

# CHADWICK-MILLEDGEVILLE C.U.S.D #399 SCHOOL IMPROVEMENT PLAN



## CHADWICK-MILLEDGEVILLE JR./SR. HIGH SCHOOL 2025-26 SCHOOL YEAR

Committee Members:  
Tyler Jakse, Principal  
Morgan Blasing, FACS  
Cathy Schopf, Science  
Ashley Swalve, Math  
Katie Mitchell, English Language Arts  
Drake Dublo, Social Science/Math

### ***1. Demographics***

Milledgeville Jr./Sr. High School is located in Carroll County in northwest Illinois, in the town of Milledgeville. Milledgeville Jr./Sr. High School is part of Chadwick-Milledgeville C.U.S.D

#399 and housed in the same building as the K-5 Milledgeville Elementary School. Current Jr./Sr. High School Enrollment of 178 students 6-12 for the 2024-25 school year.

### 1.1 *Demographics Data*

School Year	2020-21	2021-22	2022-23	2023-24	2024-25
Attendance rate	95%	94%	94.3%	94%	N/A
Chronic Absenteeism	16%	15.7%	15.7%	15%	N/A
Mobility rate	6%	9%	4.3%	7%	N/A
Dropout rate	2%	N/A	N/A	N/A	N/A
Graduation Rate	92%	97%	97%	97%	N/A

### 1.2 *Enrollment Information (from Fall Housing Report)*

#### Enrollment by Grade Level

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 6	-	-	-	29	24	34
Grade 7	23	29	22	29	29	23
Grade 8	32	25	32	21	34	31
Grade 9	29	34	22	29	19	30
Grade 10	36	30	29	21	25	19
Grade 11	34	35	29	29	20	27
Grade 12	44	36	34	27	27	20
<b>Total</b>	<b>198</b>	<b>189</b>	<b>168</b>	<b>185</b>	<b>178</b>	<b>184</b>

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LEP	0%	0%	0%	0%	0%	N/A
Special Ed %	9%	10%	10%	9%	8%	N/A
Low Income Rate	30%	42%	42%	41.5%	39%	N/A

### 1.3 *School and Community Characteristics*

#### School Characteristics

Milledgeville Jr/Sr High School has many quality attributes. The student attendance rate is high, and the truancy rate is low. Milledgeville Jr./Sr. High School is experiencing an enrollment decline that will settle at around 175 students for grades 6-12. Technology is a priority at Milledgeville Jr/Sr High School. A one-to-one initiative was started in the 2013-14 school year utilizing Lenovo ThinkPad laptops. As the school continues to implement the one-to-one initiative, we are committed to improving the integration of technology to support student learning. Teachers have embraced technology, and every classroom has achieved the first benchmark of creating a “digital presence”. This means that they are leveraging classroom platforms such as Schoology or Moodle. As we continue to encounter staff turnover, we have seen an increase in the ability to leverage technology to enhance learning. The district continues to invest in new technology for staff and students. A challenge the staff will focus is on improving students’ independent reading stamina. This plan will focus on teachers continuing their research and implementation of proven instructional strategies that provide quality reading

practice and accountability for students. Additionally, the staff will research how to implement specific math skills across the curriculum.

The school faculty is a mix of younger and veteran teachers for the 2025-26 school year. Of our 22 teachers 8 of them will have less than 10 years' experience. We have 14 teachers who have been with the district 5 years or more.

The building was built in 1920 with an addition in the 1960's. In the summer of 2019, the building received a 7-million-dollar renovation that included: new entry, elevator, classroom remodel, new lighting, media center remodel, new windows, electrical upgrade, new flooring, geothermal heating and cooling, and all new windows. During the summer of 2020 Chadwick School was closed and the students and staff moved to Milledgeville. Milledgeville is now a PK-12 attendance center.

Milledgeville Junior/Senior High School faces several challenges. Declining enrollment is the main challenge. With the dropping enrollment and instability of state funding, we must find ways to offer high quality opportunities for students while also being efficient. The increasing complications of the teaching shortage have led to Milledgeville Jr/Sr High School needing to coordinate our existing staff to fulfill district needs sufficiently. We continue to address the learning loss as a result of the COVID school closures and mitigations. Students entering 6<sup>th</sup> grade were in early elementary and lost out on foundational skills. We will need to address these skill deficits and continue to maintain a rigorous and student learning focused curriculum.

