

Meade Park Elem School
Danville CCSD 118
Danville, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

State and federal laws require public school districts to release report cards to the public each year.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	38.9	51.4	5.6	0.4	0.0	3.7	91.6	0.0		18.4	26.7	93.4	463
District	49.0	41.1	6.3	1.3	0.1	2.2	65.5	1.1		10.0	34.2	92.2	6,418
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	100.0
District	94.5
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	19.3	20.5	14.0	251.7
State	18.3	18.0	13.5	211.6

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	22.5	21.8	19.8	26.0	21.7	20.0				
District	20.4	18.2	22.2	19.8	19.8	19.6				
State	20.5	21.0	21.1	21.7	22.3	22.7				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			40			120			40		
District	68			34			125			31		
State	58			30			145			30		

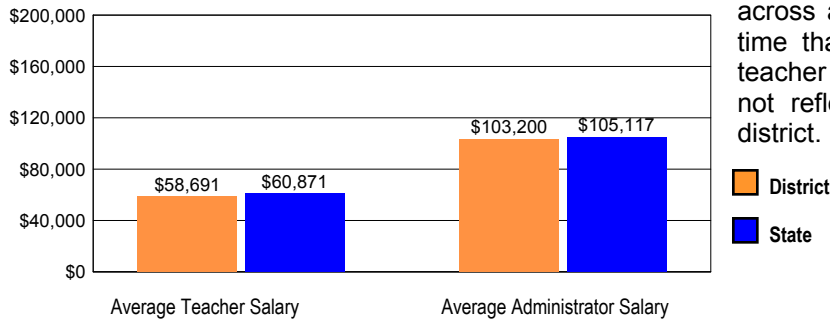
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	93.0	6.4	0.3	0.3	0.0	20.7	79.3	381
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	15.6	46.0	53.7	0.3	0.0
State	12.4	46.7	53.2	0.7	0.7

Some teacher/administrator data are not collected at the school level.

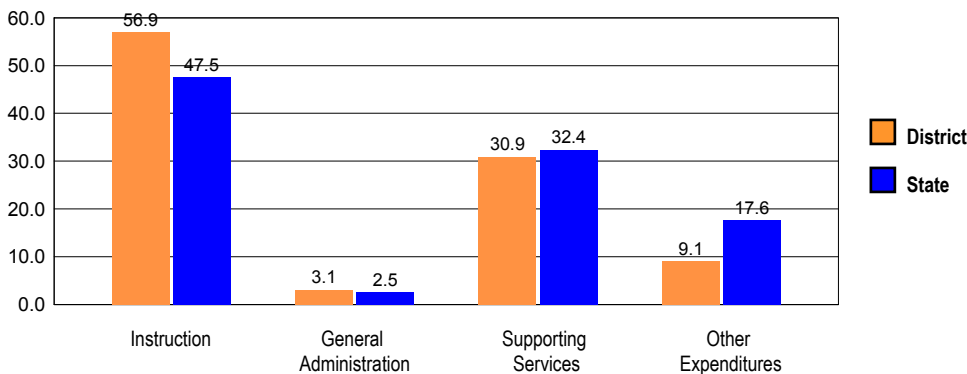
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$19,227,981	31.8	57.6	Education	\$46,926,239	84.9	72.6
Other Local Funding	\$2,133,212	3.5	7.3	Operations & Maintenance	\$1,709,321	3.1	8.5
General State Aid	\$23,340,926	38.6	18.1	Transportation	\$2,495,097	4.5	3.9
Other State Funding	\$8,654,821	14.3	9.7	Bond and Interest	\$400	0.0	6.7
Federal Funding	\$7,073,899	11.7	7.3	Rent	\$0	0.0	0.0
TOTAL	\$60,430,839			Municipal Retirement/ Social Security	\$1,818,723	3.3	1.8
				Fire Prevention & Safety	\$601,438	1.1	0.9
				Site & Construction/ Capital Improvement	\$1,716,837	3.1	5.6
				TOTAL	\$55,268,055		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$59,208	4.44	\$5,381	\$8,101
State	**	**	\$5,808	\$9,907

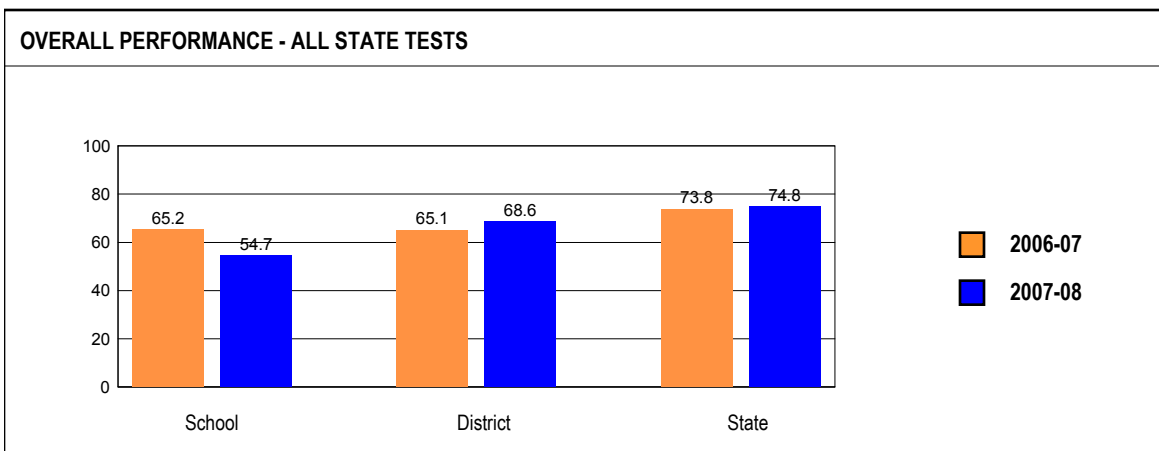
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

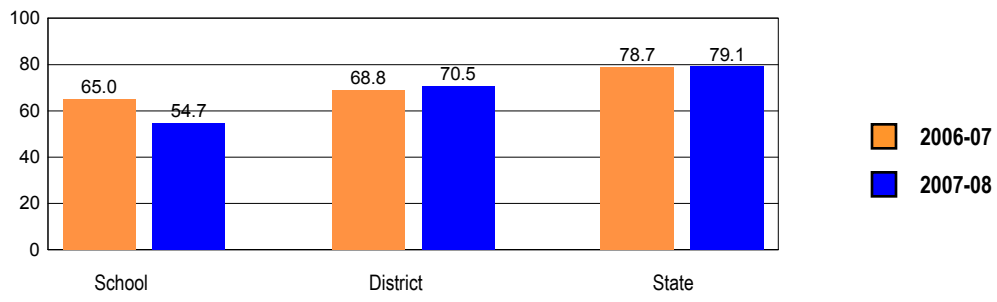
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

