

[Close Printer Friendly Page](#)
Applicant: ARGO COMM H S DIST 217**County:** Cook
[Consolidated District Plan](#) ▼
Application: 2025-2026 Consolidated District Plan - 00**Cycle:** Original Application
[Printer-Friendly](#)
[Click to Return to Application Select](#)
Project Number: 26-CDP-00-07-016-2170-16

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:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

FY 2026

Included

Programs:

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

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 Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

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](#)

[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any FY 2026 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION: The District Plan is submitted for the school year 2025-2026 and must be 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

BSP - Bilingual Service Plan

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

Consolidated District Plan ▼

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Contact Information**1. Contact Information for Person Completing This Form**

Last Name*

Cotter

First Name*

Brandon

Middle
Initial

Phone*

708 567 5501

Extension

Email*

bcotter@argohs.net

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 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 need

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 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 federal 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 overcome 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 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 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 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.

[[count] of 2500 maximum characters used) The District 217 Board of Education has adopted non-discrimination policies for both its hiring practices as well as all academic programs. The district barriers to advanced level courses and elective course choices. All students have an equal opportunity to participate in athletics, clubs, and activities. The district will continue to use progress monitoring that provided by The College Board's AP Equity and Access Formula to monitor and facilitate student enrollment in college and career coursework of the highest rigor. Additionally, this plan describes all students to receive equitable access to academic and emotional support programs.

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

489

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name

Brett

First Name

Lettiere

Middle Initial

Phone

708 467 5605

Extension

Email

blettiere@argohs.net

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Liaison (ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Act of 2015) - Title I, Part C - Education of Migratory Children.

5. 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 Needs Assessment and Programs 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 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 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.

*Required field, applicable for all funding sources

[Close Printer Friendly Page](#)**Applicant:** ARGO COMM H S DIST 217**County:** Cook**Consolidated District Plan** ▼**Application:** 2025-2026 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 26-CDP-00-07-016-2170-16

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

*Required field, applicable for all funding sources

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

[Consolidated District Plan](#) ▼

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment and Programs**Instructions****1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [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
- ☐ 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 Student Education Program (ISEP)
- ☒ 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 in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]

For your convenience, the prior year Consolidated 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)

District 217 will use the federally funded programs above to provide academic resource programs for all students, train quality teachers, support students with special needs and English Language Learners. Funding will primarily be used in the following areas:

1. During and after school academic resource programs available to all students to combat learning loss and increase student achievement.
2. A mentor program for new teachers.
3. Classroom supplies/software to enhance student learning
4. As part of our One2One program, providing a personal computing device for every student, the district will purchase laptop computers (and stylus') for incoming freshmen per our 4 year refresh cycle.
5. Creating a safe and healthy environment - to include safety management software, School Resource Officers, and the Girl Security Program available to all students which provides access to the world of national security and cybersecurity.
6. The district will also continue to pay for the lease on the Panoscape screens that will provide students, parents, and community members a variety of opportunities.
7. Funds will be used for parent and family engagement programs designed to highlight school programs and student achievement.
8. As part of a Well Rounded Education, funds will be used for student field trips as part of the curriculum to strengthen instruction in English, Science, Math, Social Science, ELL and Art and Music education.
8. Partial salary for an Instructional Technology Coach to work directly with all teachers in all departments.
9. Funds will also be made available for McKinney Vento students (supplies,transportation)

Response from the approved prior year Consolidated District Plan.

District 217 will use the federally funded programs above to provide academic resource programs for all students, train quality teachers, support students with special needs and English Language Learners. Funding will primarily be used in the following areas: 1. Before, during, and after school academic resource programs available to all students to combat learning loss and increase student achievement. 2. Salaries for a teacher and Instructional Assistants to staff the Teaching and Learning Center where students can get academic help throughout the school day. 3. A mentor program for new teachers. 4. Professional development available to all faculty and staff. 4. Classroom supplies to enhance student learning 5. Access to training on One2One devices. 6. Creating a safe and healthy environment - to include safety management software, School Resource Officers, and the Girl Security Program available to all students which provides access to the world of national security and cybersecurity. 7. The district will also continue to pay for the lease on the Panoscape screens that will provide students, parents, and community members a variety of opportunities. 8. The funds will also be used for Argo's Arts Enrichment Program that is intended to increase the students interest in the arts.

3. Will the LEA braid funding?*Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of
Funds

☐ Yes ☒ No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

☐ Yes ☒ No

5. Provide a Summary of the LEA's Needs Assessment.*

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)

District 217 uses responses from the University of Chicago's 5 Essential Survey along with a Staff and Parents Needs Assessment completed by AERO Special Education Cooperative specifically designed to reflect the needs of Argo High School. The results suggest a variety of different facility improvements/expansions. professional development opportunities, technology and enrichment opportunities for students.

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

Applicant: ARGO COMM H S DIST 217
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-2170-16

County: Cook

Consolidated District Plan
Printer-Friendly
Click to Return to Application Select