### Community Characteristics

Our community is a typical rural community in Illinois. The low-income rate has climbed 42%, which is an increase of over 10% in the past eight years. The mobility rate is increasing amongst our students. The tax base is high with farmland included. The communities have some industry and business that employs community members, although most travel to Sterling, Dixon, or Freeport.

## **2. *Data/Information Collection***

Assessment data is gathered from NWEA MAP, SAT, IAR, and ISA tests. SAT, IAT, and ISA are taken once a year and data is not released until the summer. MAP testing is administered three times per year in the fall, winter, and spring. The tests assess student ability in reading, math, and language. The test is adaptive, meaning that it adjusts difficulty as the student answers questions. It will provide students with a level of success on the assessment, and the educator's information on their ability. The staff implemented an incentive program for HS students to motivate them to take the MAP testing seriously. The program was successful in increasing motivation for a vast majority of students.

### ***Assessment Data***

#### *MAP RESULTS*

	<i>Junior Reading</i>			<i>Junior Math</i>			<i>Junior Language</i>		
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>

<i>LO</i>	1 (4%)	0 (0%)	(%)	0 (0%)	0 (0%)	(%)	2 (8%)	1 (4%)	(%)
<i>LO AVG</i>	3 (13%)	4 (17%)	(%)	3 (13%)	3 (13%)	(%)	3 (13%)	4 (17%)	(%)
<i>AVG</i>	12 (50%)	8 (33%)	(%)	5 (21%)	4 (17%)	(%)	3 (13%)	3 (13%)	(%)
<i>HI AVG</i>	8 (33%)	9 (38%)	(%)	12 (50%)	7 (29%)	(%)	9 (38%)	4 (17%)	(%)
<i>HI</i>	0 (0%)	3 (13%)	(%)	4 (17%)	10 (42%)	(%)	7 (29%)	12 (50%)	(%)
<i>TESTED</i>	24	24		24	24		24	24	
	<i>Sophomore Reading</i>			<i>Sophomore Math</i>			<i>Sophomore Language</i>		
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
<i>LO</i>	0 (0%)	2 (11%)	(%)	0 (0%)	1 (5%)	(%)	3 (16%)	1 (5%)	(%)
<i>LO AVG</i>	6 (32%)	4 (22%)	(%)	3 (16%)	4 (21%)	(%)	4 (21%)	5 (26%)	(%)
<i>AVG</i>	4 (21%)	4 (22%)	(%)	9 (47%)	4 (21%)	(%)	0 (0%)	5 (26%)	(%)