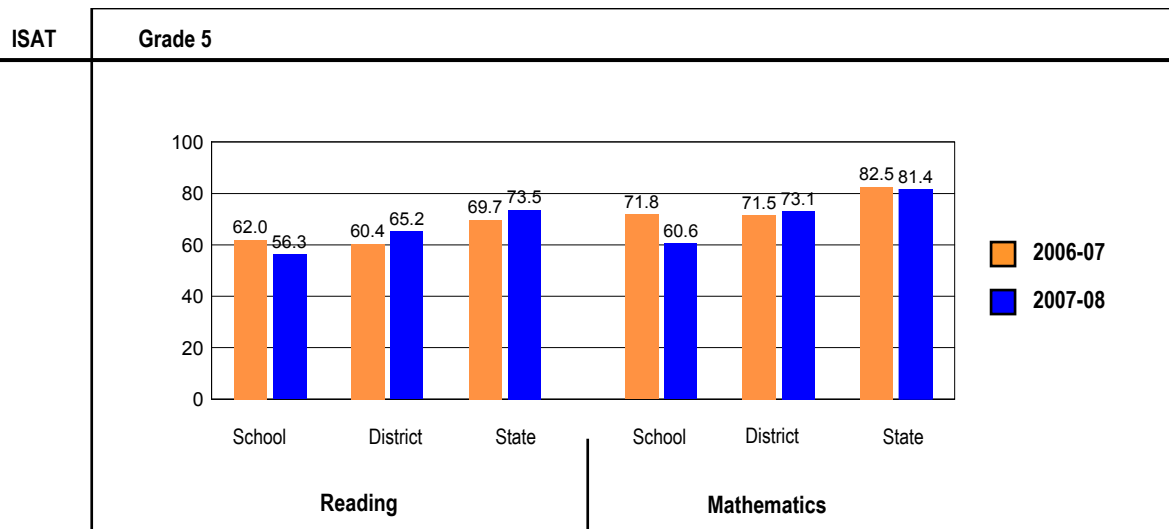
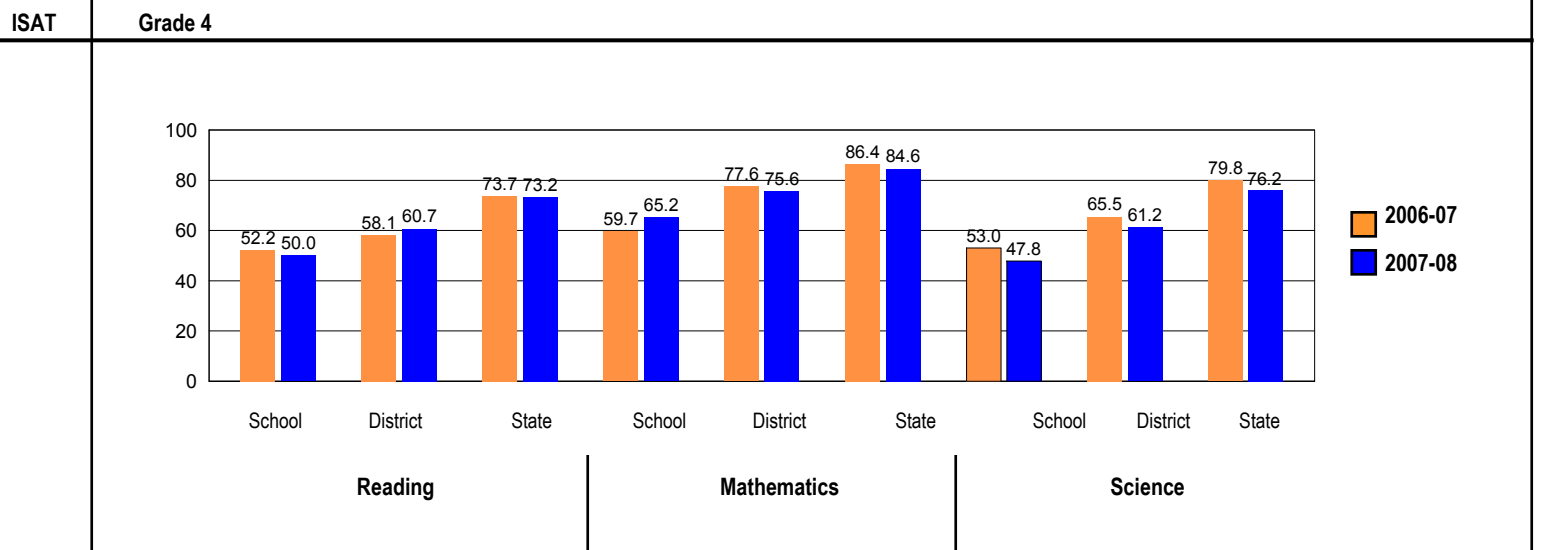
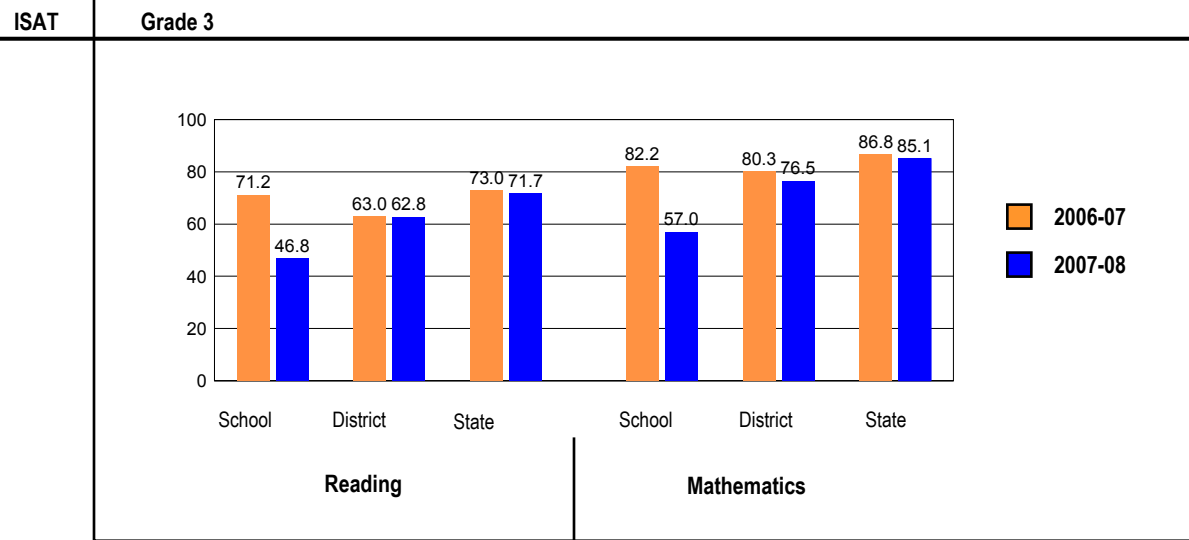


