

**PRELIMINARY INFORMATION**

RCDT Number	090101160220000		
District Name	URBANA SD 116	Superintendent	Dr. PRESTON WILLIAMS
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Is this for a Title III District that did not meet AMAO ? -

**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 PSAE.

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### Section I-B. Other Academic Indicators

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**Other Academic 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.

Teacher/classroom assessments: Teachers monitor student progress in all subject areas through the use of teacher-made assessments, common unit assessments and program assessments (i.e. Houghton-Mifflin, Harcourt & Brace). Meetings are held weekly/bi-weekly to discuss student progress and guide instructional planning. DIBELS scores: Teachers utilize DIBELS data to identify students who are in need of interventions. Testing is administered three times a year (fall, winter and spring). Students are categorized according to strategic, intensive and benchmark. Students in intensive or strategic categories are progress monitored weekly/bi-weekly according to the students' needs. Teachers and specialists meet weekly/bi-weekly to discuss classes and individual students and plan appropriate instructional action. Think Link scores: Teachers utilize Think Link scores to identify students who are in need of interventions. Student data is broken into skill categories and analyzed by teachers and specialists three times a year. Students are broken into instructional categories of meeting, below and exceeding. Students are provided appropriate intervention services.

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### Section I-C. Educational Assistance to Students

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**Educational Assistance to Students** - Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.

14 Literacy Teachers provide direct small group instruction for students identified as "at-risk" according to assessment data. 6 Literacy Teachers provide direct small group instruction as well as whole class modeling in order to improve the core classroom instruction. 3 Literacy Teachers provide small group instruction as well as provide all teachers with research-based interventions, based on assessment data, to enhance the Core curriculum. 3 Kindergarten Transition Teachers provide small group instruction whole class instruction and parent-student activities. 2 ESL/Bilingual teachers provide direct instruction to students identified as "at-risk" according to assessment data. 1 Math specialist provides direct small group instruction as well as, whole class instruction in math.

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

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**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 Title I Director 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. Workshops based on the Title I Parent Needs Survey, will be provided to parents utilizing both Title I and Title II funds.

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

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**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 three Kindergarten Transition 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, Migratory Grant 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 or Even Start.

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**Section I-F. Poverty Criteria**

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**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**

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**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.

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

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**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.

Gerber School, a self-contained special education school on the campus of Cunningham Children's Home, receives a Title I School-Wide grant for neglected/delinquent children. 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

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***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 # 6.215 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, language 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 #6.215 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 Latina 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 recieved two Migratory grants to provide educational services for migrant students and support for their families. The most recent grant provides for a summer program in which teams of teachers travel to farms throughout Champaign County to provide educational services to migrant students.

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

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***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 Kindergarten Transition 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

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

The district will provide additional support to schools that are not making AYP through professional development, data analysis, and mentoring. All Title I schools are currently making AYP. However, if a school were to be placed on status the following would occur: 1. Title I would set-aside 10% of the building's budget to provide on-going, high-quality professional development to staff in the area(s) of deficiency identified on the state test. 2. The district will provide 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 Superintendent of Curriculum & Instruction and other district administrators would work 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 will provide 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 will continue to support teachers at the identified school with the Teacher Mentoring program established in 2003.

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### Section I-L. School Choice and Supplemental Services

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***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 6.125 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 Choice transportation as required through: a) buses; b) public transportation; or c) reimbursement to parents for mileage expenses. According to policy 6.125(4), 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.

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### Section I-M. Highly Qualified Teachers

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**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. The district follows school policy #6.125 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. In addition, Title I has paid for numerous paraprofessionals to take the Parapro test. The Title I Director, in cooperation with the Assistant Director of Special Education, have worked together to ensure that all staff are highly qualified.

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

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**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 # 6.214 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 #6.214 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

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

In accordance to district policy # 2.140 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.

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

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***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.***

Title I provides each elementary building with funds to support an after-school academic program. The programs are as follows:

King School: After School ISAT Prep program - Students are given the opportunity to practice test taking skills and strategies in a small group setting. Target Group 3rd, 4th and 5th grade students meeting Tuesdays, Wednesdays and Thursdays for 1.5 hours. ISAT Prep materials were used.

Prairie School: Literacy Support program - This after school intensive literacy support will assist in reaching the students who need more extensive attention. A small group is recommended for best results (no more than 5). Target Group will be Kindergarten and 1st grade students meeting on Tuesdays, Wednesdays, and Thursday for 1 hour. Literacy components will include: Heggerty Phonemic Awareness, Houghton Mifflin Reading Series- Guided Reading Groups, and Words Their Way Activity Notebooks.

Prairie School: After School ISAT prep program- Students are given the opportunity to practice test taking skills and strategies in a small group setting. Target Group will be

3rd, 4th and 5th grade students meeting on Tuesdays, Wednesdays and Thursdays for 1 hour. Leal School: Extended Day Learning Program - 8-10 specifically identified 5th grade students, not currently being served by Title I services, would attend extended day sessions for one hour on Tuesdays and Thursdays for twelve weeks. Students would work on skills identified as weak through Think Link and ISAT assessment analysis. Writing and test taking strategies would also be covered. Leal School: Extended Day Learning Program- 8-10 specifically identified 2nd grade students would attend sessions for one hour on Tuesdays and Thursdays for twelve weeks to work on sight word fluency, reading fluency, and comprehension. Thomas Paine: After School Enrichment Program/ISAT Prep - Target group- specifically identified 3rd, 4th and 5th grade students for one hour sessions for twelve weeks. Students are given the opportunity to work on test taking skills and strategies in a small group setting. Wiley: ISAT Prep Program- Target Group- specifically identified 3rd, 4th and 5th grade students for one hour sessions for twelve weeks. Students are given the opportunity to work on test taking skills and strategies in a small group setting. Yankee Ridge: After-School Math Program- Targets 3rd - 5th grade students for hand-on math activities for one hour on Tuesdays and Thursdays for five weeks. Concepts covered may include: number sense, geometry, algebra, measurement, data and probability. No summer programs are provided.

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### Section IV-A Local Board Action

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**Date Approved by Local Board: 6/3/2008**

#### **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.

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**ISBE Monitoring**

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**Approval of I.S.B.E**

Yes                      The Title I District Plan has the approval of ISBE.

**ISBE Comments**

\*\*\*\*\* 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 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 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.