<i>HI AVG</i>	8 (42%)	8 (44%)	(%)	4 (21%)	7 (37%)	(%)	8 (42%)	5 (26%)	(%)
<i>HI</i>	1 (5%)	0 (0%)	(%)	3 (16%)	3 (16%)	(%)	4 (21%)	3 (16%)	(%)
<i>TESTED</i>	19	18		19	19		19	19	
	<i>Freshman Reading</i>			<i>Freshman Math</i>			<i>Freshman Language</i>		
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
<i>LO</i>	3 (10%)	2 (7%)	(%)	1 (3%)	2 (7%)	(%)	3 (10%)	1 (3%)	(%)
<i>LO AVG</i>	5 (17%)	4 (14%)	(%)	2 (7%)	3 (10%)	(%)	2 (7%)	4 (14%)	(%)
<i>AVG</i>	10 (33%)	8 (28%)	(%)	12 (40%)	8 (28%)	(%)	9 (30%)	6 (21%)	(%)
<i>HI AVG</i>	9 (30%)	15 (52%)	(%)	7 (23%)	10 (34%)	(%)	9 (30%)	11 (38%)	(%)
<i>HI</i>	3 (10%)	0 (0%)	(%)	8 (27%)	6 (21%)	(%)	7 (23%)	7 (24%)	(%)
<i>TESTED</i>	30	29		30	29		30	29	
	<i>8<sup>th</sup> Grade Reading</i>			<i>8<sup>th</sup> Grade Math</i>			<i>8<sup>th</sup> Grade Language</i>		
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
<i>LO</i>	4 (14%)	8 (28%)	(%)	3 (10%)	3 (10%)	(%)	6 (21%)	4 (14%)	(%)
<i>LO AVG</i>	8 (28%)	8 (28%)	(%)	10 (34%)	6 (21%)	(%)	3 (10%)	9 (31%)	(%)
<i>AVG</i>	7 (24%)	7 (24%)	(%)	3 (10%)	8 (28%)	(%)	7 (24%)	3 (10%)	(%)
<i>HI AVG</i>	9 (31%)	3 (10%)	(%)	10 (34%)	9 (31%)	(%)	7 (24%)	6 (21%)	(%)
<i>HI</i>	1 (3%)	3 (10%)	(%)	3 (10%)	3 (10%)	(%)	6 (21%)	7 (24%)	(%)
<i>TESTED</i>	29	29		29	29		29	29	
	<i>7<sup>th</sup> Grade Reading</i>			<i>7<sup>th</sup> Grade Math</i>			<i>7<sup>th</sup> Grade Language</i>		
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
<i>LO</i>	1 (5%)	2 (10%)	(%)	1 (5%)	1 (5%)	(%)	0 (0%)	1 (5%)	(%)
<i>LO AVG</i>	7 (32%)	6 (29%)	(%)	8 (36%)	6 (29%)	(%)	6 (27%)	4 (19%)	(%)
<i>AVG</i>	7 (32%)	9 (43%)	(%)	2 (9%)	5 (24%)	(%)	4 (18%)	6 (29%)	(%)
<i>HI AVG</i>	4 (18%)	2 (10%)	(%)	10 (45%)	7 (33%)	(%)	8 (36%)	7 (33%)	(%)
<i>HI</i>	3 (14%)	2 (10%)	(%)	1 (5%)	2 (10%)	(%)	4 (18%)	3 (14%)	(%)
<i>TESTED</i>	22	21		22	21		22	21	
	<i>6<sup>th</sup> Grade Reading</i>			<i>6<sup>th</sup> Grade Math</i>			<i>6<sup>th</sup> Grade Language</i>		
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
<i>LO</i>	4 (12%)	5 (15%)	(%)	1 (3%)	1 (3%)	(%)	1 (3%)	3 (9%)	(%)
<i>LO AVG</i>	7 (21%)	5 (15%)	(%)	15 (45%)	13 (39%)	(%)	8 (24%)	6 (18%)	(%)