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	222	118	104	72	132	14	1		3			43	212
	Reading	0.5	0.0	1.0	0.0	0.8	0.0						0.0	0.5
	Mathematics	0.5	0.0	1.0	0.0	0.8	0.0						0.0	0.5
District	*Enrollment	3,185	1,629	1,556	1,551	1,337	200	45	5	47	29		487	2,133
	Reading	0.2	0.2	0.1	0.0	0.4	0.0	0.0		0.0	0.0		0.2	0.2
	Mathematics	0.2	0.2	0.1	0.0	0.4	0.0	0.0		0.0	0.0		0.2	0.2
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	72	44	28	17	46	7			2			10	69
	Science	1.4	0.0	3.6	0.0	2.2							0.0	1.4
District	*Enrollment	1,250	644	606	625	506	80	19		20	14		186	811
	Science	0.2	0.2	0.3	0.0	0.6	0.0	0.0		0.0	0.0		0.5	0.2
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	16.5	36.7	38.0	8.9	12.7	30.4	48.1	8.9
District	8.9	28.3	49.5	13.3	3.6	19.9	49.1	27.4
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	22.0	36.6	34.1	7.3	19.5	24.4	46.3	9.8
	District	11.4	28.9	47.1	12.5	4.5	16.7	50.0	28.8
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	10.5	36.8	42.1	10.5	5.3	36.8	50.0	7.9
	District	6.2	27.7	52.1	14.0	2.5	23.5	48.1	25.9
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	13.8	37.9	34.5	13.8	6.9	24.1	55.2	13.8
	District	7.9	20.1	48.9	23.1	1.7	13.9	41.7	42.6
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School	20.0	37.8	35.6	6.7	17.8	35.6	40.0	6.7
	District	11.0	38.8	46.7	3.5	6.1	27.2	54.8	11.8
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School								
	District	6.1	21.2	60.6	12.1	0.0	15.2	57.6	27.3
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School								
	District								
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District	0.0	18.2	63.6	18.2	0.0	18.2	45.5	36.4
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	50.0	31.3	18.8	0.0	37.5	31.3	31.3	0.0
	District	29.1	33.7	33.7	3.5	14.0	31.4	43.0	11.6
	State	22.5	34.7	32.8	10.0	10.2	22.0	44.5	23.3
Non-IEP	School	7.9	38.1	42.9	11.1	6.3	30.2	52.4	11.1
	District	4.8	27.2	52.7	15.3	1.4	17.6	50.4	30.6
	State	4.4	19.5	49.8	26.3	2.5	9.8	44.0	43.7

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	16.9	37.7	36.4	9.1	11.7	29.9	49.4	9.1
	District	10.5	32.6	48.7	8.2	4.3	23.5	52.8	19.4
	State	11.4	31.8	46.1	10.7	6.2	18.6	51.3	23.9
Not Eligible	School								
	District	3.5	13.9	52.2	30.4	0.9	7.8	36.5	54.8
	State	2.7	12.4	48.9	36.0	1.0	5.0	37.7	56.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	5.9	44.1	45.6	4.4	4.3	30.4	63.8	1.4	15.9	36.2	46.4	1.4
District	3.8	35.5	45.0	15.7	3.0	21.4	64.3	11.2	6.8	31.9	53.0	8.2
State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	4.9	48.8	43.9	2.4	4.8	28.6	66.7	0.0	11.9	42.9	42.9	2.4
	District	5.0	40.6	39.1	15.3	3.4	23.2	61.6	11.8	5.7	33.8	51.7	8.7
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	7.4	37.0	48.1	7.4	3.7	33.3	59.3	3.7	22.2	25.9	51.9	0.0
	District	2.6	29.8	51.5	16.2	2.5	19.5	67.4	10.6	8.1	29.8	54.5	7.7
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	23.5	70.6	5.9	0.0	17.6	82.4	0.0	0.0	23.5	70.6	5.9
	District	2.1	24.4	50.0	23.5	1.3	14.0	67.7	17.0	1.7	21.7	61.7	14.9
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School	6.8	54.5	38.6	0.0	4.5	38.6	56.8	0.0	25.0	36.4	38.6	0.0
	District	6.0	49.7	40.2	4.0	5.0	30.2	60.8	4.0	14.6	43.7	41.2	0.5
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	School	4.4	28.9	46.7	20.0	2.1	21.3	66.0	10.6	2.2	32.6	58.7	6.5
	District	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
	State												
Asian/Pacific Islander	School												
	District												
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District	0.0	36.4	45.5	18.2	9.1	18.2	72.7	0.0	0.0	45.5	54.5	0.0
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	6.1	43.9	45.5	4.5	4.5	31.3	62.7	1.5	16.4	37.3	44.8	1.5
	District	4.7	41.2	44.3	9.7	3.6	25.7	65.2	5.5	8.6	38.0	49.6	3.9
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	1.5	20.4	46.7	31.4	1.5	10.2	62.0	26.3	2.2	16.1	62.0	19.7
	District	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2
	State												

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	43.7	45.1	11.3	1.4	38.0	53.5	7.0
District	0.4	34.4	50.8	14.4	0.4	26.5	64.5	8.6
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	48.5	39.4	12.1	3.0	36.4	51.5	9.1
	District	0.9	37.4	48.4	13.2	0.5	26.4	65.0	8.2
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	39.5	50.0	10.5	0.0	39.5	55.3	5.3
	District	0.0	31.5	53.0	15.5	0.4	26.6	63.9	9.0
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	26.9	50.0	23.1	3.8	23.1	53.8	19.2
	District	0.9	25.6	51.2	22.3	0.5	18.5	65.4	15.6
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School	0.0	56.1	39.0	4.9	0.0	48.8	51.2	0.0
	District	0.0	47.4	47.4	5.3	0.5	38.0	59.9	1.6
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School								
	District	0.0	24.2	63.6	12.1	0.0	18.2	78.8	3.0
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School								
	District	0.0	20.0	70.0	10.0	0.0	20.0	70.0	10.0
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	58.8	29.4	11.8	5.9	47.1	41.2	5.9
	District	2.7	59.5	32.4	5.4	2.7	50.7	42.7	4.0
	State	2.8	58.7	30.5	8.0	2.6	42.8	49.3	5.2
Non-IEP	School	0.0	38.9	50.0	11.1	0.0	35.2	57.4	7.4
	District	0.0	29.4	54.4	16.2	0.0	21.7	68.8	9.5
	State	0.1	20.8	48.8	30.3	0.2	14.2	66.6	19.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	43.9	45.5	10.6	1.5	37.9	54.5	6.1
	District	0.3	41.3	50.2	8.3	0.6	31.9	62.1	5.4
	State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible	School								
	District	0.7	18.4	52.2	28.7	0.0	14.0	69.9	16.2
	State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	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?	No	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2008-09 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	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		62.5			62.5			90.0		75.0	
All	99.5	Yes	99.5	Yes	54.2		No	62.9		Yes	93.4	Yes		
White	100.0	Yes	100.0	Yes	69.6		Yes	78.6		Yes				
Black	99.2	Yes	99.2	Yes	42.6	60.5	No	51.1		No	92.3			
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	99.5	Yes	99.5	Yes	53.2		No	62.9		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PRELIMINARY INFORMATION

RCDT Number	540921180242019		
District Name	DANVILLE CCSD 118	School Name	MEADE PARK ELEM SCHOOL
Superintendent	NANETTE L MELLEEN	Principal	ALICE PAYNE
District Address	516 N JACKSON ST	School Address	200 S KANSAS AVE
City/State/Zip	DANVILLE,IL,61832 4684	City/State/Zip	DANVILLE,IL,61832 5271
District Telephone#	2174441004 Extn:0	School Telephone#	2174441925 Extn:0
District Email		School Email	

