

Community Consolidated School District 15

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Joseph M. Kiszka Educational Service Center
580 N. 1st Bank Drive
Palatine, IL 60067-8110

Meg Schnoor, Ed.D.
Assistant Superintendent for Teaching and Learning

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TO: Board of Education

FROM: Meg Schnoor, Ed.D.
Assistant Superintendent, Teaching and Learning
Maria McClurkin, Ed.D.

DATE: February 21, 2018

SUBJECT: Title I Schoolwide Programs



The Federal Title I guidelines provide for the development of two different types of programs in schools that qualify to receive title I funds. The first type of program is referred to as “targeted assistance”. In this kind of program, Title I funds may only be used to support those students who have been identified as at risk of failing to meet state standards. This is the default Title I program, meaning a school is automatically a targeted assistance school when it qualifies to receive funds. The second type of program is the “schoolwide program”. Any school with 40% or more of its enrollment receiving Free / Reduced Lunch is eligible to operate a schoolwide program, provided they follow the Federal guidelines. In a schoolwide program, Title I funds are used to improve the educational program for all students.

District 15 has 12 schools that are eligible to receive Title I funds. Those schools are: Central Road, Gray M. Sanborn, Jane Addams, Kimball Hill, Lake Louise, Lincoln, Stuart R. Paddock, Thomas Jefferson, Virginia Lake, Winston Campus Elementary, Carl Sandburg, and Winston Campus Junior High. All 12 schools operate schoolwide programs. The process for operating a schoolwide program includes the development of a comprehensive plan or description of the program according to ISBE guidelines. The local Board of Education is responsible for reviewing and approving the plan for each school.

The original schoolwide plans for the 12 District 15 schools were developed under the guidelines of the No Child Left Behind laws. With the enactment of the Every Student Succeeds Act (ESSA), those guidelines have changed, necessitating revisions of all 12 plans. Included in your packet are the plans for Jane Addams, Kimball Hill, Lincoln and Virginia Lake. In subsequent months you will receive the remaining eight plans. You will also find information from ISBE concerning schoolwide plans. As you review each plan, you will notice that they are very similar. This is to be expected for two reasons: first, the demographics of the schools are very similar and therefore the issues they face are also similar; second, all District 15 schools follow best practice when it comes to data analysis, intervention programs, parent involvement, etc.

Title I guidelines require Board of Education approval once under the new ESSA regulations. Subsequently, the Department of Instruction will review the programs on an ongoing basis and update them as needed.

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:	Jane Addams School		
RCDT:	05-016015004		
Principal:	Amy Molinsky		
Address:	1020 E. Sayles Drive		
City, ZIP code:	Palatine, IL 60074		
Telephone:	847-963-5000		
Email address:	molinska@ccsd15.net		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
Original Plan: 2012-2013 Update: 2017	75.25%	N	

DISTRICT INFORMATION

District Name/Number:	Community Consolidated School District 15
Superintendent:	Dr. Scott Thompson
Telephone:	847-963-3205
Email address:	thompsos@ccsd15.net

 Superintendent's Signature

 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Amy Molinsky	Principal
Pablo Arboleda	Assist. Principal
Jacquelyn Erickson	Bilingual Teacher
Sara Galloway	Grade 1 Teacher
Holly Lannert	Instructional Coach
Diana Slatopolsky	Psychologist
Leah Tenuta	Special Ed. Resource
Megan Bloomquist	Grade 6 Teacher
Paul Budin	Social Worker
Shari Fox	Grade 6 Green Team Coach
Tom Edgar	Dist. Assessment Coordinator
Gabrielle Devlin	ELL Teacher
Giselle Grimaldos	Bilingual Resource
Sandy Ramsland	Reading Specialist
Julie Gedgaud	Reading Specialist
Jennifer Kreig	PTA President
Kelly Cartwright	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:

1. Title I
2. Title II
3. Title III
4. IDEA
5. SEA funds for Bilingual Education
6. LEA funds for reading intervention and school improvement

3. Conduct a comprehensive needs assessment of the entire school.

The following tools were used in combination to assess the overall needs of the school (supporting documents on file at Jane Addams School and the Department of Instruction):

- 5 Essentials Survey
- Conditions of Teaching
- ESPA Survey
- Student Surveys and Interviews
- PTA Parent Feedback
- Social media
- Measures of Academic Progress (MAP) data
- PARCC data
- ACCESS data
- Attendance records
- PBIS Family Survey
- Hands-on Suburban Chicago Parent Survey

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.

