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

CHADWICK-MILLEDGEVILLE JR./SR. HIGH SCHOOL
2024-25 SCHOOL YEAR

Committee Members:
Brian Maloy, 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 2023-24 school year.

1.1   Demographics Data

School Year	2019-20	2020-21	2021-22	2022-23	2023-24
Attendance rate	96%	95%	94%	94.3%	N/A
Truancy rate	2%	3%	N/A	5.8%	N/A
Mobility rate	4%	6%	9%	4.3%	N/A
Dropout rate	0%	2%	N/A	N/A	N/A
Graduation Rate	98%	92%	97%	97%	N/A

1.2   Enrollment Information (from Fall Housing Report)

Enrollment by Grade Level

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 6	-	-	-	-	29	24
Grade 7	30	23	29	22	29	29
Grade 8	31	32	25	32	21	34
Grade 9	35	29	34	22	29	19
Grade 10	35	36	30	29	21	25
Grade 11	42	34	35	29	29	20
Grade 12	41	44	36	34	27	27
Total	**214**	**198**	**189**	**168**	**185**	**178**

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LEP	0%	0%	0%	0%	0%	N/A
Special Ed %	11%	9%	10%	10%	9%	N/A
Low Income Rate	21.7%	30%	42%	42%	41.5%	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 2024-25 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 6th 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

	Junior Reading			Junior Math			Junior Language		
	Fall	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*
LO	1 (5%)	1 (5%)	2 (10%)	1 (5%)	1 (5%)	1 (5%)	2 (10%)	1 (5%)	1 (5%)
LO AVG	3 (15%)	2 (10%)	1 (5%)	1 (5%)	1 (5%)	3 (15%)	2 (10%)	1 (5%)	2 (10%)
AVG	3 (15%)	4 (20%)	3 (15%)	4 (20%)	3 (15%)	1 (5%)	4 (20%)	1 (5%)	3 (15%)
HI AVG	11 (55%)	7 (35%)	11 (55%)	7 (35%)	7 (35%)	7 (35%)	4 (20%)	7 (35%)	6 (30%)
HI	2 (10%)	6 (30%)	3 (15%)	7 (35%)	8 (40%)	8 (40%)	8 (40%)	10 (50%)	8 (40%)
TESTED	20	20	20	20	20	20	20	20	20
	Sophomore Reading			Sophomore Math			Sophomore Language		
	Fall	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*
LO	1 (4%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)	1 (4%)	1 (4%)	0 (0%)	1 (4%)
LO AVG	3 (11%)	1 (4%)	3 (12%)	4 (14%)	1 (4%)	2 (8%)	2 (7%)	3 (12%)	0 (0%)
AVG	9 (32%)	6 (23%)	5 (20%)	5 (18%)	6 (23%)	4 (16%)	3 (11%)	2 (8%)	4 (16%)
HI AVG	13 (46%)	16 (62%)	12 (48%)	13 (46%)	12 (46%)	12 (48%)	14 (50%)	8 (31%)	8 (32%)
HI	2 (7%)	3 (12%)	5 (20%)	5 (18%)	7 (27%)	6 (24%)	8 (29%)	13 (50%)	12 (48%)
TESTED	28	26	25	28	26	25	28	26	25
	Freshman Reading			Freshman Math			Freshman Language		
	Fall	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*
LO	2 (10%)	1 (5%)	1 (5%)	1 (5%)	0 (0%)	0 (0%)	2 (10%)	5 (26%)	4 (21%)
LO AVG	5 (25%)	8 (42%)	4 (21%)	3 (15%)	3 (16%)	3 (16%)	8 (40%)	3 (16%)	4 (21%)
AVG	8 (40%)	4 (21%)	5 (26%)	10 (50%)	8 (42%)	9 (47%)	2 (10%)	2 (11%)	5 (26%)
HI AVG	5 (25%)	4 (21%)	8 (42%)	5 (25%)	7 (37%)	5 (26%)	5 (25%)	6 (32%)	3 (16%)
HI	0 (0%)	2 (11%)	1 (5%)	1 (5%)	1 (5%)	2 (11%)	3 (15%)	3 (16%)	3 (16%)
TESTED	20	19	19	20	19	19	20	19	19
	8th Grade Reading			8th Grade Math			8th Grade Language		
	Fall	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*
LO	(%)	(%)	3 (9%)	(%)	(%)	1 (3%)	(%)	(%)	3 (9%)
LO AVG	(%)	(%)	7 (22%)	(%)	(%)	7 (22%)	(%)	(%)	9 (28%)
AVG	(%)	(%)	11 (34%)	(%)	(%)	5 (16%)	(%)	(%)	5 (16%)
HI AVG	(%)	(%)	7 (22%)	(%)	(%)	12 (38%)	(%)	(%)	6 (19%)
HI	(%)	(%)	4 (13%)	(%)	(%)	7 (22%)	(%)	(%)	9 (28%)
TESTED			32			32			32
	7th Grade Reading			7th Grade Math			7th Grade Language		
	Fall	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*	*Fall*	*Winter*	*Spring*
LO	(%)	(%)	5 (19%)	(%)	(%)	4 (15%)	(%)	(%)	8 (31%)
LO AVG	(%)	(%)	7 (27%)	(%)	(%)	7 (27%)	(%)	(%)	3 (12%)
AVG	(%)	(%)	7 (27%)	(%)	(%)	5 (19%)	(%)	(%)	6 (23%)
HI AVG	(%)	(%)	6 (23%)	(%)	(%)	6 (23%)	(%)	(%)	5 (19%)
HI	(%)	(%)	1 (4%)	(%)	(%)	4 (15%)	(%)	(%)	4 (15%)
TESTED			26			26			26
	6th Grade Reading			6th Grade Math			6th Grade Language		

