

Chadwick-Milledgeville CUSD #399

School Improvement Plan

2026-2027



Chadwick-Milledgeville Junior / Senior High School

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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 2025-26 school year.

1.1 *Demographics Data*

School Year	2021-22	2022-23	2023-24	2024-25	2025-26
Attendance rate	94%	94.3%	94%	94.1%	N/A
Chronic Absenteeism	15.7%	15.7%	15%	19.1%	N/A
Mobility rate	9%	4.3%	7%	6.6%	N/A
Dropout rate	N/A	N/A	N/A	N/A	N/A
Graduation Rate	97%	97%	97%	100%	N/A

1.2 *Enrollment Information (from Fall Housing Report)*

Enrollment by Grade Level

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Grade 6	-	-	29	24	34	26
Grade 7	29	22	29	29	23	36
Grade 8	25	32	21	34	31	27
Grade 9	34	22	29	19	30	33
Grade 10	30	29	21	25	19	28
Grade 11	35	29	29	20	27	16
Grade 12	36	34	27	27	20	28
Total	189	168	185	178	184	194

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ELL	0%	0%	0%	0%	0%	0%
IEP	10%	10%	9%	8%	8.3%	9.5%
Low Income Rate	42%	42%	41.5%	39%	39.2%	42.5%

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. Technology is a priority at Milledgeville Jr/Sr High School. A one-to-one initiative was started in the 2013-14 school year utilizing 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 to promote student success. 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 21 teachers, 9 of them will have less than 10 years' experience. We have 13 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

Milledgeville Junior High School MAP Median Percentiles

Grade	Subject	Fall	Winter	Spring	Fall to Spring
6	Math	40	39	45	+5
6	Reading	32	34	42	+10
6	Science	35	47	46	+11
6	Language Usage	32	46	51	+19
7	Math	54	52	63	+9
7	Reading	58	51	57	-1
7	Science	64	53	73	+9
7	Language Usage	62	65	65	+3
8	Math	56	62	63	+7
8	Reading	48	52	59	+11
8	Science	65	67	71	+6
8	Language Usage	57	51	64	+7

Grades 6–8 MAP Data Summary

MAP results for Grades 6-8 showed overall improvement from fall to spring, with gains in 11 of the 12 grade-level and subject-area comparisons. Grade 6 demonstrated the greatest overall growth, including a 19-point increase in Language Usage, an 11-point increase in Science, and a 10-point increase in Reading. Although Grade 6 remained below the national median in Math, Reading, and Science, each area improved during the year. Grade 7 finished above the national median in all four subjects, with nine-point gains in both Math and Science; Reading decreased slightly from the 58th to the 57th percentile. Grade 8 also finished above the national median in all subjects, with especially strong improvement in Reading, which increased from the 48th to the 59th percentile. Overall, the results indicate positive academic progress across the junior high, while Grade 6 Reading, Math, and Science remain areas for continued targeted support.

Milledgeville High School MAP Median Percentiles, Grades 9–11

Grade	Subject	Fall	Winter	Spring	Fall-to-Spring Change
Grade 9	Math	61	62	61	0
Grade 9	Reading	58	61	61	+3
Grade 9	Science	59	62	56	-3
Grade 9	Language Usage	45	60	51	+6
Grade 10	Math	63	75	73	+10
Grade 10	Reading	64	71	67	+3
Grade 10	Science	72	74	74	+2
Grade 10	Language Usage	60	72	72	+12
Grade 11	Math	53	60	59	+6
Grade 11	Reading	62	58	67	+5
Grade 11	Science	—	—	—	N/A
Grade 11	Language Usage	60	54	64	+4

Grades 9–11 MAP Data Summary

High school MAP results demonstrated generally strong performance and positive fall-to-spring progress. Of the 11 grade-level and subject-area comparisons reported, nine improved, one remained unchanged, and one declined. Grade 10 demonstrated the strongest overall performance, finishing at or above the 67th percentile in every subject and showing gains of 10 percentile points in Math and 12 points in Language Usage. Grade 11 also improved in each reported subject, including a six-point increase in Math and a five-point increase in Reading. Grade 9 remained stable in Math, improved in Reading and Language Usage, and decreased slightly in Science from the 59th to the 56th percentile. Overall, all reported spring median scores were at or above the national median, with Grade 9 Science and Language Usage remaining the closest to the 50th percentile.

Educator Data

Total number of full-time certified staff is 21 for the 2026-27 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 2026-27 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 Prioritizing Student Wellness & Inclusion

Action Steps & Accountability	Timeline
1. 6-12 staff will re-introduce and reinforce the competencies and skills in the Missile Mission Framework through their classroom expectations, curriculum, and in general communication. Teachers should be prepared to share at staff meetings. 2. 6-12 staff will nominate students for Missile Mission recognition each week who show competencies. 3. 6-12 staff will plan a Wellness & Career Day early in the school year to focus on student mental, social, and emotional health and career exploration. 4. 6-12 staff will plan quarterly “wellness breaks” in their classes. 5. 6-12 staff will continue to advocate for student involvement in extracurriculars both offered by the school and within the surrounding community. 6. 6-12 staff will identify at-risk students and select a peer/teacher mentor to help monitor student mental and social health. Designated check-in times will be required and documented. (Peer mentors could be NHS members getting credit for their service projects.)	August 13, 2026: Staff Brainstorming -incorporating common language about mental health into classroom -Mental Health activities for classroom use Q1: Staff will identify high risk students to place with mentor. Q2-Q4: Staff will meet/Supervise meetings for student inclusion of at-risk students. Meetings will take place at times that work for staff/students during or outside of the school day. Q1-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)
Resources	
• Collaboration time for staff • Missile Mission posters	

Goal #2 Math Curriculum Gaps Across the Curriculum

Action Steps & Accountability	Timeline
1. The math department will work to provide a list of key math skills and concepts that students need based on MAP data.	Q1: Math department will identify key math skill and concept gaps (from Spring 2026 MAP testing) across the curriculum and share with 6-12 staff.
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 2026-2027 school year. Teachers will continue to find new ways to incorporate math into the curriculum.	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.
Resources	
• MAP results • Collaboration time for staff	

Goal #3 Reading & Instruction:

Activity & Accountability	Timeline
1. 6-12 staff will continue to implement reading strategies and independent reading in their classrooms. Materials and strategies will be shared at staff meetings.	Q1-Q4: Each quarter, 6-12 staff will share their reading and writing samples at staff meetings.
2. 6-12 staff will incorporate at least one department-appropriate writing assignment per quarter in each class that utilizes MLA format.	
Resources	