4 (a) The staff and administration of Jane Addams School continually strive to provide opportunities for all students to meet the challenging State academic standards. Steps taken to achieve this include, but are not limited to, the following:

- Tiered supports in both academic and behavioral areas.
- All support staff available to every grade level.
- All classroom teachers have received professional development on SIOP strategies in order to strengthen core instruction for their English Language Learners.
- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs.
- Jane Addams' full-time instructional coach works closely with classroom teachers to help them provide effective, in-class supports for students at risk of not meeting standards.
- Curriculum resources are available at Jane Addams that can meet a wide range of needs:
 - Classroom teachers utilize a Reader's Workshop model that provides flexibility in providing literacy instruction at the appropriate level.
 - The new district-wide math curriculum provides an up-to-date approach to the teaching of mathematics and the math instructional coach uses the components to provide targeted, intensive supports based upon diagnostic information.
 - A new science curriculum with materials in both English and Spanish helps students meet challenging science standards.

- During the summer months, Jane Addams hosts two programs aimed at helping students get ready for the new school year:
 - Summer Blast is a joint program between Title I and Title II. Students take part in activities designed to review and strengthen basic reading math skills.
 - Summer Early Literacy Academy (SELA) is a program from the Department of Instruction – Literacy Programs. This program targets students going into 1st and 2nd grade who demonstrate a need to strengthen basic literacy skills.

4 (b) Jane Addams School teachers and administrators use a variety of methods and instructional strategies that help to strengthen the all-around academic programs of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. Programs, activities, and courses implemented to achieve these goals and provide a well-rounded education include, but are not limited to, the following:

- Jane Addams’ teachers use research-validated best practices in their literacy and math instruction. The school has two full-time reading specialists / literacy coaches and a full-time math coach who work with teachers on a regular basis to help design effective literacy and math instruction.
- A district aligned advanced math criteria helps to determine which students would benefit from advanced instruction in mathematics.
- Recognizing that regular school attendance is critical to student achievement, the Jane Addams School Improvement Team maintains an Attendance Initiative that monitors attendance on a weekly basis. Incentives are given to students for perfect attendance. Interventions are in place for students who demonstrate a chronic problem with absenteeism.
- The staff and administration at Jane Addams School partners with Harper College for a STEM fair to supplement the inquiry based study of the science curriculum. This initiative is very engaging for students who may be at risk of not meeting the challenging state standards in these areas.
- Extended Day programs in reading, math and STEM are available to provide additional supports.
- A substantial supply of Chromebooks and iPads are available for student use. Supplemental programs in technology are supported by the district Instructional Technology Coordinators and the Department of Instruction.
- Teachers at Jane Addams School have received professional development in the use of various technology applications, such as Google Classroom, which serve to enrich the instruction environment.
- A variety of enrichment and leadership opportunities are offered to students at Jane Addams that contribute to the goal of a well-rounded programs:
 - Spanish Club – includes native speakers as well as students who are learning the language. This activity helps to strengthen the community of learners.
 - Weekly opportunities for Intramurals for 5th and 6th grade students to explore team competition and structure of formal team dynamics.

- Chorus for grades 5 and 6 students.
- Lego League – this activity helps to develop teamwork and collaboration through working and creating with Lego Blocks.
- Mindfulness Club – this club addresses social emotional learning and is connected to the PBIS program. This program supports cognitive approaches to support student development and thinking about critical life skills.
- Student Leadership opportunities – Student Council, Reading Buddies and Bus Buddies.

4 (c) Jane Addams School addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives, including but not limited to:

- As previously mentioned in 4(b), instructional coaching in literacy, math and the overall general curriculum provides support to the teaching staff as they strive to meet the needs of students who may be at-risk of not meeting State academic standards.
- The summer programs described above provide targeted support for students who may be at-risk of not meeting standards.
- Tier 2 interventions help to support students in academics and behavior.
- The School Improvement Planning process builds capacity for understanding multiple data points and identifying a problem of practice. These steps then help to create an instructional plan that meets the needs of students who may be at-risk of not meeting standards.

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.

The Jane Addams School administration, teachers, and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Jane Addams students:

- In-school social work and psychology services are available for all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievement.
- Kids Hope is a program that partners volunteers from local churches with students in a mentor / mentee relationship.
- Jane Addams School participates in the Family Latino Literacy Program that helps the families of Latino students develop a sense of belonging in the Jane Addams community as well as learning effective ways to support their children's literacy development.
- Hands On Suburban Chicago is a programs that provides students with retired individuals who tutor in areas such as letter writing, reading and math for third grade students for an entire school year.

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).

