

Local Board Approved	01/04/2011
Initial Submission	06/16/2008
Plan Resubmitted	02/23/2011
ISBE Monitoring Completed: Approved	02/23/2011

PRELIMINARY INFORMATION

RCDT Number:	090101160220000		
District Name:	URBANA SD 116	Superintendent:	DR PRESTON WILLIAMS
District Address:	PO BOX 3039	Telephone:	2173843600
City/State/Zip:	URBANA,IL,61803	Extn:	0
Email:	pwilliams@usd116.org		
Is this for a Title III district that did not meet AMAO?		<input type="radio"/> Yes	<input checked="" type="radio"/> No

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### Section I-A. Additional Academic Assessments

**Additional Academic Assessments - Describe student academic assessments, if any, that are in addition to state academic assessments used:**

1. To determine the success of children in meeting standards and to provide information on the progress towards meeting standards.
2. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet standards and do well in the local curriculum.
3. To determine what revisions are needed to projects so that such children meet state standards.
4. To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of instructional reading assessments.

**Benchmark Assessments** - The benchmark assessments in reading, writing and mathematics are given at key points in the year. They are created by district curriculum committees consisting of administrators and teachers and are designed to be able to track each child's progress throughout the entire school year, not just from year to year. The assessment instruments check to see what students already know about the core expectations they will be expected to master during the upcoming year. In addition to district made benchmark assessments we also use DIBELS (Described below) and Think Link (Described below). **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**- Urbana Schools uses a series of assessment measures called DIBELS to help identify students who might be in need of additional support in order to reach academic targets in reading. These measures are a part of the district's benchmark assessment system. **Classroom Assessments**- These assessments include quizzes, tests and projects that are designed and given by classroom teachers. Classroom assessments tend to be summative in nature and are typically given when students are expected to have mastered a particular set of skills or concepts. Together with the benchmark assessments, they provide evidence that students have truly learned and retained what they must know and be able to do. In many classrooms you will find student portfolios for storing student work. Throughout the year, teachers help students save examples of their work that demonstrate mastery of each of the Core Expectations. **Think Link**- Three times a year (fall, winter, spring) Urbana assesses students in Grades 3-11 in reading and math using the ThinkLink Predictive Assessment Series as part of the benchmark assessment system. ThinkLink PAS is a criterion-reference measure designed to help us identify student performance levels on critical concepts and skills in reading/language arts and mathematics. ThinkLink is used to identify students who might need additional support in order to meet or exceed expectations on the ISAT and PSAT.

### Section I-B. Other Indicators

**Other Indicators - Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any.**

Urbana School District 116 will satisfy all other non-academic indicators required to meet or exceed the states annual targets.

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**Section I-C. Educational Assistance to Students****Educational Assistance to Students - Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.****Urbana Elementary Schools K-5:**

Intensive literacy instruction is provided during the school day, in the Big 5 areas (Phonemic Awareness, Alphabetic Principle, Fluency with text, Vocabulary and Comprehension) to students at our six K-5 elementary buildings (King, Prairie, Leal, Thomas Paine, Wiley and Yankee Ridge). 21 Literacy/Language Arts Teachers are assigned to the elementary buildings according to Title I funding formulas to provide both in class (push-in) and direct small group instruction (pull-out) for students identified as "at-risk" according to assessment data. The length and duration of services are determined by a problem solving team in each building as well as by weekly, bi-weekly or monthly progress monitoring of individual students.

King and Leal school each have an ESL/Bilingual literacy teacher to provide direct instruction to ESL or Spanish speaking students identified as "at-risk" according to assessment data. The length and duration of services are determined by a problem solving team in each building as well as by weekly, bi-weekly or monthly progress monitoring of individual students.

King school also has a Math specialist who provides direct small group instruction as well as, whole class instruction in math. The Math specialists length and duration of services for students is determined by a problem solving team at King and classroom assessments.

**Urbana Middle School provides 6-8**

Urbana Middle School teachers utilize data from ISAT, DEA (Discovery Education Assessment), RCBM and MAZE progress monitoring and benchmarking. (RCBM/MAZE were added in December 2010).