<i>AVG</i>	7 (21%)	12 (36%)	(%)	11 (33%)	10 (30%)	(%)	8 (24%)	8 (24%)	(%)
<i>HI AVG</i>	11 (33%)	5 (15%)	(%)	2 (6%)	5 (15%)	(%)	11 (33%)	10 (30%)	(%)
<i>HI</i>	4 (12%)	6 (18%)	(%)	4 (12%)	4 (12%)	(%)	5 (15%)	6 (18%)	(%)
<i>TESTED</i>	33	33		33	33		33	33	

Junior Reading		Junior Math		Junior Language	
Fall Mean	225.4/223.5	Fall Mean	240.5/231.7	Fall Mean	225.4/220.7
Winter Mean	228.7/224.6	Winter Mean	246/233.5	Winter Mean	230.5/221.9
Spring Mean	/224.7	Spring Mean	/234.2	Spring Mean	/222.3
Sophomore Reading		Sophomore Math		Sophomore Language	
Fall Mean	224.5/221.5	Fall Mean	233.9/229.1	Fall Mean	222.7/218.8
Winter Mean	223.8/222.9	Winter Mean	235.4/231.2	Winter Mean	222.8/220.2
Spring Mean	/223.5	Spring Mean	/232.4	Spring Mean	/220.9
Freshman Reading		Freshman Math		Freshman Language	
Fall Mean	219.3/218.9	Fall Mean	233.3/226.4	Fall Mean	221.9/216.7
Winter Mean	223.8/220.5	Winter Mean	235.1/228.7	Winter Mean	224.8/218.2
Spring Mean	/221.4	Spring Mean	/230	Spring Mean	/219
8 <sup>th</sup> Grade Reading		8 <sup>th</sup> Grade Math		8 <sup>th</sup> Grade Language	
Fall Mean	215.7/218	Fall Mean	223.8/224.9	Fall Mean	216.2/215.2
Winter Mean	215.1/220.5	Winter Mean	228.9/228.1	Winter Mean	218.5/217.7
Spring Mean	/221.7	Spring Mean	/230.3	Spring Mean	/218.7
7 <sup>th</sup> Grade Reading		7 <sup>th</sup> Grade Math		7 <sup>th</sup> Grade Language	
Fall Mean	216.5/214.2	Fall Mean	221.6/220.2	Fall Mean	217/212.6
Winter Mean	216.9/217.1	Winter Mean	224.7/224	Winter Mean	218.9/215.3
Spring Mean	/218.4	Spring Mean	/226.7	Spring Mean	/216.5
6 <sup>th</sup> Grade Reading		6 <sup>th</sup> Grade Math		6 <sup>th</sup> Grade Language	
Fall Mean	211.2/210.2	Fall Mean	212.9/214.7	Fall Mean	211.8/209.4
Winter Mean	215.7/213.8	Winter Mean	219.1/219.6	Winter Mean	215.7/212.8
Spring Mean	/215.4	Spring Mean	/222.9	Spring Mean	/214.2

*\*District Meant RIT listed first/Norm Grade Level Mean RIT*

### ***Educator Data***

Total number of full-time certified staff is 22 for the 2025-26 school year.

### ***2.1 Data Driven Decision Making***

- School Improvement team begins work looking MAP results and Type III Assessments.
- Team looks at performance and determines areas in which our school needs to address to help students be college and career ready.
- Team works with the rest of the staff to identify further areas of concern.

- Team works to gather research in the identified areas, to determine best practice to write 2-4 SIP goals for 2024-25 school year.
- The team also uses the data to identify professional development areas based on the determined goals.
- SAT is also used but the results are delivered later in the school year.

### ***3 Data Analysis***

Teachers are asked to continually use the MAP data to help plan appropriate leveled materials to the students in their classes. They are also asked to develop and implement their own assessments that tracks students' progress toward mastery. Although these are not used in the SIP process, they are used in student development and teacher professional development. They will now be used for Student Growth in teacher evaluation.

#### ***3.1 Data Quality***

NWEA MAP testing has is high in validity and reliability. The test is adaptive, which means that as students take it the questions become harder or easier depending on their success rate. The goal is to level to a point where the student is successful. The data shows the level that students are achieving in targeted areas of Reading, Language, and Math. As the team reviewed data and experiences taking the test, it has been determined that student motivation on the test is impacting the results. Steps will need to be taken to increase the engagement students have on the test.

#### ***3.2 Analysis of Data***

Data from MAP and previous SAT tests show us that a main concern for us is that reading, and writing are a main concern. We have made some gains with MAP results in reading; however, they are not consistent and need to improve.

#### ***3.3 Inferences and Conclusions***

Milledgeville Jr./Sr. High School needs to continue improve on focusing on specific students' needs for their transition to post-secondary life. Career exploration will be emphasized with two organized career events.

The team focused the effort of the SIP process toward creating goals on curricular gaps, behavioral skill gaps, and identified student academic skill deficiencies. The team will create three goals for the Jr./Sr. High School to address gaps in math curriculum across the curriculum, reading independent reading stamina including writing skills, and focusing on establishing a behavioral skill framework.

