

LEAL ELEM SCHOOL

School Improvement Plan 2007

Board Approval Date:	Plan Not Approved.
Plan Submission Date & Ref No:	-
ISBE Monitoring Date:	ISBE Monitoring Not Started.

LEAL ELEM SCHOOL - URBANA SD 116

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 090101160222005

District Name: URBANA SD 116

School Name : LEAL ELEM SCHOOL

Superintendent: DR PRESTON WILLIAMS, JR.

Principal :SPENCER LANDSMAN

District Address: PO BOX 3039

School Address : 312 W OREGON

City/State/Zip : URBANA, IL 61803 3039

City/State/Zip : URBANA, IL 61801

District Phone : (217) 384-3636

School Phone : (217) 384-3618

District Email :

School Email : slandsman@usd116.org

Is this for a Title I School? Yes

LEAL ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes		
Is this School making AYP in Mathematics?	Yes	2007-08 Federal Improvement Status	
		2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	80.3		Yes	87.9		Yes	94.2	Yes		
White	100.0	Yes	100.0	Yes	83.8		Yes	88.6		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes										
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP	100.0	Yes	100.0	Yes										
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	65.4		Yes	81.7		Yes				

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Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

Schools are not accountable for AMAO. This is a district level requirement only.

LEAL ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	94.7	94.8	94.5	94.3	93.9	94.2
Truancy rate (%)	0.4	0.0	0.0	0.5	0.5	0.8
Mobility rate (%)	13.0	16.9	22.4	23.4	25.9	14.8
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	275	353	381	388	405	387
Economically disadvantaged (%)	27.6	37.1	49.6	51.8	56.3	51.4
Limited English proficient (LEP) (%)	1.1	14.2	18.4	17.3	18.5	23.0
Students with disabilities (%)						
White, non-Hispanic (%)	77.5	67.1	57.0	58.0	57.8	60.7
Black, non-Hispanic (%)	16.4	14.7	16.3	10.8	11.1	7.5
Hispanic (%)	3.3	14.4	23.1	21.9	22.0	22.0
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0.2	0.8
Asian/Pacific Islander (%)	2.9	3.7	3.7	2.8	1.5	2.3

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	75.1	19.8	3.1	1.7	0.3	-
	2002	77.5	16.4	3.3	2.9	-	-
	2003	67.1	14.7	14.4	3.7	-	-
	2004	57.0	16.3	23.1	3.7	-	-
	2005	58.0	10.8	21.9	2.8	-	6.4
	2006	57.8	11.1	22.0	1.5	0.2	7.4
	2007	60.7	7.5	22.0	2.3	0.8	6.7
D I S T R I C T	2001	59.3	30.7	2.5	7.3	0.3	-
	2002	56.8	32.7	3.0	7.3	0.2	-
	2003	55.4	33.3	3.2	7.9	0.2	-
	2004	52.4	36.5	4.3	6.6	0.2	-
	2005	50.1	33.3	4.3	6.1	0.2	6.0
	2006	49.6	33.6	4.5	5.7	0.3	6.3
	2007	48.1	35.1	5.6	5.7	0.3	5.3
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	1.0	30.7	100.0	94.6	15.3	-	-	-	-
	2002	1.1	27.6	100.0	94.7	13.0	1.0	0.4	-	-
	2003	14.2	37.1	100.0	94.8	16.9	-	-	-	-
	2004	18.4	49.6	98.0	94.5	22.4	-	-	-	-
	2005	17.3	51.8	98.0	94.3	23.4	2.0	0.5	-	-
	2006	18.5	56.3	100.0	93.9	25.9	2.0	0.5	-	-
	2007	23.0	51.4	100.0	94.2	14.8	3.0	0.8	-	-
D I S T R I C T	2001	5.6	40.1	100.0	93.0	21.9	68.0	1.5	4.6	92.4
	2002	4.9	40.4	99.9	93.1	21.8	185.0	4.2	6.1	79.7
	2003	6.5	43.7	100.0	93.1	27.1	120.0	2.8	3.8	81.0
	2004	5.5	47.2	99.8	92.4	28.3	184.0	4.3	4.6	97.8
	2005	5.5	51.6	99.7	93.0	21.6	234.0	5.6	2.4	85.6
	2006	7.3	55.3	100.0	92.7	24.9	237.0	5.9	4.2	86.9
	2007	8.5	58.9	100.0	92.7	22.9	251.0	6.3	2.2	85.1
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	293	-	-	-	-	-	-
	2002	275	46	55	50	-	-	-
	2003	353	57	54	54	-	-	-
	2004	381	68	54	56	-	-	-
	2005	388	71	78	54	-	-	-
	2006	405	74	68	69	-	-	-
	2007	387	74	74	63	-	-	-
D I S T R I C T	2001	4,410	348	335	368	379	339	327
	2002	4,424	361	344	324	328	361	339
	2003	4,369	343	351	340	344	321	317
	2004	4,309	324	332	345	328	357	324
	2005	4,264	313	319	322	328	341	286
	2006	4,128	313	292	305	355	322	248
	2007	4,054	322	313	293	315	330	274
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	366.0	14.1	40,868	40.4	59.6	14.9	17.5	-	-
	2002	359.0	14.7	44,308	38.2	61.8	15.5	17.7	-	-
	2003	356.0	15.0	46,348	38.5	61.5	15.6	17.9	0.3	-
	2004	330.0	16.0	49,719	35.1	64.9	17.3	19.2	-	-
	2005	317.0	15.8	50,858	37.5	62.5	17.1	19.5	1.2	-
	2006	329.0	15.6	51,684	40.4	59.6	16.4	17.7	0.8	-
	2007	326.0	15.3	53,545	42.0	58.0	15.4	17.8	2.9	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