	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
LO	(%)	(%)	2 (10%)	(%)	(%)	2 (10%)	(%)	(%)	3 (15%)
LO AVG	(%)	(%)	4 (20%)	(%)	(%)	3 (15%)	(%)	(%)	2 (10%)
AVG	(%)	(%)	7 (35%)	(%)	(%)	6 (30%)	(%)	(%)	5 (25%)
HI AVG	(%)	(%)	6 (30%)	(%)	(%)	3 (15%)	(%)	(%)	5 (25%)
HI	(%)	(%)	1 (5%)	(%)	(%)	6 (30%)	(%)	(%)	5 (25%)
TESTED			20			20			20

Junior Reading		Junior Math		Junior Language	
Fall Mean	222.8/223.5	Fall Mean	232.2/231.7	Fall Mean	225.4/220.7
Winter Mean	228.9/224.6	Winter Mean	237/233.5	Winter Mean	231.4/221.9
Spring Mean	228.8/224.7	Spring Mean	240.2/234.2	Spring Mean	231.2/222.3
Sophomore Reading		Sophomore Math		Sophomore Language	
Fall Mean	224.5/221.5	Fall Mean	234.3/229.1	Fall Mean	225.9/218.8
Winter Mean	230.3/222.9	Winter Mean	237.1/231.2	Winter Mean	228.8/220.2
Spring Mean	231.7/223.5	Spring Mean	242.8/232.4	Spring Mean	231.6/220.9
Freshman Reading		Freshman Math		Freshman Language	
Fall Mean	223.3/218.9	Fall Mean	233.2/226.4	Fall Mean	225.2/216.7
Winter Mean	225.8/220.5	Winter Mean	237.4/228.7	Winter Mean	227.4/218.2
Spring Mean	228.2/221.4	Spring Mean	238.3/230	Spring Mean	228.5/219
8th Grade Reading		8th Grade Math		8th Grade Language	
Fall Mean	/218	Fall Mean	/224.9	Fall Mean	/215.2
Winter Mean	/220.5	Winter Mean	/228.1	Winter Mean	/217.7
Spring Mean	222.2/221.7	Spring Mean	236.4/230.3	Spring Mean	221.4/218.7
7th Grade Reading		7th Grade Math		7th Grade Language	
Fall Mean	/214.2	Fall Mean	/220.2	Fall Mean	213.2/212.6
Winter Mean	/217.1	Winter Mean	/224	Winter Mean	218.1/215.3
Spring Mean	215/218.4	Spring Mean	226/226.7	Spring Mean	215.1/216.5
6th Grade Reading		6th Grade Math		6th Grade Language	
Fall Mean	/210.2	Fall Mean	/214.7	Fall Mean	/209.4
Winter Mean	/213.8	Winter Mean	/219.6	Winter Mean	/212.8
Spring Mean	215.9/215.4	Spring Mean	226.4/222.9	Spring Mean	216.8/214.2

District Meant RIT listed first/Norm Grade Level Mean RIT

Educator Data

Total number of full-time certified staff is 22 for the 2024-25 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
1. 6-12 staff will receive training on the Missile Mission Framework and how it should be used. 2. 6-12 staff will introduce and reinforce the competencies and skills in the Missile Mission Framework through their classroom expectations and curriculum. 3. 6-12 staff will document how they have incorporated the Missile Mission Framework and collaborate with colleagues at quarterly meetings. 4. 6-12 staff will identify and use "teachable moments" to show has the Framework will help students be successful in their post-secondary lives.	August 12, 2024: Staff Training Q1: Staff will introduce students to the Missile Mission Framework and incorporate it into their classroom expectations. Q2-4: 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)	6-12 Staff will document how they have introduced and implemented the framework into their curriculum. <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".
Resources		
• The Missile Mission Framework • Materials as needed • Collaboration time for staff		

Goal #2 Math Curriculum Gaps Across the Curriculum

Action Steps	Timeline	Accountability
1. Staff will work in 6-12 departments to research and analyze how math can be implemented across the curriculum. The math department will work to provide a list of key math skills and concepts that students need. 2. Departments will compile a list of skills they will address and implement in their courses for the 2025-26 school year.	1. 1st – 4th Quarters – departments will research and develop strategies to implement key math skills and concepts across the curriculum. 2. Q1-4: Math department will collaborate to provide a list of key math concepts that need to be incorporated across the curriculum. They will also 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. Documentation of Completion Staff will detail how they accomplished each Action Step in Goal #2 on the "Jr./Sr. High School SIP Accountability Form".
Resources		
• Collaboration time for staff		

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

Activity	Timeline	Accountability
1. The 6-12 staff will implement a minimum of one (1) strategy for the entire year in their classroom beginning September 1, 2024 • 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. 2. Staff will provide materials and summaries of the strategy to the SharePoint site. 3. Staff will work to compile and update an inventory of strategies	September 1, 2024: • Teachers will select a minimum of one (1) reading strategy to implement and report that to the administration. September 1, 2024-May 23, 2025 • Staff will implement the chosen strategy. Staff are expected to share relevant materials and feedback to the staff SharePoint for other staff professional development.	Staff will report selected strategy to administration no later than September 1, 2024 Staff will upload evidence of completion to the SIP SharePoint which will include: reading strategy used, relevant materials, and assessment of reading strategy Documentation of Completion 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.
Resources		