

ACTION ITEM

Date: June 19, 2017
To: Members, Board of Education
From: Raymond E. Lechner, Ph.D
Subject: 2017 District Title I Plan

PROPOSED ACTION BY BOARD OF EDUCATION

Approve the 2017 District Title I Plan.

BACKGROUND

According to Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA), districts are required to follow federal rules and regulations in order to accept federal Title grant funds. Since District 39 applies for Title I grant funding, the Board of Education must approve any updates to the District Title I Plan.

The last update occurred in 2008. Therefore, the revised 2017 Title I Plan reflects current practices for meeting the needs of eligible students. Once the application process is complete and accepted, the district is notified of funding allocations. Title I funds are used to provide supplemental instructional services for eligible students who have been identified as failing, or most at risk of failing, to meet Illinois Learning Standards.

In order to be compliant with the rules and regulations, we ask the Board of Education to approve the updated District Title I Plan.

Recommended for approval to the Board of Education,



Raymond E. Lechner, Ph.D., Superintendent

Attachment – 2017 District Title I Plan

2017 District Title I Plan

PART 1

1. *Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:*
 - A) *Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.*

Core Curriculum

The links to all District 39 curriculum maps can be found on the district's website.

Mathematics

District 39 believes in a focused, coherent, and rigorous study of mathematics that encourages students to develop perseverance. Application of mathematical ideas emerges through the development of conceptual understanding and procedural fluency. Through evidence-based arguments and critiques, students engage in mathematical discourse. Students represent their ideas in multiple modalities and explore mathematical connections within the world around them.

English Language Arts

District 39 values a lifelong pursuit of literacy through metacognitive and collaborative experiences. Standards and current research guide explicit, balanced, and scaffolded instruction. Literacy instruction is differentiated according to student diversity, background, readiness, ability, and interest. Ongoing, balanced assessment practices inform instructional decision-making, goal setting, and reflection about progress. Students develop strong foundational skill sets, using a common language that can be transferred across content areas and grade levels. Respecting multiple perspectives and audiences, students become critical consumers and creative producers of informational, media, and literary sources.

Science

Our vision for science education, supported by the research on student learning, has informed our decision to develop a science curriculum that provides students the opportunity to experience the dynamic nature of science. Our goal is to engage students through the inquiry approach. Teachers present science as an imaginative endeavor that creates opportunities for students to ask questions, engage in systematic planning, and to collect data that can be shared in an electronic fashion. The ability to understand how to investigate questions, to share collaboratively, to present findings, and to synthesize information will help prepare students for the 21st Century. Ultimately, we want students to not simply report the ordinary, but see the extraordinary.

The science curriculum will prepare children for life in a globally interconnected age where information rests at our fingertips. As we know, the skills required for success in the 21st Century shift our vision to less importance on recall of facts, prescriptive scientific investigations, and the notion that science is a set body of knowledge. Instead, the curriculum helps students engage in experiences that replicate the work of scientists.

Social Studies

As a district, we have adopted the definition and purpose for Social Studies curriculum as provided by the National Council for Social Studies (NCSS):

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The social studies curriculum is rigorous and encourages analytical thinking. Our goal is to engage students through the inquiry approach as it fosters curiosity, desire to explore and investigate, and encourages students to raise questions to solve real-world problems. As a result of our social studies curriculum, students will develop improved ability to reason, to use creative thinking and innovation, and to take risks to uncover new possibilities which together will prepare them for jobs and careers for the 21st Century.

Our students engage in inquiry by utilizing five conceptual lenses: Civics, economics, geography, history and cultural anthropology. Civic learning and engagement are addressed in each grade level. For example, in first grade, the students reflect on this inquiry question: How can I bring about positive change in my community?

Other Curriculum Areas

Physical Education/Health

District 39 Physical and Health Education develops, integrates, and promotes enjoyment through increased knowledge, positive attitudes, healthy behaviors, and lifelong skills, which meets the needs of all students. Through engagement in individual, small group and team activities, students build confidence, promote positive self-image, and work to achieve personal goals.

Rather than focusing on specific games or sport goals, the revised curriculum emphasizes concepts and skills that are applicable to many activities, games, and sports. As in all areas of physical and health education, the sequence of concepts and skills is developed for age appropriate study.

