Overview

**Program:** Consolidated District Plan

**Purpose:** The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

**Board Goals:** Every child in each public school system in the State of Illinois deserves to attend a system wherein:

* All kindergartners are assessed for readiness.
* Ninety percent or more of third-grade students are reading at or above grade level.
* Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
* Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
* Ninety percent or more of students graduate from high school ready for college and career.
* All students are supported by highly prepared and effective teachers and school leaders.
* Every school offers a safe and healthy learning environment for all students.

**FY2020 Included Programs:**

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

**Legislation:**

- Every Student Succeeds Act (ESSA)
- Individuals with Disabilities Education Act
- Rehabilitation Act
- Strengthening Career and Technical Education for the 21st Century Act
- Workforce Innovation and Opportunity Act
Head Start Act
McKinney-Vento Homeless Assistance Act
Adult Education and Family Literacy Act

**Due Date:**
District plans must be submitted to the Illinois State Board of Education and approved before any FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended.

**Duration:**
The District Plan must be submitted initially for the school year 2019-2020 and updated annually thereafter.

**Amendments:**
Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

**Instructions:**
Instructions in PDF format

**Common Abbreviations:**
ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)
IDEA - Individuals with Disabilities Education Act
ISBE - Illinois State Board of Education
LEA - Local Educational Agency
LIEP - Language Instruction Educational Program
SEA - State Education Agency
2. General Education Provisions Act (GEPA) Section 427 *

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

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

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

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

The District 217 Board of Education has adopted non-discrimination policies for both its hiring practices as well as all academic programs. The District has removed barriers to advanced level course work and elective course choices. All students have an equal opportunity to participate in athletics and clubs/activities. The District will continue to use progress monitoring data such as that provided by the College Board's AP Equity and Access formula to monitor and facilitate student enrollment in college and career course work of the highest rigor. Additionally, this plan describes multiple ways for all students can receive equitable access to academic and emotional support programs.

3. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

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

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

How to Complete Pages with Pre-populated Fields

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

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

Program Risk Assessment pages must be completed for FY2020. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

*Required field, applicable for all funding sources
Amendments

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

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

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

Plan Changes
Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources
Coordinated and Aligned Funding

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.* [1]

NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

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

2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]

District 217 will use the federally funded programs indicated above in order to provide all students academic resource programs, train quality teachers, support students with special needs and English Language Learners. Funding will primarily be used in the following four areas: 1. Before, during and after school academic resource areas for the core subject areas – Math, ELA, Humanities and Science; 2. Remediation programming for students not on track to graduate - indicated by failing 4 or more classes; 3. A mentor program for all incoming freshman; 4. access to and training with a one2one device.

Legislative References:
[1] Title I, Part A, Reference Section 1112(a) (1)
[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources
Needs Assessment Impact

1. Indicate which of the instruments below were used in the LEA needs assessment process.*
   A. ✔ School and/or district report card(s)
   B. ✔ Five Essentials Survey
   C. ✔ Student achievement data (disaggregated by student groups)
   D. ✔ Current recruitment and retention efforts and effectiveness data
   E. ✔ Professional development plan(s)
   F. ✔ School improvement plan(s)
   G. ✔ Title I plan(s)
   H. ✔ ED School Climate Survey (EDSCLS)
   I. ✔ CDC School Health Index
   J. ✔ National School Climate Center
   K. ✔ ASCD School Improvement Tool
   L. ✔ Illinois Quality Framework and Supporting Rubric
   M. [ ] Other

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

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.
   I. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
   II. Include any additional information relevant to this planning document. Provide targeted responses where noted.
   III. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A – Improving Basic Programs

At Argo, we routinely make use of the grade reporting systems we have in place, namely, PowerSchool and our iLab data portal. We can determine which students need additional academic supports within the classroom or additional access to resources such as tutoring or instructional time with teachers. We can also tell which curriculum areas seem to be the most challenging for students, or those with overall grade distributions that engender concern. When groups of students struggle in particular courses, we meet as a team to discuss potential causes, to plan for fill-in skills or remediation that students may not have been exposed to previously or to determine re-teaching needs going forward. One recent example of this analytical approach is our curricular switch in the freshman level science courses. Students struggled with biology. We moved physics to the freshman year. This has reduced the number of freshman failures in science by 30%. Students can now learn about the building blocks of the universe and how they interact before delving into the products of chemical reactions.

Per our SAT suite data, we do not have overwhelming discrepancies between the achievement of various subgroups in our building. We recognize, however, that a group of our students seems disconnected from and disenchanted with school. As an attempt to determine causes for this disconnection, and with an eye toward solutions, we implemented the Adverse Childhood Experience survey to every student at Argo. We found that 12% of our students met the criteria to be considered at-risk for school failure and a host of other undesirable outcomes as a result of the conditions in which they were raised. The administration of this survey led to additional visits to our social work office by students previously unknown to our student support staff. We plan to continue using this tool to identify students in need in the hopes that we can provide them with strategies to develop resilience and, ultimately, find success at Argo.