Note: Hyphens in the table indicate that data are not relevant for your plan.

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	69.8	74.0	76.5	76.4	84.9	68.5	70.9	75.0	79.6	-	-	-	-	-
White	-	77.8	75.0	86.4	77.5	88.9	69.4	84.4	82.4	75.6	-	-	-	-	-
Black	-	-	-	33.3	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	90.0	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	43.8	36.4	58.4	66.7	21.4	-	-	45.5	-	-	-	-	-
Economically Disadvantaged	-	40.0	50.0	54.8	54.6	62.6	42.1	45.4	52.2	50.0	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	76.5	76.4	86.3	81.0	75.0	79.6	-	-	-	-	-	-
White	86.4	77.5	87.8	85.4	82.4	75.6	-	-	-	-	-	-
Black	33.3	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	90.0	-	-	91.7	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	36.4	58.4	66.7	38.5	-	45.5	-	-	-	-	-	-
Economically Disadvantaged	54.8	54.6	66.7	60.0	52.2	50.0	-	-	-	-	-	-

LEAL ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	84.6	92.6	88.2	82.4	84.9	70.4	64.6	80.8	89.8	-	-	-	-	-
White	-	91.7	97.5	93.2	80.0	93.3	72.3	78.1	85.3	87.8	-	-	-	-	-
Black	-	-	-	58.3	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	87.5	81.8	91.7	66.6	21.4	-	-	81.8	-	-	-	-	-
Economically Disadvantaged	-	68.5	81.8	77.4	68.2	50.0	47.4	36.3	60.9	75.1	-	-	-	-	-

LEAL ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	88.2	82.4	94.1	88.9	80.8	89.8	-	-	-	-	-	-
White	93.2	80.0	92.6	90.3	85.3	87.8	-	-	-	-	-	-
Black	58.3	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	100.0	-	-	91.6	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	81.8	91.7	91.7	61.6	-	81.8	-	-	-	-	-	-
Economically Disadvantaged	77.4	68.2	85.7	80.0	60.9	75.1	-	-	-	-	-	-

LEAL ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

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Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

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Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

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Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

The student mobility rate at Leal after steadily growing from 9.8% in 1999 to 25.9% in 2006 declined to 14-15% in SY2007-2008. The number of students receiving free and reduced lunch has grown from 32% in 1999 to for SY2007-2008. Most of Leal's LEP students qualify for free and reduced lunch.

The District Spanish Bilingual program was moved to Leal in 2002 increasing to 23% the number of students whose first language is not English. This year, for the first time, all LEP students were required to take the ISAT exam as opposed to the IMAGE test they had previously been taking in lieu of ISAT.

