

CHADWICK-MILLEDGEVILLE C.U.S.D #399

SCHOOL IMPROVEMENT PLAN



CHADWICK-MILLEDGEVILLE ELEMENTARY SCHOOL

2026-27 SCHOOL YEAR

School Improvement Committee Members:

Kathryn Skoog, Kindergarten

Janet Folk, Kindergarten

Melissa Daehler, 3rd Grade

Mackenzie Ferguson, 2nd Grade

Jess Wroble, K-5 Interventionist

Dillion Eich, Principal

1.0 Demographics

Chadwick-Milledgeville Elementary School is part of Chadwick-Milledgeville Community Unit School District #399 located in Carroll County. C-M Elementary is K-5 and had an enrollment of 145 for the 2025-26 school year.

1.1 Demographic Data

School Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Low Income Rate	38%	38%	38.8%	43.3%	39.7%	40%	45.6%
IEP	21%*	20%*	21%*	19.4%*	24%*	24%	18.3%
Homeless	0%	0%	0%	0%	N/A	N/A	N/A
Mobility	4%	10%	6%	N/A	6%	5.5%	6.6%
Attendance	96%	97%	95.6%	95.4%	95.5%	95.5%	96.1%
Chronically Absenteeism	7.4%	9%	7.9%	7.9%	8.5%	8.5%	5.8%

*Includes Speech IEP's

1.2 Enrollment

School Year	2021-22	2022-23	2023-24	2024-25	2025-26
Kindergarten	29	36	27	21	16
Grade 1	39	27	34	23	22
Grade 2	25	39	26	33	21
Grade 3	29	28	36	25	32
Grade 4	27	32	26	35	24
Grade 5	26	24	33	26	30
Total	203	186	182	163	145

1.3 School and Community Characteristics

Our community is a typical rural community in Illinois. The low-income rate for the district has stayed in the 30-40% range over the past several years. The tax base is high with farmland included. The communities have some industry and business that employ community members, although most travel to Sterling, Dixon, or Freeport.

2.0 Data Collection and Analysis

Assessment data is gathered from NWEA MAP tests. 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 its difficulty as the student answers questions.

2.1 Assessment Data

Map results

MAP Distribution of Student Achievement 2025-26 School Year
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	5 th Reading			5 th Math			5 th Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	4 (13%)	1 (3%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	1 (3%)	0 (0%)	1 (3%)
Lo Avg	10 (33%)	7 (22%)	4 (17%)	5 (17%)	1 (3%)	5 (16%)	7 (23%)	3 (9%)	4 (12%)
Avg	4 (13%)	7 (22%)	10 (31%)	11 (37%)	14 (44%)	7 (22%)	11 (37%)	8 (25%)	14 (44%)
Hi Avg	11 (37%)	13 (41%)	11 (34%)	10 (33%)	9 (28%)	10 (31%)	9 (30%)	16 (50%)	8 (25%)
Hi	1 (4%)	4 (12%)	4 (13%)	4 (13%)	8 (25%)	10 (31%)	2 (7%)	5 (16%)	5 (16%)
Tested	30			30			30		
	4 th Reading			4 th Math			4 th Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	1 (4%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	2 (8%)	0 (0%)	0 (0%)
Lo Avg	5 (21%)	5 (21%)	5 (21%)	3 (12%)	4 (13%)	1 (4%)	3 (13%)	5 (21%)	3 (13%)
Avg	7 (29%)	5 (21%)	6 (25%)	8 (33%)	12 (50%)	4 (17%)	6 (25%)	3 (12%)	7 (29%)
Hi Avg	4 (17%)	11 (46%)	7 (29%)	10 (42%)	8 (33%)	13 (54%)	8 (33%)	6 (25%)	8 (33%)
Hi	7 (29%)	4 (12%)	5 (21%)	3 (13%)	1 (4%)	6 (25%)	5 (21%)	10 (42%)	6 (25%)
Tested	24			24			24		
	3rd Reading			3rd Math			3rd Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	5 (16%)	6 (19%)	2 (6%)	5 (16%)	0 (0%)	0 (0%)	4 (13%)	2 (6%)	2 (6%)
Lo Avg	12 (37%)	6 (19%)	11 (34%)	7 (22%)	6 (19%)	4 (12%)	6 (19%)	7 (22%)	6 (18%)
Avg	8 (25%)	12 (37%)	4 (12%)	13 (40%)	8 (25%)	9 (27%)	12 (37%)	6 (19%)	5 (15%)
Hi Avg	5 (16%)	5 (16%)	11 (33%)	6 (19%)	17 (53%)	14 (43%)	7 (22%)	12 (37%)	11 (34%)
Hi	2 (6%)	3 (9%)	5 (15%)	1 (3%)	1 (3%)	6 (18%)	3 (9%)	5 (16%)	9 (27%)
Tested	32			32			32		
	2nd Reading			2nd Math			2nd Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	2 (10%)	0 (0%)	0 (0%)	3 (14%)	0 (0%)	0 (0%)	3 (14%)	0 (0%)	0 (0%)
Lo Avg	7 (33%)	3 (14%)	3 (14%)	2 (9%)	2 (9%)	1 (5%)	3 (14%)	1 (5%)	0 (0%)
Avg	8 (38%)	4 (19%)	4 (19%)	8 (38%)	5 (24%)	1 (5%)	7 (34%)	4 (19%)	6 (28%)
Hi Avg	3 (14%)	5 (24%)	7 (33%)	6 (29%)	9 (43%)	12 (57%)	5 (24%)	6 (28%)	5 (24%)
Hi	1 (5%)	9 (43%)	7 (34%)	2 (10%)	5 (24%)	7 (33%)	3 (14%)	10 (48%)	10 (48%)
Tested	21			21			21		
	1st Reading			1st Math					
	Fall	Winter	Spring	Fall	Winter	Spring			
Lo	2 (10%)	0 (0%)	0 (0%)	1 (5%)	0 (0%)	0 (0%)			
Lo Avg	7 (35%)	3 (14%)	2 (9%)	7 (35%)	2 (10%)	1 (5%)			
Avg	6 (30%)	6 (29%)	5 (23%)	5 (25%)	7 (33%)	2 (9%)			
Hi Avg	4 (20%)	7 (33%)	9 (41%)	6 (30%)	9 (43%)	11 (50%)			
Hi	1 (5%)	5 (24%)	6 (27%)	1 (5%)	3 (14%)	8 (36%)			
Tested	22			22					
	K Reading			K Math					