A pressing goal at Argo is for us to find new ways to provide students with post-secondary experiences while they are in high school. Toward that end, we have embarked upon a new relationship with Indiana University. We will begin offering dual credit classes in the fall to seniors who have enrolled in the English course College Reading and Writing. This course provides a terrific benefit to our students, as it is tuition free for low-income students. At the end of the course, those students who have earned a C or better will receive a transcript from IU exactly as if they had taken the course on Indiana's campus.

As we continue to conduct formal and informal needs assessments, we hope to uncover commonalities among our struggling students so that we can plan for programming that will allow all of our students to participate fully in high school and leave our building prepared for whatever they may choose to pursue.

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

As we determine the focus of our School Improvement efforts, we will:

Provide every student access to Future Ready skills and practices.
This will involve funding our guidance department's meetings with families so that we can ensure all students are working toward a plan for post-high school. This goal has driven the development of additional, practical courses that combine life skills with academic pursuits, such as our Geometry in Construction course. It has also provided the impetus for our new dual credit partnership with Indiana University.

Increase College and Career access and readiness for all students
We will increase access to college by funding our College 101 program, in which students visit college and university campuses to learn about programs offered and admission requirements. Our career fairs and dual credit CTE courses increase students' access to career options if they decide to pursue work after graduation. Students are ready for these opportunities after they leave Argo because of our thoughtfully designed curriculum that maximizes connection to real-world applications while maintaining a high level of rigor.

Provide innovative and accessible support systems focused on remediation and enrichment.
As stated in detail below, we offer academic support in science and math on a daily basis before and after school and during the lunch period. Students can also access Argo After Hours to receive academic supports from our teaching staff. Cultural enrichment opportunities are available regularly, particularly as we celebrate Black History Month, Hispanic Heritage Month and Women's History Month.

Create a culture of acceptance, inclusion, safety and equity.
Our students benefit from a culture of tolerance and from exposure to a variety of cultures, religions and language backgrounds at Argo. We recognize that diversity is our strength. As such, we have created and fund a Gay Straight Alliance, RISE Christian club, a Muslim Student Association, a Black Student Association and a Latinx Coalition.

C. Title I, Part D – Delinquent

https://sec2.isbe.net/eGrant_Web/ApplicationShell.aspx?DisplayName=Needs+Assessment+Impact
D. Title I, Part A - Neglected
E. Title I, Part D - State Neglected/Delinquent
F. Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

We prepare our new teachers for Argo’s classrooms through three days of New Teacher Orientation. These days include an introduction to our web-based systems for grading, attendance, curriculum development and delivery, human resources and discipline procedures. Teachers are introduced to key support staff and student resource officers so that they know whom to turn to when they require assistance. Teachers meet with veteran mentors as well as second-year teachers in the building to hear from a variety of perspectives about the Argo experience and what to expect from students. Finally, department chairs provide an overview of the scope and sequence in each of their disciplines so that teachers can identify the connections between the courses they are teaching and the departmental curricular plan.

In the 2018-2019 school year, we introduced the role of Technology Coach in our building. One of our math teachers had received a great deal of professional development with using Canvas, our Learning Management System, and had become Microsoft certified as well. Scott Ball spent the year researching new and underutilized technology tools and presenting information about these tools to our broader teaching staff. Topics included technological solutions to differentiation, tech tools for creating works cited pages, online portfolios for art classes and a variety of other creative solutions to common teacher concerns. Notably, Coach Ball worked with our AP Chemistry classes to create a virtual field trip for a local elementary school. Coach Ball set up a video feed so that elementary students could watch the AP Chemistry students demonstrate principles they had learned in class. It was a new experience for the AP Chemistry teacher and among the best received professional development we have offered.

Another area in which we continue to focus our professional development opportunities is equity: we try to provide teachers with current and relevant information about working with students who have been exposed to trauma, working with students from different backgrounds and cultures and working with students of varying ability levels. We have coordinated with the APT to provide trauma-informed professional development to every teacher on staff. We sent teams of teachers to APs Dream Deferred and Prepare conferences, focused on meeting the needs of Latinx and African American students. We will continue to fund these efforts going forward, believing that providing a welcoming and culturally relevant school environment to every student is critical.

G. Title III - LEIP

At Argo, there are a few areas of need in relation to ELI achievement. Since proficiency in one’s first language will help develop proficiency in a second language, we plan to develop and implement our Arabic Language and Culture class. We will expand our native language instruction in our required core courses, such as math and science. We will develop a dual language program to help with both ELI and English development, as in the next few years students will arrive at Argo with dual language instruction experience. We will also explore the feasibility of and need for a newcomer program within the building to serve the needs of our students who may have the lowest level of English proficiency as well as the largest need for assimilation assistance.

H. Title III - Immigrant Education Program

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

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

We provide a variety of student supports throughout the school day, as well as before and after school, in the hopes of meeting the needs of all of our students.

Our math department runs a resource class during all 3 lunch periods to re-teach and offer additional support to any struggling math students. Students are assigned to attend resource if their grades fall below a certain level, which varies depending on the course and the time in the semester.

Our science department runs a similar resource before and after school, to assist students who are struggling to grasp new science concepts.

Our English Learners department runs a resource during all 3 lunch periods, as well as before and after school, to provide native language support to our students who speak Spanish, Polish or Arabic. Providing this time allows students to access the curriculum throughout the building with a higher degree of success. Additionally, our English Learners who are identified as Special Education students can enroll in a resource designed just for those who are dual identified to receive support.