DEA is given and analyzed by teachers 3 times per year. Teachers use the individual/class/team data to detect areas of weakness in comprehension, vocabulary, literary elements and writing/grammar. The two new additions with AimsWeb will further help us diagnose and address student reading weaknesses. Students are selected through data analysis for a tier 2 intervention of a 40 minute per day Reading Connections class or a 40 minute per day tier 3 intervention of Reading Dimensions. The RC classes are taught by Language Arts endorsed teachers and mainly focus on comprehension strategies and vocabulary acquisition. The Dimensions classes focus on fluency, comprehension strategies, vocabulary and fix it strategies. Students may move between REading Dimension and Reading Connections as the data indicates changes in their progress. However, students generally do not exit these classes until the end of the semester or year if their data indicate they are meeting goals.

**Urbana High School 9-12:**

Academic Learning Support: As determined by a triangulation of data, low achieving 9th grade students are required to take 1 to 3 years of the academic support class. Aligned to both the English and math courses, students are provided with 50 minutes each day of support specific to their individual needs in the two core content areas. 10th and 11th grade students are required to take ALS based on performance the previous semester. If a student is failing either their English or math course at any of the three progress marking periods, they are placed in an ALS class if they do not already have one. Study Support Classes: All 9th and 10th grade students are placed in a 25-minute guided study support class each day. Students are required to log assignments and homework in planners provided by the school to be checked on by their study support teacher. Students

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are given the opportunity to meet with teachers certified in their area of need on any given day during this period to work on assignments and homework during school.

**Community Teams:** All 9th and 10th grade students are assigned to student/teacher teams in order to provide them with a more personalized approach to educational services. By creating smaller learning communities through the purposeful scheduling of teams, underclassmen will have the opportunity to connect with faculty members and feel a sense of belonging in our large school. The four goals of the teams are as follows: building personal relationships with

students/create a community, creating a process for monitoring during School students' grades/progress, creating a system for parent contacts, and finding something that holds students accountable in the process. Teacher teams meet every other day to discuss group and individual

student needs. **Pyramid of Supports:** Our pyramid of supports will be expanded for the entire school to identify the type and process of interventions to be utilized when students are not being successful. Interventions include student advocates, social work services, the creation of after school sessions with the support services department who will be trained to meet specific needs, team supports, and much more. **During School Practice Tests:** All 10th grade students will take the PLAN and all 11th grade students will take a practice ACT and possibly a Work Keys at no

cost to the students. The middle school will give the EXPLORE to all 8th grade students during School. **Targeted Instruction** - All junior level English classes will incorporate skills aligned to state frameworks in addition to PSAE prep activities once a week during the second semester during school

#### Section I-D. Professional Development for Teachers and Principals

**Professional Development for Teachers and Principals - Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff.**

The Director of Title I Services & Initiatives and the Director of Staff Development will coordinate teacher in-services, workshops, book studies and professional collaboration opportunities to enhance teacher knowledge and mastery of district curricular initiatives. Topics will include support in the district's areas of deficiency (reading and math) as identified on the state assessment.

**Workshops based on the Title I Parent Needs Survey, will be provided to parents utilizing both Title I and Title II funds. The District and Building level Professional development focus will be determined by a Teacher Needs survey, workshop/in-service evaluation information, student assessment data and Principal walk-through feedback and requests.**

Job-imbedded professional development coaches will work with all K-5 classroom teachers to strengthen the core/universal instruction by building common language, engaging teachers in reflective discussions about teaching methods and their impact on student achievement based on data, and by improving content knowledge as determined by the Teacher Needs survey and Principal request.

Grade level facilitators will work with all K-5 teachers to build a common understanding of the relationship among curriculum (standards), instruction, and assessment and a common vocabulary for examining student work/performance as determined by the Teacher Needs Survey.

The effectiveness of all professional development will be determined through survey input, student achievement data, Principal input, parent survey input, and evaluation forms

from professional development activities.