Jane Addams staff strives to help their students think positively about their future education. The following activities support that goal:

- Students from Palatine High School support Jane Addams students and provide positive role models through activities such as:
 - Palatine High School students come to Jane Addams to help run the noon hour activities.
 - High school students volunteer to help run evening events.
 - Day of Service– high school students spend a day volunteering at Jane Addams.
 - District 15 Speech Festival – high school students will mentor and support Jane Addams students who participate in the Speech Festival.

- Jane Addams School participates in the Harper College Ambassador Program. In this program, an ambassador is assigned to the school who works to strengthen the relationship between Jane Addams and Harper College. Examples of activities that are a part of this relationship include:
 - STEAM (Science, Technology, Engineering, Arts, and Mathematics) night where the college representatives bring resources to the school and run different courses for participation by students and their parents.
 - Representatives from Harper College attend evening activities at the school.
 - 6th grade students from Jane Addams take an annual field trip to Harper College. Students in grade six visit Harper College to investigate the extensions and opportunities for postsecondary education and the workforce.
 - Harper pre/post tour career exploration activity. Conducted within a 2-3 weeks of the students visiting campus.

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.).

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multi-tiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special education services (IDEA). Supporting information:

- PBIS at tiers 1, 2, and 3 across all 20 buildings
 - Tier 1 - defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
 - Tier 2 - Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
 - Tier 3 - structured individualized plans based on student need.
- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators.
- Jane Addams also implements the “Expect Respect Curriculum for Safe Schools”

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.
- Paraprofessionals at Jane Addams School receive embedded, on-going professional development in the district reading intervention programs delivered by the Department of Instruction Literacy Coordinators.
 - All Jane Addams staff members participate in a book study focusing on *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*.
 - All Jane Addams staff members participate in a book study focusing on Trauma Informed Practices using, *Fostering Resilient Learners*, by Kristin Souers.
 - All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
 - Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
 - Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
 - Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.
 - Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.
 - As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
 - CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in 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.

Kindergarten teachers and support staff at Jane Addams School meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to Jane Addams. Assessment data and programming information is transferred to the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-year-old children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.

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.

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Kimball Hill School		
RCDT:	05-016015004		
Principal:	Tracey Wrobel		
Address:	2905 Meadow Drive		
City, ZIP code:	Rolling Meadows, IL 60008		
Telephone:	847-963-5200		
Email address:	wrobel@ccsd15.net		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
Original: 2012-2013 Updated: 2017-2018	66.5%	N	

DISTRICT INFORMATION

District Name/Number:	Community Consolidated School District 15
Superintendent:	Dr. Scott Thompson
Telephone:	847-963-3205
Email address:	thompsos@ccsd15.net

 Superintendent's Signature

 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Tracey Wrobel	Principal
Michelle Barrett	Asst. Principal
Sue Matkovic	Reading Specialist
Lynda Maxwell	Reading Specialist
Jen Maldonado	Instructional Coach
Silvia Salvatierra	Psychologist
Ginger Benning	Teacher
Amanda Gillette	Teacher
Kate Locallo	Teacher
Luz Cardenas	Teacher
Maria Sorce	Teacher
Mayella Sarli	Teacher
Victoria Sarantakis	Teacher
Tiffany Ferguson	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:

1. Title I
2. Title IIA
3. Title III
4. IDEA
5. SEA funds for Bilingual Education
6. LEA funds for reading intervention and school improvement

3. Conduct a comprehensive needs assessment of the entire school.

The following tools were used in combination to assess the overall needs of the school (supporting documents on file at Kimball Hill and the Department of Instruction):

- 5 Essentials Survey
- Conditions of Teaching
- ESPA Survey
- Student Surveys and Interviews
- PTA Parent Feedback
- Measures of Academic Progress (MAP) data

- PARCC data
- ACCESS data
- Attendance records

4. Describe schoolwide reform strategies in narrative form to include the following:
- 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;
 - 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
 - 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.

4 (a) The staff and administration of Kimball Hill School continually strive to provide opportunities for all students to meet the challenging State academic standards. Steps taken to achieve this include, but are not limited to, the following:

- Kimball Hill administration and teaching staff have collected information about all of the assessments used in the building, including the purpose and appropriate use of the assessments. Careful evaluation of this information has enabled the staff to identify the most useful assessments and more effectively use the results to plan instruction.
- Grade level team meetings are held with the principal on a regular basis. During these meetings, teachers and the principal look at student growth, discuss specific students and their achievement, read and discuss pertinent journal articles and have professional conversations about instruction.
- Through the School Improvement Plan process, Kimball Hill staff and administration are taking a more in-depth look at achievement data across the school in order to accurately identify student needs.
- Professional development at Kimball Hill focuses on helping teachers use research-based best practices in their instruction. The school has two full-time reading specialists and an instructional coach who work with teachers on a regular basis to help design effective instruction.
- Kimball Hill staff strategically places Program Assistants in classrooms in order to provide in-class, timely support allowing students to remain in the classroom instead of being pulled out for support.
- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs. Programs at the primary level are available in both English and Spanish.
- During the summer months, Kimball Hill hosts two programs aimed at helping students get ready for the new school year:

- Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen basic reading and math skills.
- Summer Early Literacy Academy (SELA) is a program from the Department of Instruction – Literacy Programs. This program targets students going into 1st and 2nd grades who demonstrate a need to strengthen basic literacy skills.

4 (b) Kimball Hill School teachers and administrators use a variety of methods and instructional strategies that help to strengthen the all-around academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. Programs, activities, and courses implemented to achieve these goals and provide a well-rounded education include, but are not limited to, the following:

- All Kimball Hill classroom teachers administer the Fountas & Pinnell Benchmark Assessment to gather accurate information about their students' reading achievement levels. This increased amount of assessment and analysis results in improved instruction across the school.
- Time allocated for reading instruction is built on a Reader's Workshop model which results in a more efficient use of instructional time. Professional development focusing on Reader's Workshop has enabled Kimball Hill teachers to use this model more effectively.
- Literacy coaching is a well-established, researched-based strategy for supporting and strengthening the core academic program. The Kimball Hill literacy coaches/reading specialists provide support to classroom teachers through finding resources, modeling lessons, collaborating and co-planning.
- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs.
- Kimball Hill sponsors a Book Buddies program where older students read with younger students to help both improve their reading skills.
- Instructional time for mathematics has been increased across all grade levels.
- The district's new math curriculum has many resources built in to help teachers differentiate their instruction, both in terms of intervention and enrichment.
- Kimball Hill's Homework Center utilizes PALS (Peer Academic Leaders) to help students with their homework. Student leaders had to apply for the programs and were provided with training.
- Systems are in place at Kimball Hill to address behavioral issues through established criteria.

4 (c) Kimball Hill School addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives including, but not limited to:

- The Kimball Hill instructional coach works closely with classroom teachers to help them provide effective, in-class supports for students at risk of not meeting State standards.
- Kimball Hill has two full-time reading specialists who work with teachers on improving literacy instruction for all students but particularly with at-risk students. Program assistants who provide reading intervention receive support and direction from the building reading specialists. The reading specialists also work directly with at-risk students, providing expert reading intervention services.
- Grade level team meetings provide opportunities for “solution finding” before recommending students for more intensive evaluation.
- The district’s new math curriculum provides teachers with a variety of options for supporting students who are at-risk in this area.
- The summer programs described 4 (a) provide targeted support for students who may be at-risk of not meeting standards.

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.

The Kimball Hill School administration, teachers and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to, the following are available for Kimball Hill students:

- In-school social work and psychology services are available for all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievements. Students and parents are involved in planning celebrations.
- Student leader groups (e.g., Respectables, Bus Leaders, Peer Academic Leaders) provide student-to-student support and strengthen the school community.
- Kimball Hill participates in the Family Latino Literacy Program that helps the families of Latino students develop a sense of belonging in the Kimball Hill community as well as learning effective ways to support their children’s literacy development.
- Kimball Hill staff visits local apartment complexes to provide information about how families can get involved at school, prepare for parent-teacher conferences, etc.

- Blessings in a Backpack is a program that sends home a backpack of food on Fridays with 200 students who receive free or reduced lunch during the school week.
- Kid's Hope Program is a mentoring program run by local volunteers. Students meet with their mentors one day per week during the lunch hour.

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).

Kimball Hill staff encourages students to think positively about their future, both in terms of education and their place in the workforce. The following activities support these efforts:

- High school students from Rolling Meadows High School's Educational Academy spend time at Kimball Hill supporting students.
- Students from Harper College's Ambassador Program also provide support to Kimball Hill students.
- Kimball Hill students develop leadership skills through participation in *The Leader in Me* program. This program teaches students habits of leadership that they can use in future work situations as well as in their current school life. Multiple opportunities for leadership roles are offered to students throughout the school year so that they may utilize the skills they are learning.

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.).

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multi-tiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special education services (IDEA). Supporting information:

- PBIS at tiers 1, 2, and 3 across all 20 buildings:
 - Tier 1 - defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
 - Tier 2 - Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
 - Tier 3 - structured individualized plans based on student need.
- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators.