### ***4 Action Plan***

### Goal #1 Social Emotional Framework: “The Missile Mission”

Action Steps	Timeline	Accountability
<ol style="list-style-type: none"> <li>6-12 staff will brainstorm strategies to include the Missile Mission in the classroom.</li> <li>6-12 staff will re-introduce and reinforce the competencies and skills in the Missile Mission Framework through their classroom expectations and curriculum.</li> <li>6-12 staff will document how they have incorporated the Missile Mission Framework and collaborate with colleagues at quarterly meetings.</li> <li>6-12 staff will identify and use “teachable moments” to show how the Framework will help students be successful in their post-secondary lives.</li> <li>Get classroom posters of Missile Mission logo printed!</li> <li>Involve students by creating monthly Missile Mission Mentor Groups that focus on the values in the Missile Mission framework. Students will be grouped 6–8 and 9–12 to support age-appropriate</li> </ol>	<p>August 11, 2025: Staff Brainstorming</p> <ul style="list-style-type: none"> <li>-incorporating common language into classroom</li> <li>-adding Missile Mission to rubrics</li> <li>-activities for classroom use</li> </ul> <p>Q1: Staff will re-introduce students to the Missile Mission Framework and incorporate it into their classroom expectations.</p> <p>Q2-Q4: Staff will incorporate the Missile Mission Framework into the curriculum through activities, expectations, and assessments. (Note: use bold key words in Framework to immerse the competencies into the curriculum)</p>	<p>6-12 staff will document how they have introduced and implemented the framework into their curriculum.</p> <p><u>Documentation of Completion</u> Staff will detail how they accomplished each Action Step in Goal #1 on the “Jr./Sr. High School SIP Accountability Form”.</p>

discussions and activities. Each month, groups will explore a different theme tied to one of the six core competencies. Staff will lead their assigned groups using simple, ready-to-go materials and activities designed to build relationships, promote positive behavior, and strengthen school culture.		
<b>Resources</b>		
<ul style="list-style-type: none"> <li>• The Missile Mission Framework</li> <li>• Materials as needed</li> <li>• Collaboration time for staff</li> </ul>		

### **Goal #2 Math Curriculum Gaps Across the Curriculum**

Action Steps	Timeline	Accountability
1. The math department will work to provide a list of key math skills and concepts that students need based on MAP data.  2. Based on the information from the math department, 6-12 staff will compile a list of skills they will address and implement in their courses for the 2025-2026 school year.	1. Q1: Math department will identify key math skill and concept gaps (after Fall MAP testing) across the curriculum and share with 6-12 staff.  2. Q1-Q4: 6-12 staff will identify key math concepts that can be incorporated into their curriculum. Math department will provide support to non-math departments as needed.	1. Teachers will create reports for their departments that include what skills will be addressed and strategies to accomplish this to the staff SharePoint.  <u>Documentation of Completion</u> Staff will detail how they accomplished each Action Step in Goal #2 on the “Jr./Sr. High School SIP Accountability Form”.
<b>Resources</b>		
<ul style="list-style-type: none"> <li>• Collaboration time for staff</li> </ul>		

### **Goal #3 Reading Instruction with a Focus on Student Independent Reading Stamina:**

Activity	Timeline	Accountability
----------	----------	----------------



<p>1. The 6-12 staff will implement a minimum of one (1) strategy for the entire year in their classroom beginning September 1, 2025</p> <ul style="list-style-type: none"> <li>• During implementation staff will document their progress, feedback on the strategy, and changes/alterations they feel need to be made to improve the strategies used at Milledgeville Jr./Sr. High School.</li> </ul> <p>2. Staff will provide materials and summaries of the strategy to the SharePoint site.</p>	<p>September 1, 2025:</p> <ul style="list-style-type: none"> <li>• Teachers will select a minimum of one (1) reading strategy to implement and report that to the administration.</li> </ul> <p>September 1, 2025-May 22, 2026</p> <ul style="list-style-type: none"> <li>• Staff will implement the chosen strategy. Staff are expected to share relevant materials and feedback to the staff SharePoint for other staff professional development.</li> </ul>	<p>Staff will report selected strategy to administration no later than September 1, 2025.</p> <p>Staff will upload evidence of completion to the SIP SharePoint which will include: reading strategy used, relevant materials, and assessment of reading strategy.</p> <p><u>Documentation of Completion</u></p> <p>Staff will detail how they accomplished each Activity in Goal #3 on the “Jr./Sr. High School SIP Accountability Form”. This will include specific lessons, assignments, and activities used to achieve Goal #3.</p>
<p>Resources</p>		