

**ILLINOIS STATE BOARD OF EDUCATION**  
100 North First Street, N-242  
Springfield, Illinois 62777-0001

**2019-20**  
**SCHOOLWIDE PLAN**

**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

## SCHOOL INFORMATION

<b>School Name:</b>	Zion-Benton Twp. High School		
<b>RCDT:</b>	34-049-1260-17-0001		
<b>Principal:</b>	Dr. Chris Pawelczyk		
<b>Address:</b>	3901 21st Street		
<b>City, ZIP code:</b>	Zion, IL 60099		
<b>Telephone:</b>	847-731-9792		
<b>Email address:</b>	<a href="mailto:pawelczc@zbths.org">pawelczc@zbths.org</a>		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
2008-09	40.1%	N	Original School Wide = 8/27/09 2020 School Wide Plan = 12/15/20

## DISTRICT INFORMATION

<b>District Name/Number:</b>	Zion-Benton Twp. High School District 126
<b>Superintendent:</b>	Dr. Jesse J. Rodriguez
<b>Telephone:</b>	847-731-9792
<b>Email address:</b>	rodriguezj@zbths.org

**Jesse J. Rodriguez**  
\_\_\_\_\_  
Superintendent's Signature

**December 15, 2020**  
\_\_\_\_\_  
Date

# Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan and/or annual review:

NAME	REPRESENTATION
Dr. Jesse Rodriguez, Superintendent	Superintendent
Dr. Melissa DiGangi, Director of Teaching and Learning	District
Dr. Matt Wilkinson, Chief School Business Official	District
Jacob Carlson, Director of Student Services	District
Dr. Sue Barker, Director of Special Education	District
Ryan Faith, Director of Technology	District
Dr. Chris Pawelczyk	Building Principal ZBTHS
Jack Niemi	Assistant Principal ZBTHS
Christopher Kubic	Principal NT@ZB
Bonnie Felske	Assistant Principal NT@ZB
Joy Mobile	Teacher/Parent
Cyranda Ahonen	Math Academic Coach
Warren Regnier	Teacher
Dennis Labelle	Community
Yolanda McKenzie	Secretary
Demetrius Terrell	Student Engagement Specialist
Tiffany Pedroza	Bilingual Instructional Aide
Anna Lyons	Parent
Joy Bah	Parent
Gian Harris	Parent
Eduardo Chavarria	Parent
Stacey Tindal	Parent
Maria Cifuentes	Parent
Eva Pineda	Parent
Nilsa Staples	Parent
Marites Anilao	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

The following agencies/organization provide additional supports to the District 126 school wide programs:

1. Federal Level: Title I, Title II, Title IV, National School Lunch Program (Health & Wellness), V.E. Perkins (Vocational Training and Preparation), United States Navy (NJROTC Program and Student Leadership Development), E-Rate Funding (Telecommunications and Internet Access), Federal Lunch Program (Health & Wellness)
  2. State Level: Bilingual Education (ELL Academic Services), State Free Lunch and Breakfast Program (Health & Wellness), Evidence Based Funding, and Categorical Funding (Instructional Programming)
  3. Local Level: Zion-Benton Public Library, Coalition for Healthy Communities, College of Lake County, Elementary Districts 1,3,6, Zion & Winthrop Harbor Police and Fire Departments, Lake County Health Department, Catholic Charities, Youth for Christ, One Hope United, Zion Township
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.  
See Attached.
4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards:

The district's instructional program is designed to ensure all students have access to a common, rigorous course of studies at each of its campuses. District courses are aligned to current Illinois learning standards and the Next Generation Science Standards. In addition, coursework is infused with intentional opportunities for students to develop relevant skills necessary to perform well on Illinois' required SAT assessment. Instructional technology is deployed throughout the district's programming, providing all students with a Chromebook and online resources, including an online Learning Management System (Canvas). The utilization of one-to-one computing provides students an enriched learning experience and extends students' learning beyond the normal school day.