Students who have experienced difficulty in the past by falling multiple classes in one semester are enrolled in GRIT. This program allows teachers to check in on student progress every day, reminding them to turn in missing work, study for assessments, attend school every day, and make positive choices in their lives. It is essentially an advisory period that fosters supportive relationships between students and adults who care about them and hold them accountable.

Our academic enrichment programs often take the form of advanced and honors level courses. Additionally, we offer SAT preparation classes for those students who want to see their scores improve in the hopes of gaining access to post-secondary institutions. These classes meet during lunch and after school between January and April and offer concrete strategies on test taking as well as preparation with the skills that are measured on this test and can be applied to other academic pursuits.

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

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

While the student needs assessment document outlined a significant amount of areas of need, some of the most supported areas were additional resources and training related to co-teaching classes and providing supports in LRE, transition planning, differentiated instruction, and social-emotional learning. The IDEA Grant will focus primarily on providing resources and training to assist with these areas. These could include purchasing contractual services to provide the human capital needed to provide supports and providing professional development to staff that play a direct role with students with IEP’s. Information from the needs assessment was analyzed in conjunction with reflection upon strengths and weaknesses from the previous year. Based on the highest areas of needs, goals will be implemented and monitored throughout the year and resources will be adjusted as necessary to accomplish these goals.

L. IDEA, Part B - Preschool

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

*Required field, applicable for all funding sources selected
Grant Application

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

ISBE Goals:
- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):
- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
  - Provide every student access to Future Ready skills and practices
  - Increase College and Career access and readiness for all students
  - Provide innovative and accessible support systems focused on remediation and enrichment
  - Create a culture of acceptance, inclusion, safety and equity

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.
   - A. [ ] Teachers (1,7,8)
   - B. [ ] Principals (1,7,8)
   - C. [ ] Other school leaders (1,8)
   - D. [ ] Paraprofessionals (1)
   - E. [ ] Specialized instructional support personnel (1,2,3,4,8)
   - F. [ ] Charter school leaders (in a local educational agency that has charter schools) (1)
   - G. [ ] Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
   - H. [ ] Parent liaisons
   - I. [ ] Title I director (1)
   - J. [ ] Title II director (1)
   - K. [ ] Bilingual director (1,7)
   - L. [ ] Title IV director (1)
   - M. [ ] Special Education director
   - N. [ ] Guidance staff
   - O. [ ] Local government representatives (8)
   - P. [ ] Community members and community based organizations (7,8)
   - Q. [ ] Business representatives (2,3,4)
   - R. [ ] Researchers (7)
   - S. [ ] Institutions of Higher Education (7)
   - T. [ ] Other - specify:

Program Footnotes:
1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
7 = Title III, including LIEP and Immigrant Education
8 = Title IV, Part A - Student Support and Academic Enrichment

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
3. Describe the approaches the district will use to include parents and family involvement in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.** [2]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, ‘see above’, or n/a as this may delay the submission or approval of your plan.

(count of 7500 maximum characters used)
The district utilizes information and input provided by our parents/family members at our Schoolwide Title I presentation each year and through other Parent/Student meetings and events. The District's Parental Policy (R-93) states: In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall develop administrative procedures to:

1. Keep parents/guardians thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

We revamped our Parent Faculty Association in 2018-19 to include Parents United in the title. The mission of Parents United is to: provide scholarship opportunities for students, offer parent learning opportunities, promote school spirit, and enhance staff appreciation efforts. They meet July 17, August 28, September 25, October 27, November 21, 2018; January 29, March 19, April 23, 2019. The group along with the District Superintendents hosted 5 Parent Universities: September 5: Navigating Argo High School, October 2: Vaping: What Parents Need to Know, November 7: Social Media and Teens: How to be a Respectful Spy, December 5: Parent Wellness: Key Nutrition Tips for a Healthier Life, January 9, 2019. Financial Literacy. Parents United will continue to meet regularly to plan programs for the 2019-20 school year. These plans are geared at attracting high school parents who are traditionally not involved at the high school level, to become involved and to be learners in our school community. Most forums will allow the administration to assess LEA plans to address the needs of various populations within our school community. In 2017-18 we finally reached the SE's threshold of parent/guardian participants to receive data. This is another useful source about parent perceptions about our school community and our goal will be to reach that threshold again in 2019-20.

Response from the FY19 Title I District Plan,
The district utilizes information and input provided by our parents/family members at our Schoolwide Title I presentation each year and through other Parent Faculty Association/Parents United meetings and events. The District's Parental Policy (R-93) states: In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall develop administrative procedures to:

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2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

For the 2018-19 school year, we have revamped our Parent Faculty Association to include Parents United in the title. The mission of Parents United is to: provide scholarship opportunities for students, offer parent learning opportunities, promote school spirit, and enhance staff appreciation efforts. They meet July 17, August 28, September 25, November 27, 2018; January 29, March 19, April 23, 2019. The group along with the District Superintendents is hosting 5 Parent Universities: September 5: Navigating Argo High School, October 2: Vaping: What Parents Need to Know, November 7: Social Media and Teens: How to be a Respectful Spy, December 5: Parent Wellness: Key Nutrition Tips for a Healthier Life, January 9, 2019. Financial Literacy. These plans are geared at attracting high school parents who are traditionally not involved at the high school level, to become involved and to be learners in our school community. Both forums will allow the administration to assess LEA plans to address the needs of varied populations within our school community. In 2017-18 we finally reached the SE's threshold of parent/guardian participants to receive data. This is another useful source about parent perceptions about our school community and our goal will be to reach that threshold again in 2018-19.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement.** [3]

NOTE: This is a new field for FY2020. There is nothing to re-display.