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Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

While several accommodations were allowed LEP students taking the ISAT exam for the first time, glossaries, directions in Spanish, extended time, etc., many of these students have had little or no explicit reading instruction in English due either to recent arrival in the United States or the structure of Leal's Transitional Bilingual Education program which instructs these students in self-contained bilingual classes for the formative primary grades pursuant to current educational research on bilingual education.

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Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

While it is necessary to establish strong literacy skills for our spanish speaking students in their native language, should the current ISAT testing regime require them to take the same exam as native English speakers, 3rd - 5th grade (and possibly 2nd) LEP students will need some explicit reading instruction in English to better prepare them for the ISAT exam.

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

All staff members are highly qualified with the exception of one Spanish bilingual teacher working on a Type 29 Transitional Bilingual certificate while perfecting her elementary and bilingual certification. A current plan for this process has been filed with ISBE.

Plan to Recruit and Train Highly Qualified Teachers

1. Collaborate with District Human Resources office for candidates.
2. Provide tuition assistance for graduate work or additional certification.
3. District sponsored teacher mentoring.
 4. Partnerships with local universities to provide student teacher placements.
 5. Novice Teacher Support Project.

Professional Development: Ongoing and New Initiatives SY2008-2009

Ongoing Initiatives

- Write Traits
- H-M and BSM math
- Guided Reading
- PBIS
- American History Teacher Collaborative
- CRISS

New Initiatives for SY2008-2009

- Site specific professional development course on working with ELL students conducted by Dr. Christina DeNicolò, University of Illinois, during building in-service release days through SY2008-2009.

- U of I Chancellor's Summer Academy on differentiated instruction. The Leal team will coordinate with Dr. DeNicolo to tie their plan in with her professional development course and will focus on developing a building instructional leader model for continued professional development after SY2008-2009.
- Social-Emotional Learning Standards.

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

Continued use of a language based, hands-on math program in the primary grades, recent adoption of the Houghton-Mifflin core math curriculum at 3rd-5th grades coupled with on-going district in-services on it's implementation has successfully resulted in uniformly high ISAT math scores with little difference between the general population taking the test and our one subgroup, Free and Reduced Lunch Students. LEP students also performed at a level consistent with the total school population.

Lack of sufficient coordination and collaboration between classroom and Spanish and ESL teachers in the area of reading may have impacted our LEP students' ability to be more successful on the ISAT reading exam. Attempts to utilize the recommended LEP accommodations provided with the core curriculum have not been effective as the text's vocabulary is still too difficult for the students and impedes instruction in effective comprehension strategies. Differentiating instruction is required for these students in this area.

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

Continue consistent use of core math curriculum at all grades and in each classroom with integrity along with supplemental supports for students with skills deficits as identified by progress monitoring and benchmark assessments.

There is a need to increase explicit reading instruction in English for our Spanish speaking students. This will require greater coordination and collaboration between classroom and ESL teachers in this area.

Provide staff development on differentiated instruction especially as relating to working with LEP students.

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Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

Utilizing current research and best practice methods regarding parent involvement and its positive effect on academic achievement, Leal Elementary School has established a strong school and community relationship. Leal School features an active Parent & Community Volunteer Program, an active PTA, and an active mentoring program. Parents are encouraged to assist in activities such as an Ice Cream Social, Walk-a-thon, Olympics, Family Chemistry Night, Book Fair, Family Reading Night, Caldecott Reading Incentive Program, D.E.A.R. (drop Everything And Read) Program, Leal Book Bin book exchange, and Fun Fair.

59 parents volunteered at Leal in SY2007-2008, most working directly with individual or small groups of students. One bilingual parent volunteered 275 hours in the classroom.

Mentor and parent volunteer hours totalled over 3700 hours during the 2007-2008 school year. Aside from assisting in numerous classroom activities and projects, parent volunteers assisted primary students with early literacy skills and reading, 3rd and 4th grade students with the Caldecott reading program, sponsored a Lego First Robotics Team that competed at the U of I, and fall and spring after-school enrichment classes. Parents also conducted sessions and led groups of students during the weekly Kindergarten Switch both 1st and 2nd semesters and for the weekly Intermediate Grades Integration Project 2nd semester.

Bilingual parents, staff, and students organized and presented a program for Hispanic Heritage Month in October 2007 and a celebration for students in the fifth grade bilingual class matriculating to middle school.