Zion-Benton Twp. High School is committed to ensuring all students have access to a common rigorous curriculum that prepares students to be college and career ready. As a result, all students are required to earn the following Carnegie Units for graduation: 4.0 in English, 3.0 in Math, 3.0 in Science, 3.5 in Social Science, 3.0 in Physical Education, .5 in Health, .5 in Personal Finance, 4.5 in Electives, and 1.5 Senior Core Electives, totaling 23.5 Carnegie Units. To meet the diverse academic needs within the school, ZBTHS coursework is provided via a tiered learning pathway system, although the curricular content of courses is largely common. Accordingly, as students gain skills to approach the course at a more advanced level, the district is able to ensure swift upward mobility and access to higher level coursework. In addition, the district has explicitly aimed to increase enrollment and provide more access to programming that prepares for post-secondary opportunities. For example, the district has added a variety of new Advanced Placement courses that cater to more diverse interests and needs, including AP Spanish Language and Culture, AP Computer Science, AP Human Geography, and AP World History. In support of increasing and diversifying the students enrolled in AP coursework, the district entered a partnership with Equal Opportunity Schools, a national organization specialized in this area. The district also successfully increased enrollment by 50% at the Lake County Area Vocational Technology Campus to provide more students with access to programming that prepares them for post-secondary career and college options, and the district has added dual credit and transitional course opportunities to the Zion-Benton Twp. High School campus.

In addition to our regular education programming, the district also provides a number of programs to meet the needs of our Special Education and bilingual students who require support outside of our regular education programming or in conjunction with our regular education programming. For example, in Special Education, the district employs a Director of Special Education, a Division Chair for Special Education, a Division Chair for Alternative Programming, two case managers, and a number of special services personnel and support staff, including but not limited to vocational coaches, social workers, psychologists, speech and language therapists, special education teachers, instructional aides, job coaches, program attendants, etc. These staff oversee and/or support the following educational programming: educational life skills, supported instructional programming, vocational skills, a therapeutic day school for emotional disabilities, co-teaching programming, self-contained programming, Teaching Appropriate Behaviors programming, transitional programming, etc. Likewise, the district provides bilingual programming for our English learners, offering sheltered programming in all required academic coursework under the oversight of an ELL program coordinator and bilingual certified teacher. To provide additional support, these courses are also staffed with bilingual instructional aides, and students in these courses, as well as those bilingual students in our regular education programming, are provided support through Bilingual Resource and after school tutoring.

As part of its instructional program, the district provides a number of additional supports to students to help them meet the challenging State academic standards, including on-site summer bridge programs in math, English, and team-building, as well as math completion opportunities taught by certified personnel. Likewise, ZBTHS offers math and reading intervention courses during the school day taught

by licensed Math and Reading/ELA teachers. Students in need of additional Reading support utilize Achieve 3000 and NewsEla Pro, reading intervention software programs, to assist with their literacy skill development. ZBTHS also offers math and literacy labs during the school day facilitated by certified math and English teachers. These labs are also offered after school and staffed with certified personnel. Students who are struggling with their Math 1 or Math 2 course are provided the opportunity to extend the amount of time necessary to master math standards by continuing their first semester coursework into second semester coursework and second semester coursework into the summer in order to pass the yearlong course and be on track for Math 2 or 3 the following school year. For students who have been identified as failing within the first nine weeks of school, ZBTHS offers a small guided study in lieu of study hall for personalized homework help and relationship building to help students get back on track. Students are assigned faculty advisors who serve as student advocates and provide or direct students to additional support. The district also employs a reading and math academic coach to assist students struggling with math or ELA skills.

Moreover, the district has additional monitoring processes and subsequent interventions in place to provide additional education assistance to its student athletes. Teachers submit weekly eligibility updates, and students requiring additional academic support are identified. Once identified, ineligible students must participate in athletic study tables staffed by certified personnel.

Lastly, for those students persistently struggling, the district employs Student Support Teams (SSTs) or Quest teams who meet regularly to discuss students referred by staff who have consistent academic and/or behavior struggles in one or more courses. These teams consist of each building's Assistant Principal or the District's Director of Student Services, a school psychologist, social worker, counselor, dean, and a representative from the district's attendance and safety office. Each team meets weekly to determine interventions for identified students and to discuss individual student progress.