(count of 7500 maximum characters used)

XX

Title I Requirement:
An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. (SSA section 1112(e)(1)(b))

Title III Requirements:
An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3112(b)(4)(C))

Legislative References:
[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
[2] Title I, Part A, Section 1116A(2)
[3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*Required field
** Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A
Student Achievement and Timely Graduation

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

ISBE Goals:

- All kindergarteners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

Provide every student access to Future Ready skills and practices
Increase College and Career access and readiness for all students
Provide innovative and accessible support systems focused on remediation and enrichment
Create a culture of acceptance, inclusion, safety and equity

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

((count) of 7500 maximum characters used)

Students have access to a wide variety of course offerings in the four core content areas and six elective areas. While differentiation takes place throughout the building, we have honors level courses in all core content areas, as well as Languages, Business, Culinary, Art, Music and Career and Technical Education. Students in need of additional academic support can receive help in our Argo After Hours program, our resource classes, and in Science and Math resources available before, during and after school. Students come from diverse linguistic backgrounds. This includes English in English and in Arabic, Polish and Spanish in our language resources, our sheltered TBE classes, and our ELL resource classes offered after school.

Response from the FY19 Title I District Plan.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

((count) of 7500 maximum characters used)

At Argo, we assign students to the most rigorous and challenging coursework that we feel would be a fit for their skills and ability levels. We use grading practices that are intended to provide an accurate picture of what students know and can do. Believing in these processes, we are able to use similar indicators to identify students at risk of failure regardless of their income level, linguistic background or other identified special needs. We require that teachers update PowerSchool with student grades on a bi-weekly basis. Twice a month we run reports that provide guidance based on this and other reports. Additionally, we have assigned students who are failing classes to work with their teachers during Argo After Hours, an intervention block in the middle of the day four days per week, in the belief that small group or individualized instruction will help with gaps in learning or concepts that have proven difficult to students.

Additionally, we have created GRIT and AMP, mentoring programs for students who have failed classes in previous semesters. These programs have successfully supported students in reducing the number of failed classes by providing time each day for participants to meet with teachers who check their grades, provide encouragement and hold students accountable for following through with schoolwork. Teachers call home to check in when students are absent, remind students of upcoming tests or projects and generally nudge students to focus on work completion and personal responsibility. We are encouraged by the early results and look forward to continuing these programs in the years to come.

Response from the FY19 Title I District Plan.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.* [3]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

((count) of 7500 maximum characters used)

Arpo offers a host of supports for students who struggle. As stated above, we have created GRIT and AMP, mentoring programs for students who have failed classes in previous semesters. These programs have successfully supported students in reducing the number of failed classes by providing time each day for participants to meet with teachers who check their grades, provide encouragement and hold students accountable for following through with schoolwork. Teachers call home to check in when students are absent, remind students of upcoming tests or projects and generally nudge students to focus on work completion and personal responsibility. We are encouraged by the early results and look forward to continuing these programs in the years to come.

Students are also able to receive additional support before and after school in our Learning Resource Center as a part of Argo After Hours. Teachers in all core content areas are available for consultation. We have science, math and language resources offered during lunch for those students who need additional support. Students who receive special education services have a lunch resource in order to work in a structured environment on the learning targets for their courses. Students in our EL program have native language support during lunch resource to ensure that all students have equitable access to our curricula.

Response from the FY19 Title I District Plan.

4. 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.* [4]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

((count) of 7500 maximum characters used)

Since we implemented deployment of computers through our one-to-one adoption, our staff has spent a great deal of time digitizing content. Our math department has recorded many lessons into mini-videos that students can watch and re-watch in case of absence or for added clarity. Our U.S. history team has uploaded lectures about the twentieth century with plans to add additional information about previous eras. Our science team also has explored a variety of digital textbooks and online resources that democratic access to information when students are in the classroom or at home. Our English team also uses creative digital solutions to help students grow, but more of their efforts have been focused on bringing in new and engaging reading materials to hook our students. Knowing that engagement is critical to student success, we have shifted away from literary classics and toward contemporary novels that reflect the lives our students live.

Courses for students who are linguistically diverse have re-committed to including information about and celebrations of the home cultures of our students. We know that all people learn better in an environment where they feel valued and at home. Focusing on lessons that allow for students to share their experiences and cultures has increased engagement in our language classes.
5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by Ineffective, inexperenced, or out-of-field teachers. **[5]**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

Argo’s teaching staff is remarkably stable. Our teachers have an average of 12 years of experience. 81% have master’s degrees. All were rated proficient or excellent for the last four years. All teachers are certified in the area in which they are assigned to teach. We employ a technology coach, Professional Learning Committees, a two-year mentoring program and peer observations as a means of ensuring that teacher effectiveness is consistently high.