#### Section I-E. Coordination with Other Education Services

**Coordination with Other Education Services - Describe how the district will coordinate and integrate services provided with other education services such as:**

- 1. Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and**
- 2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.**

1. Title I will provide stipends to each elementary school for teachers, who will work with students and their families, community organizations, and Urbana teachers to ensure a smooth transition between Head Start, early childhood programs and our school. These teachers will provide information to families about available services within their child's school such as ELL, Special Education, and Title I and provide a seamless transition into the appropriate programs as deemed necessary. 2. Title I will provide an ESL Title I teacher and a bi-lingual Title I teacher to meet the needs of students with limited English proficiency. 3. In accordance with the McKinney Homeless Assistance Act, Title I will provide a homeless education liaison (teacher) for students who are identified as homeless, according to the law (42 U.S.C. 11431) and district policy. The district provides a District Homeless Liaison that collects all the state required information and ensures that homeless students are provided with all educational opportunities available in Urbana in an effective and timely manner. Title I will coordinate with other grant coordinators such as Special Education, Title III, Migrant Education Program Grant, Even Start, and the Neglected and Delinquent grant to increase the program's effectiveness and reduce fragmentation of instructional programs for migrant, bi-lingual, special education and residential students. Urbana does not receive funding from Reading First.

#### Section I-F. Poverty Criteria

**Poverty Criteria - Describe the poverty criteria that will be used to select school attendance areas.**

All elementary schools that have 35% or more free and reduced lunch students, will be eligible to receive Title I funds.

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### Section I-G. Children in Need of Services

**Children in Need of Services - Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services.**

N/A We do not have any Targeted Assistance Title I Schools.

### Section I-H. Programs and Educational Services

**Programs and Educational Services - Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.**

The Urbana School District focuses its Title I funding on: early intervention in literacy and math, strengthening the Core curriculum, data-driven decision making, and parent engagement in the learning process. Funding provides services to all six of our K-5 schoolwide elementary buildings (King, Prairie, Wiley, Thomas Paine, Yankee Ridge and Leal).

In Urbana, we provide research validated literacy instruction during the school day, in the Big 5 areas (Phonemic Awareness, Alphabetic Principle, Fluency with text, Vocabulary and Comprehension) to students at our six K-5 elementary buildings (King, Prairie, Leal, Thomas Paine, Wiley and Yankee Ridge). 21 Literacy/Language Arts Teachers are assigned to the elementary buildings according to the Title I funding formula to provide both in class (push-in) and direct small group instruction (pull-out) for students identified as "at-risk" according to assessment data. The length and duration of services are determined by a problem solving team in each building as well as by weekly, bi-weekly or monthly progress monitoring of individual students.

King and Leal school each have an ESL/Bilingual literacy teacher to provide direct instruction to ESL or Spanish speaking students identified as "at-risk" according to assessment data. The length and duration of services are determined by a problem solving team in each building as well as by weekly, bi-weekly or monthly progress monitoring of individual students.

King school also has a Math specialist who provides direct small group instruction as well as, whole class instruction in math. The Math specialists length and duration of services for students is determined by a problem solving team at King and classroom assessments.

Gerber School, a self-contained special education school on the campus of Cunningham Children's Home, receives a Title I grant for neglected/delinquent children. This grant funding is separate from the District's Title I funding but provides Title I services for Urbana students as well as students from all around the state. Fifty students currently reside at Cunningham Children's Home. Approximately 70 percent of the students are orphans of the State and 30 percent are placed by their home school districts on a tuition basis. Students attend Gerber School fulltime until they are ready to transition to a general education school in the Urbana School District. At this time, approximately ten students attend an Urbana school building for part or all of their school day. The Title I Neglected/Delinquent Grant funds a fulltime reading improvement teacher. The teacher provides additional reading instruction to the core instruction provided by classroom teachers and utilizes research-validated methods of intervention. Rate of progress is determined through frequent progress monitoring. The grant also funds reading materials, professional development in the area of reading improvement for all teachers, and teachers and teaching assistants for summer school.