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.
- Kimball Hill teachers have received professional development in Reader's Workshop. This professional development provides teachers with clear models of the Reader's Workshop approach to organizing for literacy instruction that is consistent from grade to grade.
 - Kimball Hill's School Improvement Planning committee has received extensive professional development based on the book *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. This professional development enables teachers to look at student data in a way that identifies learner centered problems and develop strategies to support growth in Kimball Hill students.
 - Kimball Hill's instructional coach works with grade-level teams to improve their use of data in order to improve instruction.
 - Paraprofessionals at Kimball Hill School receive embedded, on-going professional development in the district reading intervention programs delivered by the Department of Instruction Literacy Coordinators.
 - All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
 - Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
 - Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
 - Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.
 - Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.
 - As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
 - CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in 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.

Kindergarten teachers and support staff at Kimball Hill School meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to Kimball Hill. Assessment data and programming information is transferred to

the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-year-old children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.
- Early Childhood Development Enrichment Center, a program for three- and four-year old students identified as being at risk.

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.

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:	Lincoln School		
RCDT:	05016015004		
Principal:	Mary E. Knoeppel		
Address:	1021 N. Ridgewood Drive		
City, ZIP code:	Palatine, 60074		
Telephone:	847-963-5700		
Email address:	knoeppem@ccsd15.net		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
Original: 2012-2013 Update: 2017-2018	52.38%	N	

DISTRICT INFORMATION

District Name/Number:	Community Consolidated School District 15
Superintendent:	Dr. Scott Thompson
Telephone:	847-963-3205
Email address:	thompsos@ccsd15.net

 Superintendent's Signature

 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Mary Beth Knoeppel	Principal
Stefanie Shefler	Asst. Principal
Lisa Bracker	Teacher
Rebecca Santana	Bilingual Teacher
Shari Schmidt	Teacher
Karen McElman	Teacher
Cathy Troope	Teacher
Lindsay Knoblauch	Teacher
Melissa LoCascio	Teacher
Bethea Lane	Teacher
LeeAnn Karsbaek	Teacher
Jen Whitman	Psychologist
Kristi Beening	Reading Specialist
Dan Tucker	Teacher
Leah Gimre	Special Education
K. Salata	Parent
A. Hansen	Parent
E. Hall	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:

1. Title I
2. Title IIA
3. Title III
4. IDEA
5. SEA funds for Bilingual Education
6. LEA funds for reading intervention and school improvement

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

The following tools were used in combination to assess the overall needs of the school (supporting documents on file at Lincoln School and the Department of Instruction):

- 5 Essentials Survey (for school years 15-16 and 16-17)

- Conditions of Teaching
- ESPA Survey
- Student Surveys
- PTA Parent Feedback
- Social media feedback (Facebook and Twitter)
- Measures of Academic Progress (MAP) data
- PARCC data
- ACCESS data
- Attendance records
- PBIS data

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.

4(a) The staff and administration of Lincoln School continually strive to provide opportunities for all students to meet the challenging State academic standards. Steps taken to achieve this include, but are not limited to the following:

- An Academic Help Center held during the lunch hour supports Tier 2 students with organizational skills and helps students who have limited support at home for academic tasks.
- An Extended Day program runs twice weekly and provides support for students in literacy and math.
- Across all grade levels there is a focus on academic language to help all students, especially English Language Learners, improve their performance and to encourage consistency in academic vocabulary from grade level to grade level.
- Using data that is gathered weekly, the faculty and staff work on Social Emotional Learning with Lincoln students in order to reduce office referrals.
- In order to provide students with appropriately leveled reading materials that will encourage literacy development, Lincoln School maintains an extensive book room and subscribes to a variety of print and online resources.
- Teachers, special area experts and administrators hold 'solution finding' meetings with families. These meetings provide an excellent opportunity to coach parents on how to help their students by providing practical tips and related materials. Follow-up meetings are held in six weeks to evaluate the student's progress.
- During the summer months, Lincoln School hosts two programs aimed at helping students get ready for the new school year:
 - Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen basic reading and math skills.

- Summer Early Literacy Academy (SELA) is a program from the Department of Instruction – Literacy Programs. This program targets students going into 1st and 2nd grades who demonstrate a need to strengthen basic literacy skills.