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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. ☒ ESSA site based expenditure data									
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. Argo High School Needs Assessment conducted by AERO Special Education Cooperative.									
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 need process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, 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									
Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing gaps, and key professional development opportunities for teachers and principals.									
We routinely make use of the grade reporting systems we have in place, namely PowerSchool and the 5Lab data portal. We can determine when students need additional academic support and add tutoring or additional instructional time with teachers. We can also tell which curricular areas seem to be the most challenging for students or the grade distribution concern. When students struggle we meet as a team to discuss potential causes, to plan for backfilling skills or information that students have been exposed to previous re-teaching needs going forward. We continue to provide student secondary experiences while they are in high school by offering dual credit courses with Moraine Valley Community College, Indiana University, The College of DuPage, and Eastern Illinois University. courses students will receive a transcript from the university as if they had taken the course on campus. We also have a College and Career Counselor on campus who is responsible for working with the students and families in the college application process (2-year, 4-year, trade school opportunities, or employment information opportunities.									
B. Title I, Part A - School Improvement Part 1003									
C. Title I, Part D - Delinquent									
D. Title I, Part D - Neglected									
E. Title I, Part D - State Neglected/Delinquent									
F. Title II, Part A - Preparing, Training, and Recruiting									
Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing gaps, and key professional development opportunities for teachers and principals.									
To determine the direction of our teacher preparation and training programming, we surveyed Argon teachers to determine where they preferred to have different or additional preparation for their first year during the One2One program. Teachers identified that they would benefit from direct training in new technologies, more time in the NTA (New Teacher Academy) with staff members, work in cross-content areas, have more time with their assigned mentors.									
G. Title III - LIEP									
Our EL Coordinator in conjunction with our Bilingual Parent Advisory Committee evaluates areas that Title III would best be served. Funds from Title III will be used to provide Instructional Assistant programs, professional development in the areas of EL and Bilingual education, EL Elevation Software, EL field trip experiences, Accuplacer exams, EL College Placement Exams, and a Parent Liaison for EL students.									
H. Title III - ISEP									
These funds will be used to help students through a variety of activities to help them assimilate.									
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.

The funds are used for student field trips as part of the curriculum. The Girl Security program where students have access to the world of national security and cybersecurity. College and career read with safety management software and School Resource Officers to maintain a safe learning environment.

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

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

Our annual needs assessment was sent out through AERO Special Education Cooperative. The IDEA Grant will focus on professional development in the area of working with students with special ne Instructional Assistants and related service providers, specialized equipment and materials for students with IEP's, and community based experiences.

L. IDEA, Part B - Preschool

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

[Consolidated District Plan](#) ▼

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
-------------------------	--------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------	------------------------	----------------------------

Stakeholder Involvement[Instructions](#)

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:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

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 through engagement in a rich curriculum by One2One technology.

Increase college and career access and readiness through career exploration presentations and mandatory post-secondary planning sessions for all students prior to January of their senior year.

Provide innovative and accessible support systems focused on remediation and enrichment through our Teaching and Learning Center Coordinator by a certified teacher and staffed by instructional assistants.

Create a culture of acceptance, inclusion, safety and equity by providing professional development in restorative justice practices, implicit bias, and trauma-informed instructional practices for all teachers.

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 (Administrator overseeing EL Services) (1,6,8)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☒ Guidance staff
- O. ☒ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☐ Homeless Liaison
- T. ☐ Other - specify
- U. ☐ Additional 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
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated 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)

Division chairpersons meet on a weekly basis and their input throughout the year is critical in formulating the district wide plan. Our teacher teams, union leadership, deans, social workers, counselors and special education teams collaborate throughout the school year to develop intervention implementation. Our Academic Committee, including administration and two board members will meet three times during the 2025-26 school year to review current teaching and learning initiatives and highlight the instructional shifts for using technology in classrooms through our One2One effort as well as develop academic goals around the Pre-ACT/ACT Assessments.

Response from the prior year Consolidated District Plan.

Division chairpersons meet on a weekly basis and their input throughout the year is critical in formulating the district wide plan. Our teacher teams, union leadership, deans, social workers, counselors and special education teams collaborate throughout the school year to develop intervention implementation. Our Academic Committee, including administration and two board members will meet three times during the 2024-25 school year to review current teaching and learning initiatives and highlight the instructional shifts for using technology in classrooms through our One2One effort as well as develop academic goals around the SAT Suite of Assessments.

3. 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 and diverse populations.** [2]

For your convenience, the prior year Consolidated 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's Parental Policy (8:95) 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.

The district will also include parent input during the Parent-Student Handbook Meeting that occurs second semester annually. The district has also created a Parent Equity Group that has allowed parents to provide input on ways that the district can continue its journey to provide more inclusive opportunities for all students.

Title I information is made available to all parents/families on the website and administration is available during Parent Teachers Conferences for any questions/input.

Response from the prior year Consolidated 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 Parents United meetings and events. The district's Parental Policy (8:95) 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.

The district will also include parent input during the Parent-Student Handbook Meeting that occurs second semester annually. Starting this past year, the district has created a Parent Equity Group that has allowed parents to provide input on ways that the district can continue its journey to provide more inclusive opportunities for all students.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable.** [3]

For your convenience, the prior year Consolidated 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)

Each year, our Bilingual Parents Advisory Council meets quarterly to hear about topics that are relevant and engaging for parents of teenagers, while providing the information in a smaller setting that may be less intimidating for our linguistically diverse families.

We sent a team to the annual Prepare - Educating Latinos for the Future of America conference. Participation in this networking and professional development event helps shape our programming for EL students throughout the year. We plan to expand our participation in the years to come, recruiting parents and community members to attend the events and become effective advocates and partners as we work to serve our EL population

Response from the prior year Consolidated District Plan.

Each year, our Bilingual Parents Advisory Council meets quarterly to hear about topics that are relevant and engaging for parents of teenagers, while providing the information in a smaller setting that may be less intimidating for our linguistically diverse families.

We sent a team to the annual Prepare - Educating Latinos for the Future of America conference. Participation in this networking and professional development event helps shape our programming for EL students throughout the year. We plan to expand our participation in the years to come, recruiting parents and community members to attend the events and become effective advocates and partners as we work to serve our EL population

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[ESEA section 1112\(a\)\(1\)\(A\)](#)

Title III Requirement:

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 3121(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 1116(a)(2)

[3] Title I, Part A, 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

Consolidated District Plan

SESSION
TIMEOUT

19:54

[Close Printer Friendly Page](#)

Private School Participation

File Upload instructions are linked below. Click here for [general page instructions.](#)

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the district's boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

☐ Yes ☒ No

LEA has informed Private Schools of the Title II/Title IV transfer.

