

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

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

School Name:	Sugar Creek Elementary	
RCDT:	170640050262002	
Principal:	Scott Vogel	
Address:	200 N. Towanda	
City, ZIP code:	Normal, IL 61761	
Telephone:	309-557-4425	
Email address:	vogels@unit5.org	
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N Local Board of Ed. approval date: 10/21/26
2026-2027	68.31%	No

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Angie Funfar	Title I teacher
Sarah Hull	Title I teacher
Scott Vogel	Principal
Ferah Peters	Assistant Principal
Karen Showalter	SLP
Priscilla Steers	2nd Grade Teacher
Gwen Peebles	Music Teacher
Sierra Tellor	5th Grade Teacher
Cristie Koechle	MTSS
Monique Hall	1st Grade Teacher
Melissa Polley	KDG Teacher

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: 1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement. 2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.

3. Conduct a comprehensive needs assessment of the entire school: 5EssentialsSurvey

a. Include a copy of the document used to conduct the assessment.

b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

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;

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; and

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.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, the MTSS Interventionist, and the Title 1 teachers will meet five times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students who need reading intervention will receive one or more scientifically based interventions from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Comprehension Focus Groups, Language and Literacy Intervention, Intensive Literacy Instruction Strategic Processing Intervention, and Lexia. Data will be used to determine which intervention will match each student's needs. Definition of each intervention:

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Assisted Writing for Literacy Intervention Groups - Assisted writing(AR) is the umbrella term for: Interactive Writing (IW) and Writing Aloud (WA). The Interactive Writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading

and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. IW assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. The Writing Aloud intervention is for students who have knowledge of foundational writing concepts, but need guidance with the writing process. The goals for students who participate in WA are to understand the writing process and apply strategies for planning, organizing, composing, editing, and revising a meaningful message. The teacher is the main scribe and will think aloud while the students and teacher compose a meaningful message together using examples from a shared text. Students will apply problem solving strategies to the words. The teacher and students engage in a constructive dialogue around the text and the process. They re-read the piece many times throughout the writing process, which may take several days to complete.

Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Language and Literacy Intervention (LLI) - A Supplemental intervention for students that is individualized and focused on the student's area(s) of primary difficulty. A modality approach to instruction is beneficial for students with Dyslexia. Components of effective literacy intervention may include instruction in phonemic awareness, graphophonemic (letter-sound) knowledge, language structure/ patterns and meaning, and strategies for decoding, encoding, word recognition, fluency, and comprehension. Instructional delivery considerations include individualization of the content and supports provided, extended time in small group instruction, explicit, direct, and systematic instruction. No one approach works for all students.

Intensive Literacy Instruction (ILI) is an intense, 30 minute/daily, one-to-one or one-to-two intervention that is individualized for the lowest-achieving students in grades 2-5. Lessons are designed based on what the child knows and are structured to provide opportunities for the child to develop strategic behaviors to use on texts in both reading and writing with a goal for the child to reach average levels of classroom performance. The objective of ILI is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Lessons include learning about letter/sound relationships, hearing and recording sounds in words, spelling patterns, phonemic awareness, journal writing, and decoding using multiple sources of information. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Strategic Processing Intervention (SPI) for Literacy Intervention Groups is an evidence-based intervention designed to help children acquire efficient word recognition and decoding skills along with flexible strategies

that can be transferred to reading and writing tasks. SPI emphasizes phonological awareness, decoding and spelling, and sight recognition. SPI lessons target students' phonemic awareness, encoding, and decoding skills.

Lexia Core 5 is a computer based phonics/ phonemic awareness program. Students are expected to be on the program for anywhere from 20 minutes to 30 minutes daily. When students start the program, there is a placement assessment. Students complete levels based off of their initial placement.

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.

Teachers are able to refer students to our school social worker for counseling services which includes zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students' social emotional and language needs. In addition, we partner with ISU psychology department. They provide doctoral and graduate students to run groups related to social skills. Students are selected for these groups based on our PBIS data and SAEBRS data as well as teacher recommendation. Parental consent is required for any students selected for this program. In addition, we provide SAIG (See PBIS section for details) groups to those students receiving Tier 2 instruction in our PBIS program. We have a Family Coordinator that provides resources and services to families to level the playing field for all of our students. Families are referred by teachers or office staff and home visits are made. We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There is a group of Promise Council women that run mentoring groups for girls within Sugar Creek (WOW). Also, we have a group for boys run by the Promise Council called GRIT. They provide self efficacy support and tutoring and support to all students under the guidance of the classroom teacher. The SEL committee meets monthly to discuss the monthly theme and supports the school needs. The SEL committee also supports staff with a curriculum and lesson ideas.

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).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins and access to Makerspace kits. We have a STEM room filled with bins of different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream (math and learning about matter - solids, liquids, gasses) and the adopt a cow program

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 school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers. Throughout the day students are working on the SEL standards during academic instruction and specials. Finally, we have a SEL data wall and we meet 2-3 times per year as a grade level to look at students' social emotional needs and behavior performance in school to determine if intervention is needed. If intervention is needed students are referred to the tier 2 team or CARES team to implement and progress monitor the intervention.

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- SEL monthly lessons, School Assemblies, PBIS Incentives (Cheetah Cash), Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step, Zone of Regulation, Mindfulness, CICO

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

**PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency
10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a) *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

b) Social Academic Instructional Group (SAIG) is necessary

- i. Problem-Solving Group
- ii. Pro-social Skills Group
- iii. Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including
 - o Mentoring
 - o Extra period
 - o Change location
 - o Change Adult
 - o Parent sign off

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.

- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after the first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

- o Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- o CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- o The CARES case manager and referring teacher will briefly share the case.
- o Complete the Brief FBA/BIP (Pathway form).
- o The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview Student Interview Teacher Interview
Observations Strengths/Difficulty Interest Inventory
Other assessments as needed

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

a) Complex FBA/BIP

Process includes:

- i. Standardized Screeners (i.e. BESS, etc.)
- ii. Observations

b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate the need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

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.

Professional development opportunities are widely available for teachers and staff at Sugar Creek Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition the staff regularly participates in seven early release days by the school district for teachers to meet with their teams in order to collaborate, set goals and work on improving student learning related to SIP goals.

Paraprofessionals receive specific, intentional instruction on how to work with their students. Collaboration and educational time is built into their schedules. In addition, staff received professional development during our monthly staff meetings, during District Professional Development Activities (PDA) and at Institute Days.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable professional books and resources provided by the district to be used to improve teacher practices and student growth.

The school and district are focused on Equity and Diversity training, The staff engage in learning new vocabulary, mirror checks, discussion and conversations around best practice and integrating in classroom lesson planning. Articles, books, podcasts and videos are being shared to deepen staff knowledge.

We are a Professional Development School (PDS) for students majoring in education at Illinois State University. The teachers become mentors and leaders with these college students. The teachers and college students learn and grow together while increasing student successes.

Strategies are also in place to attract highly qualified teachers to teach in high-need buildings. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district, more specifically Sugar Creek, is involved in job fairs and works closely with our local universities, Illinois State University and Illinois Wesleyan University, to seek exemplary teaching candidates. Students from both universities have opportunities to complete student teaching requirements at our school. Once they are recruited the district provides a mentor to the new teacher. The mentor and mentee spend the year completing recommended tasks as well as those that come up along the way.

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

The early learning program is part of our building so for students who stay at Sugar for K-5 the transition is supported by teachers/staff and their exposure to joining our school right at 3 years old. For students who attend a different home school once they go to Kindergarten or need additional IEP services/programs they tour/visit the schools they will be going to with current staff and/or our Early Learning Family Coordinator and parents. All early learning students participate in our school-wide events.

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 a 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.