In addition, our student body is 65% low-income and 65% minority students. The professionalism and experience of our staff, combined with the demographics of our student body, ensure that students at risk are not taught by weak or inexperienced teachers.

Response from the FY19 Title I District Plan.

6. 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. **[6]**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

Since 2017, we have had a computer in the hands of every student every day. Our one-to-one initiative was coupled with a commitment to digital literacy and digital citizenship, funded in part by a private grant. The grant stipulates that on an annual basis we provide students with information about staying safe online, about determining the validity of sources, and about considering the impact of their own virtual actions on the real world. This baseline of skills we provide every student is supplemented in our classes. Because students must access Canvas, our Learning Management System and OneNote, our digital notebook in every class, we are confident that all Argo students leave with a great deal of facility in a digital environment and the ability to parlay these skills into the digital literacy all adults need.

Our school library had evolved into a Learning Resource Center. To be sure, we can and do offer students information and instruction on research, on writing and on reading texts (both high-interest and academic). On top of these traditional library functions, our Learning Resource Center has become a cultural hub in the building. We host poets, authors, artists, dance troops and activists throughout the year to connect with students and demonstrate the link between academic pursuits and the concrete, daily tasks associated with improving the world we live in for everyone. These cultural visits and events tend to be social justice-oriented. We are particularly vested in events around Hispanic Heritage Month, Black History Month and Women’s History Month. Opening students’ eyes to the ways that they may use the academic skills they develop to make meaningful change in the world can ignite in them a love for learning and a passion to achieve that we do not see when the end goal is simply standardized test scores.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

As a district, we do not believe in labeling students as gifted and talented. With courses organized by discipline, we look instead for high levels of proficiency in each individual content area. To meet the varying needs of our students, we offer honors or advanced level courses in every core content area, as well as Art, Culinary, Welding, HVAC, Autos, Computer Programming, Music, Business, Anatomy and Physiology, Sports Medicine and Language classes.

Since our sender districts differ to some extent with regard to curricula and grading, we look to use objective data to place our incoming freshmen in courses that will be appropriately challenging. This involves PSAT scores as well as MAP data. Once students are at Argo, we ask all teachers to keep their eyes open for students who may be able to succeed at a higher level. We regularly move students from the core curriculum classes into more advanced courses, especially in Math. We have an open enrollment policy in our AP courses and work with students who want to be challenged to push them to stretch and try more rigorous work. Our focus on challenge and support has led to the discontinuation of remedial courses and to a more than 50% increase in the number of AP courses taken over the last two years.

Response from the FY19 Title I District Plan.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A
** Required field for only Title I, Part A
### College and Career Readiness

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

#### ISBE Goals:
- All students are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

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

Provide every student access to Future Ready skills and practices
- Increase College and Career access and readiness for all students
- Provide innovative and accessible support systems focused on remediation and enrichment

Create a culture of acceptance, inclusion, safety and equity

#### 1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through** [1]**

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

The district maintains articulation efforts with feeder districts for the General Education, ELL, and Special Education Programs to identify students in need of intervention and transition supports (i.e. Bridge Program). Curricular teams from each middle school will meet on a yearly basis to approach vertical planning of curricular standards/objectives. In addition, representatives from the mathematics, English, CTE, and humanities department attend articulation meetings with Moraine Valley Community College (MVCC); this work focuses on the creation and implementation of college readiness programs and courses - some providing dual credit. The district provides a college/career resource center for families, students, and staff; the PFS department facilitates college visits, family support seminars (i.e. FAFSA Nights), individual student college/career counseling, etc. The district uses Naviance as a tool to assess student's strengths/weaknesses/interests related to college and career and provide students guidance in these areas. In addition, the Naviance program provides National Clearinghouse data that allows counselors, teachers, and administrators to access student success rates after leaving the district. This data helps inform the types of activities the school counselors implement within our counseling program. The district also hosts a career fair with over 30 local agencies/companies for students to explore a variety of career paths and the requirements needed to succeed in various industries. Finally, the district values and supports equity and improved enrichment within our Advanced Placement programs to provide students with college level experiences prior to leaving high school.

**Response from the FY19 Title I District Plan.**

The district maintains articulation efforts with feeder districts for the General Education, ELL, and Special Education Programs to identify students in need of intervention and transition supports (i.e. Bridge Program). Curricular teams from each middle school will meet on a yearly basis to approach vertical planning of curricular standards/objectives. In addition, representatives from the mathematics, English, CTE, and humanities department attend articulation meetings with Moraine Valley Community College (MVCC); this work focuses on the creation and implementation of college readiness programs and courses - some providing dual credit. The district provides a college/career resource center for families, students, and staff; the PFS department facilitates college visits, family support seminars (i.e. FAFSA Nights), individual student college/career counseling, etc. The district uses Naviance as a tool to assess student's strengths/weaknesses/interests related to college and career and provide students guidance in these areas. In addition, the Naviance program provides National Clearinghouse data that allows counselors, teachers, and administrators to access student success rates after leaving the district. This data helps inform the types of activities the school counselors implement within our counseling program. The district also hosts a career fair with over 30 local agencies/companies for students to explore a variety of career paths and the requirements needed to succeed in various industries. Finally, the district values and supports equity and improved enrichment within our Advanced Placement programs to provide students with college level experiences prior to leaving high school.