☐ Yes ☐ No ☒ N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	☐	☐ Yes ☐ No Number of Low-Income Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	Choose File No...sen

Comments:

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

[Consolidated District Plan](#) ▼

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requiremen
----------------------------	--------------	----------------------------------	---------------------------	------------------------	-----------------------	-----------------------------	------------------------------	---------------------------	-----------------------------

Preschool Coordination
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
ISBE Goals:
☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac needs of each and every child.
☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.
District Goal(s):
☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
[N/A - We are a high school district - grades 9-12](#)
Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individ plans for the transition of participants in such programs to local elementary school programs.* [1]
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n
If the district does not offer early childhood education programs, enter
No Preschool Programs

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)
[N/A - We are a high school - grades 9-12. No preschool programs](#)
Response from the approved prior year Consolidated District Plan.

[N/A - We are a high school - grades 9-12. No preschool programs](#)
Title I Requirement
Coordination of services with preschool education programs
Legislative References:
[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

[Consolidated District Plan](#) ▼Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
-------------------------	--------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------	------------------------	----------------------------

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****ISBE Goals:**

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

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 through engagement in a rich curriculum supported by One2One technology.

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 it

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n
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 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, o Science and Math resources available during and after school. Students coming from diverse linguistic backgrounds receive support in English and in Arabic, Polish, and Spanish in Argo After t classes. The AAH program is staffed by certified math, English and history teachers who also hold ELL endorsements.

Response from the prior year Consolidated District Plan.

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 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, o Science and Math resources available before, during and after school. Students coming from diverse linguistic backgrounds receive support in English and in Arabic, Polish, and Spanish in our TBE classes, and in our ELL resource classes offered after school.

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, E neglected, and delinquent as applicable to the district. [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n
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 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 oth require that teachers update PowerSchool with student grades on a bi-weekly basis. Twice a month we run reports that provide us with a broad picture of grade distribution. We identify student on this and other reports. Additionally, we have assigned students who are failing classes to work with teachers during AMP (Argo Mentor Program), and in the TLC (Teaching and Learning Cer or individualized instruction will help with gaps in learning or concepts that have proven difficult to students. These programs have successfully supported students in reducing the number of f each day for participants to meet with teachers who check their grades, provide encouragement and hold students accountable for following through with schoolwork. Teachers and Instructor upcoming tests or projects and generally nudge students to focus on work completion and personal responsibility. We are encouraged by the results and are continuing these programs from y.

Response from the prior year Consolidated District Plan.

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 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 oth require that teachers update PowerSchool with student grades on a bi-weekly basis. Twice a month we run reports that provide us with a broad picture of grade distribution. We identify student on this and other reports. Additionally, we have assigned students who are failing classes to work with teachers during GRIT and AMP (Argo Mentor Program), an intervention block in the mid in the belief that small group or individualized instruction will help with gaps in learning or concepts that have proven difficult to students. These programs have successfully supported student 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 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 res programs from year to year.

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners students to access academic content and develop language proficiency, as applicable.* [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n
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)

Argo offers a host of support programs for students who struggle academically.

AMP (Argo Mentoring Program) and the TLC (Teaching and Learning Center) as mentioned above. These programs have successfully supported students in reducing the number of failed classes Assistants remind students of upcoming tests or projects and generally nudge students to focus on work completion and personal responsibility. We are encouraged by the results and look for in the years to come.

Argo After Hours - students are also able to receive additional support after school as a part of Argo After Hours. EL teachers and teachers in all core content areas are available for consultative equitable access to our curricula. The program is staffed by certified math, English and history teachers who also hold ELL endorsements.

We have science and math resources offered during and after school 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.

Response from the prior year Consolidated District Plan.

Argo 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. The 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 student 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 e 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 as a part of Argo After Hours. Teachers in all core content areas are available for consultation. We have science, ma offered before and after school for those students who need additional support. Students who receive special education services have a lunch resource in order to work in a structured environ 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.

District 217 runs lunch time resource programs specifically designed for EL's. There are Spanish and Arabic specific resource rooms built into student schedules who need additional first langu. a resource area for EL's staffed by certified math, English and history teachers who also hold ELL endorsements.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learn implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n
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 One2One adoption, our staff has spent a great deal of time digitizing content. Our math department has recorded many lessons i

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 explored a variety of digital textbooks and online resources that democratize access to information when students are in the classroom or at home. Our English teams also use creative digital 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 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 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.

Our Assistant Division Chair of Activities and Athletics, in conjunction with student leadership groups, plans and facilitates cultural events to augment reading in English classes and history lessons.

Response from the prior year Consolidated District Plan.

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 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 explored a variety of digital textbooks and online resources that democratize access to information when students are in the classroom or at home. Our English teams also use creative digital 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 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 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.

Our Equity Coordinator, in conjunction with student leadership groups, plans and facilitates cultural events to augment reading in English classes and history lessons in humanities and language.

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 high schools by ineffective, inexperienced, or out-of-field teachers.**[5]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan in *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]

Argo's teaching staff is remarkably stable. Our teachers have an average of 13 years of experience. 79% have master's degrees. All were rated proficient or excellent for the last four years. All 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 teaching is high.

In addition, our student body is 70% low-income and 65% minority students. The professionalism and experience of our staff, combined with the demographics of our student body, ensure that teaching is by weak or inexperienced teachers.

Response from the prior year Consolidated District Plan.

Argo's teaching staff is remarkably stable. Our teachers have an average of 13 years of experience. 81% have master's degrees. All were rated proficient or excellent for the last four years. All 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 teaching is high.

In addition, our student body is 70% low-income and 65% minority students. The professionalism and experience of our staff, combined with the demographics of our student body, ensure that teaching is by weak or inexperienced teachers.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop and improve academic achievement.** [6]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan in *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 One2One initiative was coupled with a commitment to digital literacy and digital citizenship, funded in part 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 baseline of skills we provide every student is supplemented in our classes. Because students must access Canvas, our learning management system and One Note, our digital notebook in every Argos 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.

