Family Liaisons who work with families for parent education, support in challenging times, and help families to get everything together for registration. Helping families connect with organizations and resources in the community encourages smooth transitions. One Pre-K instructional coach was hired for support to classrooms. A transition plan has been developed to support students as they move from preschool to kindergarten. Meetings are held with families, teachers, social worker and team. Data is reviewed to show student progress in early learning standards. Portfolios are reviewed to demonstrate authentic artifacts and narrative summaries identifying students' strengths and weaknesses. The narrative summaries, portfolios and transition forms assist elementary staff as they prepare targeted lessons appropriate to the skill levels of the students. The district schedules additional staffing days for meetings, trainings and professional development to support transitions for students at each grade level. The district provides summer learning opportunities to strengthen skill deficits and provide enrichment as students move through grade levels. Early registration is conducted for Kindergarten students with tours of the buildings through Head Start and PSFA. Books are provided to children who register early to share with their families (Off to Kindergarten, On the Way to Kindergarten, Countdown to Kindergarten and so on). Transition Annual Review IEP meetings are held with parents for all preschool students transitioning to Kindergarten to discuss services and placement.

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

During COVID-19, we refined our practices and utilized weekly Microsoft Teams meetings to continue curricular conversations. The weekly grade level/content conversations revolved around tailoring scope and sequence documents to account for COVID-19. Additionally, we collaborated to prioritize standards, skills and content for the upcoming school year. Curriculum committees meet regularly to determine priority standards, create curriculum maps, choose materials that support and supplement the curriculum, and create or choose common assessments. Curricular documents and materials utilize the Illinois Learning Standards, are approved by the Board of Education and regularly updated by certified staff. Once curricular materials and programs are adopted, professional development is delivered and revisited continuously to ensure fidelity. Peer to peer coaching is evident in some schools. Administrative teams conduct program walk-throughs, evaluate the data collected and develop professional development and coaching plans based on the data collected.

List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.

District 118 has attendance procedures in place that include communication with students, families, and truancy officer if needed. District MTSS and building grade level teams are utilized to create and implement identification criteria for at-risk students. There is an MTSS plan that is utilized district-wide. It includes required steps to be done in core classes to ensure BOE approved curriculum and materials are taught with fidelity and differentiation is in place to address student needs. Additionally, we have identified mastery criteria (skills critical to success) that teachers monitor throughout the year. As we move out of the pandemic, a learning acceleration model has been adopted to focus on priority standards and prerequisite skill acquisition in order to help all students master grade level standards. As soon as a student begins to falter, the parents are notified and staff and parents meet to discuss an intervention plan for the child.

Describe the additional educational assistance to be provided to individual students needing additional help meeting the challenging state academic and language standards .

Instructional aides are in most buildings to support students needing additional help. ESL teachers are providing at least 30 minutes of ESL instruction per day for identified ESL students. All buildings do not have an in person ESL teacher. There are TAs and computer based teachers at this time. ESL teachers need to be hired for all buildings. Retired teachers are hired to work with students for small group interventions. After school tutoring and programming, MTSS, differentiation and summer school are offered to students that need additional support.

Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented.

Danville District 118 utilizes differentiation, MTSS, interventions, AVID, after school support, ESL support and summer school to strengthen academic and language programs. Instructional aides, ESL teachers, and home program interventionists are in most buildings. There is a need to hire ESL teachers for in person learning for all buildings. The data instructional facilitators have been moved to central office but support all buildings. We will be piloting new math materials for K-6 and working with the math consultant to implement with fidelity. LETRS phonics program training is open to all to improve reading instruction. To improve school conditions, we utilize Second Step, have increased support through social workers, outside agencies and providing services to families via a visiting psychiatrist. The district will be working with Dr. Tan from the University of Illinois and Midwest PBIS to provide professional development and planning to strengthen PBIS district wide. We also have trained a great number of staff on AVID strategies, specifically Culturally Relevant Teaching. PBIS is also implemented K-12.

Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Danville District 118 utilizes a strong recruiting and hiring practice to retain the highest qualified personnel for all students. Funding is provided to meet recruitment and retention efforts including but not limited to, job and career fairs, end of the year surveys for new teachers to provide recruitment and retention suggestions, and marketing through social media and district website. Instructional coaches are employed to work with identified teachers to guide teacher effectiveness. As new teachers are hired they are entered into a new teacher mentoring program which meets each month. They are assigned a building mentor for support. Professional development will be offered to new staff in the summer prior to the start of the school year. Principals conduct daily walkthroughs to monitor instruction, formal observations, and summative evaluations. These observations and evaluations provide documentation of the implementation of the district curriculum including AVID, adult practices, student engagement and record the effective practices of the classroom. As the evaluation tool is used in the follow-up conversations with staff, it is an opportunity for staff to discuss their practices, reflections and steps to continue to increase student achievement. Professional development plans are created by the principal and teacher to improve instruction.

Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement.

The district provides a full-time certified librarian at the high school level and a full-time Library Resource Clerk at each of our elementary, upper-elementary, and middle school buildings (ten employees in all). The librarians meet on a regular basis to discuss innovative trends and updated programs. The librarians are trained periodically on programs they utilize. The district purchases Destiny Follet automated library inventory program to track materials. The district also purchases the Accelerated Reader motivational program for all students in K-4 buildings and the tangible incentives that students receive. At the high school, students have access to OverDrive's Sora app, which gives students in grades 9-12 on-demand access to high quality e-books and audiobooks. The district also provides funds to replenish and supply each library with new materials on an annual basis.

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

Each year, students in first and fourth grades are given the CoGAT and evaluated for entrance into the MATS program. A district committee triangulates and evaluates student data against a defined criterion. Students in alternate grades are evaluated upon request. MATS is a self-contained gifted program for students in grades 2-6. Honors programming begins at the middle school and continues through high school. High school students have the opportunity to enroll in dual credit and AP classes. Students in 8th grade have the opportunity to take algebra and biology for high school credit. We also have Board of Education approved Acceleration policy and procedures.

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

Danville District 118 facilitates effective transitions for students from middle school to high school with the orientation of the freshman house at DHS. This house focuses on what freshman students need. Incoming freshmen are partnered with a positive upperclassman mentor. Transition meetings are held to provide students with information on available programs and what to expect in their four years at DHS. Students are presented with several different options of learning styles, areas of interest and ability level course work. Freshman students take tours of the facility, have their own registration day and attend the first school day dedicated for them. In staff PLCs conversations about student needs, curriculum needs, strategies and student goal setting are discussed. Adjustments for students are made as needed. Danville District 118 provides students with opportunities to explore careers through career cruising, speakers, career interest surveys and job shadowing, and AVID. Students have opportunities to explore careers by conducting a business within a school with a Print Shop at KDBA and at DHS printing. Evidence suggests that students should be exposed to a financial literacy unit before leaving 8th grade or graduating high school. DHS Life Skills students organize and work a coffee cafe for district staff. In addition, the STEP program for special education students allows students to experience the workforce through daily jobs. Senior annual reviews are held with all outgoing seniors who qualify for special education. A representative from the community is invited to share opportunities and assist students in their transition to post-secondary or a work environment. High school students experience AP classes, college express, dual enrollment opportunities and additional courses when available through grant funding. Students visit colleges, work places and work with Vermilion Advantage to secure internships when available. Danville District 118 partners with the University of Illinois by sending 2021-22 sophomores, juniors, and seniors to virtual academic summer sessions held on the college campus.

Describe how the district's support for programs that coordinate and integrate the following: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professional and, if appropriate, academic credit.

Danville District 118 works closely with Vermilion Advantage and Danville Area Community College to allow students to be college and career ready. Throughout the educational journey, students are provided opportunities to experience field trips to local colleges and companies. Various presentations are scheduled for student audiences including asking businesses and colleges to come to schools to share opportunities for students. The high school will survey students as to how many have visited a college or attended a college fair. Many of the companies partner with Vermilion Advantage to provide information on skill sets needed for future employees. This information is provided to our students through curriculum, workshop presentations, speakers, field trip opportunities, internships and one to one conversations with counselors. Along with academics, students are learning the value of being a team player, having good attendance, being a problem solver, being organized, and displaying a good appearance as characteristics of a valued employee. Student involvement options are College Express where they can earn college credit and the STEP program where they have on the job training. KDBA has a business within the school. KDBA print shop creates and sells many different printed items to staff. Some DHS Life Skills students organize and work a coffee cafe for district staff while others participate in real-life job training at Worksource Enterprises.

Provide a brief description of PD activities to be funded by Title 1 - Improving Basic Programs.

Stipends and benefits for teachers and support staff will be paid for attending professional development including but not limited to, remote teaching and learning, book studies, conferences, peer to peer coaching, and after contractual hours training. Substitutes salary and benefits will be funded for teachers to attend school day professional development as needed. One FTE Grants Teacher's salary and benefits are funded to provide professional development to staff and families in all district buildings. Professional development presentation supplies are budgeted from Title 1. Professional development opportunities will be offered to the Home Program Interventionists in K-12 buildings to increase family engagement.

Provide a brief description of PD activities to be funded by Title 1 – School Improvement 1003(a).

Lowest Performing and Underperforming schools have partnered with the IARSS to provide professional development including but not limited to, compassion fatigue, STEM activities, culturally relevant teaching, poverty simulation, MTSS process, how to increase family engagement, trauma informed teaching, leadership team training, literacy and math strategies, and data analysis. Underperforming school have ensured that their identified student needs will be met through their professional development plans. In addition to the work mentioned previously, the district has partnered with IARSS to develop learning acceleration plans that are building and subject area specific. In addition, we are working with IARSS to develop SEL support materials to implement in all classrooms across the district.

Provide a brief description of PD activities to be funded by Title I - Delinquent.

The Juvenile Delinquent Center teacher will attend LETRS intensive phonics program training to provide students with best practice literacy strategies and activities.

Provide a brief description of PD activities to be funded by Title II – Preparing, Training, and Recruiting.

The district will provide AVID training for K - 12 administrators and teachers to learn best practices and align systems and lessons for students that include writing, inquiry, collaboration, organization, and reading. Smekens Literacy training will be offered for improving writing. A math consultant is hired to assist in aligning math standards with curriculum resources and meeting with PLCs to determine the best practices to meet students' math deficits. LETRS Phonics Program training will be offered to all teachers and teaching assistants who provide reading instruction or intervention. The evaluation software program, Frontline, will improve the evaluative process and increase achievement. This program allows administrators to assign professional development plans to teachers for differentiated needs. Training for Fastbridge, a universal assessment, will be continued for K-12 teachers. The IARSS will provide differentiated professional development to meet building needs based on school data including but not limited to, remote teaching and learning, compassion fatigue, STEM activities, culturally relevant teaching, poverty simulation, MTSS process, how to increase family engagement, trauma informed teaching, leadership team training, literacy and math strategies, technology training, and data analysis. Underperforming schools have ensured that their identified student needs will be met through their professional development plans. Recruitment will include attending job and career fairs, surveying new teachers for suggestions on how to improve recruitment and retention, implementing their suggestions, providing tuition reimbursement for hard to fill positions, advertising on social media and district website current job openings, providing stipends for mentors to new teachers, providing a new teaching mentoring group that meets monthly, tuition incentives for developing a new pool of teacher candidates, and hiring incentives. Conferences and professional memberships will be provided to administrators and certified staff. Professional development opportunities that are secular, neutral, and non-ideological in nature and will be from nongovernmental agencies for teachers of targeted and identified students including but not limited to best practices and strategies for math, reading, and writing, standards implementation and differentiation.

Provide a brief description of PD activities to be funded by Title III- LIEP.

All EL staff, new and returning, will have training to utilize the WIDA MODEL Online progress monitoring assessment. Bilingual Director and EL Coordinator will attend the FY 2022 conference for current procedures and updates. Bilingual Director, EL Coordinator and up to 5 EL teachers or teaching assistants will attend the annual Bilingual conference in December. EL Coordinator and/or EL teacher will lead a district-wide book study related to best practices for ELs. EL teachers and teaching assistants will attend professional development activities involving best teaching practices and strategies for English Learners. Professional development will be geared toward students' academic vocabulary, increasing language proficiency, and improving students' academic proficiency especially in the areas of reading and writing. EL PD opportunities provided through ISBE, IRC, ect. will be shared and offered to all district wide staff working with ELs interested in attending.

Provide a brief description of PD activities to be funded by Title III- Immigrant Education.

Did not received Immigrant Education funds in FY 21. If Immigrant Education funds are received in FY 22, EL teachers utilizing Rosetta Stone for newcomers will participate in the training and use of reports provided by the Rosetta Stone program.

Provide a brief description of PD activities to be funded by Title IV – Student Support and Academic Enrichment.

Title IV funds will be used including but not limited to Train the Trainer Courses for school resource officers including but not limited to ALICE and school safety.

Provide a brief description of PD activities to be funded by IDEA - Flow-Through.

The COVID-19 Pandemic has prompted the special education department to re-evaluate the manner in which professional development is presented to staff for the 2020-2021 school year. Questions regarding professional development within the 2021 Needs Assessment indicate that staff prefers the virtual and self-paced options we have implemented. The needs assessment also indicated the need for professional development specific to paraprofessionals. Staff seek professional development in regard to well written IEPs and the qualification process. Many staff are interested in behavioral, social emotional and mental health support for students. Special education teachers should be able to refine their skills in using multiple forms of technology and devices during their instruction. The special education instructional coach will utilize this information in planning summer and monthly offerings for 2021-2022.

To support the district, professional development in trauma informed practices and the systems that support this approach should be continued, i.e. PBIS training or mindfulness. In partnership with the University of Illinois and Midwest PBIS, the district will support professional development to strengthen PBIS.

Provide a brief description of PD activities to be funded by IDEA - Preschool.

Based on the needs assessment completed, professional development should be considered in the following areas: well written, legally defensible IEPs. Results indicate that paraprofessionals would like to see professional development specific to them and their duties. Professional development in any social emotional learning, trauma informed practices, behavior management, and accommodating students in the general education environment would be welcomed.

Describe the process through which the districts will reduce incidences of bullying and harassment, the overuse of discipline practices that remove students from the classroom, reduce the use of aversive behavioral interventions that compromise student health and safety disaggregated by each student group.

Danville District 118 mission is to ensure that all students reach their fullest potential regardless of race, economic status, disability, language or gender. Our focus is on the whole child with a purpose of supporting each individual student need for positive outcomes. After reviewing behavior, suspension and expulsion data, the district has developed a comprehensive plan for meeting social and emotional learning standards, which aims to reduce bullying incidents and other identified behaviors. Included in the plan is professional development for teachers designed to provide them with the skills necessary to address students with behavioral difficulties. District 118 is a Positive Behaviors, Interventions, and Supports (PBIS) district. All schools will implement PBIS strategies building-wide. The Stop, Walk and Talk, bully prevention portion of PBIS will be implemented, including appropriate posters and materials distributed amongst buildings. In addition, classroom incentives and Second Step implementation are required at elementary and middle school buildings. Individualized positive interventions are planned for students on a case-by-case basis utilizing data collected by the team. Building problem solving teams utilize behavior contracting, Check-in, Check-out (CICO), and creative schedules with students. Students with identified disabilities will be evaluated using a Functional Behavior Analysis and a Behavior Intervention Plan is written, including positive supports and interventions, is developed based on student interest. Self-contained special education classrooms implement Zones of Regulation and various buildings offer sensory rooms for students who need additional calming down techniques. Students may be referred to Individual Problem Solving Teams. These teams may recommend additional, more specific Tier 2 or Tier 3 interventions for individual students. Danville High School, North Ridge Middle School, and South View Upper Elementary have Refocus or Reflection rooms. They can be utilized for students who need a reset or an alternative to suspension for special education students and some schools offer The Ripple Effects during this time. Twilight School is also offered in lieu of a suspension. Buildings are utilizing restorative circles and approaches and peer mediation as an alternative to other disciplinary measures.

Describe the process through which the districts will reduce incidences of bullying and harassment, the overuse of discipline practices that remove students from the classroom, reduce the use of aversive behavioral interventions that compromise student health and safety disaggregated by each student group.

In order to best serve students who are experiencing trauma, the social workers and psychologists have been trained in Cognitive Behavior Intervention for Trauma in Schools (CBITS). Social workers are exploring the need to implement Social Thinking as classroom lessons for the 2021-2022 school year. Social workers have attended PBIS training that focuses on the changing role of the clinician in order to better support and lead building-wide SEL initiative. In order for teachers to be equipped to respond appropriately to students as they re-enter school, the district has partnered with the Regional Office of Education to provide a week by week guide for SEL instructional materials in the district. Resources will include Second Step, PBIS, AVID strategies, and Zones of Regulation. Culturally relevant teaching professional development will be provided. District administrators and staff will attend AVID Culturally Relevant Teaching training. Danville District 118 continues to work collaboratively with community partners to provide support in the areas of mental health and social emotional wellness. Training for parents and students on internet and social media education is provided. Students requiring additional supports are provided counseling during the school day from social workers & psychologists, outside agencies and access to a child and adolescent psychiatrist for additional supports.

Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Act.

Danville District 118 supports homeless children and youth through the coordination of the homeless liaison in the Educational Support Office with the district buildings. The liaison helps staff to understand how to identify students who are homeless and what steps to take once they are identified. A form is completed and sent to the office so students are able to receive what services they need. Educational services are started upon enrollment and transportation is provided as needed. Family Liaisons, Social Workers and Home Intervention Program Coordinators work to help support making connections with any local community agencies they may need as a family. These individuals provide support in areas such as registration, obtaining documents needed, communication between families and schools as well as assistance with items of need. The district liaison works closely with the regional home liaison for homeless. Needs for the family are communicated to help the family find the support it needs to help improve their situation. Connections are made with community resources and agencies such as community based counseling, funding supports, housing resource, mobile food pantry, weekend backpack programs, and other family needs. A district homeless supply closet is maintained to keep necessities in place for immediate support for families. Funds provide: school supplies, toiletries, clothing items in a variety of sizes, undergarments, socks, some coats, shoes, book bags, bus passes, medical support, and additional supports for student engagement in school activities.