4(b) Lincoln School teachers and administrators use a variety of methods and instructional strategies that help to strengthen the all-around academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. Programs, activities, and courses implemented to achieve these goals and provide a well-rounded education include, but are not limited to, the following:

- Lincoln School teachers use research-based best practices in their literacy instruction. The school has two full-time reading specialists / literacy coaches who work with teachers on a regular basis to help design effective instruction.
- Subject area experts and grade level teams hold regular meetings to address issues in core instruction.
- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs.
- Rec nights support family fitness and reinforce concepts taught in physical education at Lincoln.
- Parents come to Lincoln School to present information on topics that align with curriculum such as horticulture, literacy, etc.
- A variety of enrichment and leadership opportunities are offered to students at Lincoln School that contribute to the goal of a well-rounded education:
 - Expect Respect Leadership Team – provides leadership opportunities for students in grades 4 – 6.
 - Video Production Club – provides opportunities for leadership and skill development in video production.
 - Fitness Club – this club is run by teachers and offered to students in grades 2 – 6. Fitness Club meets twice per week provides students with information about fitness and healthy eating. Students and teachers warm up and run together as part of the meeting.
 - Fuel Up to Play 60 – student leaders promote wellness through fitness and nutrition while developing leadership and public speaking skills.
 - Zurich Insurance, through the United Way – volunteers spent the day at Lincoln talking with students about the importance of good nutrition.
 - Intramurals – students are given the opportunity to increase their fitness while having fun playing competitive sports.
 - Chorus – the school culture is strengthened through the study and performance of various types of music.
 - Band and orchestra – students are given opportunities to explore musical interests and learn to play an instrument.
 - Earth Club – students participate in activities that help to support the environment both within the walls of Lincoln School and in the world in general. Topics such as recycling are addressed both locally (in school) and globally.
 - Junior Great Books – this well-established enrichment program is offered by the Lincoln PTA.
 - Service opportunities – within Lincoln School, service opportunities exist for students through lunch helpers, bus helpers and buddy classrooms. On a more global level, service opportunities are also available such as packing school supply bags for children in areas affected by a hurricane and participating in Feed My Starving Children.

4(c) Lincoln School addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives, including but not limited to:

- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs. Programs at the primary level are available in both English and Spanish; intermediate grade programs are in English only.
- Lincoln School has two full-time reading specialists who work closely with classroom teachers to help design effective instruction to meet the needs of all students. The reading specialists provide support through finding resources, modeling lessons, collaborating, and co-planning.
- Early release time on Fridays is dedicated to taking in-depth looks at topics critical to the needs of all Lincoln students, such as the School Improvement Plan and the new Social Studies curriculum.
- Tier 2 interventions help to support students in academics and behavior.
- The summer programs described in section 4(a) provide targeted support for students who may be at-risk of not meeting standards.

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.

The Lincoln School administration, teachers, and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Lincoln students and families:

- In-school social work and psychology services are available to all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievements.
- Rainbows for All Children provides support for students who have experienced some form of loss (divorce, death, etc.).
- Kids Hope is a program that partners volunteers from local churches with students in a mentor/mentee relationship.
- SPARK is an outreach committee for parents of special needs students that provides opportunities for increased collaboration between the parents and the school to meet the wide variety of needs of special education students.
- SAIG (Social Academic Instruction Groups) reinforce skills such as organization, safety, etc. which serve to enhance academic skills.
- Breakfast is provided for at-risk students.
- Blessings in a Backpack is a program that sends home a backpack of food on Fridays with 50 students who receive free or reduced lunch during the school week.

- Lincoln participates in the Family Latino Literacy Program that helps the families of Latino students develop a sense of belonging in the Lincoln community as well as learning effective ways to support their children's literacy development.
- Community garden – parent volunteers worked with 2nd grade students in planting a community garden. Parents then took over the care and harvesting of vegetables and herbs over the summer. Families were able to take harvested food home with them. Teachers also volunteered to work with students on mini-lessons while parents worked in the garden.

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).

Lincoln School staff strives to help their students think positively about their future education. The following activities support that goal:

- Lincoln School is an active member of the No Excuses Network, promoting college readiness, leadership and service.
 - Parent University – held as part of the No Excuses activities. Workshops were presented targeting math, literacy, technology, health, safety in crisis, growth mindset, the new science curriculum and practical tips for helping students at home.
- Harper College presented a school wide assembly focused on college readiness and sponsored field trips to Harper.
- STEAM night – students were given a chance to participate in STEAM activities with support from volunteers from organizations such as Home Depot and Harper College.
- Police department – the Palatine Police Department visited Lincoln School to teach students about the role of the department in the community.
- Junior Achievement – each grade at Lincoln works with Junior Achievement on a theme that focuses on a life skill such as community living, finance, etc.

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.).

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multi-tiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special education services (IDEA). Supporting information:

PBIS at tiers 1, 2, and 3 across all 20 buildings:

- Tier 1 - defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
- Tier 2 - Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
- Tier 3 - structured individualized plans based on student need.

- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators.

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.

- Paraprofessionals at Lincoln School receive embedded, on-going professional development in the district reading intervention programs delivered by the Department of Instruction Literacy Coordinators.
- Lincoln School partners with Illinois State University and their intern program, housing ISU interns and student teachers.
- Over 30 teachers are participating in a book study on the book *Who's Doing the Work?* This book provides teachers with practical ideas about improving reading instruction.
- All teachers have been exposed to the principles outlined in the book *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*.
- All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
 - Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
 - Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
 - Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.
 - Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.
 - As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
 - CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in 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.

Kindergarten teachers and support staff at Lincoln School meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to Lincoln School. Assessment data and programming information is transferred to the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-year-old children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.
- Early Childhood Development Enrichment Center, a program for three- and four-year old students identified as being at risk.

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

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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SCHOOL INFORMATION

School Name:	Virginia Lake School		
RCDT:	05-016015004		
Principal:	Kristine Seifert		
Address:	925 N. Glenn Drive		
City, ZIP code:	Palatine, IL 60074		
Telephone:	847-963-7100		
Email address:	seifertk@ccsd15.net		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
Original: 2012-2013 Update: 2017	71%	N	

DISTRICT INFORMATION

District Name/Number:	Community Consolidated School District 15
Superintendent:	Dr. Scott Thompson
Telephone:	847-963-3205
Email address:	thompsos@ccsd15.net

 Superintendent's Signature

 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Kristine Seifert	Principal
Karen Daly	Asst. Principal
Kristen Lupa	Teacher
Lori Randall	Teacher
Karen Early	Teacher
Kathy Brown	Teacher
Ann Malley	Teacher
Susan Major	Teacher
Tracy Moore	Teacher
Katie Dengler	Instructional Coach
David Briones	Bilingual Resource
Joel Gamino	Bilingual Resource
Kelly DeRosa	Bilingual Resource
Marilyn Ablin	Reading Specialist
Lori Jefford	Reading Specialist
Rachel Stevens	Parent
Mindy May	Parent
Maria Hall	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:

1. Title I
2. Title IIA
3. Title III
4. IDEA
5. SEA funds for Bilingual Education
6. LEA funds for reading intervention and school improvement

3. Conduct a comprehensive needs assessment of the entire school.

The following tools were used in combination to assess the overall needs of the school (supporting documents on file at Virginia Lake School and the Department of Instruction):

- 5 Essentials Survey (for school years 15-16 and 16-17)
- Conditions of Teaching
- ESPA Survey
- Student Surveys and Interviews
- PTA Parent Feedback
- Measures of Academic Progress (MAP) data
- PARCC data

- ACCESS data
- Attendance records

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.

4 (a) The staff and administration of Virginia Lake School continually strive to provide opportunities for all students to meet the challenging State academic standards. Steps taken to achieve this include, but are not limited to, the following:

- Tiered supports in both academic and behavioral areas.
- Instructional coaching supports continuous improvement in the differentiation of instruction.
- All classroom teachers have received professional development on SIOP strategies in order to strengthen core instruction for their English Language Learners.
- Alignment in bilingual resource support involving native language instruction and support for more intensive students.
- Co-taught literacy blocks in general education classroom with classroom teacher and bilingual resource teacher collaborating.
- Maintenance of an extensive book room with materials to support all levels in the area of literacy.
- A District aligned advanced math program.
- Math pacing guides that serve as an organizational guide that aligns instruction from classroom to classroom, common assessments and common grading practices.
- A new science curriculum with materials in both English and Spanish.
- During the summer months, Virginia Lake hosts two programs aimed at helping students get ready for the new school year:
 - Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen basic reading and math skills.
 - Summer Early Literacy Academy (SELA) is a program from the Department of Instruction – Literacy Programs. This program targets students going into 1st and 2nd grades who demonstrate a need to strengthen basic literacy skills.

4 (b) Virginia Lake School teachers and administrators use a variety of methods and instructional strategies that help to strengthen the all-around academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. Programs, activities, and courses implemented to achieve these goals and provide a well-rounded education include, but are not limited to, the following:

- The staff at Virginia Lake School conducted an in depth review of the use of instructional time in order to insure better use of the school day.
- Virginia Lake School teachers use research-based practices in their literacy instruction. The school has two full-time reading specialists / literacy coaches and an instructional coach who work with teachers on a regular basis to help design effective instruction.
- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs.
- A district aligned advanced math criteria helps to determine which students would benefit from advanced instruction in mathematics.
- A variety of enrichment and leadership opportunities are offered to students at Virginia Lake that contribute to the goal of a well-rounded program:
 - Spanish Club – includes native speakers as well as students who are learning the language. This activity helps to strengthen the community of learners.
 - Storytelling Club – this activity focuses on developing the oral language skills of first and second grade students.
 - Writers Club – 5th and 6th grade students who participate in this activity publish their original work and it is included in the book collection in the school library and is available for check out.
 - Get Fit Club – members learn about physical fitness and exercising.
 - Intramurals – students are given the opportunity to increase their fitness while having fun playing competitive sports.
 - Lego Club – this activity helps to develop teamwork and collaboration through working and creating with Lego Blocks.
 - Word Games Club – members improve their vocabularies through the playing of various word games.
 - Chorus – the school culture is strengthened through the study and performance of various types of music.
 - Band and Orchestra – students are given opportunities to explore musical interests and learn to play an instrument.

- Sundial Club – a group of students are working to understand the mathematics behind a human sundial; planning and designing a human sundial; and creating the sundial.
- Student Leadership opportunities – Bus Buddies; Lunch Buddies; Pack-up Partners (6th graders with primary students).
- Production Studio – Daily planning and recording of morning announcements.

4 (c) Virginia Lake School addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives, including but not limited to:

- Virginia Lake School has two full-time reading specialists and an instructional coach who work closely with classroom teachers to help design effective instruction to meet the needs of all students. The reading specialists and instructional coach provide support through finding resources, modeling lessons, collaborating and co-planning.
- Early release time on Fridays is dedicated to taking an in-depth look at the School Improvement Plan in order to improve the overall academic program.
- The summer programs described above provide targeted support for students who may be at-risk of not meeting standards.
- Tier 2 interventions help to support students in academics and behavior.

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.

The Virginia Lake School administration, teachers and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Virginia Lake students:

- In-school social work and psychology services are available for all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievements.
- Rainbows for All Children provides support for students who have experienced some form of loss (divorce, death, etc.).
- Kids Hope is a program that partners volunteers from local churches with students in a mentor/mentee relationship.

- SPARK is an outreach committee for parents of special needs students that provides opportunities for increased collaboration between the parents and the school to meet the wide variety of needs of special education students.
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).

Virginia Lake staff strives to help their students think positively about their future education. The following activities support that goal:

- due to the close proximity of Palatine High School to Virginia Lake, multiple opportunities are available for collaboration between the high school and Virginia Lake. Examples of that collaboration include, but are not limited to, the following:
 - Palatine High School students come to Virginia Lake to help run the noon hour activities.
 - High school students read to classes in Spanish.
 - High school students volunteer to help run evening events.
 - Day of Giving – high school students spend a day volunteering at Virginia Lake.
 - Virginia Lake students visit Palatine High School to observe school at the high school level.
 - Virginia Lake School participates in the Harper College Ambassador Program. In this program, an ambassador is assigned to the school who works to strengthen the relationship between Virginia Lake and Harper College. Examples of activities that are a part of this relationship include:
 - STEAM (Science, Technology, Engineering, Arts, and Mathematics) night where the college representatives bring resources to the school and run different courses for participation by students and their parents.
 - Representatives from Harper College attend evening activities at the school.
 - 5th grade students from Virginia Lake take an annual field trip to Harper College (6th grade students visit Northwestern University).
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.).

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multi-tiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special

education services (IDEA). Supporting information:

- PBIS at tiers 1, 2, and 3 across all 20 buildings:
 - Tier 1 - defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
 - Tier 2 - Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
 - Tier 3 - structured individualized plans based on student need.
- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators.

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.

- Paraprofessionals at Virginia Lake School receive embedded, on-going professional development in the district reading intervention programs delivered by the Department of Instruction Literacy Coordinators.
- All Virginia Lake staff members participate in a book study focusing on *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*.
- Virginia Lake staff extends their committee responsibilities to include professional reading that supports their committee goals:
 - PBIS Teams: *Unselfie: Why Empathetic Kids Succeed in Our All About Me World* by Dr. Michele Borba.
 - SIP Team: *Mathematical Mindsets* by Jo Boaler.
 - Management Team: *No Excuses University: Bold Leadership*.
 - Support Staff: *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* by Kristin Souers.
- Virginia Lake partners with Illinois State University and their intern program, housing ISU interns and student teachers.
- All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
 - Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
 - Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
 - Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.

- Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.
- As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
- CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in 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.

Kindergarten teachers and support staff at Virginia Lake School meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to Virginia Lake. Assessment data and programming information is transferred to the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-year-old children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.
- Early Childhood Development Enrichment Center, a program for three- and four-year old students identified as being at risk.

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.