PTA and other parents organized and conducted Leal Arts Night showcasing student and parent art, music, and dance skills.

LEAL ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Factors - In what ways (if any) has parent involvement contributed to student performance results?

Parent efforts have been responsible for increasing the Leal Library collection and getting books into the hands of all Leal students through the Leal Book Bin book exchange and Scholastic Book fairs. The D.E.A.R. program encourages students to read outside of school and students get credit for reading on their own, reading to siblings, or being read to by parents.

The thousands of parent volunteer hours providing one-on-one tutoring to identified at-risk students is one of the interventions that has produced reading gains as disclosed by weekly progress monitoring of those students.

LEAL ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

Parent volunteers will continue to be solicited to tutor children and assist in the classroom. Staff will look for ways to involve parents in an even greater capacity to help promote student achievement.

LEAL ELEM SCHOOL - URBANA SD 116

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

No deficiencies have been identified from your most recent AYP Report.

If a school has met all the state-required performance targets identified in the School Report Card, the SIP should set forth other targets for improvement derived from and supported by data analysis.

Schools are not accountable for AMAO. This is a district level requirement only.

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : Reading

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

To improve the reading achievement, as measured by state, district, and school assessments, of all students by rigorous use of a strong core curriculum, across all grade levels and in each classroom, and by providing supplemental, strategic, research based interventions for identified at-risk students.

Benchmarks:

A. Given regular, consistent classroom implementation of the Houghton-Mifflin Reading Series at all grades (K-5), by June 2009, 80% of the students at each grade level 1-5 will meet district benchmark goals on Oral Reading Fluency (ORF).

B. Given regular practice in the classroom, by June 2009 80% of students in each classroom in grades K-3 will read aloud at least 90% of the district sight vocabulary words.

C. Given regular, consistent classroom implementation of the H-M Reading Series, by June 2009, 80% of the students in each grade level K-5 will demonstrate mastery of vocabulary, phonics skills, comprehension skills and strategies, and grammar as measured by a score of 80% or greater on the ThinkLink benchmark assessments (grades 3-5) and commensurate assessment tools as determined by staff (grades K-2).

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : Reading

No deficiencies have been identified from your most recent AYP Report.

Schools are not accountable for AMAO. This is a district level requirement only.

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Reading

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Benchmark assessment for all students fall, winter and spring	9/2008	5/2008	During School	Local Funds	
2. Implement school-wide Title plan	8/2008	6/2009	During School	Title I	
3. Continued use of Houghton-Mifflin core reading curriculum at each grade and in each classroom.	8/2008	6/2009	During School	Local Funds	
4. Utilization of America Reads, other tutors, and volunteers to provide one-on-one supplemental reading support for students.	9/2008	5/2009	During School	Other	
5. Continued implementation of Heggerty Phonemic Awareness program at grades K-2.	8/2008	6/2009	During School	Local Funds	
6. Pilot Handwriting Without Tears at grade K	9/2008	6/2009	During School	Local Funds	
7. Continue RtI progress monitoring, collaboration, and supports grades K-5.	8/2008	6/2009	During School	Local Funds	
8. Continue Reading Buddies program that pairs each primary class with an intermediate class or weekly reading sessions.	9/2008	6/2009	During School	Title I	
9. Provide explicit English reading instruction with H-M core curriculum to LEP students.	8/2008	6/2009	During School	Local Funds	
10. Extended Day learning opportunities for identified at-risk students.	10/2008	4/2009	After School	Title I	
11. Summer Bridges Summer School for identified at-risk students.	6/2008	7/2009	Summer School	Title I	

Strategies & Activities	Start Date	End Date		Fund Source	Amount
12. Extended School Year summer school for IEP students showing regression over school breaks.	6/2008	7/2009	Summer School	Other	
13. Spanish Bilingual Extended Day learning opportunities for identified at-risk LEP students.	9/2008	5/2009	After School	Local Funds	