Is this plan for a Title I School? True

**Section I-A Data & Analysis - Report Card Data
Item 1 - 2008 AYP Report**

Is this School making Adequate Yearly Progress (AYP)?	No	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?	No	2007-08 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	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		62.5			62.5			90.0		75.0	
All	99.5	Yes	99.5	Yes	54.2		No	62.9		Yes	93.4	Yes		
White	100.0	Yes	100.0	Yes	69.6		Yes	78.6		Yes				
Black	99.2	Yes	99.2	Yes	42.6	60.5	No	51.1		No				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	99.5	Yes	99.5	Yes	53.2		No	62.9		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2008 AMAO Report

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

**Section I-A Data & Analysis - Report Card Data
Item 3 - School Information**

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	94.0	93.5	93.6	91.2	91.9	91.9	92.2	93.4
Truancy Rate (%)	4.4	0.3	0.0	7.6	26.0	8.1	13.3	18.4
Mobility Rate (%)	57.2	20.7	45.1	26.0	49.8	25.5	45.4	26.7
HS Graduation Rate, if applicable (%)	-	-	-	0.0	0.0	0.0	0.0	0.0
HS Dropout Rate, if applicable (%)	-	-	-	0.0	0.0	0.0	0.0	0.0
School Population (#)	364	373	352	380	343	461	452	463
Economically Disadvantaged (%)	75.3	75.1	82.7	82.1	88.9	90.7	85.0	91.6
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)								
White, non-Hispanic (%)	60.7	55.5	58.8	58.4	52.8	44.9	42.5	38.9
Black, non-Hispanic (%)	36.3	38.9	36.6	37.1	42.0	47.7	47.3	51.4
Hispanic (%)	3.0	5.1	4.0	3.7	4.7	5.9	6.4	5.6
Asian/Pacific Islander (%)	0.0	0.5	0.6	0.5	0.6	0.9	0.2	0.4
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0
Multiracial/Ethnic (%)	-	-	-	-	0.0	0.7	3.5	3.7

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

**Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity**

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O L	1999	62.9	33.7	3.4	0.0	0.0	-
	2000	54.8	40.9	4.2	0.0	0.0	-
	2001	60.7	36.3	3.0	0.0	0.0	-
	2002	55.5	38.9	5.1	0.5	0.0	-
	2003	58.8	36.6	4.0	0.6	0.0	-
	2004	58.4	37.1	3.7	0.5	0.3	-
	2005	52.8	42.0	4.7	0.6	0.0	0.0
	2006	44.9	47.7	5.9	0.9	0.0	0.7
	2007	42.5	47.3	6.4	0.2	0.0	3.5
	2008	38.9	51.4	5.6	0.4	0.0	3.7
D I S T R I C T	1999	60.6	33.2	4.4	1.6	0.2	-
	2000	59.6	34.1	4.9	1.3	0.1	-
	2001	59.4	34.1	4.9	1.1	0.5	-
	2002	58.4	34.7	5.4	1.3	0.2	-
	2003	56.1	36.9	5.5	1.3	0.2	-
	2004	55.2	37.6	5.8	1.1	0.3	-
	2005	54.9	37.8	6.0	1.1	0.2	0.0
	2006	51.7	40.0	6.3	1.1	0.2	0.7
	2007	50.5	40.4	6.2	1.2	0.1	1.6
	2008	49.0	41.1	6.3	1.3	0.1	2.2

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	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	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
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

**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	1999	0.0	83.7	100.0	94.1	41.2	17	5.4	-	-
	2000	0.0	82.7	100.0	93.3	55.3	20	5.8	-	-
	2001	0.0	75.3	100.0	94.0	57.2	16	4.4	-	-
	2002	0.0	75.1	98.0	93.5	20.7	1	0.3	-	-
	2003	0.0	82.7	96.0	93.6	45.1	0.0	0.0	-	-
	2004	0.0	82.1	100.0	91.2	26.0	25	7.6	0.0	0.0
	2005	0.0	88.9	100.0	91.9	49.8	91	26.0	0.0	0.0
	2006	0.0	90.7	76.0	91.9	25.5	37	8.1	0.0	0.0
	2007	0.0	85.0	100.0	92.2	45.4	56	13.3	0.0	0.0
	2008	0.0	91.6	100.0	93.4	26.7	85	18.4	0.0	0.0
D I S T R I C T	1999	0.0	54.4	100.0	91.8	34.0	345	5.9	13.1	68.5
	2000	0.0	56.1	100.0	92.8	35.4	282	4.9	12.0	66.2
	2001	0.0	54.2	96.7	92.4	36.6	238	3.9	9.7	66.3
	2002	0.0	55.7	97.7	92.0	25.8	241	3.9	11.3	68.2
	2003	0.0	61.1	95.0	92.9	31.4	223	3.9	8.5	72.7
	2004	0.1	49.8	97.5	92.8	25.0	295	4.9	7.6	71.5
	2005	0.6	64.2	97.6	92.4	32.9	442	7.3	8.0	70.4
	2006	0.2	67.3	90.9	92.6	32.9	381	6.3	9.9	70.8
	2007	0.7	65.9	93.7	91.8	35.3	580	9.7	8.4	71.4
2008	1.1	65.5	94.5	92.2	34.2	601	10.0	8.7	75.3	

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	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5	

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

**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	1999	326	-	-	-	-	-	-
	2000	320	-	-	-	-	-	-
	2001	364	-	-	-	-	-	-
	2002	373	53	65	50	-	-	-
	2003	352	51	48	53	-	-	-
	2004	380	62	52	54	-	-	-
	2005	343	56	49	61	-	-	-
	2006	461	62	69	70	-	-	-
	2007	452	76	58	62	-	-	-
	2008	463	-	-	-	-	-	-
D I S T R I C T	1999	6181	-	-	-	-	-	-
	2000	6030	-	-	-	-	-	-
	2001	6117	523	497	479	421	440	288
	2002	6250	531	501	494	462	427	286
	2003	6217	507	516	468	480	431	313
	2004	6379	506	514	528	489	470	305
	2005	6356	503	505	509	515	449	300
	2006	6470	462	532	488	512	488	287
	2007	6476	505	473	498	528	480	316
	2008	6418	-	-	-	-	-	-

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	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	-	-	-	-	-	-
2008	2074167	-	-	-	-	-	-	

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

**Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data, Staff Capacity and Professional Development**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	433	17	39876	57	44	17	19	-	-
	2000	436	17	41723	56	44	16	18	-	-
	2001	436	18	44702	55	45	17	18	-	-
	2002	424	18	49604	54	45	18	17	0	1
	2003	420	18	52136	55	45	18	18	1	0.0
	2004	373	17	54778	55	45	21	20	0.0	0.0
	2005	382	16	56243	52	48	19	21	1	0.0
	2006	384	16	57682	50	50	20	20	1	0.0
	2007	364	16	59940	49	51	20	23	0	0.0
	2008	381	16	58691	46	54	19	21	0	0.0
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