Response from the prior year Consolidated District Plan.

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 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 baseline of skills we provide every student is supplemented in our classes. Because students must access Canvas, our learning management system and One Note, our digital notebook in every Argos 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 Teaching and Learning Center. To be sure, we can and do offer students information and instruction on research, on writing and on reading texts (both high of these traditional library foci, our Learning Resource Center has become a cultural hub in the building. We host poets, authors, artists, dance troupes and activists throughout the year to 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 just vest in events around Hispanic Heritage Month, Black History Month and Women's History Month, International celebrations include Arabic, Polish, Asian and Pacific Islanders. Opening students 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

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan in *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 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 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 Language classes.

Since our feeder 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 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 advanced courses, especially in Math. We have an open enrollment policy in our AP courses and work with students who may want to be challenged to push them to stretch and try more rigor and support has led to the discontinuation of remedial courses and to an increase in the number of AP courses taken over the last two years.

Response from the prior year Consolidated District Plan.

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 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 Language classes.

Since our feeder 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 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 advanced courses, especially in Math. We have an open enrollment policy in our AP courses and work with students who may want to be challenged to push them to stretch and try more rigor 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.

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)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [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

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

Consolidated District Plan ▼

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
-------------------------	--------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------	------------------------	----------------------------

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****ISBE Goals:**

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to that meets their needs.

District Goal(s):

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

The district will provide a variety of career pathway opportunities to students to encourage enrollment into four year colleges, community colleges, technical training programs, and military service academies.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. **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 support. 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, and career department attend articulation meetings with Moraine Valley Community College (MVCC); this work focuses on the creation and implementation of college preparedness programs and career counseling. The district provides a college/career resource center for families, students, and staff; the College and Career Counselor facilitates college visits, family support seminars (i.e. FASFA Nights), 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 district 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 implemented 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 of various industries. Finally, the district values and supports equity and improved enrollment within our Advanced Placement programs to provide students with college-level experiences prior to leaving high school.

Response from the approved prior year Consolidated 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 support. 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, and career department attend articulation meetings with Moraine Valley Community College (MVCC); this work focuses on the creation and implementation of college preparedness programs and career counseling. The district provides a college/career resource center for families, students, and staff; the College and Career Counselor facilitates college visits, family support seminars (i.e. FASFA Nights), 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 district 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 implemented 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 of various industries. Finally, the district values and supports equity and improved enrollment 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 that are important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration of academic and technical skills, and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. **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.**

NOTE: If not applicable because district serves only grades K-8, enter *Elementary District*

([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, 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 One20 of all students and support up and coming careers and industry in our local community and beyond. Students do have the opportunity to participate in work-based internships when community high school age students to serve as interns. We also work closely with Moraine Valley Community College, Indiana University, College of DuPage and Eastern Illinois University to provide dual credit opportunities for students and rich in-demand career pathways.

Response from the approved prior year Consolidated 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, 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 One20 of all students and support up and coming careers and industry in our local community and beyond. Students do have the opportunity to participate in work-based internships when community high school age students to serve as interns. We also work closely with Moraine Valley Community College, Indiana University, and College of DuPage 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)

[2] Title I, Part A, Section 1112(b)(12)(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

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

[Consolidated District Plan](#) ▼

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Amendment 1

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requiremen
----------------------------	--------------	----------------------------------	---------------------------	------------------------	-----------------------	-----------------------------	------------------------------	---------------------------	-----------------------------

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 selected.*

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac emotional needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to every child an education that meets their needs.

District Goal(s):

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

To improve irrsructioal practices and student outcomes by equipping ELL and Special Education teachers with the latest research-based strategies, tools, and knowledge tailored to the diverse i students.

For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by 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 Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, s return to this page.

Program and Description**A. Title I, Part A - Improving Basic Programs**

Title I funds will be used for professional development as follows:

Extra duty (and TRS) is provided to first- and second-year teachers for participation in the New Teacher Orientation (NTA) program. Each teacher is paired with a mentor who meets with th basis. Mentors conduct classroom observations and provide constructive feedback to support the teacher's professional growth.
Extra duty (and TRS) is provided to all teachers to update/rewrite curriculum - if applicable. Division Chairs approve any curriculum updates. Curriculum Writing is a structured learning exp that strengthens their instructional skills and professional expertise.
(We do not have any private schools participating in the program.)

B. Title I, Part A - School Improvement Part 1003**C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

Title II funds are spent on a partial salary and TRS for our ITC (Instructional Technology Coach) who works directly with faculty and staff to facilitate our goal of all digital classrooms. The I with all teachers regarding software updates/issues in their classrooms. He also answers emails from teachers fielding questions regarding Canvas and software. He hosts software training school year where all teachers are encouraged to attend.
(We do not have any private schools participating in the program.)

G. Title III - LIEP

Funds will be used for professional development: Registration fees, travel, meals, lodging, and mileage. Teachers will receive professional development in ESL/ELL/Bilingual or attaining pro growth.

H. Title III - ISEP

NOT PROVIDING

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

NOT PROVIDING

J. Title V, Part B - Rural and Low Income Schools**K. IDEA, Part B - Flow-Through [2]**

Professional development opportunities will be available for Special Education staff and staff who work with IEPs (registration fees, travel, lodging, in-house training from expert, speakers, membership organizations/affiliations, and consultants).

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

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

[Consolidated District Plan](#) ▼

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requiremen
----------------------------	--------------	----------------------------------	---------------------------	------------------------	-----------------------	-----------------------------	------------------------------	---------------------------	-----------------------------

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****ISBE Goals:**

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

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

The district is committed to providing professional development to all staff in regard to racial and cultural issues in order to create a safe and supportive learning environment.