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Reading

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Train new staff as needed on local assessment tools, core reading curriculum, CRISS strategies, and new primary staff in Heggerty Phonemic Awareness program.	8/2008	6/2009	After School	Local Funds	
2. Send team to U of I Chancellor's Summer Academy (CSA) - Differentiated Instruction	7/2008	8/2009	Before School	Other	
3. Support from CSA consultant.	8/2008	6/2009	During School	Other	
4. Building specific professional development course on working with LEP students developed in collaboration with U of I Dept of Bilingual Educ.	3/2008	6/2009	During School	Other	
5. Monthly District in-service on Write Traits writing curriculum.	9/2008	6/2009	During School	Local Funds	
6. Collaboration time provided for classroom teachers to meet regularly with Rtl Team to discuss class and individual student reading progress and craft appropriate interventions.	9/2008	6/2009	During School	Local Funds	

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Reading

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Utilize school-home connection materials provided with H-M core curriculum to augment classroom activities.	9/2008	6/2009	After School	Local Funds	
2. Provide parents with information on benchmark assessments, Rtl, and ISAT data to increase understanding of student strengths and deficits and interventions used to support students.	9/2008	5/2009	After School	Local Funds	
3. PTA holds Fall Scholastic Bookfair to increase student access to reading materials. One for Books donations provide books for all students.	10/2008	11/2009	During School	Other	
4. PTA holds end of year 2 for 1 Scholastic Book Fair to increase student access to reading materials over the summer.	5/2009	5/2009	During School	Other	
5. Continue PTA run and supported D.E.A.R. (Drop Everything and Read) program.	9/2008	5/2009	After School	Other	
6. Continue Caldecott Reading Incentive program at grades 3 and 4 using staff and parent volunteers to conference with students on books read.	9/2008	5/2009	During School	Local Funds	
7. Conduct two Make-It/Take-It reading/math nights for grade 3-5 students and parents.	9/2008	6/2009	After School	Title I	

Strategies & Activities	Start Date	End Date		Fund Source	Amount
8. Continue to recruit, train, and utilize parent volunteers to work with individual students on literacy activities (59 such volunteers in SY2007-2008).	9/2008	6/2009	During School	Local Funds	

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Reading

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Structuring our objectives with specific benchmarks provides a ready means of monitoring the effectiveness of the strategies and activities for each of our school goals.

Implementation of core reading curriculum with integrity at all grades and in all classrooms benefits all students.

RtI Team and teachers review fall benchmark data (Grades K-5) and prioritize students need for supplemental reading supports.

RtI Team conducts weekly or bi-weekly progress monitoring of identified students reading achievement and effectiveness of interventions. Collaboration time provided for classroom teachers to meet with RtI Team to discuss class and individual student progress.

Continuous student progress monitoring through K-5 assessment plan allows for flexibility and responsiveness to changes in student achievement throughout the year.

Quarterly Standards Led Progress Reports track formative assessment data to monitor students' progress and achievement levels.

Regular classroom visits by principal to monitor use of core curriculum as part of certified staff evaluation process.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Title _____

Spencer J. Landsman

Principal

Debbie Smith

Reading Intervention Teacher/Data Facilitator

Jo Perkins

Reading Interventionist

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 2

Title : Math

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

To improve the math achievement, as measured by state, district, and school assessments, of all students by rigorous use of a strong core curriculum, across all grade levels and in each classroom, and by providing supplemental, strategic, research based interventions for identified at-risk students.

Benchmarks:

- A. Given regular, consistent classroom implementation of the math core curriculum at all grades, by June 2009, 80% of the students at each grade level will meet district benchmark goals in all assessed areas.
- B. Given a word problem or illustration, each student in grades 1-5 will be able to use grade level appropriate math vocabulary to describe the problem and computation skills to solve it.
- C. Given a grade level appropriate assessment of math facts, by June 2009, each student at every grade level 1-5 will demonstrate mastery of those math facts by scoring 90% or greater on the assessment.

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 2

Title : Math

No deficiencies have been identified from your most recent AYP Report.

Schools are not accountable for AMAO. This is a district level requirement only.

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Math

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Implement H-M Expressions math curriculum at grades K-2 to supplement BSM core curriculum.	8/2008	6/2009	During School	Local Funds	
2. Continue use of H-M core curriculum at grades 3-5 supplemented with H-M Expressions.	8/2008	6/2009	During School	Local Funds	
3. At grades 3-5, provide bilingual and/or ESL support during math instruction for LEP students.	8/2008	6/2009	During School	Title III	
4. Spanish Bilingual Extended Day learning opportunities for identified LEP students.	9/2008	5/2009	After School	Local Funds	

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Math

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Continue monthly District professional development by grade level on implementation of core math curriculums.	9/2008	4/2009	During School	Local Funds	
2. Building specific professional development course on working with LEP students developed in collaboration with U of I Dept of Bilingual Educ.	8/2008	6/2009	During School	Other	
3. Provide BSM training for new K-2 teachers as needed.	8/2008	6/2009	During School	Local Funds	
4. Send team to U of I Chancellor's Summer Academy (CSA) - Differentiated Instruction	7/2008	8/2009	Before School	Other	
5. Support from CSA math consultant.	8/2008	6/2009	During School	Other	

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Math

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Grade level parent information nights provides parents with information on math core curriculum and core expectations for each grade.	9/2008	9/2008	After School	Local Funds	
2. Continue to recruit, train, and utilize parent volunteers to provide supplemental supports to individual students.	8/2008	6/2009	During School	Local Funds	
3. Conduct two Make-It/Take-It reading/math nights for grade 3-5 students and parents.	9/2008	5/2009	After School	Title I	
4. Utilize school-home connection materials provided with H-M series to augment classroom activities.	9/2008	6/2009	After School	Local Funds	

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Math

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Structuring our objectives with specific benchmarks provides a ready means of monitoring the effectiveness of the strategies and activities for each of our school goals.

Continuous student progress monitoring through K-5 assessment plan will allow for flexibility and responsiveness to changes in student performance throughout the year. Thrice yearly benchmark assessments and quarterly Standards Led Progress Reports provide continuous monitoring of student achievement levels.

Regular classroom visits by principal to monitor use of core curriculum as part of certified staff evaluation process.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Spencer J. Landsman	Principal
Todd Taylor	Psychologist; Rtl Team member
Debbie Smith	Intervention Teachers; Rtl Team member

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 3

Title : Climate

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

To improve the achievement of LEP students by increasing the collaboration and coordination between classroom teachers with LEP students and the Spanish and ESL teachers serving those students and increasing opportunities and activities that foster integration and collaboration of English and Spanish speaking students in both academic and social activities.

Benchmarks:

- A. Given two family oriented instructional events targeting grades 3-5, students will demonstrate a willingness to make new friends and cooperate with their family members and new friends in reading and math activities as measured by an increase in attendance of all racial/ethnic student groups from the first to the second event.
- B. At least one English speaking class at all grades K-2 will partner with a Spanish speaking class of the same grade level for both an academic and a nonacademic activity at least once a month as measured by a log of events.
- C. Certified staff will increase their knowledge of techniques and strategies for working with and awareness of instructional issues that affect LEP students as measured by pre and post assessments for the year long building professional development course on working with ELLs.

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 3

Title : Climate

No deficiencies have been identified from your most recent AYP Report.

Schools are not accountable for AMAO. This is a district level requirement only.

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 3

Title : Climate

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Continue to provide opportunities for collaboration between classroom teachers, Fine Arts teachers and Spanish/ESL teachers to coordinate instruction for all students.	8/2008	6/2009	During School	Local Funds	
2. Create co-teaching opportunities with classroom and Spanish/ESL teachers especially in reading and math instruction.	8/2008	6/2009	During School	Local Funds	
3. Continue weekly K-Switch program to integrate Spanish and English speakers in authentic activities.	9/2008	5/2009	During School	Local Funds	
4. Create class partnerships between English speaking classes and Spanish speaking classes at grades K-2 for both academic and nonacademic activities.	9/2008	6/2009	During School	Local Funds	
5. Provide explicit English reading instruction with H-M core curriculum to LEP students.	8/2008	6/2009	During School	Local Funds	

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 3

Title : Climate

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Building specific professional development course on working with LEP students developed in collaboration with U of I Dept of Bilingual Educ.	8/2008	6/2009	During School	Other	
2. Continue partnership with U of I College of Education to provide Spanish bilingual students teacher placement opportunities.	8/2008	5/2009	During School	Other	
3. Promote pairing for English and Spanish speaking classes for academic and nonacademic activities.	8/2008	6/2009	During School	Local Funds	