The personal and interpersonal skills emphasized in each of these are easily identifiable in goals of sportsmanship and cooperation. Additionally, the curriculum provides opportunities to integrate English language arts standards for academic vocabulary related to the disciplines of PE and Health. Technology integration is also embedded within curriculum. Students can use technology tools to monitor their own progress and to create plans for self-improvement.

General Music

Music is a unique form of human expression that is universal and essential. As an ineffable aural art form, music communicates ideas and emotions. Music education is an independent and integral part of the development of the whole child. Through music education, District 39 students will become literate in the elements of music while developing performance skills and a lifelong appreciation of music.

The fundamental music processes in which students engage are listening, singing, playing,

creating, and performing. Although the music curriculum map presents each process separately, District 39 believes that these processes are meaningfully integrated to achieve a balanced and comprehensive experience of study in music.

Spanish

The Elementary Spanish program in Wilmette is a FLES (Foreign Language in the Elementary Schools) program. Students learn vocabulary and concepts designed around the integration of curricular goals and objectives in content areas such as Social Studies or Science.

Art

District 39 students experience a wide range of art experiences such as drawing, mixed media, painting, printmaking and three-dimensional art. Our students learn that an artist is a person who practices any of the creative arts. They also have traits such as persistence, understanding with empathy, taking risks, and of course, creativity and imagination. Through analysis and discussions, students learn to decode their visual surroundings developing necessary skills to navigate through and appreciate our ever-evolving world.

Technology & Library Media

District 39 believes in equitable access to information and information technology to learn effectively and live productively in an increasingly global and digital society. We strive to empower students and teachers to become critical consumers and creative producers of information in our global society. We teach our students to become enthusiastic readers, skillful researchers, and ethical users of information by incorporating innovative technologies that promote learning through collaboration, creativity, communication, and critical thinking.

B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.

District 39 uses a Response to Intervention (RtI) framework to identify students who are at risk of failure. Universal Screening of all students is conducted three times a year to determine whether or not students' needs are being met through the core curriculum. The assessments currently used in the screening process include AIMSweb CBMs, as well as Performance Series. Next year, the NWEA Map assessment will replace Performance Series.

Teams of teachers and specialists meet to review and analyze the results of benchmark assessments during data meetings. During these meetings, teams of educators work together to identify students who are at risk of failure based on local norms when available. A specific intervention plan is created for individual or groups of students to address the areas in need of further instruction. This information is documented using an Instructional Planning Form (IPF), which includes information such as description of the intervention, frequency, and duration. These interventions are tailored to meet the academic or behavioral needs of the identified students. Progress monitoring data for students in intervention is regularly reviewed to determine whether or not adjustments need to be made. If data suggests that the interventions are not successful, teachers can adjust the intensity or type of intervention the student is receiving. School based Intervention Teams are available to meet with teachers to discuss students and conduct further problem solving. If Tier 1 and Tier 2 interventions continue to not

be successful, teachers work with the Student Assistance Team, which is made up of various specialists, to complete individualized problem solving and consider the need for more long-term intensive Tier 3 interventions.

C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.

Students identified as being at risk in Kindergarten through fourth grade will receive services in a pull-out or push-in setting from 3-5 days a week depending on student needs. The Reading Specialists will provide instruction in phonemic awareness skills, phonics, vocabulary, fluency, and reading comprehension skills. The Reading Specialists will use the results from assessments, such as DIBELS, ISEL, and CBMs, to progress monitor students throughout the school year. Parents will be notified by phone, email, conferences, or by US mail regarding their child's reading progress in the Reading Intervention Program.

In addition to the Reading Intervention Program described above, District 39 has set aside time daily for teams of teachers to focus on specific student needs. Data will be reviewed to determine instructional goals for groups of students. Supplemental instruction will occur during this time.

D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.

Differentiated Instruction

District 39 educators believe differentiating instruction is effective in meeting the variety of needs of children in all classes. When differentiating instruction, the teacher anticipates and acknowledges the differences in each student's readiness, interests, and learning styles. This approach provides a way for teachers to maximize student learning by improving the match between students' unique characteristics and the curriculum.