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 bel**

- each major racial and ethnic group;
- economically disadvantaged students as compared to students who are not economically disadvantaged;
- children with disabilities as compared to children without disabilities;
- English proficiency status;
- gender; and
- migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla
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)

A teacher, parent and student committee was created to review and revise our Student Regulatory Policy. The committee was trained by an outside consultant in both Restorative Justice p
Informed instruction. The committee continues to work through changes to our policies specifically addressing alternate consequences to traditional detentions, and suspensions. The train
confronting implicit bias as well as racially insensitive policies. The entire staff receives an introductory training focused on how trauma affects students and their ability to learn. The traini
should work with student discipline in their classroom. The freshman mentor program and well as the student leadership teams have an identified focus, committing to inclusivity for all stu
activities and organized club meetings to promote equity access and inclusion for all students in all school sponsored activities. Argo has eliminated remedial classes across the building and
matter what race, social economic status or disability has access to grade level coursework and high quality teachers.

Response from the prior year Consolidated District Plan.

A teacher, parent and student committee was created to review and revise our Student Regulatory Policy. The committee was trained by an outside consultant in both Restorative Justice p
Informed instruction. The committee is working through changes to our policies specifically addressing alternate consequences to traditional detentions, and suspensions. The training focu
implicit bias as well as racially insensitive policies. The entire staff received an introductory training focused on how trauma affects students and their ability to learn. The training also focu
with student discipline in their classroom. The freshman mentor program and well as the student leadership teams have an identified focus, committing to inclusivity for all students. They
organized club meetings to promote equity access and inclusion for all students in all school sponsored activities. Argo has eliminated remedial classes across the building and ensured that
race, social economic status or disability has access to grade level coursework and high quality teachers.

**2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, att
homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]**

[\(42 U.S.C. 11301 et seq.\):*](#)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla
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 and families that qualify under the McKinney-Vento Homeless Assistance Act will be provided information as to their rights under the act. These include access to a School Homele
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 physic
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 prior year Consolidated District Plan.

Students and families that qualify under the McKinney-Vento Homeless Assistance Act will be provided information as to their rights under the act. These include access to a School Homele
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 physic
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.

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
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

Consolidated District Plan

SESSION
TIMEOUT 19:57

[Close Printer Friendly Page](#)

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - ARGO COMMUNITY HIGH SCHOOL	☒	☐	☐	☐	06/16/2025

Describe anticipated Reorganizations:	
---------------------------------------	--

Close Printer Friendly Page

Applicant: ARGO COMM H S DIST 217
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-2170-16

County: Cook

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
-------------------------	--------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------	------------------------	----------------------------

IDEA Specific Requirements

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funding, 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:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or postsecondary education.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide a high-quality education that meets their needs.

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

- ☒ The district will ensure to provide equal access and educational opportunities for students with disabilities.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified by IDEA.

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)

Needs assessment information was used for planning grant activities. All feedback received was analyzed and discussed with staff to plan grant activities for the improvement and enhancement of the students with disabilities and for those considered at-risk.

Response from the approved prior year Consolidated District Plan.

Needs assessment information was used for planning grant activities. All feedback received was analyzed and discussed with staff to plan grant activities for the improvement and enhancement of the students with disabilities and for those considered at-risk.

2. Summarize the activities and programs to be funded within the grant application.*

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)

Grant funds will be used for special education programs and related service providers, providing multi-tier systems of support, technology and software used to aid special education program vocational training programs.

Response from the approved prior year Consolidated District Plan.

Grant funds will be used for special education programs and related service providers, providing multi-tier systems of support, technology and software used to aid special education program vocational training programs.

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

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)

No significant changes are expected at this time.

Response from the approved prior year Consolidated District Plan.

No significant changes are expected at this time.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator listed of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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)

Indicators 1 and 2: Graduation and Drop-Out: The district uses IDEA funds to employ instructional assistants dedicated to engaging students and building relationships. We also provide mentorship systems to support the academic growth of students with disabilities. Supplies and hands-on activities are made available to actively engage students in learning. Additionally, professional development strategies for engaging students and providing dropout prevention services.

Indicators 5 and 6: Educational Environments: The district employs additional instructional assistants to ensure that students with IEPs can attend general education courses alongside their peers.

Indicator 8: Parent Involvement: The district allocates funding for parent engagement activities through Title I. These activities are specifically marketed to involve parents of students with IEPs and social/emotional deficits.

Indicator 13: Secondary Transition: The district provides professional development for teachers on creating effective transition plans for students aged 16 and older. We also contribute our 25C Cooperative, which provides a Secondary Transitional Coordinator (LBS II) and transitional programming for students aged 18-22.

*Required field

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 26-CDP-00-07-016-2170-16

[Consolidated District Plan](#) ▼[Printer-Friendly](#)[Click to Return to Application Select](#)

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Overview

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

PROGRAM: Youth in Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding – Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the as Youth in Care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related tri Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 57 Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools - see note below
 - d. School/District staff - see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parent guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 1 of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP

Applicant: ARGO COMM H S DIST 217

County: Cook

Consolidated District Plan

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Project Number: 26-CDP-00-07-016-2170-16

Click to Return to Application Select

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Sp
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Contact Information

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

As part of the Youth in Care Stability 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 Youth in Care/Foster Care 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. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Bean	Allison	Social Worker - Assistant Division Chair	abean@arg

Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Patel	Bijal	Assistant Principal of Student Services	bpatel@arg

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

*Required field

Close Printer Friendly Page

Applicant: ARGO COMM H S DIST 217

County: Cook

Consolidated District Plan

Printer-Friendly

Click to Return to Application Select

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Best Interest Determination as it relates to School Stability

*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 student's placement if the student becomes a Youth in Care or changes residences while th positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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. Once a child welfare age student has been placed in foster care, the foster care liaison will communicate with the transportation director and the child welfare agency. If the child moves to a new residence that is not locat will contact the foster care liaison from the district in which the child is residing. The foster care liaison from that district will be invited to participate in the Best Interest Determination. A team co 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 Interest Determination. These 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;
- Placement of the child's sibling(s);
- 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 school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special edu 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 fro 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 th notify the school of origin transportation designee who will assist the DCFS caseworker in arranging transportation to and from school. The following factors will be considered in the development 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 transporta behavioral capacity of student.