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### Section I-I. Services for Migratory Children

**Services for Migratory Children - Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.**

Urbana District #116 complies with district policy # 6.145 that states: The Superintendent has implemented a program that: 1. Identifies migrant students and assesses their educational and related health and social needs. 2. Provides a full range of services including applicable Title I programs, special education, gifted education vocational education, Title III programs, counseling programs, and elective classes. 3. Provides migrant children with the same opportunities to meet the same statewide assessment standards that all children are expected to meet. 4. Provides advocacy and outreach programs to migrant children and their families and professional development for District staff. 5. Provides parents/guardians an opportunity for meaningful participation in the program. Parent Involvement for Migrant families is also valued in Urbana. Policy #6.145 states: Parents and guardians of migrant students will be involved in and regularly consulted about the development, implementation operation, and evaluation of the migrant program. Parents/guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children. In order to ensure this, the district has hired a Latino Community Liaison who assists with registration and ensures comparable services to migrant students. The Liaison coordinates with district and building administrators to provide services in a timely manner. Urbana School District #116 has written and received four Migrant Education Program grants to provide educational services for migrant students and support for their families. The Director of Bilingual and Multicultural Programs acts as Project Director for the Migrant Education Program Grants.

### Section I-J. Support for Preschool Programs

**Support for Preschool Programs - Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, Even Start.**

Title I provides six Kindergarten Transition stipends to teachers to support preschool programs with our district/community. These programs include students from Champaign Head Start and Urbana's Washington Early Childhood which is funded by Early Reading First. Professional development opportunities are also provided to preschool program teachers at Washington utilizing Title I and Title II money. Through federal and state grants, the district is providing preschool services to at-risk three and four year-old students. These activities include in part: 1. "Get Ready for Kindergarten Events" for all entering Kindergarten students. 2. Academic support folders 3. Home visits 4. Parent Involvement Activities (workshops, classroom activities) 5. Activity bags (sent home) 6. School Tours



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**Section I-K. District Actions for Schools Not Making AYP****District Actions for Schools Not Making AYP - Describe the actions of the district for its schools who do not make AYP.**

The district provides additional support to schools that are not making AYP through professional development, data analysis, and mentoring. Leal School is the only Title I school that is in status so the following has occur: 1. Title I set-aside 10% of the building's budget to provide on-going, high-quality professional development to staff in the area(s) of deficiency (reading and math) as identified on the state test. 2. The district is providing additional assistance for training the staff and Principals in data analysis and instructional planning specific to the identified area of need. 3. The Title I Director and the Assistant Superintendent of Curriculum & Instruction and other district administrators are working with the school in status to ensure that the Schoolwide plan and School Improvement Plans include goals and data that reflect the needs identified on the state tests. 4. The district provides support in the areas of highly-qualified staff; high-quality, research-based materials; standards aligned curriculum; and other resources to support instructional improvements as appropriate. 5. The district continues to support teachers at the identified school with the Teacher Mentoring program established in 2003.

**Section I-L. School Choice and Supplemental Services****School Choice and Supplemental Services - Describe how the district plans to implement, if necessary, public school choice and supplemental services.**

The Title I Director has established a District NCLB Advisory Committee composed of district staff, administrators and parents. This committee plans each component of the implementation of NCLB required programs and services. The district is not currently required to implement public school choice or SES however, if we were required we would follow District policy # 6.15 which states: **Students attending any school that fails to make AYP for two or more consecutive years, shall be given the opportunity to attend a higher-performing school in accordance with the following procedures:** 1A. Identification of Available Transfer Schools: The Superintendent or his/her designee shall determine the schools available within the District for transfer upon receipt of the results on School Improvement, Corrective Action or Restructuring status. If all of the District's schools at the elementary or secondary level are in one of the above status categories, the Superintendent shall make good faith efforts to secure cooperative agreements with neighboring districts to accept eligible Urbana students for transfer to a school identified as making AYP that serves those students; grade levels. School available for student transfers shall be listed on the Parent Notice (included in policy). 1B. Selection of School Choice: A parent, on behalf of an eligible student, may exercise his or her Federal NCLB Choice option only once each school year, within 30 days of being notified of the availability of this option. Thereafter, a student may stay in the transferred school until completing the highest grade at the transfer school. If the student's home school achieves AYP and is no longer on the School Improvement, Corrective Action or Restructuring status, the district need not continue to transport that student to the transfer school. The lowest-achieving students from low income families shall receive first priority for transfers if there are space limitations in exercising NCLB Choice. (Clarification for determining "lowest-achieving students" is stated in policy 6.125). For Choice and SES, the district shall provide notice to parents that will include: 1. The school's status category and its meaning 2. Reasons for the identification 3. An explanation of what the school is doing to address the identified problem. 4. An explanation of what the District is doing to address the school's identified problem. 5. An explanation of how parents can be involved in addressing academic issues. 6. An explanation of the parent's transfer options, including school choice and SES availability, and how to exercise those options; and 7. How and when the parent will be notified of whether his or her students has been approved for a transfer or provided an SES provider. These notifications will occur using: a) Direct mailings; b) posting on the school's/district's webpage; c) parent informational meetings; d) provider's fairs; e) other reasonable methods determined by the District's administration. Title I will provide the