In addition to these programs, the district provides a number of supports to its bilingual and Special Education students. For example, as part of their individualized programming, many of these students receive academic support via Learning Resource Center, a small guided study hall with a certified Special Education teacher or Bilingual Resource, a small guided study hall with a certified Bilingual Education teacher and bilingual instructional aide.

- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education:

Please refer to 4a.

District 126 utilizes a teacher evaluation program aligned to the Performance Education Reform Act (PERA) requirements, which is rigorous and aligned to the Charlotte Danielson Teaching Framework. As a result, administrators have noted a continual strengthening in the quality of instructional practice as they coach teachers through unannounced informal and formal observations and provide feedback.

In addition to its academic programming, the district offers student leadership development opportunities through a wide range of extra-curricular offerings and service learning activities. The Bee Leader Program, Rising Stars, Key Club, National Honor Society, Sister to Sister, Brotherhood of Extraordinary Young Men are several examples where leadership, student learning and service opportunities expand beyond the classroom.

Noteworthy is that the district was one of 447 districts across the country and Canada named to the College Board's 8<sup>th</sup> AP Honor Roll for its efforts in simultaneously increasing its diverse representation in and success with its AP courses. The district's NJROTC unit was also named the number one unit in the country.

- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Please see 4a and 4b.

For students who enter below readiness levels and who struggle academically while enrolled in the instructional program, the district provides a number of supports and opportunities for students to receive instructional support. For example, the district offers a number of transitional summer bridge programs for those students who will be entering high school deficient in literacy and math, including our Summer Hive program, our Summer Stinger program, and our Summer Honeycomb program. These programs provide non-cognitive support, with a focus on team-building and study skills, as well as cognitive skill development in literacy and math that prepares students for their respective coursework. In addition, for those students who do not demonstrate proficiency through these programs, ZBTHS provides literacy support and math support through its freshman intervention courses, Interactive Language Skills and Math 1 and Math 2 Extension. Regardless of academic proficiency levels, for those freshman students struggling to maintain their grades, ZBTHS also offers small guided study courses (in place of a study hall) where small groups of students (6-8) can receive cognitive and non-cognitive support via a certified teacher to help them get back on track.

The district uses a number of indicators throughout students' careers in the district to identify students at risk of failure. For example, prior to entry, the district examines students' level of readiness based on their middle school PSAT and Measure of Academic Progress (MAP) performance data to identify students who might need more academic support starting the freshman curriculum. Once enrolled and attending the district, the district uses Freshman On Track, a locally established metric, to identify students at risk of failure and to provide subsequent counseling and/or academic support. Principals, division chairs, and counselors continue to monitor academic progress throughout each school year, regularly assessing grades and holding individual meetings or designing program support when a collective need presents. In addition to grade data, the district utilizes assessment data, including College Board's SAT Suite of Assessment data and locally developed and implemented PERA assessment data to identify appropriate placement and determine interventions and supports.

Students who are at risk of dropping out due to failing courses are able to complete online credit recovery coursework before and after school to make up credits. Those who are significantly behind are placed in the district's Project Recover Program where they work with a teacher and team of instructional aides to complete a suite of specific online courses in order to return to regular programming and/or to meet graduation requirements.

In addition, due to the virtual setting this school year, the District has integrated regular office hours in person or virtually for student support, provided in-building bilingual wi-fi cafes with additional technology and non-cognitive support, in-person counseling or social work services, as well as technology to support student learning from home (e.g., hotspots). All of these efforts seek to provide opportunity and support to the District's most vulnerable students.

- 5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

While academic achievement outcomes are often a result of academic struggles, the district is mindful that academic struggles can occur as a result of social-emotional struggles students may be facing. As a result, the district employs two full-time psychologists, seven social workers, ten counselors, and one speech and language therapist. These certified staff, along with trained teachers, provide counseling and support through a number of avenues and programs. For example, the district runs a Student Assistance Program, developing programs based on assessed needs. To date, the district has developed

a number of groups to support student needs (e.g., anger management, incarcerated parents, grief, resiliency, SPARKS, eating disorders, concerned persons, etc.). Likewise, through its academic elective program requirements, as well as extracurricular and athletic offerings, the district values and provides programming to support the development of a well-rounded student.

Within our system, we also monitor a number of non-cognitive indicators that help us proactively identify students at risk of failure, including various attendance, behavioral, and social-emotional data points. Personnel within our Attendance and Safety, Student Services, and Deans offices use this data as a point to inform Student Support Team recommendations and to communicate with parents, students, and faculty regarding concerns. At the teacher level, teachers monitor and document academics and behaviors, with a number of outlets and processes to identify students who might be in need of interventions, including but not limited to, our behavioral referral process, Student Support Team (SST) intervention process, and Student Assistance Program (SAP) recommendations. The district also offers Text a Tip and Anonymous Alerts messaging systems whereby students can reach out for emotional support/intervention or report their concerns about a fellow student's well-being.

Due to the virtual setting this school year, the District has also communicated and offered additional mental health resources via its website and via school-provided interventions (e.g., virtual calming rooms).

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Once enrolled, students receive support and services from a college counselor and career counselor, as well as their primary counselor. Working with counselors and advisors, students learn of options and opportunities related to college and career via completing the a career inventory and via adult advisement. They also complete advisory coursework in Naviance, a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary options. Through Naviance and other Student Services surveys/needs assessments, ZBTHS has amended and expanded its course offerings to meet student needs and interests. Through counselors and advisors, as well as through their teachers, students learn about ZBTHS's expanded AP opportunities, expanded Dual Credit opportunities and transitional academic courses (e.g., College of Lake County Transitional Math), and Tech Campus vocational programming opportunities, many of which offer certification and/or dual credit with The College of Lake County. District 126 also partners with the TRIO Program via the College of Lake County, which provides free college advisement, college visits, college application and scholarship advisement, test prep, etc.

As a whole, the district currently has implemented a concerted effort to increase AP, dual credit, and Tech Campus vocational programming access for students, increasing by 50% the number of spots available for our Tech Campus vocational programs and added dual credit and AP offerings over the last several schools years to meet diverse learning needs and interests. During Summer School 2017, the district also began offering summer dual credit courses with The College of Lake County. In addition, to help expose all students to a number of choices, the district has developed programming specifically related to post-secondary options. For example, beginning their freshman year, all students will take a trip with their advisor and district counselors to a college to learn about requirements, offerings, and post-high school life at the college level. It should be noted, however that specific events like the on-site freshman college visits may need to be postponed this school year due to the COVID-19 pandemic.

The district continues to encourage college visits later in the high school career, allocating both a day in the fall and spring to voluntary college visits and coordinating several additional trips or in-house college

presentations. In addition, it offers an annual college and career fair, hosting over 75 colleges and universities on an evening.

ZBTHS offers a number of opportunities and supports to meet diverse learning needs and interests in academic and career and technical fields through our programming and a variety of instructional strategies. Of the many opportunities the district provides, its programming includes coursework in Business, Marketing and Computer Education, Technology and Engineering Education, Family and Consumer Education, and Industrial Technology. These programs emphasize relevant, hands-on learning opportunities within the respective fields. For example, students enrolled in Electricity and Electronics, Woods, and Metals have collaborated on a multi-course integration project to plan, create, and evaluate a construction project. Spanning beyond the classroom, the district offers various internship opportunities, cooperative work experience, and job training programs. In addition to in-district programming, District 126 also supports student enrollment at the Lake County Area Vocational Tech Campus. Regarded as one of the best career and technical education training programs in the midwest, the Tech Campus enrolls students from 22 districts in Lake County and provides students opportunities to earn high school credit, college credit, work experience, and a variety of certifications. Programming includes opportunities in Architecture & Construction, Arts, A-V Technology & Communications, Business & Administration, Education & Training, Health Science, Hospitality & Tourism, Human Services, Law, Public Safety, Corrections & Security, Manufacturing, and Transportation & Logistics. Likewise, ZBTHS works with its local partners and employers to provide internships, offer student scholarships, provide support services, and collaborate on school or community-based projects.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The district utilizes a Response to Intervention model. Professional development activities and the teacher evaluation instrument provide training on effective Tier 1 interventions at the classroom level. The district's discipline policies and procedures are fully aligned to SB100, meaning additional efforts are made to reduce exclusionary practices and students who are excluded complete a reentry process in order to process and learn from their poor choice(s). Those students in need of additional academic supports, are provide Tier 2 interventions via specific remediation courses, daytime labs, and/or guided study. Those students in need of additional behavioral supports, receive counseling and/or social work service designed to redirect negative behaviors. Students are also offered to participate in group counseling sessions or the district's Student Assistance Program. Students whose behaviors continue to escalate have been provided a 60-day diagnostic evaluation to determine if the student has an unidentified disability that qualifies for special education services under IDEA. Those students found eligible under IDEA are assigned a case manager and IEP team. Other students who are identified as needing behavioral assistance who make insufficient progress in modifying their behaviors are assigned to a Student Success Team previously mentioned (see 4A and 5 above) so that appropriate interventions can be deployed.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

The district has a Board approved multi-year strategic plan for improvement that identifies specific goals and action plans to strengthen academic programs and improve school conditions for student learning. As an important part of the plan, the district works diligently to provide teachers with professional learning intended to strengthen the academic program and support learning within the classroom. Utilizing teacher evaluation data, student achievement data, staff feedback, and administrator feedback, the district has developed district-wide professional development to help equip staff to continue to develop their curriculum, instruction, and assessment practices; manage student behaviors; and provide

greater student engagement and cultural responsiveness. For example, major focuses include the Common Core State Standards Math practices and professional learning around the Charlotte Danielson Framework--its components and specific elements--with specific emphasis on classroom management, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and meeting diverse learning needs (social-emotional and culturally responsive practices). At the district level these topics were determined based on the various data sources outlined above, and each year the district seeks to provide sustained professional development over the district's three institute days to allow staff to develop in areas most relevant for their current level of practice and specific to the needs of their positions.

At the building level, the principal and supporting administrators develop programming for building-level school improvement times based on individual, department, or school needs. Currently, manyh professional development opportunities are included under an "umbrella" of examining practices and systems through a racial equity lens in order to close the achievement gap. Again, similar building-level data sources are used to inform each school's weekly or monthly programming.

In alignment with the district's data-informed, research-based approach to its district- and building-wide professional development programming, the district offers a variety of district- and building-level opportunities at all times of the year for staff to strengthen their instructional expertise and become involved in the decision-making process regarding academic programming. For example, the district offers and/or supports staff participation in a number of professional learning opportunities that occur outside the school day, including, but not limited to, a variety of in- and out-of-district summer professional development opportunities, in-district course programming options (e.g., ZB University), district- or building-level committees (e.g., School Improvement Planning, Instructional Practices Committee, Equity and Access Task Force, Culture and Climate Committee, etc.), and relevant out-of-district professional development opportunities (e.g., AP conferences, Courageous Conversations/Beyond Diversity Conferences, online courses in mindfulness and courageous conversations, and various content and professional learning conferences, etc.). To encourage continuous professional learning at all levels, the district provides tuition reimbursement for approved courses and programs.

Illinois is currently experiencing a significant teacher shortage. In order to recruit and retain effective teachers, particularly in high needs subjects, building administrators begin recruitment early, attend recruitment fairs, communicate with colleges and universities, and/or communicate within their respective content area networks. Once on board, teachers are provided a mentor, enrolled in a two-year mentoring program, and provided professional development opportunities as outlined above in order to strengthen their instructional practices and to lend support that fosters a long-term relationship with the district.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

We are a high school district so this is not applicable.



## **THE SCHOOLWIDE PLAN (section 1114)**

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

### **(A) IN GENERAL**

#### **1. USE OF FUNDS**

##### **(A) ELIGIBILITY**

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

##### **(B) EXCEPTION**

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

#### **2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED**

##### **(A) GENERAL**

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

##### **(B) SUPPLEMENTAL FUNDS**

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

#### **3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS**

##### **(A) EXEMPTION**

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

##### **(B) REQUIREMENTS**

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

##### **(C) RECORDS**

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

## **(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## **(C) PRESCHOOL PROGRAMS**

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

## **(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

## **(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**

### **1. IN GENERAL**

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.