Response from the approved prior year Consolidated District Plan.

Once a child welfare agency such as DCFS send notification that a student has been placed in foster care, the foster care liaison will communicate with the transportation director and the child wel 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 Determination. A team comprised of The DCFS 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 k education teacher, school social worker) will engage in the process of Best Interest Determination. These team members will share information on the appropriateness of the current educational se 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;
- Placement of the child's sibling(s);
- 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 school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special edu 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 fro 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 th notify the school of origin transportation designee who will assist the DCFS caseworker in arranging transportation to and from school. The following factors will be considered in the development 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 transporta behavioral capacity of student.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Sect

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

District 217 provides a free appropriate public education (FAPE) to all eligible children with disabilities in the least restrictive environment (LRE). FAPE under IDEA includes the provision of special t the parents in accordance with a properly developed individualized education program (IEP). LRE means that to the maximum extent appropriate, children with disabilities are educated with childr classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that the child cannot with the provision of supplementary aids and services. While IDEA presumes that the first placement option considered for each child with a disability is the regular classroom with appropriate sup size fits all approach. District 217 makes available a range of placement options to meet the needs of children with disabilities for special education and related services, including regular classes, instruction, and instruction in hospitals and institutions. Under the IDEA, each child's placement decision must be made by a group of knowledgeable persons, including the child's parents.

In the case of a foster child, this group may also include staff from a child welfare agency. The IDEA requires that the educational placement of each eligible child with a disability, including childre determined at least annually, and be based on the child's IEP in accordance with the child's individual needs. Unless the child's IEP requires some other arrangement, the child is educated in the st disabled. For students in foster care, District 217 will conduct timely and expedited evaluations and eligibility determinations in consideration of their potential mobility and also ensure access to se (including summer and other extended school year services, if applicable).

Students with disabilities who are eligible for services under the IDEA are also protected by Section 504 and as such must also provide FAPE under Section 504 to students who have disabilities, r services under the IDEA. FAPE under Section 504 includes the provision of regular or special education and related aids and services that are designed to meet individual educational needs of stud needs of students without disabilities are met, and that include adherence to specific procedural requirements. An IEP developed and implemented in accordance with the IDEA is one means of me a student does not require special education services and does not have an IEP, he or she may nevertheless be a student with a disability under Section 504 and be entitled to receive related aids true under the IDEA, Section 504 also requires that, to the maximum extent appropriate, students with disabilities be educated in the regular educational environment, unless they cannot be educ

Response from the approved prior year Consolidated District Plan.

District 217 provides a free appropriate public education (FAPE) to all eligible children with disabilities in the least restrictive environment (LRE). FAPE under IDEA includes the provision of special t the parents in accordance with a properly developed individualized education program (IEP). LRE means that to the maximum extent appropriate, children with disabilities are educated with childr classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that the child cannot with the provision of supplementary aids and services. While IDEA presumes that the first placement option considered for each child with a disability is the regular classroom with appropriate sup size fits all approach. District 217 makes available a range of placement options to meet the needs of children with disabilities for special education and related services, including regular classes, instruction, and instruction in hospitals and institutions. Under the IDEA, each child's placement decision must be made by a group of knowledgeable persons, including the child's parents.

In the case of a foster child, this group may also include staff from a child welfare agency. The IDEA requires that the educational placement of each eligible child with a disability, including childre determined at least annually, and be based on the child's IEP in accordance with the child's individual needs. Unless the child's IEP requires some other arrangement, the child is educated in the st disabled. For students in foster care, District 217 will conduct timely and expedited evaluations and eligibility determinations in consideration of their potential mobility and also ensure access to se (including summer and other extended school year services, if applicable).

Students with disabilities who are eligible for services under the IDEA are also protected by Section 504 and as such must also provide FAPE under Section 504 to students who have disabilities, r services under the IDEA. FAPE under Section 504 includes the provision of regular or special education and related aids and services that are designed to meet individual educational needs of stud needs of students without disabilities are met, and that include adherence to specific procedural requirements. An IEP developed and implemented in accordance with the IDEA is one means of me

a student does not require special education services and does not have an IEP, he or she may nevertheless be a student with a disability under Section 504 and be entitled to receive related aids true under the IDEA, Section 504 also requires that, to the maximum extent appropriate, students with disabilities be educated in the regular educational environment, unless they cannot be educ

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

District 217 ensures that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. District 217 will:

- Identify and assess all potential EL students in a timely, valid, and reliable manner
- Provide EL students with a language assistance program that is educationally sound and proven successful
- Sufficiently staff and support the language assistance programs for EL students
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
- Avoid unnecessary segregation of EL students
- Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in the.
- Meet the needs of EL students who opt out of language assistance programs
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from langui
- proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calcul
- participation in the general instructional program within a reasonable period of time
- Ensure meaningful communication with limited English proficient (LEP) parents

Response from the approved prior year Consolidated District Plan.

District 217 ensures that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. District 217 will:

- Identify and assess all potential EL students in a timely, valid, and reliable manner
- Provide EL students with a language assistance program that is educationally sound and proven successful
- Sufficiently staff and support the language assistance programs for EL students
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
- Avoid unnecessary segregation of EL students
- Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in the.
- Meet the needs of EL students who opt out of language assistance programs
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from langui
- proficient in
- English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calcul
- participation in the general instructional program within a reasonable period of time
- Ensure meaningful communication with limited English proficient (LEP) parents

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest dete

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the fi determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 his/her school of origin while any dispute regarding transportation costs are being resolved. If there is a dispute that cannot be resol Best Interest Determination named on all available data.