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Choice transportation as required through: a) buses; b) public transportation; or c) reimbursement to parents for mileage expenses. According to policy # 6.15, students who transfer to students under Federal NCLB Choice, shall have the same enrollment options in classes and ability to participate in other activities as do all other students. Similarly, transferring students will be subject to the same policies, procedures, rules and expectations that govern all other students in attendance at the transfer school.

#### Section I-M. Highly Qualified Teachers

##### **Highly Qualified Teachers - Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified.**

The Assistant Superintendent of Human Resources follows the highly qualified guidelines when recruiting and hiring new staff. Human Resources utilizes the ECS portal through ISBE to check a candidate's highly qualified status. Our local Regional Office of Education monitors teacher and paraprofessional certification and submits a highly qualified status report to the district annually. The district is required to rectify any deficiencies found by the ROE through training, coursework, re-assignment to an area where the individual is highly qualified or termination of the employee.

The district follows school policy #5.190 in notifying parents of students attending a Title I School, regarding the qualifications of their classroom teachers. Parents are notified by mail that they have the right to request information on the qualification of Urbana #116 teachers and staff. Parents receive notification if the student has been assigned a teacher or has been taught by a teacher for four consecutive weeks by a teacher that is not highly qualified. The Title I Director, in cooperation with the Assistant Director of Special Education, has worked together to ensure that all staff are highly qualified.

#### Section I-N. Services for Homeless Children

##### **Services for Homeless Children - Describe the services the district provides to homeless children.**

The District Homeless Liaison works with building principals, registrars, and Outreach Workers to identify homeless children as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. and the Illinois Education for Homeless Children Act. Homeless students at the elementary buildings are identified for, and provided services on the same basis as all other "at-risk" students. Urbana District policy # 6.140 refers to the Education of homeless children in which it states: Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. District policy #6.140 explains the role of the Superintendent or designee in setting procedures concerning transportation, immunizations, residency, birth certificates, school records and other documents.

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### Section I-O. Parent Involvement Strategies

#### **Parent Involvement Strategies - Describe how the district implements effective parental involvement strategies.**

In accordance to district policy # 6.170 and 8.95 the Board of Education of Urbana School District #116 recognizes the necessity and value of parent involvement to support student success and academic achievement. They believe in a collaborative partnership between parents and schools and recognizes and respect the diversity and differing needs of families. Parents and schools will:

1. Be involved in school governance, including decision-making
2. establish effective two-way communication
3. Develop strategies and programmatic structures at schools to enable parents to participate actively in their children's education
4. Provide support and coordination for school staff and parents to implement and sustain appropriate parent involvement from early childhood through grade twelve.
5. Utilize community resources to enrich the educational environment and promote family and student success.
6. Support parents in their roles as the child's first and most important teacher.

This policy is followed through with the following procedures:

1. Parental involvement in establishing the Parent Involvement policy (reviewed yearly).
2. Annual Meeting of Title I parents - parents are provided information about current Title I programs and regulations, given a copy of the Parent Involvement policy and are invited to participate in the Title I Parent Advisory Committee (TPAC).
3. School Parent Compact: provided to parents in the fall in their building's school handbook. The compact outlines how parents, staff, and students will share responsibility for promoting high student achievement.
4. Needs assessment: assesses the needs of parents and children so that the Title I program can be designed to meet the needs. (done yearly-October)
5. Staff-Parent Communication: Communication includes parent teacher conferences, individual written reports, newsletters, phone calls and home visits. Special notices and activity packets are sent home when appropriate. Our school utilize an open door policy. In addition, the Title I Parent Involvement Coordinator works with each building to develop and implement a comprehensive parent involvement plan. All Title I schools participate in at least four large school-wide parent involvement activities per year. In addition, the schools provide other school-based activities to meet the needs of their individual schools and families. Activities such as: school plays, science Night, Math Night, Reading Night, Science Fairs, music programs, Art Expos, Parent Breakfasts, Book Clubs, Workshops, Open Houses, Ice Cream Socials, and others as determined by each building's parent involvement committees. Times and days of events are varied and coordinate with the feedback from the Parent Needs survey information.