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

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities 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 professionals and, if applicable, academic credit.

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

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

All students are eligible to enroll in a variety of CTE courses from 9th until 12th grades, including welding, culinary arts, automotive, woods, business/accounting, child development, clothing, interior design, computer services, computer programming, game design, drafting/CAD. The curriculum in each of these courses is supported through a variety of instructional strategies including the use of one trough technology to meet the needs of all students and support up and coming careers and industry in our local community and beyond. Students also have the opportunity to participate in work-based internships which community businesses are looking for high school age students to serve as interns. We also work closely with Moraine Valley Community College and Indiana University to provide dual credit opportunities for students and rich in-demand career pathways.

**Response from the FY19 Title I District Plan.**

All students are eligible to enroll in a variety of CTE courses from 9th until 12th grades, including welding, culinary arts, automotive, woods, business/accounting, child development, clothing, interior design, computer services, computer programming, game design, drafting/CAD. The curriculum in each of these courses is supported through a variety of instructional strategies including the use of one through technology to meet the needs of all students and support up and coming careers and industry in our local community and beyond. Students also have the opportunity to participate in work-based internships which community businesses are looking for high school age students to serve as interns. We also work closely with Moraine Valley Community College to provide dual credit opportunities for students and rich in-demand career pathways.

**Legislative References:**

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

* Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool
Professional Development – Highly Prepared and Effective Teachers and School Leaders

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

ISBE Goals:
- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

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

For each program for which funding is anticipated for the 2019-2020 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: If Professional Development will not be provided for a funded program below, enter NOT PROVIDING.
- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Funds have been allocated for teachers and administrators to attend professional conferences focusing on either one of our identified District goals, or a conference specific to their subject (e.g. MCTE, NCTM, ACTFL). Additionally, funds are also allocated to bring Professional Development opportunities to our district, notably speakers focusing on educational equity, trauma informed instructional practices and writing across the curriculum. All teacher will continue to receive training in Restorative Justice and Trauma Informed Instructional Practices.

B. Title I, Part A - School Improvement Part 1003(a)

District 217 launches two support programs last year and plans to continue them this year. The first is called Argo Mentor Program (AMP) and focuses on acclimating freshmen to high school. Teachers are trained to work with freshmen as mentors. The second program is called GRT. In this program students are selected who have failed multiple classes in the prior semester. Teachers working with these students are trained to mentor and problem solve when students fall behind. Both of these programs operate during the school day as part of the students lunch hour. It is the goal of these programs is early identification of academic and social-emotional needs. Outside of the school day District 217 provides support programs in Mathematics and Science in resource rooms staffed by math and science teachers. Additionally we fund an after school study room for all subjects called Argo After Hours. This resource room is also staffed by Argo teachers from a variety of subject areas. Lastly, we are creating a lunch time resource center staffed by teachers from each of the core content areas. This will be available to all students who have questions about English, Math, Science or Humanities.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

F. Title I, Part A - Preparing, Training, and Recruiting

In addition to general conference attendance and local professional development opportunities, District 217 has employed an Instructional Technology coach for the last two years. His role is to serve all PLCs and provide just in time PD for all teachers. As all students have a one2one device, and all courses are moving to Canvas (our LMS), his services are needed more and more each year. District 217 funds a two-year new teacher mentor program focused on training and supporting teachers new to our district.

G. Title III - LIEP

District 217 runs three different lunch time resource programs specifically designed for ELLs. We are Spanish and Arabic specific resource rooms built into student schedules who need additional first language support. Additionally we offer a TPI resource room for all other students who qualify as ELLs. After school we fund a resource area for ELLs staffed by certified math, English and history teacher who also hold ELL endorsements. ELL teachers will receive training in co-teaching.

H. Title III - Immigrant Education

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

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


L. IDEA, Part B - Preschool

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

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

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

ISBE Goals:

☐ All kindergartners are assessed for readiness.
☐ Ninety percent or more of third-grade students are reading at or above grade level.
☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
☐ Ninety percent or more of students graduate from high school ready for college and career.
☐ All students are supported by highly prepared and effective teachers and school leaders.
☐ Every school offers a safe and healthy learning environment for all students.

District Goal(s):

☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
- Provide every student access to Future Ready skills and practices
- Increase College and Career access and readiness for all students
- Provide innovative and accessible support systems focused on remediation and enrichment
- Create a culture of acceptance, inclusion, safety and equity

1. Describe the process through which the districts will:

   I. reduce incidences of bullying and harassment
   II. reduce the overuse of discipline practices that remove students from the classroom [1]
   III. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below, [2]
       a. each major racial and ethnic group;
       b. economically disadvantaged students as compared to students who are not economically disadvantaged;
       c. children with disabilities as compared to children without disabilities;
       d. English proficiency status;
       e. gender; and
       f. migrant status.