Response from the approved prior year Consolidated District Plan.

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

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who

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.

Argo Community High School will ensure that all appropriate personnel are aware of the ESSA requirements for educational stability for Youth in Care through a comprehensive plan. This includes development workshops focused on ESSA requirements and strategies for implementation. The AP of Student Services will oversee compliance and serve as points of contact. Clear communication newsletters, and electronic communication will disseminate information. ESSA requirements will be integrated into existing policies and procedures, and strong partnerships with local child welfare approach. Monitoring and accountability systems will be implemented to review compliance and ensure educational stability for Youth in Care.

*Required field

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

Consolidated District Plan ▼

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Youth in Care Stability 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 PREPOPULATED 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 who is Youth in Care.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 the Principal, Student Services Director, Special Education Director, Social Worker, Nurse, and Psychologist (if appropriate), together with DCFS, will used to determine the transportation arrangement and foremost the best interests of the student. The team will determine how long transportation services are needed based on the individual circumstances of the student (family), what the most transportation is (taxi, regular bus, etc.), what modifications or supports will need to be implemented based on the individual circumstances of the student (e.g., ability to travel unsupervised, par extracurricular activities, safety concerns, etc.)

Response from the approved prior year Consolidated District 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 u transportation arrangements, keeping first and foremost the best interests of the student. The team will determine how long transportation services are needed based on the individual circumstan (family), what the most effective method of transportation is (taxi, regular bus, etc.), what modifications or supports will need to be implemented based on the individual circumstances of the stud travel unsupervised, participation in extracurricular activities, safety concerns, etc.)

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 driver's license and a valid 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 who is Youth in Care.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 district such as taxis, carpools, and public transportation will be utilized. The follo will also be considered when developing the Transportation Procedures plan for a foster care student. Title IV-E of the Social Security Act if the student is eligible; Title I of the ESEA of 1965 as Arr (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation); IDEA funds, if the students has an Individual Educational Program (IEP); provisions for specialized transportation; State special education transportation funds, if the student has an IEP.

Response from the approved prior year Consolidated District Plan.

Pre-existing transportation services or IDEA transportation options as well as alternatives not provided directly by district such as taxis, carpools, and public transportation will be utilized. The follo will also be considered when developing the Transportation Procedures plan for a foster care student. Title IV-E of the Social Security Act if the student is eligible; Title I of the ESEA of 1965 as Arr (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation); IDEA funds, if the students has an Individual Educational Program (IEP); provisions for specialized transportation; State special education transportation funds, if the student has an IEP.

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 student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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. The district will continue to provide transportation to and from the school u resolution process is completed and alternate transportation means are arranged (if necessary due to a change in school placement).

Response from the approved prior year Consolidated District Plan.

The student will remain in his/her school of origin while any disputes regarding transportation costs are being resolved. The district will continue to provide transportation to and from the school u resolution process is completed and alternate transportation means are arranged (if necessary due to a change in school placement).

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 prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 prior year Consolidated District Plan.

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

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 prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 s 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 prior year Consolidated District 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 s 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.

*Required field

Close Printer Friendly Page

Applicant: ARGO COMM H S DIST 217

County: Cook

Consolidated District Plan ▼

Application: 2025-2026 Consolidated District Plan - 00

Printer-Friendly

Cycle: Original Application

Click to Return to Application Select

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
BSP Overview					BSP Plan Specifics				
BSP Overview									
Program Name:		EL - Bilingual Service Plan							
Purpose:		The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code A Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in promoting English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.							
Rules:		23 Ill. Admin. Code, Part 228.50							
Contact:		Multilingual Department at 312-814-3850 multilingual@isbe.net							

Close Printer Friendly Page

Applicant: ARGO COMM H S DIST 217

County: Cook

Consolidated District Plan

Printer-Friendly

Click to Return to Application Select

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requiremen
BSP Overview					BSP Plan Specifics				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development	BSP TBE Requirements			

BSP Contact Information

489 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*	First Name*	Middle Initial
Lettiere	Brett	
Phone*	Email*	
7084675605	blettiere@argohs.net	

EL Program Director Requirements:

Administrative Endorsement☒

ESL/Bilingual Endorsement☐

Administrator Requirements

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements. Brett Lettiere currently holds his Administrative Certification and has been an administrator in the district for the last 17 years. He supervised our previous EL Program Director in the 2022-23 school year. We have created a position called an Assistant EL Director. We are hiring Jennifer Julius for that role. She has the ESL/Bilingual Endorsement, but she does not have the Administration Certification. For the 2025/26 school year, Brett Lettiere and Jennifer Julius will share the responsibilities of EL Program Director. In addition, Brett Lettiere will start work on his ESL Endorsement. Jennifer Julius is looking into starting an Education Leadership program, which may not start until January 2026 or August 2026. We are also looking at posting for a full-time EL Program Director for the 2026-27 school year.