### Section I-P. After School, Before School, and Summer School Programs

#### **After School, Before School, and Summer School - Describe how the district uses funds under Title I to support after school, before school, and summer school programs.**

During the summer of 2010, Title I funds supported an academic elementary summer school program for 150 students. This will continue based on availability of funds.

## Section II-A Local Board Action

**DATE APPROVED** by Local Board: 1/4/2011

**A. ASSURANCES**

The local education agency assures the Illinois State Board of Education that the district will:

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under NCLB Section 411(b)(2) of the National Education Statistics Act of 1994.
2. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. Provide technical assistance and support to schoolwide programs.
4. Work in consultation with schools as the schools develop the schools' plans pursuant to NCLB, Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to NCLB, Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5. Fulfill such agency's school improvement responsibilities under NCLB, Section 1116, including taking actions under paragraphs (7) and (8) of NCLB, Section 1116(b).
6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with NCLB, Section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under NCLB, Section 641A(a) of the Head Start Act.
9. Work in consultation with schools as the schools develop and implement their plans or activities under NCLB, Sections 1118 and 1119.
10. Comply with the requirements of NCLB, Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
11. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State

educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under NCLB, Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

13. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
14. Use the results of the student academic assessments required under NCLB, Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in NCLB, Section 1111(b)(3) within 12 years from the baseline year described in NCLB, Section 1111(b)(2)(E)(ii).
15. Ensure that the results from the academic assessments required under NCLB, Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
16. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with NCLB, Section 1111(b)(8)(D).
17. The district has a policy and procedure in place for the provision of public school choice.
18. The principal of each school operating a Targeted Assistance (NCLB, Section 1114) or Schoolwide Program (NCLB, Section 1115) shall annually attest in writing as to whether such school is in compliance with the requirements of NCLB, Section 1119, Qualifications for Teachers and Paraprofessionals. Copies of these attestations shall be maintained at the school and at the main office of the district and shall be available to any member of the general public on request.

#### **B.SUPERINTENDENT'S CERTIFICATION**

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.

## Section II-B ISBE Monitoring

## Approval of I.S.B.E

Yes       No      The Title I District Plan has the approval of ISBE.

## Title I District Plan Comments

2/23/11 TITLE I DISTRICT PLAN APPROVED: Dr. Preston Williams: I reviewed the Urbana SD 116 Title I District e-Plan that was resubmitted to the State Board of Education on February 23, 2011 and approved the submitted plan on February 23, 2011.

Thank you very much for providing a detailed plan that addresses the requirements defined by the Elementary and Secondary Education Act of 1965 (ESEA) Section 1112: Local Education Plan.

Should you have any questions, please feel free to contact Jamie Gansmann by email at [jgansman@isbe.net](mailto:jgansman@isbe.net) or call 217.524.4832.

Respectfully,

Jamie Gansmann

1/17/11 TITLE I DISTRICT PLAN REVISIONS REQUESTED: Dr. Preston Williams: I reviewed the Urbana SD 116 Title I District e-Plan that was submitted to the State Board of Education on December 10, 2010. The following changes are requested. **Section I-B: Other Indicators:** This section requests information on “any other indicators” the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any. The current response does not provide the information that is being requested. Please visit the following link for “Other Factors” influencing AYP: [http://www.isbe.net/ayp/htmls/ayp\\_factors.htm](http://www.isbe.net/ayp/htmls/ayp_factors.htm). **Section I-C: Educational Assistance to Students.** Please provide an expanded explanation of the additional educational assistance services that are provided. Clearly define the process used to identify individual students in need of educational assistance. You will also want to describe the types of educational assistance provided, including academic area, district/school personnel’s involvement, location and time of services (i.e., tutoring during the academic day and/or after school/summer school activities, length of service). **Section I-D: Professional Development for Teachers and Principals:** How are teachers involved in the process of determining the professional development opportunities? Is the professional development monitored and evaluated to determine if the training improves instructional practices and student learning? **Section I-H: Program and Educational Services:** This section requires a summary of the Title I program services provided by the district. **Provide a description of the schoolwide and/or targeted assistance programs** provided through Title I funding for eligible children (i.e., name of schools providing Title I schoolwide or targeted assistance program(s), type of services and grades served, content (reading and/or mathematics), time and length of services (classroom, pull out, before/after school, summer school, extended year). Information that you have included in the first paragraph

