

# FY25 Consolidated District Plan

Danville District 118  
District Instructional Leadership Team  
May 22, 2024



## District SMART Goals

- 30% of Danville District 118 students will meet or exceed in reading on state assessments. (State proficiency in Reading is 30%).
- 25% of Danville District 118 students will meet or exceed in math on state assessments. (State proficiency in Math is 25%).
- 25% or fewer of Danville District 118 students will be chronically absent for the 2023-2024 school year.
- Danville District #118 will provide students with social emotional programs with clear and specific expectations to reduce suspensions/expulsions by 15%.

\*\*District goals will be updated once FY24 state assessment data is available.

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, McKinney Vento students, literacy, writing, math and science curriculum materials training, 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. 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. All buildings have a Family Council that meets quarterly.

## Will the Local Educational Agency braid funding?

Yes. The following programs will be supported using braided funds: Home Program Interventionists positions; reading, math, and social emotional learning and programs; Preschool for All and Preschool for All Expansion; technology; English Learners supplemental materials; McKinney Vento supplies; Juvenile Delinquent supplies; social emotional learning assessment, college and career readiness activities, fine arts supplies and other online programs.

## Provide a summary of the LEA's Needs Assessment.

The District 118 LEA Team provided staff with a Needs Assessment Survey to gather staff input on how to best meet the needs of staff and students in District 118. The results of the survey indicated the following needs:

Staff in District 118 who responded to the survey stated that they prefer to participate in professional development opportunities in the form of in-person learning platforms and prefer to not attend professional development opportunities during the summer months. Areas of interest or need included professional development activities that meet student needs such as classroom management strategies, student engagement, social emotional supports, student interventions, and multi-tiered system of support systems.

Evidence provided by staff suggested that there is a need to improve the fidelity of implementing the SEL Curriculum, and that there is value in partnering with outside community agencies to provide supports to students. Evidence also suggests that additional support staff such as school psychologists, social workers, speech and language pathologist, and behavior interventionist are needed to meet student needs. The highest areas of student supports are needed in the areas of mental health and trauma.

Evidence provided regarding the district's MTSS process indicates that data conversations need to take place between staff and administration more frequently and with the purpose of utilizing data to drive classroom instruction and providing supports in deficient skill areas. Additional staff supports are needed to implement the MTSS process with fidelity.

## Needs Assessment Impact for Title I - Improving Basic Programs and Title I-School Improvement

Evidence suggests the following items are needed for greater impact on achievement:

- More consistent use of data
- Multi-tiered system of support (MTSS) process restructured and implemented at all levels
- Professional development focused on district and building goals
- Increased family engagement
- Connecting with community agencies
- Consistently challenge students to high expectations
- Scheduling and staff audits
- Personnel evaluation systems need consistently reviewed to monitor their effectiveness and drive professional development
- After school tutoring programs
- McKinney Vento students or those at risk of McKinney Vento needs

## Needs Assessment Impact for Title I Delinquent

Evidence suggests the following items are needed for greater impact on achievement:

- Collaboration with local agencies for counseling services
- Materials differentiated to meet academic levels
- Increased technology resources
- Professional development for instructional staff

## Needs Assessment Impact for Title II - Professional Development

Evidence suggests the following items are needed for greater impact on achievement:

- Address the social emotional learning needs of staff and students
- Program walkthrough forms reevaluated and utilized
- Improved communication among all stakeholders
- District leadership team reviewing relevant aspects of the instructional environment
- K-12 AVID training
- Smekens Literacy training
- Math consultant
- New teacher mentoring program



## Needs Assessment Impact for Title III - English Language Learners

Evidence suggests the following items are needed for greater impact on achievement:

- Additional translation support for students with culturally and linguistically backgrounds.
- Continued ESL services
- After school tutoring
- Continued EL Family Literacy
- Continued support from bilingual district family liaison
- Technology support

## Needs Assessment Impact for Title IV - Student Support and Academic Enrichment

Evidence suggests the following items are needed for greater impact on achievement:

- Provide safe environment
- Career and technical education courses
- Music and fine arts lessons
- AP tests and certifications
- Enrichment opportunities in summer programming

## Needs Assessment Impact for IDEA - Special Education

Evidence suggests the following items are needed for greater impact on achievement:

- Provide mental health and behavioral support
- Social emotional and mental health initiatives
- Partnerships with outside agencies
- Professional development for instructional staff including but not limited to classroom management, connections with students, trauma informed strategies
- Multi-tiered system of support (MTSS) process restructured and implemented at all levels

District Stakeholders include Board of Education, Superintendents, Directors, Principals, Certified and Non-certified staff, Parents

## **Collaboration**

- Family Council meetings
- Bilingual Parent Advisory Council
- Ownership in Education Committee
- Directors meetings
- District instructional leadership team meetings
- 5 Essentials Survey
- District Needs Assessment Survey

## **Communication**

- Social media
- Skylert
- Website
- Google classrooms
- Home Interventionists

## Private School Participation

- Schlarman Academy
- Trinity Lutheran School
- Danville Christian Academy
- First Baptist - chooses not to participate

## Preschool Coordination

- Preschool for All
- Preschool for All Expansion
- Birth to 3 Program
- Preschool Family Liaisons
- Preschool Instructional Coaches
- Transitional plans from PreK to Kindergarten

## Student Achievement Initiatives

### ***Well Rounded Instructional Program:***

- Curriculum committees utilize the Illinois Learning Standards for creating curriculum maps, choosing materials, creating and choosing common assessments.
- Administrative teams conduct program walkthroughs and evaluate that data.

### ***Identification for Students at Risk of Failure:***

- Attendance goals and procedures in place in all buildings
- Differentiated instruction required to address students needs.
- Parent communication and meetings held to discuss an intervention plan for child.

### ***Supplemental Education Assistance:***

- Instructional support staff in all buildings.
- EL teachers in all buildings.
- Retired teachers for small group intervention.
- After school tutoring programs and summer school tutoring and enrichment programs.
- Summer School

## Student Achievement Initiatives continued:

### ***Supplemental activities to strengthen academic, social emotional, and language programs:***

- AVID
- After School Support
- EL Support
- Summer School
- Data Instructional Facilitators coaching in all buildings
- LETRS phonics program
- Second Step social emotional learning program
- PBIS
- Collaboration with child psychiatrist
- Collaboration with Dr. Tan through the University of Illinois
- Professional development



## Student Achievement Initiatives continued:

### ***Recruitment and Retention of Highly Qualified Teachers:***

- Strong recruiting and hiring practices
- New Teacher Collaboration with Mentors
- End of year surveys
- Marketing through social media and district website
- Grow Your Own Program to recruit future teachers
- Professional Development Plan to improve instruction

### ***Library Programs:***

- 1 full time certified librarian at DHS
- Full time library clerks at all buildings
- Increased use of technology
- Replacement of library books on an annual basis

## Student Achievement Initiatives continued:

### ***Identifying Gifted and Talented Students:***

- First and Fourth Grade students are given the CoGAT assessment.
- District committee triangulates and evaluates student data against a defined criterion.
- MATS self-contained at Mark Denman Elementary
- Honors classes at grades 5-12
- DHS students have opportunity to enroll in dual credit and AP classes.
- 8th grade algebra and biology for high school credit

## College and Career

***Transitions from elementary to upper elementary, upper elementary to middle school, middle school to high school, and high school to postsecondary:***

- 5th grade Orientation at Southview Upper Elementary
- North Ridge transition night for incoming 7th graders
- Freshman orientation at DHS
- Senior interviews held with all students
- Career exploration strategies
- Grow Your Own Teacher Program
- Summer Enrichment activities at Eastern Illinois University and University of Illinois
- Collaboration with Vermilion Advantage and Danville Area Community College
- College Express
- STEP program for on the job training.
- DHS Life Skills coffee cart and job training at Worksource Enterprises

# Professional Develop Plan

## ***Plan includes:***

- Stipends and benefits for staff for attending professional development.
- AVID Path Training and Summer Institute
- Partnerships with Learning Partners for comprehensive and targeted schools.
- Professional Development Plan for the Juvenile Delinquent Center staff.
- LETRs phonics training
- Smekens Writing Consultant
- Eureka Math Consultant
- CKLA Reading Program Consultant
- EL Coordinator provides professional development to EL staff and cooperating teachers.
- School Resource Officer Training
- School Administrative Manager Training
- Social Emotional Learning professional development plan including various trauma informed practices and programs.
- Specific professional development and conferences for all staff to improve student achievement.

## Safe Learning Environment

### ***Reducing Bullying and Harassment and Out of School Suspensions:***

- Consistent review of behavior, suspension and expulsion data.
- Social emotional learning plan district-wide that includes extensive professional development.
- PBIS initiatives in all buildings.
- Second Step Curriculum
- BIST Curriculum in some buildings.
- Individualized positive interventions on a case-by-case basis.
- Behavioral Intervention Plans for targeted students.
- Partnerships with outside agencies for counseling, self-regulation strategies, and individual plans.

### ***McKinney-Vento Youth:***

- Homeless liaison in the Educational Support office to provide professional development and services to students who are homeless or at risk of homelessness.
- Home Liaisons in all buildings.
- District owned van for transportation.
- Collaboration with community agencies and resources for assistance with any necessary items or supports.

## IDEA Specific Requirements

### ***Comprehensive Needs Assessment Results:***

- Staff culture and social emotional needs of both students and staff will be the goals of the Special Education department based on needs assessment results.
- Partnership with the University of Illinois to train staff to ensure better outcomes.
- Professional development specific to social emotional needs and research based practices.
- Nursing supplies and therapy salaries and tools.
- Vocational skills and classroom materials.
- Academic and Behavioral supports for classrooms.
- MTSS revisited and implemented with integrity.
- Improve the graduation rate of students who qualify for special education services.

## Youth in Care Stability Plan

### ***Point of Contact:***

- Brandie Kuchefski, Title I Grants Coordinator
- John Hart, Assistant Superintendent

### ***Best Interest Determination Plan:***

- Meeting to determine placement that meets the best interest of the child.
- Transportation must be provided.
- Special Education/ EL students get the same considerations as those without a disability.
- Priority is that they are kept with their general education peers and at their homeschool to the greatest extent possible.

## Bilingual Service Plan

### ***Staff:***

- 170 English Learners in the district.
- 3 Transitional Bilingual Education Programs/10 Transitional Programs of Instruction
- 7 ESL endorsed certified teachers; 4 bilingual teaching assistants;

### ***Bilingual Parent Advisory Committee:***

- Meets four times per year
- Committee stakeholders include teachers, parents, community members, administrators, district liaison, and grants coordinator.