   For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
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   ([Count] of 7500 maximum characters used)

A Teacher, Parent, and Student committee was created to review and revise our Student Regulatory Policies. The committee was trained by an outside consultant in both Restorative Justice practices as well as Trauma Informed Instruction. The committee is working through changes to our policies specifically addressing alternate consequences to traditional detentions, and suspensions. The training focused on identifying and confronting implicit bias as well as racially insensitive policies. The entire staff received an introductory training focused on how to Trauma affects students and their ability to learn. The training also focused on how teachers should work with student discipline their classroom. The Freshman mentor program and well as the student leadership teams have an identified focus, committing to inclusivity for all students. They have designed activities and organized club meetings to promote equity access and inclusion for all students in all school sponsored activities. All ELs Language Arts classes will be co-taught in the 2019-20 school year. These teachers will receive training about how to work in a co-taught environment and provide support for ELEs. Our special education teachers will receive the same training. Argos has eliminated remedial classes across the building and ensured that all students, no matter what race, social economic status or disability has access to grade level coursework and high quality teachers.

Response from the FY19 Title I District Plan.

2. 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. [3]

   (42 U.S.C. 11301 et seq.)

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   ([Count] of 7500 maximum characters used)

   Students and families that qualify under the McKinney-Vento Homeless Assistance Act will provided information as to their rights under the act. These include access to a School Homeless Liaison who can assist in setting up and paying for transportation services, enrolling in school regardless of having all necessary records, and helping obtain health services that can provide vaccinations and physical examinations. The School Homeless Liaison will also provide advocacy services to ensure that the student is in no way provided barriers to access their education that is in direct relation to their homelessness.

   Response from the FY19 Title I District Plan.

Title I Requirement:
To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

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

* Required if funding selected for Title I, Part A and/or Title IV, Part A
Attendance Center Designation

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<td></td>
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Describe anticipated reorganizations:
If Title I funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

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

ISBE Goals:

☐ All kindergarteners are assessed for readiness,
☐ Ninety percent or more of third-grade students are reading at or above grade level.
☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
☐ Ninety percent or more of students graduate from high school ready for college and career.
☐ All students are supported by highly prepared and effective teachers and school leaders.
☐ Every school offers a safe and healthy learning environment for all students.

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

☐ Provide every student access to Future Ready skills and practices
☐ Increase College and Career access and readiness for all students
☐ Provide innovative and accessible support systems focused on remediation and enrichment
☐ Create a culture of acceptance, inclusion, safety, and equity

1. 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).*(Section 1112(b)(3))

Section 1111(d)

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

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

No schools identified under this part

(Count) of 7500 maximum characters used

Based on our demographic data for several years, we have functioned as a comprehensive Schoolwide Title I program. To address the resource inequities of our students coming from low-income homes, the district uses Schoolwide funds to provide a tablet computer for every student to be able to access 21st century learning at school and at home. Professional development opportunities provide teachers with evidence-based strategies to address the needs of every learner through differentiated instruction. The Professional Learning Community model is used with course teams to create common assessments, evaluate assessment data, and re-teach concepts that were not mastered by groups of students.

Re-display of the approved response from the FY19 Title I District Plan.

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2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? *(Section 1112(b)(5))

☐ Yes
☐ No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to all school attendance centers in the LEA.* (Section 1112(b)(4))

Measures of Poverty from 1113(5)(A) and (B)

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

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those 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.* (Section 1112(b)(5))

Section 1114 and 1115

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

As a single high school district Schoolwide program we address the resource inequities of our students coming from low-income homes by using Schoolwide Title I funds to provide a tablet computer for every student to be able to access 21st century learning at school and at home. Professional development opportunities provide teachers with evidence-based strategies to address the needs of every learner through differentiated instruction. The Professional Learning Community model is used with course teams to create common assessments, evaluate assessment data, and re-teach concepts that were not mastered by groups of students. The RTI team is tasked with creating a robust set of intervention and enrichment opportunities for all students. A Resource Center is available for students during lunch periods. Students with failing grades may be assigned to the Resource Center but all students can drop-in to receive academic help. The PFS team is focused on direct interventions for students who are falling 3 or more classes. They facilitate Tier 3 interventions in concert with social workers, deans and other administrators to develop personalized plans for students to get back on track.

Re-display of the approved response from the FY19 Title I District Plan.

https://sec2.isbe.net/eGrant_Web/ApplicationShell.aspx?DisplayName=TitleI+Specific+Part+Two
As a single high school district Schoolwide program we address the resource inequities of our students coming from low-income homes by using Schoolwide Title funds to provide a Surface Tablet computer for every student to be able to access 21st century learning at school and at home. Professional development opportunities provide teachers with evidence-based strategies to address the needs of every learner through differentiated instruction. The Professional Learning Community model is used with course teams to create common assessments, evaluate assessment data, and re-teach concepts that were not mastered by groups of students. The RTI team is tasked with creating a robust set of intervention and enrichment opportunities for all students. There are four 40 minute RTI periods each week during which students with low grades are directed to intervention areas and students with passing grades are provided choice about how to use their time (Study Hall, Tutoring, Enrichment experiences, etc.). The PPS team is focused on direct interventions for students who are failing 3 or more classes. They facilitate Tier 3 interventions in concert with social workers, deans and other administrators to develop personalized plans for students to get back on track.