doesn't seem to fit this description. Please call me to discuss Gerber School as this is not in your NCLB application. I want to make sure that I have an understanding of how you use Title funds to support this school. **Section I-M: Highly Qualified Teachers:** Please provide a description of the **steps** the district took and continues to implement to ensure that all **teachers and paraprofessionals** are highly qualified per state certification requirements at the time of hiring **and** during their service with the district.

Please submit your response by amending the Illinois e-Plan on file at the Interactive Illinois Report Card (IIRC) website <http://iirc.niu.edu/>. Plans that have been returned for changes must be revised and resubmitted 30 days from the date of this notification. Should you have any questions, please feel free to contact Jamie Gansmann by email at [jgansman@isbe.net](mailto:jgansman@isbe.net) or call 217.524.4832.

Respectfully,

Jamie Gansmann

\*\*\*\*\*June 17, 2008\*\*\*\*\* TITLE I PLAN APPROVED: I reviewed the revisions that were made to the URBANA SD 116 Title I District e-Plan that was submitted to the State Board of Education and approved the submitted plan. Should you have any questions, please feel free to contact Cheryl Ivy by email at [civy@isbe.net](mailto:civy@isbe.net) or call 217.524.4832. \*\*\*\*\*May 8, 2008\*\*\*\*\* Staff reviewed the Urbana SD 116 Title I District Plan that was submitted to the State Board of Education (ISBE). The sections of the Title I District Plan require the district to provide descriptions as to how the district meets the requirements of the NCLB law, Section 1112. Please review the ISBE resources on how to prepare a Title I District Plan at <http://www.isbe.net/sos/htmls/title1.htm>. Sample Title I District Plans are also available at [http://www.isbe.net/sos/htmls/title1\\_sample.htm](http://www.isbe.net/sos/htmls/title1_sample.htm). Additional information is requested for each of the following sections: Section I-B: Other Academic Indicators: please provide a descriptive summary of the additional indicators that is being requested. If no other indicators are used please indicate with - N/A Section I-E: Coordination with Other Education Services: Provide a descriptive narrative for the coordination and integration of Even Start, Reading first, and other programs (if any). This section also requires a descriptive response element #2. Please review and provide a description as to how the district coordinates and integrates services provide with other educational services with the other categories of children mentioned. Section I-H: Program and Educational Services: This section requires a summary of the Title I program services provided by the district. Please describe the programs and activities for the district. Section I-I: Services for Migratory Children: The school district may have a policy that provides assurances migratory children are eligible to receive services. Please provide the district policy citation, a brief summary of the policy and provide the activities for the students. Section I-J: Support for Preschool Programs: Please give detail description of how the district will use Title I funds to support preschool programs such as Early Reading First, Head Start, Even Start, and any others. Section I-K: District Actions for Schools Not Making AYP: Please give detail description (steps) of the districts' actions of its schools not making AYP. Section I-L: School Choice and Supplemental Services: Please give detail description (steps) of how the district implements public school choice and supplemental Education Services. Section I-M: Highly Qualified Teachers: Please provide a description of the steps the district took and continues to implement to ensure that all teachers and paraprofessionals are highly qualified per state

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certification requirements. Section I-N: Services for Homeless Children: The school district may have a policy that provides assurances homeless children are eligible to receive services. Please provide the policy citation and a brief summary of the policy and the activities to be provided to the children. Section I-O: Parent Involvement Strategies: This section does not include a list of activities that are being utilized by the district. Please review Section 1118 of the NCLB law and include the expectation of the school-parent compact and annual meeting. Section I-P: After School, Before School, and Summer School Programs: Please give detail description of how the district implements After School, Before School, and Summer School. Describe the program and include activities used in the program.