*Required field

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

Consolidated District Plan ▼

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
BSP Overview							
BSP Program Contact	Attendance Center Enrollment Information			BSP Professional Development			

Attendance Center Enrollment Information

489 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education programs. List current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement within EL programming. Enter zero if no teachers in a		
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL/Bilingual Endorsement
1.	Argo Community High School	9-12	☒	☒	☐	☐	☐	☒	☒	☒	☒	7	7	7
2.	Regional Institute for Scholastic Excellence	9-12	☒	☒	☐	☐	☐	☒	☒	☒	☒	0	0	0
3.	ELIM Christian School - Intensive	9-12	☒	☒	☐	☐	☐	☒	☒	☒	☒	1	0	0
4.	ELIM Pathways	9-12	☒	☒	☐	☐	☐	☒	☒	☒	☒	1	0	0
5.	AERO Therapeutic Center	9-12	☒	☒	☐	☐	☐	☒	☒	☒	☒	2	0	0
6.	Hinsdale South High School	9-12	☒	☒	☐	☐	☐	☒	☒	☒	☒	0	0	0
7.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
8.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
9.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
10.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
11.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
12.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
13.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
14.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
15.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
16.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
17.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
18.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
19.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
20.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
21.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
22.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
23.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
24.			☐	☐	☐	☐	☐	☐	☐	☐	☐			
25.			☐	☐	☐	☐	☐	☐	☐	☐	☐			

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that services/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher. ([count] of 2500 maximum characters used)

The instructional methods are driven by the Illinois State Board of Education Spanish language instructions set forth by the state. Teachers develop curriculum around the standards that drive classroom instruction while taking state objectives into account. All TBE students are also assigned to take the ACCESS exam annually testing their reading, writing, listening, and speaking

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net

Applicant: ARGO COMM H S DIST 217

County: Cook

Consolidated District Plan

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 26-CDP-00-07-016-2170-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
BSP Overview					BSP Plan Specifics				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development		BSP TBE Requirements		

BSP Professional Development

489 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected
☒ Current Research in the Teaching of EL Students	03/31/2026	☒	☒	
☐ Methods for Teaching in the Native Language and Method of Teaching ESL		☐	☐	
☒ Language Assessment	01/08/2026	☒	☒	
☐ Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☒ Issues Related to EL Students with Disabilities	09/30/2025	☒	☒	
☐ Program Standards		☐	☐	
☐ District Identification Assessment		☐	☐	
☐ Program Design		☐	☐	
☐ Basic Instructional Techniques for Teachers of EL Students		☐	☐	
☒ Spanish Language Arts	02/15/2026	☒	☐	
☐ Others (Specify):		☐	☐	

Comments:

*Required field

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 26-CDP-00-07-016-2170-16

[Consolidated District Plan](#) ▼[Printer-Friendly](#)
[Click to Return to Application Select](#)

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirem
BSP Overview					BSP Plan Specifics				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development		BSP TBE Requirements		

BSP TBE Requirements

489 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☒ No ☐

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3).

Yes ☒ No ☐

Indicate if the district is keeping the evidence for part-time rationale in the student's file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is "no," please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for part-time placement.

Yes ☒ No ☐[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

Does your district have a full-time TBE Spanish program?

Yes ☒ No ☐Does your district use [Spanish Language Arts Standards](#)?Yes ☒ No ☐Describe the instructional method(s) with respect to the Illinois [Spanish Language Arts Standards](#).

The instructional methods are driven by the Illinois State Board of Education Spanish language instructions set forth by the state. Teachers develop curriculum around the standards that drive classr methods used are formative and summative in nature. They are driven by classroom instruction while taking state objectives into account. All TBE students are also assigned to take the ACCESS ex reading, writing, listening, and speaking skills.

Describe evaluation method(s) used to measure student's Spanish progress with respect to the Illinois [Spanish Language Arts Standards](#).

Students are placed into a Spanish for Spanish Speakers class based on a writing sample which evaluates their use of various Spanish grammar tenses as well as their vocabulary. Each level of Spar which incorporate reading, writing, listening, and speaking tasks that aim to develop the students' grammar and vocabulary. Students are exposed to Spanish literature and the history of Spain and evaluated using classroom and district assessments including grammar and vocabulary exams, writing assessments, and oral presentations.

Comments:

*Required field

[Close Printer Friendly Page](#)

Applicant: ARGO COMM H S DIST 217

County: Cook

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 26-CDP-00-07-016-2170-16

[Consolidated District Plan](#) ▼[Printer-Friendly](#)
[Click to Return to Application Select](#)

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
BSP Overview					BSP Plan Specifics				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development		BSP TBE Requirements		

TBE Parent Advisory Committee

489 English Learners (ELs) are in the district

Does your district offer a TBE program?Yes ☒
No ☐**Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs**

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardian, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the district's annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other

Committee Chairperson	Fabiola Lopez	Role	Parent	Language(s)	Spanish
Street	7424 W. 57th St.	City	Summit	State	IL
Committee Member	Fabian Quiroz Hernandez	Role	Parent	Language(s)	Spanish
Street	7424 W. 57th St.	City	Summit	State	IL
Committee Member	Elizabeth Padilla	Role	Parent	Language(s)	Spanish
Street	5440 S. 73rd Court	City	Summit	State	IL
Committee Member	Tatiana Makarova	Role	Community Membe	Language(s)	Polish/Russian
Street	7746 W. 79th Place	City	Bridgeview	State	IL
Committee Member	Gladys Macias	Role	Teacher Aide	Language(s)	Spanish
Street	7329 W. 63rd St.	City	Summit	State	IL
Committee Member	Jennifer Julius	Role	EL Director	Language(s)	Spanish
Street	7329 W. 63rd St	City	Summit	State	IL
Committee Member		Role		Language(s)	
Street		City		State	
Committee Member		Role		Language(s)	
Street		City		State	
Committee Member		Role		Language(s)	
Street		City		State	
Committee Member		Role		Language(s)	
Street		City		State	

☒ The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of
Name of Committee Chairperson:
Fabiola Lopez

Date: 03/14/2025

☒ The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, S

Name of Committee Chairperson:

Fabiola Lopez

Date: 03/14/2025

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Projected Dates

(7/1/2025 -

6/30/2026)

Meeting**Activity**

- | | | |
|----|------------|--|
| 1. | 08/30/2025 | Bilingual Advisory Committee Training (required activity). |
| 2. | 09/30/2025 | Intro and review of BPAC |
| 3. | 10/30/2025 | Access Overview |
| 4. | 03/15/2026 | End of Year Summary |

Comments: