



BENSENVILLE

SCHOOL DISTRICT 2

210 S. Church Road, Bensenville, IL 60106 | 630-766-5940 | www.bsd2.org

Our Vision

- Our vision is to be an exemplary school system that empowers individuals to engage, grow and succeed.

Our Mission

- Igniting a lifelong desire to learn and succeed in an ever-changing world.

Our Beliefs

- The whole child is at the heart of all decisions.
- We value and invest in exemplary, dedicated educators.
- The curriculum is relevant, innovative and promotes rigor to fuel a passion for lifelong learning.
- Instructional practices engage and optimize the unique learning style of each child.
- Collaborative relationships are developed and nourished across school, family and community.

Our Strategic Priorities

*Diversity and social emotional well-being will be incorporated in all decision-making and strategic priorities.

- We will engage all students with diverse learning experiences from an appropriately aligned and challenging curriculum.
- We will develop and maintain a positive climate and culture to meet the needs of all stakeholders.
- We will hire, retain and support exemplary staff.
- We will ensure effective use of resources through fiscal planning and responsiveness.

This document is intended to give an overview of the program of learning at Blackhawk Middle School. The plan describes how parents, staff, students, and community members work together to achieve the school's mission and vision.

The Title I Schoolwide Plan was developed during the 2023/2024 school year and presented to the Board of Education in May of 2024. The plan will be reviewed and updated annually to reflect the most current data and policies regarding teaching and learning at Blackhawk Middle School.

Overview

The Title I Schoolwide Program uses Title I funds to meet the needs of all students in the school as determined through a comprehensive needs assessment. No distinctions are made between staff paid with Title I funds and staff that are not. Individual/Targeted students are not identified as eligible to participate since all school staff are expected to direct their efforts toward upgrading the entire educational program and improving the achievement of all students, particularly those who are low achieving.

Sec.200.25 Schoolwide program in general.

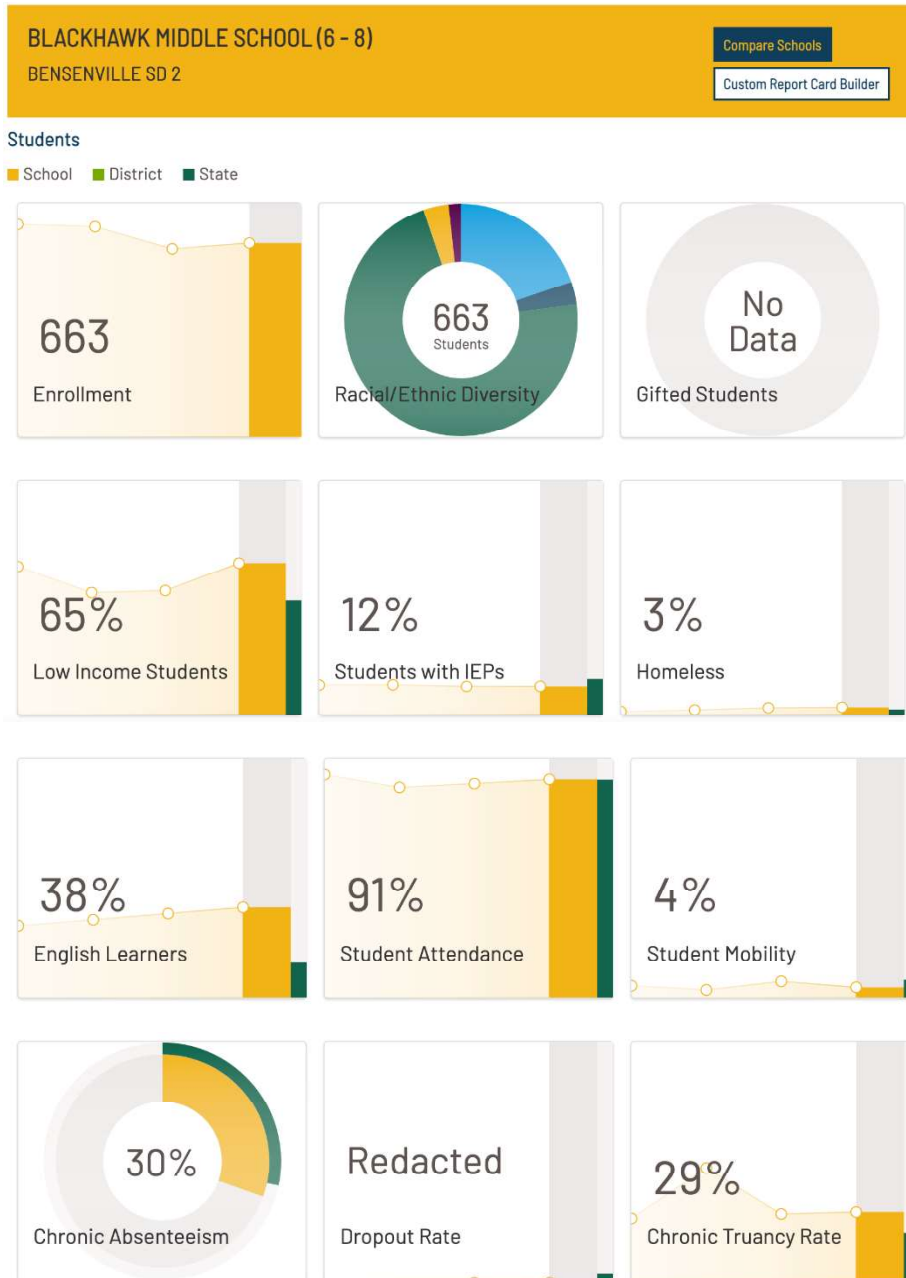
a. Purpose

1. The purpose of a schoolwide program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State's academic standards under Sec. 200.1.
2. The improved achievement is to result from improving the entire educational program of the school.

b. Eligibility

1. The school serves an eligible attendance area in which not less than 40% of the children are from low-income families OR not less than 40% of the children enrolled in the school are from low-income families.

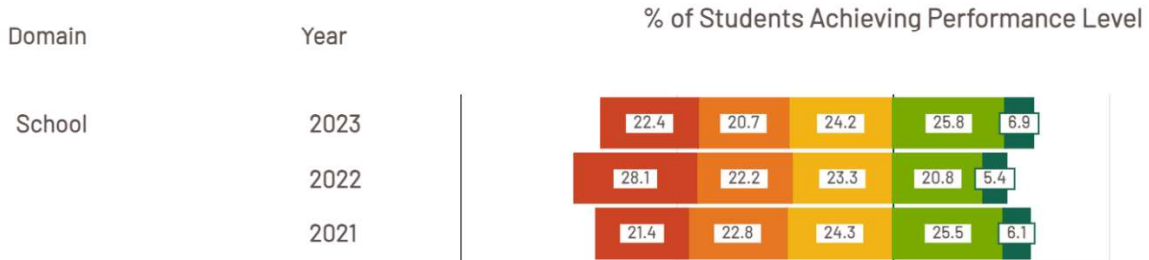
c. Demographic Information and Significant Factors



- Increase in English Learners population from 15.3% in 2018 to 37.7% in 2023
- Increase in Low Income population from 52.3% in 2021 to 65% in 2023
- Increase in Chronic Absenteeism from 11.2% in 2018 to 30.4% in 2023 which was a decrease from 39.1% in 2022
- Student Mobility rate was 6.5% in 2018 and is 4.3% in 2023

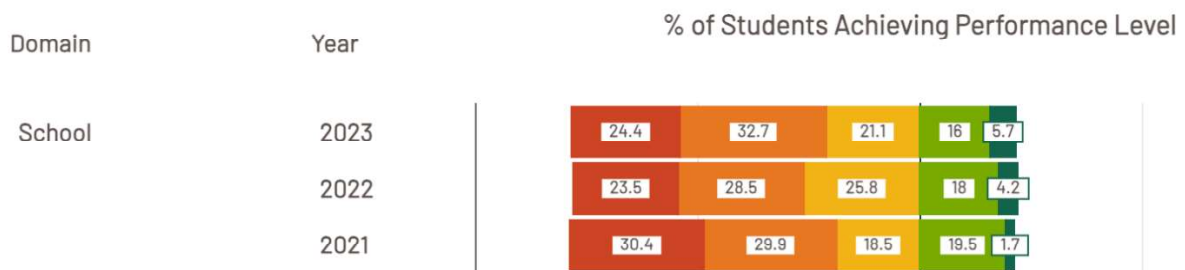
IAR Trend Data- ELA

■ Did Not Meet
 ■ Partially Met
 ■ Approached
 ■ Met
 ■ Exceeded



IAR Trend Data- Math

■ Did Not Meet
 ■ Partially Met
 ■ Approached
 ■ Met
 ■ Exceeded



Part I: Schoolwide Reform Strategies

1. Comprehensive Needs Assessment

Identifying/Monitoring Areas for Schoolwide Improvement

The BMS School Leadership Team comprised of both teachers and administrators completed the Illinois Quality Framework Supporting Rubric (IQFSR), located at the end of this document, along with a review of multiple data sources including; IAR data, EL Progress to Proficiency Data (ELPtP), ISA data, and NWEA MAP Growth data to identify patterns and trends. This data was analyzed to create a comprehensive School Improvement Plan (SIP) in order to create clear and measurable action steps towards improvement in outcomes for all learners. Parents and guardians provided feedback through PTO meetings and surveys along with the students who shared input through survey opportunities. The group analysis of all available data determined the following school specific goals for Blackhawk Middle School which are also directly aligned to the Bensenville School District 2's Strategic Plan:

- **Curricular Resources and Assessment Systems:** The team determined a need to utilize Math and ELA frameworks, scope and sequence, and the use of multiple data sources to provide guaranteed and viable learning experience which is responsive in meeting the needs of all students. This includes the school leadership team frequently reviewing school-wide data to make necessary adjustments throughout the school year.
- **Instructional Improvement:** Through the continued professional learning for teachers during early release Tuesdays and through the use of instructional coaches, instructional strategies and practices that increase student engagement in high-quality, rigorous tasks will be present across all content areas. This includes an emphasis on practices to best meet the needs of our EL students.
- **Prioritize Student and Staff Wellness:** A continued focus on structures to incorporate student and staff voice and to identify opportunities that promote wellness throughout the Blackhawk school community.

Monitoring Student Achievement

Teachers are provided time during daily PLC meetings, Department meetings, and a district-wide Data Day to collectively analyze student assessment information. The student achievement data includes;

- **IAR Assessment Data:** the annual statewide spring assessment for both Reading and Math for students in grades 3-8 provides valuable information and comparison data to monitor how BMS students are achieving related to both growth and in proficiency of grade level standards.
- **Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS):** is administered in the spring annually to monitor the growth in English language development of those students identified as English Learners in grades K-12. The results of this assessment are used to help determine programming and the provision of ESL services for our EL students.
- **Illinois Science Assessment (ISA):** which is a federally required science assessment given annually to all students in grades 5, 8 and 12 to measure the Next Generation Science Standards and the Illinois Learning Standards for Science.

- **NWEA Measure of Academic Progress (MAP):** is administered to students in Kindergarten through 8. This dynamic computer-based reading and math assessment provides teachers, students, and parents with an accurate assessment of a student's strength areas as well as those for which intervention is warranted. This assessment is provided three times a year; fall, winter, and spring.
- **Formative and Summative Assessment Data:** these assessments are given across content areas to inform instruction and to monitor students' progress towards achieving proficiency in the Illinois Learning Standards.

2. Schoolwide Reform Strategies [section 1111(c)(2)]

Schoolwide reform strategies provide opportunities for all children to meet the Illinois State Standards and use effective methods and instructional strategies that emerge from evidence-based research.

- **Standards-Based Curriculum:** The Illinois Learning Standards define the curriculum and clearly identify the pre-k through grade eight essential learner outcomes grade by grade and course by course. In 2022-23, Blackhawk Middle School adopted the Carnegie 6-8th math curriculum for us as a core resource. This was selected due to its emphasis on developing a conceptual understanding of math, providing students with collaborative opportunities to explore math problems and to share their thinking. Also in 2022-23, ELA teachers began using Common Lit to provide students with vertically aligned, rigorous instruction. In 2023-24, Science teachers started using Open Sci Ed to provide students with integrated science instruction that provides hands-on opportunities for them to experiment and explore content, deepening their understanding of the NGSS. Multiple instructional resources are used across Social Science and other content areas to provide teachers with a variety of tools for differentiating content, process, product, interest, learning style, and the learning environment. During the 2024-25 school year, the K-8 Bensenville 2 Literacy Committee (B2LC) will pilot two literacy resources and then determine which to move forward with District-wide in the 2025-26 school year.
- **Data-Driven Teams and Decision Making:** The basic structure of Blackhawk Middle School includes teachers working interdependently in Professional Learning Communities (PLCs) to achieve common goals and to provide responsive instruction for all students. These teams drive student achievement efforts. Individuals who engage in collaborative learning are able to learn from one another and create momentum to fuel continued growth for their students

and themselves. PLC planning is the time for members to come together to “spread” out the assessment information to analyze student work, determine the necessary differentiated learning activities, organize flexible groups, discuss results, and ask the critical question: Are students progressing, and if not, why not? This is when assessment becomes part of instruction and not a standalone activity. BMS and District 2 provide multiple pathways for staff to come together for the purpose of data-driven decision making.

- **Instructional Methodologies:** Qualitatively differentiating content, process, and product within the curriculum requires dramatic changes in the learning environment. District 2 has established procedures for implementing core programs. The focus is to establish a philosophy of differentiation with learner-centered classrooms that are designed much like learning laboratories where students participate in a variety of activities simultaneously. These classrooms are open to acceptance rather than judgment, and are “psychologically safe” for risk-taking, creativity, and individuality. Inclusive in this philosophy is the use of Best Practice methodologies such as flexible grouping, student choice and voice, graphic organizers, technology, high-quality tasks, and authentic communication. Visible is a learning environment in which students wrestle with knotty problems, issues, and ambiguity with scaffolded support; all of which engage students in 21st century thinking.
- **Assistant Principal of Curriculum, Assessment & Instruction:** Within Blackhawk Middle School, one of the Assistant Principal roles has been focused on support of curriculum, assessment, and instruction across 6-8th classrooms. This provides consistency in supporting best practices and providing effective feedback to teachers as it relates to providing high-quality instruction for all students. The AP of CIA is able to ensure that the curriculum action steps as identified in the BMS SIP are taking place across classrooms.
- **Assessment:** Assessment is at the core of our instruction. Teachers rely on pre assessment data to inform their instruction and to determine the small groups that they will meet with during a unit of instruction. We continue to focus on formative assessment instruments such as performance tasks, rubrics, exit slips, checklists, observation, and student work samples to help inform instruction. The teachers use post assessment data to reflect on the effectiveness of their instruction and to grow their own instructional practices.

Formative assessment is essential because it allows the teacher to diagnose the instructional needs of the class and of individual students quickly. By analyzing

formative assessment data routinely, the teacher can set priorities for instruction and develop effective, differentiated lesson plans to ensure continuous progress for all students. Teachers can use the information from these assessments to ask, “Are students learning and what steps must we take to address the needs of those who have not learned?” In this way, district schools can maintain a plan for responding when students are not learning and recognize that merely documenting progress is not enough. The instructional decisions that emerge based on student formative data are what really count. In this way, little is left to chance for at-risk learners as well as those who are exceeding grade level expectations

- **Enriched and Accelerated Curriculum:** District 2 has developed a program of Accelerated Curriculum & Enrichment (ACE) which provides specialized classes in both ELA and Math for those students identified through a matrix of multiple measures including; IAR scores, Cog AT, and NWEA MAP Growth. These courses provide the rigor and additional opportunities to meet these students where they are and to continue their growth.
- **Bensenville 2 Academic MtSS Program:** District 2 established an Academic MtSS Process to ensure that all students receive the instruction they need to maximize their academic growth. This includes providing extensions and additional challenges for those students who are secure within a standard, continued opportunities for those who are close to meeting a standard, and tiered intervention support for those in need of additional support. The instructional frameworks include a Plus Block in both ELA and Math for teachers to be able to provide Tier 2 interventions within the classroom. Math and Literacy Interventionists work with those students identified as needing a more intensive Tier 3 intervention. This system enables us to address the needs of all of our learners including those who are at risk of not meeting the challenging State academic standards.
- **Unified Insights:** In the 2024-25 school year, the District will continue to expand the use of the PowerSchool platform, Unified Insights. This data warehouse provides one location for tracking assessment data, tiered interventions, behavior information, and attendance records to provide all staff members with a complete view of each student which will also show us trends over time. This will be a valuable tool as we seek to best meet students’ needs across grade levels.

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

BSD2 Student Services

BSD2 provides a comprehensive platform for students to receive school-based mental health. These services are implemented to target student mental health

- **Individual Counseling:** One-on-one sessions between a student and a counselor to address personal, social, emotional, or behavioral concerns.
- **Group Counseling:** Counseling sessions conducted with small groups of students to address common issues such as anger management, grief, or self-esteem.
- **Family Counseling:** Involving families in counseling sessions to address familial issues impacting a student's well-being.
- **Crisis Intervention:** Immediate support provided to students facing acute mental health crises or emergencies.
- **Psychoeducation Workshops:** Workshops aimed at educating students about mental health topics such as stress management, coping skills, or emotional regulation.

School-Based Mental Health Programs

- **Mental Health Awareness Campaigns:** Organizing events and activities to raise awareness about mental health issues and reduce stigma.
- **Screening Programs:** Regular screening of students for mental health concerns to identify those who may need additional support.
- **Referral Systems:** Establishing pathways for referring students to external mental health professionals or services when needed.
- **Peer Support Programs:** Training students to provide peer support and guidance to their classmates facing mental health challenges.

Specialized Instructional Support Services

- **Individualized Education Plans (IEPs):** Developing customized plans for students with special needs to address academic and non-academic goals.
- **Behavior Intervention Plans (BIPs):** Creating plans to address challenging behaviors by implementing targeted interventions and supports.
- **Speech Therapy:** Providing support for students with communication disorders to improve their social and interpersonal skills.
- **Occupational Therapy:** Assisting students with sensory or motor skills difficulties to enhance their participation in school activities.

Mentoring Services

- **Peer Mentoring Programs:** Pairing older students with younger ones to provide academic and social support.
- **Adult Mentoring Programs:** Matching students with adult mentors from the community or school staff to offer guidance and encouragement.
- **Career Mentoring:** Connecting students with professionals in their fields of interest to explore career options and develop career-related skills.

Other Strategies to Improve Students' Skills

These activities and strategies aim to support students' holistic development and well-being beyond their academic achievements.

- **Social-Emotional Learning (SEL) Programs:** Integrating SEL curriculum into the school's activities to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- **Extracurricular Activities:** Offering a diverse range of extracurricular activities such as sports, arts, clubs, and volunteer opportunities to develop students' teamwork, leadership, and interpersonal skills.
- **Restorative Practices:** Implementing restorative justice principles to resolve conflicts, build community, and repair harm within the school environment.

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).

- **Career Fair:** There is an annual job fair with a wide range of careers represented based on students' interests as well as highlighting area opportunities for students when they are seeking summer work in the area.
- **CARE Volunteers:** These volunteers from the community help students within classrooms as well as representing varying careers.
- **School Links/Advisory Class:** During the 2024-25 school year, the District is exploring the possible integration of the School Links platform into our Advisory classes. This would allow students to learn more about their interest in potential career and work force options.

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.).

Behavioral Support Services

- **Positive Behavioral Interventions and Supports (PBIS):** All schools in BSD2 utilize PBIS which is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. At BMS, the approach is proactive through teaching students the expectations for being successful across all settings within the school. The PBIS team reviews the behavioral data and helps to create responsive lessons which are delivered during Advisory lessons. This system is in place to promote school safety, positive behaviors, and availability for learning.
- **Assistant Principal of Social Emotional Learning (SEL):** At Blackhawk Middle School, an Assistant Principal is dedicated to supporting the SEL well-being across the building. This individual works closely with the PBIS Team to create a positive environment where all students can be successful. The AP of SEL works closely with students and parents to address behavioral concerns and negative patterns. This AP works with the school's SEL team comprised of counselors and social workers to best meet students' needs and to complete threat assessments when warranted to ensure that students receive the appropriate level of support.

- **SEL/Truancy/ISS School Counselor:** This position was added to BMS in order to help support students, especially those in need of Tier 2 or Tier 3 behavioral supports. This individual helps to make meaningful connections with students who are struggling with their behaviors to help them reflect and see the impact of their behavior on others. This includes conducting conflict resolution sessions when warranted. This individual reaches out to those struggling with attendance to work with families on understanding the importance of being in school and to help remove any barriers to being present for learning.
- **Chronic Absenteeism Committee:** The District formed a Chronic Absenteeism Committee which meets monthly under the direction of the Assistant Superintendent of Student Services. This team has other members from the District office and representatives from each school's SEL Team and an Assistant Principal from each school. This team reviews' attendance data and collaborates around building consistent systems and supports for addressing chronic absenteeism. This work includes; providing parents/guardians information around the importance of attendance and the impact of missed school days, and tiered supports from attendance letters, phone calls, family meetings, and home visits to help eliminate chronic truancy within the District. This work is done in a supportive way to help families and increase student attendance.

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.

Part II: Instruction by Highly Qualified Teachers

Instruction by Highly Qualified Teachers

- Blackhawk Middle School has highly-qualified teachers working with our students. Administrators, teachers, and paraprofessionals meet district and state requirements to hold their positions. The district office maintains all credentials on file.
- Within BMS, 60% of the teacher staff holds a Master's Degree or higher. In 2023, the teacher retention rate was 88.2%. As new teachers enter the District, they are placed into a two-year mentoring program after participating in New Teacher Orientation which helps to support them with a smooth transition into Blackhawk.

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High Quality and On-Going Professional Development

District administration, as part of an analysis of staff feedback, student learning needs, and the District's strategic plan provides annual professional learning for all staff. The research to be implemented identifies the following elements for systemic, sustainable change to be actualized;

- Use of Instructional Coaches to provide job embedded professional development
- Scheduling school and district implementation visits throughout the year to monitor alignment to school and district improvement goals
- Scheduling district-wide meetings of school-based teams to formatively and summative monitor progress and make mid-course corrections, where needed
- Providing ongoing professional development opportunities to ensure growth, consistency and sustainability

Dedicated Time for Professional Learning: District 2 offers multiple, flexible opportunities for growing professionally. This includes professional learning during Early Release Tuesdays, during monthly District-led Instructional Staff Meetings, and Teacher Institute Days. The District also offers Bensenville University (BU) sessions for teachers to learn within specific instructional areas. These sessions include a focus on instructional strategies, use of data systems and reports for monitoring of student progress, and Sheltered Instruction Observation Protocol (SIOP) to best meet the needs of our EL students.

Partnership with UIC: Bensenville School District 2 has entered into a multiyear partnership with the CASPIR Project of UIC to improve the quality of math instruction across the District through cycle of inquiry work. The formation of a District Math Leadership Team (DMLT) comprised of District 2 teachers and administrators who collaborate with our UIC partners to improve math instruction through a focus on high-quality math tasks. The DMLT members deliver professional development sessions to their colleagues across all three of our schools within the District.

Building the Capacity of BSD2 Professional Learning Communities (PLCs): The District has developed PLC forms for consistent use across grade levels. The Data Protocol form guides teams through a thoughtful analysis of student achievement data with a guided reflection on how to adjust teacher practices to best meet students' needs. It also has a Unit Planning form designed to help clarify all four PLC questions; What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? and how will we extend the

learning for students who are already proficient? The District's MtSS & Assessment Coordinator works directly with teams to help build their capacity to work interdependently as guided by the forms. We have also developed incubator teams that model best practices for other PLC teams.

Strategies to Attract Highly Qualified Teachers

- **District 2 Induction and Mentoring Program:** The district has a state approved, two-year induction and mentor program that enables teachers to be successful. The mentoring cohort is carefully designed to bring together mentees and mentors from like schools and grade levels that are facing similar challenges. The new teachers also participate in two days on induction training to help them become familiar with the tools and systems of support within the District.
- **Community Partnerships:** District 2 partners with local universities for a variety of purposes including the placement of student teachers. Working with universities, we can influence the pre-service program so potential teachers enter the field prepared. From this pool we can often "find" teachers already conditioned to the mission and beliefs of the district that have had an internship with our own staff. This is also an opportunity to help us find teachers in high need subject areas.

Part III: Parental Involvement

Strategies to Increase Parent Involvement

Several vehicles for meaningful, two-way communication between schools, parents, and the community have been established. The most important feature in making information easily and readily available has been our website (www.bsd2.org) that offers timely information and numerous resource ideas to parents. Additionally, parents receive district and school newsletters that are translated in Spanish. Parent involvement strategies specific to Blackhawk Middle School include:

- Title I Parental Involvement Plan
- Title I Parent Compact

- Parent Teacher Organization (PTO). This group of parents, teachers, and administrators hosts routine meetings that all parents and community members are invited. It continues to expand its membership through rigorous recruitment.
- Parent Teacher Conferences. While conferences are held formally twice per year, parents are always welcome to meet with staff throughout the year.
- BSD2 Cultivating Academic Readiness and Excellence (CARE): This program is an academic mentoring program that has been in place since 1996 and assists students in their classroom learning process. More than 300 volunteers work in the schools each week, assisting small groups of students with reading, language fluency, or math.
- Curriculum Night
- Literacy and Math Nights
- Fine Arts and Sporting Events
- Translation Services.
- Multilingual Parent Action Committee (MPAC). Parents of English Learners attend sessions offered to support them in working with teachers and schools in ways that promote greater achievement for their students.
- Parents of Students with Disabilities participate in annual Individualized Education Plans (I.E.P.).

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

Preschool Transition Strategies

Successful transitions require communication, partnerships, and a continuum of research-based supports. District 2 subscribes to a developmental perspective on readiness that indicates that children's adjustment in the first years of school often forecasts later achievement. As a result, the district understands the need to foster adjustment to school, District 2 employs the following research-based transitional activities (Stipek, 2002):

- **Build Multiple Supports:** visits by preschool teachers and children to kindergarten classes, orientation sessions for preschool children and their parents, and individual meetings between preschool children and their parents.
- **JumpStart Kindergarten:** the District provides a three week half day orientation Monday through Thursday to help incoming Kindergarten students have an

opportunity to become familiar with the Kindergarten school day. They practice classroom routines, taking turns, following directions, and social interactions while receiving a boost in both literacy and math foundational skills.

- **Set the Classroom Stage:** Three strategies are implemented that help teachers ease students' transition in the early months of school: developing positive relationships with students, employing constructivist management practices, and creating rich learning environments.
- **Connections, Connections:** Teachers, parents, and other members of the community (e.g., library, local colleges) collaborate to support our preschoolers' adjustment during the crucial time of transition.
- **Kindergarten Pre- Registration:** is held for parents and new students each spring. The registration and screening process provide an opportunity for families to tour the school, ask questions, and familiarize themselves with the school setting. Families are provided with packets containing readiness activities to help prepare their child/children for a successful start to Kindergarten.

Stipek, D. (2002). At what age should children enter kindergarten? A question for policy makers and parents. SRCD Social Policy Report, 16(2), 1-20.

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.