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 3

Title : Climate

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Hire a Spanish bilingual outreach worker.	8/2008	6/2009	Before School	State Funds	
2. Simultaneously provide all school communications is Spanish and English.	7/2008	6/2009	During School	Local Funds	
3. Maintain policy, with district support, to not send home outside organizations informational materials unless also provided in Spanish.	8/2008	6/2009	During School	Local Funds	
4. Continue to provide Spanish translation at PTA meetings, conferences, parent information nights, and other school activities.	8/2008	6/2009	After School	Local Funds	
5. Host Hispanic Heritage Performance and Assembly.	10/2008	10/2008	During School	Other	
6. Conduct two Make-It/Take-It reading/math nights for grade 3-5 students and parents with special attention to boosting attendance of minority students and parents.	9/2008	5/2009	After School	Title I	
7. Hold parent information nights in Spanish for parents of Washington Early Childhood bilingual students who will matriculate to the Lealspanish bilingual program.	4/2009	4/2009	After School	Local Funds	
8. Include parent input in development of site specific professional development course developed by U of I Bilingual Educ. dept.	5/2008	6/2008	After School	Other	

LEAL ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 3

Title : Climate

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Structuring our objectives with specific benchmarks provides a ready means of monitoring the effectiveness of the strategies and activities for each of our school goals.

A pre-course survey has already been completed by staff regarding knowledge and understanding of techniques that work with LEP students. A post-course survey will also be administered. Post-course evaluation will also be solicited from parents who contributed input during the course development.

Copies of school-home communications and information on school events maintained in Office Newsnotes notebook and Schoolwide Title notebook.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Title _____

Spencer J. Landsman

Principal

Christina DeNicolo

Co-project Director, U of I

LEAL ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part A - Parent Notification

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.

All parents are provided with a copy of the school report card in English and/or Spanish.

Building and district websites also provide such information.

Parent Information Nights and Parent/Teacher conferences provide parents information regarding academic programs, grade level core expectations, interventions, the District's Standards Led Progress Reporting (report cards), and individual student progress.

Individual student reports for 2008 ISAT and information on how to interpret the results are provided in English and/or Spanish.

LEAL ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

Staff members, district employees, University of Illinois faculty, and parents, who are members of the District Bilingual Advisory Committee, have been consulted on and involved in those aspects of the plan impacting the Hispanic ESL and Bilingual program at Leal. PTA has established a subcommittee to examine integration issues between English speaking and Spanish speaking families. District 116 administration has provided valuable information and staff development in implementation of the core reading and math curriculums and use of the Standards Led Progress Reporting system and has also provided assessment tools for benchmark and progress monitoring assessments of students.

SIP Team:

Spencer Landsman - Principal

Debbie Smith - Intervention Teacher/Data Facilitator, RtI Team member

Jo Perkins - RealIntervention Teacher, RtI Team member

Charles Larenas - Bilingual Title Teacher, RtI Team member

Nan Picchietti - Kindergarten teacher

Jennifer Frerichs - Director of Title I

Linda Zimmerman - Inclusion Facilitator/BD Consultant

Carol Smith - 5th grade teacher

Gail Beck - 1st/2nd grade teacher

Luz Rios - Spanish Kindergarten teacher

Tiffany Clark - 4th grade teacher

LEAL ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part C - Peer Review

Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of

LEAL ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part D - Teacher Mentoring Process

Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

All new teachers at Leal are offered the opportunity to participate in the Novice Teacher support Project sponsored by the Champaign-Ford Counties Regional Office of Education and the University of Illinois.

Urbana School District #116 also provides new teachers with mentors who have been trained through the ROE and provides substitutes for observation and collaboration time for teacher-mentor pairs to work together. Several Leal teachers have undergone mentor training and function in this capacity.

Kindergarten, 1-2 teachers, 3-4 teachers, and 5th grade teachers meet regularly as teams to support each other, coordinate activities, and share information on curriculum, materials, assessment, and instructional strategies.

LEAL ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part E - District Responsibilities

Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.

LEAL ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part F - State Responsibilities

Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

LEAL ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

Name _____

Title _____

1.

LEAL ELEM SCHOOL - URBANA SD 116

Section IV-A Local Board Action

DATE APPROVED by School Board : 0/0/0

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent

LEAL ELEM SCHOOL - URBANA SD 116

ISBE Monitoring - Part I