5. 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.* (Section 1112(b)(9))

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word; 'see above', or n/a as this may delay the submission or approval of your plan.

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

([count] of 7500 maximum characters used)
N/A (We are a Schoolwide program school district, one high school district)

Re-display of the approved response from the FY19 Title I District Plan.

N/A (We are a Schoolwide program school district, one high school district)

Title I Requirement:
To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required Field
Contact Information

****NOTE: This page is not required for the Department of Juvenile Justice****

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
b. LEA transportation director
c. Child welfare agency point of contact
d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
e. Title I director
f. School social worker
g. Guidance counselor
h. Special education personnel

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

1. LEA-POC - required*
   Last Name*   First Name*   Position/Title*   Email*
   Cotter       Brandon       Director of Educational Support Services   bcotter@argoh:

2. LEA Transportation Director - required*
   Last Name*   First Name*   Position/Title*   Email*
   Gridner      Brian          Asst Director of ESS   bgridner@argoh:

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

*Required field
Best Interest Determination

*****NOTE: This page is not required for the Department of Juvenile Justice*****

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.
   
   Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability.
   
   For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
   
   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or as this may delay the submission or approval of your plan.
   
   Once a child welfare agency, such as the Washington State Department of Social and Health Services or the Department of Social Services, determines that a child requires foster care or adoption, the foster care liaison will contact the transportation director and the child welfare agency. If the child moves to a new residence that is not located in attendance area, the foster care liaison will contact the foster care liaison from the district in which the child is residing. The foster care liaison from that district will then determine if the child is in the best interest determination. A team comprised of the DFS caseworker, the foster care liaison from DISTRICT 217, and the district in which the foster care home is located and other school personnel who have knowledge of the student (i.e., special education teacher, school social worker) will engage in the process of Best Interest Determination. The team members will share information on the appropriateness of the current educational setting. Factors to be considered in the best interest determination include:
   -Preferences of the child's parent(s) or education decision-maker(s)
   -The child's attachment to the school, including meaningful relationships with staff and peers;
   -Place of the child's residence;
   -Influence of the school climate on the child, including safety;
   -The availability and quality of the services in the school to meet the child's educational and socio-emotional needs;
   -History of moves and how and when they have impacted the child;
   -How long the commute to school impacts the child, based on the child's developmental stage;
   -Whether a disability under IDEA who is receiving special education or related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
   -Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin.
   
   This information, as well as the distance from potential placements to the child's current school, will be taken into consideration in the Best Interest Determination. The transportation designee for the school of origin will identify potential means of transportation and relay that information to the foster care liaison to include in the Best Interest Determination. If it is determined to be in the best interest of the student to remain in the school of origin, the foster care liaison will notify the student's original transportation designee who will arrange transportation to and from school. The following factors will be considered in the development of the transportation plan for a foster care student: safety, duration, time of year placement change occurs, type of transportation available, traffic patterns, flexibility in the school schedule, impact of extracurricular activities on transportation options, and developmental and behavioral capacity of student.
For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

If an agreement cannot be reached, the student will remain in her/her school of origin while any dispute regarding transportation costs are being resolved. If there is a dispute that cannot be resolved, District 217 will ask that DCFS make the Best Interest Determination named on all available data.

Response from the approved FY19 Foster Care Transportation Plan.
### Transportation Plan Development

***NOTE: This plan section is not required for the Department of Juvenile Justice***

**NOTE:** Fields below may be prepopulated with data. Review any pre-populated data, copy and revise as needed in the box above it, and save the page.

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

   *Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.*

   For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

   **DO NOT** use special characters, numbered or bulleted lists copied from Word, 'see above,' or n/a as this may delay the submission or approval of your plan. An interdisciplinary team approach, including the principal, student services director, special education director, social worker, nurse, and psychologist (if appropriate), together with DCFS, will work to determine the transportation arrangements, keeping first and foremost the best interests of the student.

   Response from the approved FY19 Foster Care Transportation Plan.

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

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

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

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

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

   *Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.*

   For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

   **DO NOT** use special characters, numbered or bulleted lists copied from Word, 'see above,' or n/a as this may delay the submission or approval of your plan. Pre-existing transportation services or IDEA transportation options as well as alternatives not provided directly by districts such as taxis, carpools, and public transportation will be utilized; funding options will be considered and coordinated in a manner consistent with non-foster care students.

   Response from the approved FY19 Foster Care Transportation Plan.

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

   For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

   The student will remain in his/her school of origin while any disputes regarding transportation costs are being resolved.

   Response from the approved FY19 Foster Care Transportation Plan.

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

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

   For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

   The School of Origin is financially responsible while all disputes are being resolved.

   Response from the approved FY19 Foster Care Transportation Plan.

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

   For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

   The transportation plan process will be shared with all stakeholders involved including: social workers, special education administrators, and building administrators. All administrators and school social workers will be instructed to report all foster students to the foster care liaison, and the foster care liaison will run monthly reports to determine if there are foster students in the school data base.

   Response from the approved FY19 Foster Care Transportation Plan.