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

**Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)**

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	57.5	41.7	39.3	50.7	71.2	46.9	-	-	-	36.1	52.3	50.0	58.1	47.6	52.1	42.1	62.0	56.4
White	70.0	54.2	55.9	64.0	83.3	48.3	-	-	-	51.2	60.0	76.5	67.7	60.0	74.1	55.3	63.9	73.1
Black	35.3	22.7	5.0	41.7	67.5	42.3	-	-	-	20.0	42.4	38.6	30.0	29.4	23.8	25.7	57.6	43.9
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	10.0	30.0	54.5	-	18.8	-	-	-	9.6	7.7	-	-	-	-	5.6	25.1	41.2
Economically Disadvantaged	56.1	40.5	34.1	48.4	70.7	45.5	-	-	-	32.5	51.5	50.0	56.6	40.0	48.9	35.7	62.2	56.1
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)**

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	81.3	56.9	56.9	76.6	82.2	57.0	-	-	-	46.4	59.7	65.2	72.1	62.8	64.6	59.3	71.8	60.5
White	81.2	75.0	74.3	76.9	91.6	69.0	-	-	-	64.3	70.0	82.4	80.6	73.0	81.5	72.3	75.0	73.0
Black	81.3	36.0	23.8	74.3	75.0	46.7	-	-	-	30.0	48.5	56.8	50.0	47.1	42.9	48.7	66.6	51.2
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	50.0	50.0	45.5	-	31.3	-	-	-	23.8	30.8	-	-	-	-	38.9	37.5	47.1
Economically Disadvantaged	81.0	55.5	55.1	75.4	81.6	58.5	-	-	-	45.4	61.0	64.2	73.3	58.4	64.4	57.4	71.2	60.6
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Section I-A Data & Analysis - Report Card Data

Data – *What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?*

1. The 2007 Adequate Yearly Progress Report for Meade Park Elementary School, Danville CCSD#118, reflects that the **White** subgroup in grades three, four, and five made AYP in math.
2. The 2007 Adequate Yearly Progress Report for Meade Park Elementary School, Danville CCSD#118, reflects that the **White** subgroup made AYP in reading in both the fourth and fifth grades.
3. Students in the **Black, Economically Disadvantaged**, and **Students with Disabilities** subgroups failed to meet State Standards in both math and reading.
4. Some subgroups may be in danger of failing to meet the benchmarks for AYP as the benchmarks increase to the 70.0% requirement level for reading and math for 2009.
5. The data from our School Report Card indicates to the School Improvement Team that some students are performing well below their regular grade-level peers in math and reading.
6. The area of concern for our **Black, Economically Disadvantaged**, and **Students with Disabilities** indicate the areas of weakness to be in both reading and math.

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

1. Students in the **Black** subgroup are struggling in both reading and math at all grade levels. Many of those same students are also **Economically**

Disadvantaged.

2. Even though mobility rate decreased at Meade Park Elementary School from 45.7 % to 26.7% in a year's time, it still remains almost double the state's mobility rate of 14.9%.
3. The truancy rate for Meade Park Elementary School is at 18.4%, which is well above the district's average of 10%, and more than seven (7) times the truancy rate at the state level of 2.5%. If students are not at school, it is more difficult for them to learn.
4. The percentage of ***Economically Disadvantaged*** students at Meade Park Elementary School has increased to 91.6 %, which is significantly more than the district average of 65.5 % and more than double the state rate of 41.1%.
5. In terms of Parental Involvement, data shows that 100% of parents have had contact with their child's teacher. However, the school needs to review and analyze the types and frequency of those parental contacts.
6. Meade Park Elementary School has had a tremendous influx of students from out of the city, as well as out of the state. A number of students have arrived with special needs that the staff was unaware of due to lack of communication from their former school districts.

What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

1. Meade Park Elementary School needs to review and strengthen our plan to address the instructional needs of ***Black*** students, ***Students With Disabilities***, and ***Economically Disadvantaged*** students.
2. There is a need to continue to strengthen Meade Park Elementary School's instruction through the implementation of best practices which would include RtI (Response to Intervention), an RIP paraprofessional, and after-school programs.
3. Instructional staff will have opportunities to attend Differentiated Instruction staff development, which will help address the subgroups in reading and math.
4. Low-income rates, high mobility rates, and lack of direct parental support may have an impact on the academic achievement of Meade Park Elementary School students. These factors especially affect the test scores of students in third, fourth, and fifth grades.

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 are indicated by these data? What areas of strength are apparent?

1. During the 2007-2008 school year, students in the first, second, third, fourth, and fifth grades took quarterly local assessments in mathematics in an effort to gauge student mastery and development throughout the quarter. These assessments assist staff in targeting future instructional practices. These results showed growth for some students on an individual basis, as class sections, and across all grade levels after the first quarter.
2. The data gathered through this quarterly assessment provides the instructional staff a way to gauge student understanding and determine future instruction of basic concepts. This is extremely important as mathematics is considered a building block for future concepts that must be learned.
3. The instructional staff provided Peer Assisted Learning (PAL) to strengthen reading and math skills. Shared partner reading and use of leveled readers were used to help reading fluency and comprehension. Use of both vocabulary and basic math fact flashcards were used daily.
4. The reading assessment program, DIBELS, is given three times a year. The data from this assessment is used to guide instruction for students in Kindergarten through fifth grade. Students who do not benchmark at a certain level are progress-monitored every week by their reading teacher.
5. Through the use of technology, a computer software program was implemented for students in the third, fourth, and fifth grades. Students were given a series of tests in math and reading. The data from the tests provided the teaching staff the ability to develop probes in order to enhance the students reading and math abilities.

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

1. Last year we gathered data from the quarterly mathematics assessments after the tests had been administered. Several changes were made on the tests throughout the year. The data gained gave insight in assisting the instructional staff in driving quarterly instruction for the upcoming quarterly tests. Beginning in the Fall of 2008, a task force was compiling a Language Arts Assessment for the third, fourth, and fifth grade students to help students prepare for the ISAT tests. Second grade students will be administered the Language Arts test during the second semester.
2. This year we started administering a pre-test and a post-test in Mathematics. It was felt that we could gain valuable insight as to where our students' needs and strengths are at the beginning of the first grading period. That data would help drive instruction. Also implemented this year was the Language Arts Quarterly Assessment.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

1. The results from the 2008 ISAT in reading shows that our students failed to make the AYP benchmark at all three grade levels.
2. The results from the 2008 ISAT in mathematics shows that our students failed to make the AYP benchmark at the third and fifth grade levels.
3. The subgroups, **Black, Students with Disabilities**, and **Economically Disadvantaged** play a major part in Meade Park Elementary School not making AYP.
4. Creating a positive learning environment for all students, learning and using differentiated instructional strategies, and using Accelerated Reading more effectively will enhance our students' school improvement.

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges**Data** - *Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?*

1. Meade Park Elementary School was 91.6% **Economically Disadvantaged** for the 2007-2008 school year. In our school community, we have a low-income housing authority section with approximately 125 students on one end of the school's boundary line, and seven (7) mobile home courts with approximately 150 students at the other end.
2. Meade Park Elementary School's attendance rate fluctuates from year to year, with the 2007-2008 school year being the highest at 93.4%. Our goal is to increase our attendance rate to 95%.