In District 39 teachers provide differentiated instruction to meet the varied needs of their students. The teachers, in collaboration with the differentiation teachers and others, provide such instruction as they:

- Analyze the current curriculum content in order to set appropriate expectations
- Plan and develop appropriate instructional methods and groupings
- Plan or co-plan tasks and products with students
- Continually assess progress and set further learning goals for students
- Seek staff development opportunities to expand knowledge of differentiation
- Communicate about differentiation practices with parents, other teachers, and administrators.

Examples of differentiation strategies include:

- Tiered lessons are designed to differentiate the process and/or product by varying the complexity of the response to reading.
- Orbital studies are designed to differentiate content according to student interests.
- Small groups work together on self-selected topics revolving around a major area of study for the whole class.
- Learning centers are designed to differentiate both content and process to accommodate varying student readiness levels.

RtI

District 39 believes Response to Intervention (RtI) is a valuable and collaborative way to meet the needs of every learner. Educators, including student services specialists, in the district utilize data to inform high quality curriculum and instruction in the general education setting. We implement a systematic problem-solving process within a three-tiered model to develop interventions tailored to meet the needs of individuals or groups of students.

RtI is a process of addressing student needs in the classroom by:

- Implementing specific instructional practices or interventions.
- Monitoring a student's response to that instruction or intervention.
- Using that data to guide educational decisions.

Social Emotional Learning

District 39 believes in the importance of teaching students about social emotional awareness and skills for learning. Teachers throughout the District use the research-based Second Step program to integrate social-emotional learning into their classrooms. Through various lessons, songs and games, and activities students learn important skills that strengthen their ability to:

- Self-regulate in order to participate in and benefit from classroom instruction.
- Understand what another person is feeling.
- Identify feelings within themselves and others.
- Proactively manage their emotions to prevent them from escalating into negative behaviors.
- Solve interpersonal conflicts in safe and respectful ways.

Technology Integration and Innovative Learning Environments

District 39 embraces innovative technologies that promote learning through collaboration, creativity, communication, and critical thinking. Teachers help students become critical consumers and creative producers of information in our global society. Among the resources available to students are 1:1 iPads for students in grades 5-8. The District is exploring ways to increase access to technology for students in grades K-4, as is evidenced by the Chromebook pilot in 3rd grade. All classrooms are equipped with SMARTBoards for instructional use and 3D printers are available in library media centers.

The District has also made it a priority to provide all students with innovative learning environments. These spaces are flexible and allow teachers to enrich learning opportunities that are not available in the general education classroom. By bringing together the school library and technology, these spaces are structured to foster an environment that promotes communication, creativity, critical thinking, and collaboration (4Cs). By the end of this summer, all four elementary buildings and the junior high will have these learning spaces completed. The middle school will follow with plans for their innovative learning environment.

PART 2

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

In August of the new school year the Title I coordinator will meet with the Administrator for Curriculum and Instruction to establish and coordinate the roles of participants and their responsibilities in completing the Title I analysis to identify any disparities. In October the Title

I coordinator will contact the Business department to gather staffing and salary information on instructional staff who are paid using federal or grant money. In conjunction with the completion of the NCLB consolidated application, the Title I coordinator will identify the number of Title I and Non-Title I schools in the district.

In October the Title I coordinator will compile enrollment figures for each school in the district and the assigned personnel in each school. The enrollment figures will be established from attendance records reported on the date the numbers are requested. The Title I coordinator will also get information on the percentage of low-income students from each school. The grade spans used to determine groupings is as follows: P-4, 5-6 and 7-8. Using the enrollment data and staffing levels for each school, the Title I coordinator will complete the comparability analysis using the form provided in the IWAS system by ISBE by the November due date.

If, after using both methods of comparability, there are any schools reflecting a non-comparable status, they will be identified to Human Resources and the Administrator of Curriculum and Instruction immediately. A determination will be made as to the position(s) needed to make the school comparable. Available staffing levels within the district will be reviewed to determine which staff can be transferred or reallocated by time distribution to the school(s) showing a deficiency.

If staffing levels preclude a transfer or reallocation of existing staff, then Human Resources will advertise position availabilities immediately. After staffing is complete, the Title I coordinator will meet with the Administrator of Curriculum and Instruction to address any outstanding issues. The Comparability Analysis will be revised to reflect all corrected staffing levels and will be prepared for the superintendent's review and approval by December 10th. A file will be maintained which contains a copy of the completed analysis, all supporting attendance data and staffing reports, written procedures, the policy to ensure equivalence among schools in providing teachers, administration, materials and supplies.

3. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d)

District 39 will identify a Title I coordinator to help carry out its responsibilities to support and improve schools identified as targeted. This person will:

- Write the Title Grant application and follow ISBE timeline beginning in June.
- Coordinate with nonpublic schools to identify any qualifying students for grant funds.
- Align goals of the grant and allocate funding according to the guidelines/rules provided by ISBE.
- Meet with nonpublic schools to provide support in the meeting of their goals and documentation.
- Coordinate with business office regarding expenditure reports.
- Create and write an amendment, as needed.
- Create and submit documentation/reports according to guidelines/rules provided by ISBE.
- Manage funds in accordance with guidelines/rules provided by ISBE.
- Facilitate meetings with District 39 Reading Specialists.

The District will also support the Reading Intervention Program that provides eligible students with additional reading instruction. This program is staffed by highly qualified reading specialists, as well as paraprofessionals, who are well trained to provide students with targeted reading intervention. Analysis of data during data meeting will help to identify students who are eligible for the Reading Program, as well as those who are in need of classroom interventions.

District 39 is committed to providing all of its staff members with ongoing and meaningful professional development throughout the year. These opportunities increase teachers' knowledge and competencies in their academic teaching areas. These collaborative district-wide professional development activities, facilitated by district leaders and/or professional consultants, are focused on such topics as increasing teacher understanding of 21st Century teaching, learning, and assessment practices; the Illinois Learning Standards for Math, English Language Arts, and History/Social Studies; inquiry based Science and Social Studies; social emotional learning; and innovative uses of technology integration/infusion in content areas.

PART 3

4. *Multiple choice*

5.

A-C) Multiple choice

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

The targeted assistance program will provide students identified as at risk with additional instructional support in the area of reading. The Title I teacher will provide direct instruction of reading skills (comprehension, decoding, fluency, and vocabulary) in one-to-one or small group settings with the at risk/Title 1 identified students. This will be done through pull-out and/or in-class instruction. The teachers will also incorporate the use of iPads/apps to supplement instruction and provide additional attention to these skills. Students identified through assessment data from NWEA MAP and AIMSweb measures will receive this instructional support in order to achieve the achievement gap among students in reading.

In addition to the direct instruction provided to students, attendance center teachers and paraprofessionals will partake in professional development opportunities that address effective instructional strategies in order to increase skills of at-risk students. Professional development will occur in the form of a conference workshop, or training sessions facilitated by hired consultants.

Together, the instructional support of students identified as at-risk/Title I and the professional development provided to attendance center staff members, will help achieve the program's goal of closing the achievement gap of at-risk students.

PART 4

6. *Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.):**

In the case that we have students in this category, we would work to provide them an education that maximizes their learning potential. Teachers and principals would ensure that all homeless students have full access to the district's academic programs. District 39 would provide transportation to and from school independently or in collaboration with other agencies. We would allow immediate enrollment regardless of the ability to produce records. Our Board of Education Policy 6:140 show our commitment to serve homeless students. School fees would be waived for these children. Title 1 funds are reserved for providing homeless students with school supplies.

7. *Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations:*

District 39 believes in partnering with parents and family members to make sure that plans are representing the needs of the various populations within the school community. We are fortunate to have a great deal of parent involvement and many different ways parents can become involved in their child's education. This is documented in our parent handbook. Each of our Title I schools meets with parents to explain our at-risk Title I program. Additionally, meetings are held throughout the school year to involve parents in the program, seek their input, and to assist in monitoring student progress. Reports of progress and program are given to parents. A survey is sent out in May to parents of students receiving services through the Title I program to solicit feedback regarding the Title I program in the school.

8. *If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below:*

District 39 offers a preschool screening process, as well as an Early Childhood Program (Connecting Kids) for preschoolers. The Reading Specialist supported by Title I funds may consult and meet with the staff of our Early Childhood Program, Connecting Kids. For students who are identified as being at academic risk, team meetings may be held involving parents, administrators, and teachers from Connecting Kids and the Reading Specialist. Transitional meetings are held to discuss individual student needs and to put a plan in place to support at-risk students. A team of educators working with these students collaboratively plan for a smooth and successful transition for the students. This is done to coordinate services for students who are seen by multiple teachers and to discuss and review the child's academic needs for reading, as well as other areas.

9. *How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers,*

and other local partners; and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

District 39 collaborates with the local high school and its parent community to facilitate effective transitions for students from the junior high to high school. Teachers and administrators from the district collaborate with the department heads at the high school to ensure that the instructional program in District 39 is designed to prepare its students for the demands of high school. Teams of teachers meet with members of the high school's special services department to hold transition meetings for students with IEPs or 504 plans. Often students attend these meetings as well as part of the transition process.

Students and parents are provided with various opportunities to learn more about the transition to high school. The freshman transition coordinator from the high school comes to meet with all 8th grade students to share information about what life as a freshman is like. Additionally, performing arts students come to perform for the students at the junior high and share information about the various fine arts programs the students will have the opportunity to join when they reach high school. The junior high students also have the opportunity to participate in joint concerts with members from the high school. District 39 collaborates with the high school to communicate upcoming events to parents that are designed to help ensure a smooth transition to the high school. This includes a series of meetings for both parents and students where they receive information to help students select classes for the upcoming school year, meet academic leadership staff members, and have opportunities to ask questions about the programs that are offered. Representatives from each department are also in attendance to answer specific questions related to the curriculum. In addition to these events hosted at the high school, the district collaborates with the PTO to provide a Joint Parent Panel to discuss the transition. Parents with students currently at New Trier come to speak with parents of incoming freshman students to discuss the transition and answer questions.

10. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.

Teachers, in consultation with parents, administrators and student services personnel, in our targeted assistance school, will administer district assessments to determine eligibility based on benchmark/cut scores for each test administered. Students who fall below the designated cut scores for each grade level will receive additional reading services in identified areas of need. We use the AIMSweb benchmarks in the fall, winter, and spring each school year. The assessments used are the early literacy measurements in kindergarten through 4th grade. CBMs are used to assess oral fluency in grades 1-4. Additionally, the NWEA Reading Map assessment will replace Performance Series Scantron as our second measure. The reading teachers meet by grade level to analyze data and make decisions to determine who receives additional reading services. Students receiving reading services are progress monitored throughout the intervention in order to determine the success of the program. Intervention Team Leaders use problem solving meetings for grade levels to monitor and adjust programming for students. Communication takes place between parents, teachers, administrators, and student service personnel throughout the process. Data based decision making is part of the process. Once

students are identified based on student's needs, parents are notified both by a parent permission letter and a parent meeting. Communication between the reading specialist, classroom teacher, and parent continues throughout the time the student receives services. The reading specialists meet with parents at a fall meeting to describe the program, to get parent participation and parent input. They also have parent teacher conferences in November and April of each year. Additional conferences are held on an as needed basis. Finally, a parent survey is sent out at the end of the year to solicit feedback from parents.

PART 5

11. The process through which the districts will (i) reduce incidences of bullying and harassment, (ii) reduce the overuse of discipline practices that remove students from the classroom, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined:

- (I) each major racial and ethnic group;
economically disadvantaged students as compared to students who are not economically disadvantaged;*
- (II) economically disadvantaged students as compared to students who are not economically disadvantaged;*
- (III) children with disabilities as compared to children without disabilities;*
- (IV) English proficiency status;*
- (V) gender; and*
- (VI) migrant status.*

Reducing incidences of bullying and harassment, reducing the use of discipline practices that remove students from the classroom, and reducing the use of aversive behavioral interventions that compromise student health and safety are important to District 39. District 39 believes in the importance of teaching students about social emotional awareness. Teachers throughout the District use the research-based Second Step program to integrate social-emotional learning into their classrooms. Bullying prevention and character instruction are included at all grade levels.

In the event that alleged bullying or harassment does occur, students, parents, and staff members have various ways for reporting these incidences. Members of the school community are encouraged to report alleged acts to District employees whether it be orally or in writing. An anonymous social conflict reporting option is available at the middle school and junior high school. This allows individuals to anonymously report incidents via text or an online form to be further reviewed and investigated by building staff members. Once an allegation is made, a prompt and thorough investigation of the alleged incidents takes place. During this time, the District will provide those involved (including the alleged victim and aggressor) with services that may be available. These may include counseling, support services, or other programs. Interventions may be used to address any bullying or harassment and may include social work services, restorative measures, social-emotional skill building, or other services that aim to prevent and rectify these behaviors.

Below are excerpts from the District's Board policies related to harassment and bullying. The complete policies can be viewed on the District website.

Harassment of Students Prohibited-Board Policy 7:20

Students are entitled to be educated in an environment that is respectful of their backgrounds, characteristics, and differences. The District prohibits any conduct that harasses, intimidates, or bullies a student, on the basis of actual or perceived protected classifications as identified in Board Policy 7:10, Equal Educational Opportunities, or as may otherwise violate a student's civil rights, including race, color, nationality, national origin, sex, sexual orientation, gender identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, actual or potential marital or parental status, including pregnancy, or association with a person or group with one or more of the aforementioned actual or perceived characteristics. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, electronic, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the protected characteristics in Board Policy 7:10.

Preventing Bullying and Other Aggressive Behaviors-Board Policy 7:180

Bullying is contrary to Illinois law and District policy. Bullying and other aggressive behaviors diminish a student's ability to learn and a school's ability to educate. Deterring students from engaging in these disruptive behaviors and providing all students access to a safe, non-hostile learning environment are important District goals.

The District prohibits and will not tolerate aggressive student behavior, including bullying conduct of any type or on any basis, as defined below. The District will protect students against retaliation for reporting incidents of aggressive behavior and bullying and will take disciplinary action against any student who participates in such conduct. Students are expected to act respectfully towards their peers and to avoid bullying and aggressive behaviors in their interactions with other students.

In addition, bullying that is based on actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, military status, unfavorable discharge status from the military service, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited and may amount to a violation of a student's civil right and of Policy 7:20

Harassment.

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

This is not applicable for District 39.

13. How will the district fulfill the following:

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

District 39 currently uses Performance Series and PARCC standardized testing data to identify students with math and reading talent. (In the fall of 2017, Performance Series will be replaced by MAP as the second measure for qualification.) Those students are clustered in classrooms, and Differentiation Support Teachers at each elementary school and at grades 5 through 8 assist teachers in differentiating the district's curriculum to meet the needs of those students. In addition, students take the CogAT test in 5th grade to give additional data points for qualifying students for a 6th grade accelerated math curriculum. During spring of 6th grade, students have the opportunity to qualify for placement in the New Trier High School math curriculum as 7th graders.

B) What are the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement?

District 39 embraces innovative technologies that promote learning through collaboration, creativity, communication, and critical thinking. Our educational community (students, parents, and teachers) will become critical consumers and creative producers of information in our global society.

The District 39 community:

- Supports reliable, secure, and sustainable access to technology
- Adapts to advancing educational technologies to achieve instructional objectives
- Selects appropriate technology tools and content for personalized learning
- Integrates appropriate technologies to achieve instructional objectives
- Collaborates to explore and share new tools and learning approaches
- Develops critical thinking skills and promotes information literacy
- Empowers students with opportunities to explore creative solutions
- Instills the practices of responsible digital citizenship

The district has designed the curriculum for library media and technology to reflect best practices and ISTE and ISAIL standards as they align with all subjects and the needs of our students. District 39 believes in equitable access to information and information technology to learn effectively and live productively in an increasingly global and digital society. We strive to empower students and teachers to become critical consumers and creative producers of information in our global society. We teach our students to become enthusiastic readers, skillful researchers, and ethical users of information by incorporating innovative technologies that promote learning through collaboration, creativity, communication, and critical thinking.

Best instructional practices in the classrooms should:

- Support and provide reliable, secure, and sustainable access to resources that promote student learning
- Adapt to advancing educational technology resources

- Select appropriate technology tools and content for personalized learning
- Integrate appropriate technologies to achieve instructional objectives
- Collaborate to explore and share new tools and learning approaches
- Develop critical thinking skills and promote information literacy
- Empower students with opportunities to explore creative solutions
- Instill the practices of responsible digital citizenship
- Encourage a love of reading
- Develop effective consumers of technology, information, and ideas
- Foster students who are effective producers of information

C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.

General Music

Music is a unique form of human expression that is universal and essential. As an ineffable aural art form, music communicates ideas and emotions. Music education is an independent and integral part of the development of the whole child. Through music education, District 39 students will become literate in the elements of music while developing performance skills and a lifelong appreciation of music.

The fundamental music processes in which students engage are listening, singing, playing, creating, and performing. Although the music curriculum map presents each process separately, District 39 believes that these processes are meaningfully integrated to achieve a balanced and comprehensive experience of study in music.

A few of the instructional practices in a music classroom should:

- Develop skills and techniques that are required to create and perform music.
- Promote active learning that allows for inherent sound and movement.
- Engage students in common musical goals through cooperation and collaboration to build a musical community.
- Develop a musical environment that is inclusive and respectful of all learning profiles.
- Use formative and summative authentic assessments to guide teaching and learning.
- Provide opportunities for student choice as part of their musical experiences.

Art

District 39 students experience a wide range of art experiences such as drawing, mixed media, painting, printmaking and three-dimensional art. Our students learn that an artist is a person who practices any of the creative arts. They also have traits such as persistence, understanding with empathy, taking risks, and of course, creativity and imagination. Through analysis and discussions, students learn to decode their visual surroundings developing necessary skills to navigate through and appreciate our ever-evolving world.

Drama and Musical Theater

Experiences in the disciplined study of the dramatic arts significantly contribute to students' success in the 21st century. The development of communication skills creates heightened awareness and expression of self as well as empathy for others. Active collaboration promotes

personal and group risk taking, flexibility, creativity, persistence and problem solving. The dramatic arts invite students to embrace opportunities to thrive and struggle, lead and follow, and create, critique and connect in a safe stimulating environment.

World Language

District 39 believes in empowering students to become positive and empathic global citizens. Language and communication are at the heart of the human experience. Therefore, the ability to communicate in another language and to reflect upon cultures, both past and present, fosters an appreciation for one's place in a global village. Through the use of authentic language and cultural exposure, students build foundations for experiencing meaningful connections and develop an appreciation of cultural similarities and differences. These authentic learning experiences equip our students to be linguistically, socially, and culturally competent members of society. The Elementary Spanish program in Wilmette is a FLES (Foreign Language in the Elementary Schools) program. Students learn vocabulary and concepts designed around the integration of curricular goals and objectives in content areas such as Social Studies or Science. During their middle school and junior high years, students have the opportunity to select from Spanish, German, French, Mandarin, and Latin to continue their language learning.

Here are the goals of the program:

- Every child will have the opportunity to participate in an elementary foreign language program during the optimal years of acquisition and continue that learning through their middle school and junior high years
- Every child will have the opportunity to acquire functional proficiency in one or more languages other than the child's native language
- Children will be exposed to cultures different from their own and therefore will develop positive attitudes about language and culture
- Students will be comfortable with the language and will be inspired to continue language learning
- Students will acquire language-learning strategies in addition to basic vocabulary and conversational skill

Consultation

In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission.

Various stakeholders were consulted with in development of this Title I District Plan including teachers, administrators, and parents. Input from various groups helped to inform various sections of the plan to ensure it meets the needs of the various populations represented in the school community. Feedback from parents helped to inform ways in which we can build on the ways in which we communicate with parents and families regarding the Title I Program and their child's progress.

Meeting Dates:

May 5: Administrator for Curriculum and Instruction and Title I Coordinator

May 24: Administrator for Curriculum and Instruction and Title I Coordinator

May 25: Teachers, Title I Coordinator, and Building Administrator

May 26: Parent Survey

May 30: Director of Student Services, Building Administrator, and Title I Coordinator

June 19: Board of Education meeting