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

1. Meade Park Elementary School's attendance fluctuation from month to month has a direct correlation on student learning. Some parents do not fully recognize the importance of being at school on a daily basis.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

1. Meade Park Elementary School will provide a setting in which the staff, with special emphasis on the social worker, can provide information regarding the importance of being at school every day.

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?

1. The instructional staff of Meade Park Elementary School is 100% Highly Qualified.

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

1. Even though the Meade Park Elementary School instructional staff is Highly Qualified, 90% of the staff is thirty-five years old or younger. Due to the retirement of veteran teachers and teachers accepting other positions, the staff is changing. These staff members are then replaced with teachers right out of college who need time to gain experience in the classroom.
2. In order to better prepare our intermediate students for the ISAT, we will utilize the experience of retired teachers to work with students in small group settings of four students or less.

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

1. It is important that the staff be provided with staff development in the areas of reading, mathematics, and writing.

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?

1. Parental involvement for Meade Park Elementary School is lacking. Even though the instructional staff makes a point of communicating with our parents through conferences, phone calls, and notes, we still need parents to be more visible in the building itself. Eighty-seven percent of Meade Park Elementary School parents attended parent/teacher conferences in the 2007-2008 school year, and ninety-three percent attended parent/teacher conferences in the fall of 2008-2009.
2. As a staff, we need to utilize other means of obtaining stronger parental support. For example, the At-Home Tutor program had low attendance in 2007-2008 with only three parents at each of the four sessions. In the 2008-2009 school year, there was a dramatic increase in attendance. Each of the three sessions averaged eleven parents due to better promotion of the program.
3. Viable transportation continues to be a negative factor in attempting to increase parental support within the building.

4. A large percentage of our parents at Meade Park Elementary School are not familiar with the new curriculum and what is involved for their student(s) to be successful.
5. Some of our parents did not have a positive school experience as a child and are not comfortable in a school setting.
6. Sustaining parent involvement is also an issue. At the Meade Park Elementary School's Family Council meetings in 2007-2008, attendance was strong at the beginning of the school year, but slowly decreased as the year progressed. That is the trend we are seeing in the 2008-2009 school year as well.
7. Incentives can bolster parent attendance at school functions. Approximately forty parents attended Meade Park Elementary School's Expectation Night in 2007-2008. Over two hundred sixty parents attended the 2008-2009 Expectation Night when food was provided and prizes were given.
8. Also providing affordable experiences to our students and parents can help build parental support and encourage parents to come to the school. Because Meade Park Elementary School is 93% free or reduced lunch, many families do not have the money to take their children to get a picture taken with Santa Claus. Our school provides each child the opportunity to take a digital picture with Santa Claus and a chance to buy very inexpensive gifts at Santa's Workshop that evening. Staff members wrap these gifts for the students. Approximately three hundred people attended this school function in 2007-2008.

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

1. If support from home is lacking, students are not always motivated to do quality work.
2. The parents' lack of strong academic skills makes it difficult for them to help their children.
3. The parents' lack of transportation makes it difficult for them to visit the school.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

1. Meade Park Elementary School needs to provide opportunities for parents to view the curriculum by offering evening sessions. The curriculum will also be posted on the school's website.
2. The Family Council, the Leadership Team, and the PBIS Committee need to join forces in providing ways and means for stronger parental involvement.
3. The school needs to utilize its computer lab for the school community in order to provide on-site training for the Family Access program. By utilizing this program, parents can stay apprised of their children's academic progress, assignments, and calendar events.
4. On a district-wide basis, representatives from each school's Family Council, including Meade Park Elementary School, will meet quarterly to review various educational programs within the district, identify areas of concern or need, and make recommendations for programs and activities that could address schools' needs.

5. The At-Home Tutor program is an opportunity that will be provided to parents in order for them to learn and focus on strategies that will support a literacy-based home. These workshops will be held at both Meade Park Elementary School and the Fair Oaks Housing Development.
6. Parents will be encouraged to volunteer within the school community according to their skills and interests. Volunteer solicitation will be included in the monthly Meade Park Elementary School newsletters. A volunteer handbook has been developed and will be distributed.
7. At least twice a year, parents will be invited to the school to discuss their children's educational performance with members of the school staff. The school will assist in providing transportation for those who have none.

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors – From the preceding screens (I-A, I-B, I-C-1, 2, 3) identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Meade Park Elementary School will continue to strengthen curriculum, provide staff development, and foster parental involvement to improve students' skills in math and reading, as well as increase attendance. Although we will continuously monitor the progress of all students, subgroups including **Black**, **Economically Disadvantaged**, and **Students with Disabilities** will be academically targeted with the assistance of auxiliary personnel, such as our RIP paraprofessional and retired teacher instructors.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	Meade Park Elementary School will meet AYP in reading through the use of new materials, new strategies, and new staff members.	1,2,4,
2	Meade Park Elementary School will meet AYP in math by implementing new strategies with a particular focus on computation.	3,
3	Meade Park Elementary School will increase attendance by one (1) percent.	1,2,4,3,

The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.

1	School is deficient in Reading Meets and Exceeds
2	Black students are deficient in Reading Meets and Exceeds
3	Black students are deficient in Mathematics Meets and Exceeds
4	Economically Disadvantaged students are deficient in Reading Meets and Exceeds

Section II-A Action Plan - Objectives

Objective: 1

Meade Park Elementary School will meet AYP in reading through the use of new materials, new strategies, and new staff members.

Objective 1 Description:

Teachers at all grade levels K-5 will use new leveled materials and implement instructional strategies to differentiate instruction. The specific focus will be on vocabulary, fluency, and comprehension. To support these efforts, new staff including retired teachers,(etc) have been hired.

This objective addresses the following areas of AYP deficiency	
1	School is deficient in Reading Meets and Exceeds
2	Black students are deficient in Reading Meets and Exceeds
3	Economically Disadvantaged students are deficient in Reading Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Meade Park Elementary School will meet AYP in reading through the use of new materials, new strategies, and new staff members.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Teachers will use small groups to target students identified by DIBELS as being at the intensive and strategic level.	9/2/2008	5/22/2009	During School	Local Funds	
2	Our new Reading Improvement paraprofessional will use the RIP program to increase vocabulary skills in identified students in grade 3-5.	10/6/2008	5/22/2009	During School	Title I	
3	A new vocabulary initiative will include a daily vocabulary word in the morning announcements and a new word wall in the library.	10/13/2008	5/22/2009	During School	Local Funds	
4	Teachers will use new leveled readers with small groups of students to increase the level of fluency and comprehension.	9/7/2008	5/22/2009	During School	Local Funds	
5	Teachers in grades 3-5 will use the practice probes from the Discovery Education Assessment Program to individualize instruction and increase the comprehension level of students.	9/15/2008	5/22/2009	During School	Local Funds	
6	Intermediate staff, including the RIP paraprofessional and auxiliary personnel will use the Newbridge Fluency Practice kits to increase students' level of fluency and comprehension.	8/25/2008	5/22/2009	During School	Title I	

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 1 Title : Meade Park Elementary School will meet AYP in reading through the use of new materials, new strategies, and new staff members.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	The new Reading Improvement Program paraprofessional received training in how to individualize vocabulary and comprehension instruction with targeted students.	10/20/2008	10/20/2008	During School	Title I	
2	During September and October, professional development training on the use of Discovery Education Assessment was given to all intermediate staff members.	9/15/2008	10/30/2008	During School	Local Funds	
3	Staff was trained on how to use data to focus appropriate fluency and comprehension strategies in small groups.	11/5/2008	11/5/2008	After School	Local Funds	

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 1 Title : Meade Park Elementary School will meet AYP in reading through the use of new materials, new strategies, and new staff members.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	At monthly Family Council meetings, parents will be involved in discussions about new programs being implemented to improve reading instruction and the importance of parental involvement.	9/25/2008	4/16/2009	After School	Local Funds	
2	At parent/teacher conferences, parents are given student-specific data and are also provided with information that will help them work with their student's fluency and comprehension at home.	10/30/2008	3/20/2009	After School	Local Funds	
3	The At-Home Tutor Program gives parents specific information and activities to increase their student's fluency, vocabulary, and comprehension.	9/23/2008	10/21/2008	After School	Title I	

Section II-E Action Plan - Monitoring

Objective 1 Title : Meade Park Elementary School will meet AYP in reading through the use of new materials, new strategies, and new staff members.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

At the weekly leadership and unit meetings, staff and administrators meet to analyze DIBELS results, quarterly assessment results, and other data that demonstrate the effectiveness of strategies and activities designed to improve reading ability in all students.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Alice Payne	Principal
Mendy Spesard	Administrative Intern
Sallie Smith and Lisa Hauck	Unit Leaders

Section II-A Action Plan - Objectives

Objective: 2

Meade Park Elementary School will meet AYP in math by implementing new strategies with a particular focus on computation.

Objective 2 Description:

2008 ISAT scores indicated that a major area of weakness was computation. Therefore, our focus will be to increase math computation skills for all students. We will do this through the analysis of data and the use of new programs and personnel to differentiate instruction. Specific focus will include helping students learn and retain addition, subtraction, multiplication, and division facts.

This objective addresses the following areas of AYP deficiency	
1	Black students are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : Meade Park Elementary School will meet AYP in math by implementing new strategies with a particular focus on computation.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Teachers in grades 3-5 will use the practice probes from the Discovery Education Assessment Program to individualize math instruction and increase students' computation skills.	9/15/2008	5/22/2009	During School	Local Funds	
2	Flashcards, worksheets, games, and timed tests will be used on a daily basis to help students learn the basic facts.	8/21/2008	5/22/2009	During School	Local Funds	

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 2 Title : Meade Park Elementary School will meet AYP in math by implementing new strategies with a particular focus on computation.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	During September and October, professional development training on the use of Discovery Education Assessment was given to all intermediate staff members. All staff members meet for professional development every other Wednesday throughout the school year for ninety minutes.	9/15/2008	10/30/2008	During School	Local Funds	
2	Staff was trained on how to use data to target and remediate individual student deficiencies.	11/5/2008	11/5/2008	During School	Local Funds	
3	A trained coordinator will provide an inservice to all Meade Park staff members to increase staff knowledge of differentiated learning.	12/17/2008	12/17/2008	During School	Local Funds	

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 2 Title : Meade Park Elementary School will meet AYP in math by implementing new strategies with a particular focus on computation.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	At monthly Family Council meetings, parents will be involved in discussions about new programs being implemented to improve instruction and the importance of parental involvement.	9/25/2008	4/16/2009	After School	Local Funds	
2	At parent/teacher conferences, parents are given student-specific data and are also provided with information that will help them work with their student's fluency and comprehension at home.	10/30/2008	3/20/2009	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 2 Title : Meade Park Elementary School will meet AYP in math by implementing new strategies with a particular focus on computation.
Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

At the weekly leadership and unit meetings, staff and administrators meet to analyze quarterly assessment results and other data that demonstrate the effectiveness of strategies and activities designed to improve the mathematical ability in all students.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Alice Payne	Principal
Mendy Spesard	Administrative Intern
Sallie Smith and Lisa Hauck	Unit Leaders

Section II-A Action Plan - Objectives

Objective: 3

Meade Park Elementary School will increase attendance by one (1) percent.

Objective 3 Description:

In order to improve attendance, Meade Park Elementary School will launch a new attendance initiative. This will include a variety of activities targeting parents and students. All staff members, with special support from the school social worker and principal, will emphasize the importance of student attendance for long-term academic achievement.

This objective addresses the following areas of AYP deficiency	
1	School is deficient in Reading Meets and Exceeds
2	Black students are deficient in Reading Meets and Exceeds
3	Economically Disadvantaged students are deficient in Reading Meets and Exceeds
4	Black students are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 3 Title : Meade Park Elementary School will increase attendance by one (1) percent.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Students will be rewarded with a special activity when attendance meets the targeted goal.	10/6/2008	5/22/2009	During School	Local Funds	
2	School social worker will target students with extremely poor attendance and work with their families to increase daily attendance.	9/1/2008	5/22/2009	After School	Local Funds	
3	Daily attendance percentages are posted in a prominent location so that parents and involved community members can track, monitor, and support the efforts to increase attendance. By placing this chart where it is easily visible, the school can emphasize the importance of coming to school every day.	9/29/2008	5/22/2009	During School	Local Funds	

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 3 Title : Meade Park Elementary School will increase attendance by one (1) percent.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	The school social worker will educate the staff on what research says about why students do not attend school.	11/19/2008	11/19/2008	During School	Local Funds	

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 3 Title : Meade Park Elementary School will increase attendance by one (1) percent.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	At such functions as Family Council meetings, honors assemblies, parent/teacher conferences, and Expectation Night staff members discuss the importance of daily attendance.	9/11/2008	5/22/2009	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 3 Title : Meade Park Elementary School will increase attendance by one (1) percent.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

At the weekly leadership and unit meetings, staff and administrators meet to analyze data that demonstrate the effectiveness of strategies and activities designed to improve the quality of education for all students.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Alice Payne	Principal
Mendy Spesard	Administrative Intern
Sallie Smith and Lisa Hauck	Unit Leaders

Section III - Plan Development, Review and Implementation Part A. Parent Notification*

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

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. (**Requirement for Title I Schools only.*)

Having parents involved in the educational process at Meade Park Elementary School is a major proponent to the success of the school's program. We welcome parental input and strongly encourage parents to volunteer in the school.

At Meade Park Elementary School, we provide a program that assists parents in working with their children at home to increase students' reading skills. This program, the At-Home Tutor, invites parents to attend three training workshops in the evening. A facilitator works with the parents at the seminar and provides a kit for each family to take home and use with their students. Both dinner and baby-sitting services are provided free of charge. This very same workshop is also

provided on three afternoons at the Fair Oaks Housing Development.

Parent/teacher conferences are held twice a year, after the first and third quarter grading periods, for parents to come to school to discuss their child's academic performance. Transportation is provided for parents who have none. An administrator is also on-site at the Belton Enrichment Center in the Fair Oaks Housing Development on Tuesdays from 4:00-5:00 pm. Parents who live in Fair Oaks and have school concerns or questions are invited to visit the office on these days.

The Meade Park Family Council provides an opportunity for parents to have an advisory role with building administrators. The Family Council meets four to six times a year to review various educational programs within the school and to help implement new ideas to enhance the educational process and build a positive learning climate for the school.

On a district-wide basis, representatives from the Family Council serve on the NCLB (No Child Left Behind) Advisory Council. This council meets quarterly to review educational programs within the district, identify areas of concern or need, and to make recommendations for new academic programs and activities.

Parents also have the ability to use Family Access, an Internet website that lists students' grades, attendance, schedules, and calendars. Other ways to access information on-line include the Interactive School Report Card, the School Improvement Plan, and both Meade Park and District #118 websites. Paper copies of student progress reports, student report cards, and monthly newsletters are also sent home regularly.

**Section III - Plan Development, Review and Implementation
Part B. Stakeholder Involvement**

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

In order for Meade Park Elementary School to be successful, we need to have continuous input from staff members, parents, and community members. Parent concerns are of the utmost importance to us, and are addressed as quickly as possible with a phone call and/or a conference. Family Council meetings are held four to six times a year to discuss the academic needs and goals of the building. Unit leaders for both the primary and intermediate sections of Meade Park meet with the principal once a week and hold weekly team meetings to discuss educational endeavors. All staff members meet as a group at least once a month to look over data and determine the best educational practices for Meade Park School. Community members have been updated about the school's academic progress at the neighborhood Oaklawn Association meeting, and monthly newsletters are distributed to our Partners in Education and local businesses.

Names and titles of school improvement team or plan developers:

	Name	Title

1	Alice Payne	Principal
2	Mendy Spesard	Administrative Intern
3	Sallie Smith	Intermediate Unit Leader
4	Lisa Hauck	Primary Unit Leader
5	Abby Dempsey	Parent
6	John Gullotta	Parent
7	Kelly Powell	Parent
8	Sabrina Craft	Parent
9	Nicholas Rudy	Parent

Section III - Plan Development, Review and Implementation Part C. Peer Review Process

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 Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Describe the peer review process including participants and date(s) of peer review.

Danville District #118 uses a procedural process to review all School Improvement Plans. Each building's School Improvement Plan is reviewed by building personnel and school parents before presenting it to the Associate Superintendent. The Associate Superintendent has a district-level committee comprised of instructional experts who will evaluate the plan and make recommendations for plan modifications. The Associate Superintendent will then meet with building leaders who will make revisions before resubmitting the School Improvement Plan to the Danville District #118 office for final approval.

Section III - Plan Development, Review and Implementation
Part D. Teacher Mentoring Process

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.

At Meade Park Elementary School, all newly hired first year teachers are assigned a mentor to guide and assist them throughout the year. Funds are also provided to purchase items and materials for their classrooms.

The Director of Human Resources conducts a seminar for newly hired teachers prior to the start of the school year, and a Novice Teacher Support Program is offered by the Regional Office of Education in conjunction with the University of Illinois.

Also at the building level, the principal hosts a meeting for these new teachers in order to answer any questions or address any concerns they might have before the start of school.

Section III - Plan Development, Review and Implementation
Part E. District Responsibilities

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). If applicable, identify corrective actions or restructuring options taken by the district.

Danville District #118 has an extensive internal support system in place designed to assist all buildings with their plans for implementing school improvement strategies. These include:

The Curriculum Coordinator leads the initiative to support overall improvement in student achievement. Curriculum alignment meetings, sub-area workshops, and professional development initiatives are some of the ways in which improved student achievement for all students is being targeted within the district.

The Early Childhood Block Grant Coordinator oversees the child-find activities of the district. These activities are held on a monthly basis and facilitate services to young children in need.

Title I Coordinators serve as instructional coaches to teachers in grades K-5 within the district.

Title I parent activities include: Parents, Popcorn, and a Movie, Family Fun Fridays, Night of Lights, and Raising a Reader for the Holidays.

The Administrator of Alternative Education oversees the district-wide implementation of the Positive Behavior Intervention and Supports Program (PBIS).

The Technology Coordinator meets monthly with the computer resource teachers to discuss technology issues and provide training for them. In turn, the CRP teachers then work with other staff members in the building conducting software training sessions, helping to evaluate web resources, and providing technological assistance, encouragement, and ideas.

New teachers in Danville District #118 attend an orientation for new staff members the first week of August. Elementary teachers meet as one group, while middle school and high school staff meet as another. Topics include lesson plans, classroom management, and safety. Teachers are also encouraged to participate in the Novice Teacher Support Program. Additionally, Unit Leaders lend support and encouragement to new teachers prior to the first student attendance day. New teachers also meet with grade level peers on a district-wide basis five times a year to discuss best practices for ISAT preparation, technology, and methodology.

The Student Achievement Task Force comprises representatives from each building along with members of the community. The task force evaluates major district issues and recommends appropriate strategies to deal with those issues.

The Information Management Coordinator oversees implementation and maintenance of all technology.

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

Section III - Plan Development, Review and Implementation Part F. State Responsibilities

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.

The Regional Office of Education provides staff development throughout the year. The Illinois State Board of Education keeps a very thorough website available as a resource. IPA workshops are available for teachers and administrators to attend.

Section III - Plan Development, Review and Implementation
Part G. School Support Team

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide sustained and intensive support for those schools to make adequate yearly progress. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools I academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board:

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 ensures alignment of curriculum, instruction, and assessments 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 the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Have the areas of low achievement been clearly identified?

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?

Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities?

LOCAL ASSESSMENT DATA (OPTIONAL)

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

Do these local assessment results add clarity to the state assessment data?

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?

Do the other data add clarity to the state assessment data?

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

Have data or research been used to determine the key factors believed to cause low performance?

Are the key factors within the district's capacity to change or control?

CLARITY OF OBJECTIVES

Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?

Do the objectives address all areas of AYP deficiency?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Will the selected strategies and activities likely improve student learning and achievement?

Are the strategies and activities measurable?

Are the measures of progress for the strategies and activities clearly identified?

Are expectations for classroom behavior and practice related to the objectives clear?

	Is professional development aligned with the strategies and activities for students?
	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
	Do the parent involvement strategies clearly align with the strategies and activities? for students?
	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
	Are timelines reasonable and resources coordinated to achieve the objectives?
MONITORING	
	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION	
	Does this plan 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 parents can understand? (Title I Schools Only)
STAKEHOLDER INVOLVEMENT	
	Does the plan describe how stakeholders have been consulted?
	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?
PEER REVIEW	
	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
TEACHER MENTORING PROCESS	
	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?
DISTRICT RESPONSIBILITIES	
	Is it clear what support the district will provide to ensure the success of the plan?
	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
STATE RESPONSIBILITIES	

	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
	The plan indicates the approval date of this plan.

PART II - COMMENTS