	Fall	Winter	Spring	Fall	Winter	Spring	
Lo	2 (13%)	0 (0%)	1 (6%)	2 (7%)	1 (6%)	1 (6%)	
Lo Avg	4 (27%)	5 (31%)	0 (0%)	5 (33%)	3 (19%)	1 (6%)	
Avg	6 (40%)	7 (44%)	6 (38%)	4 (27%)	2 (12%)	4 (25%)	
Hi Avg	2 (13%)	3 (19%)	5 (31%)	2 (13%)	7 (44%)	6 (38%)	
Hi	1 (7%)	1 (6%)	4 (25%)	3 (20%)	3 (19%)	4 (25%)	
Tested	16			16			

MAP Mean RIT (local/national)					
5 th Reading		5 th Math		5 th Language	
<i>Fall</i>	203.1/203.7	<i>Fall</i>	210.7/206.2	<i>Fall</i>	204.5/201.9
<i>Winter</i>	210.5/206.4	<i>Winter</i>	219.7/211.8	<i>Winter</i>	210.6/204.8
<i>Spring</i>	212/208.4	<i>Spring</i>	224.4/216	<i>Spring</i>	211/207
4 th Reading		4 th Math		4 th Language	
<i>Fall</i>	200.8/195.9	<i>Fall</i>	202.1/197	<i>Fall</i>	199.8/194.7
<i>Winter</i>	204.7/199.4	<i>Winter</i>	208.2/204.5	<i>Winter</i>	206.3/198.4
<i>Spring</i>	206.6/202.1	<i>Spring</i>	219.5/210.1	<i>Spring</i>	207.7/201.3
3rd Reading		3rd Math		3rd Language	
<i>Fall</i>	181.2/184.7	<i>Fall</i>	181.6/184	<i>Fall</i>	186.1/184.4
<i>Winter</i>	189.2/189.9	<i>Winter</i>	196.8/192.7	<i>Winter</i>	193.5/189.6
<i>Spring</i>	196.4/193.8	<i>Spring</i>	205.9/199.1	<i>Spring</i>	198.8/193.4
2nd Reading		2nd Math		2nd Language	
<i>Fall</i>	167.5/170.1	<i>Fall</i>	173.9/172.9	<i>Fall</i>	169.7/170.5
<i>Winter</i>	186.5/176.7	<i>Winter</i>	188.2/181.2	<i>Winter</i>	189.2/177.6
<i>Spring</i>	192.5/181.7	<i>Spring</i>	200.8/187.5	<i>Spring</i>	196.3/182.9
1st Reading		1st Math			
<i>Fall</i>	154.9/155.4	<i>Fall</i>	159.6/159.3		
<i>Winter</i>	169.3/162.5	<i>Winter</i>	174.1/168.3		
<i>Spring</i>	176/167.9	<i>Spring</i>	185.2/175		
K Reading		K Math			
<i>Fall</i>	137.7/138.1	<i>Fall</i>	141.9/141.2		
<i>Winter</i>	145/146	<i>Winter</i>	154.1/150.7		
<i>Spring</i>	157.2/152	<i>Spring</i>	163.6/157.8		

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

2.3 Data Driven Decision Making

The School Improvement Team analyzes NWEA MAP Growth data after each testing window to identify trends in student achievement and growth across grade levels and content areas. The team compares local performance to the 2025 NWEA national norms and uses classroom

assessments, IAR data, and teacher observations to identify instructional strengths and areas for improvement. Based on this analysis, the team develops school improvement goals, aligns instructional practices, and monitors progress throughout the school year.

3.0 Data Analysis

Teachers utilize multiple sources of student data, including NWEA MAP Growth, classroom formative and summative assessments, Type III assessments, IAR results, and progress monitoring data to guide instruction. MAP Growth data are reviewed after each benchmark period to evaluate student achievement, monitor growth, and identify instructional needs. Teachers collaborate during grade-level meetings to adjust instruction, provide interventions, and enrich learning opportunities based on student performance.

3.1 Data Quality

NWEA MAP Growth provides reliable and valid adaptive assessment data that measures student achievement and academic growth in Reading, Mathematics, and Language Usage. Because the assessment adjusts to each student's instructional level, it provides meaningful information for instructional planning and measuring growth over time. MAP data are used alongside classroom assessments, Type III assessments, and IAR results to provide a comprehensive picture of student achievement.

Accelerated Reader (AR) can be used to track student progress in reading level and comprehension. AR data is reliable, however should be used in addition to classroom and MAP data.

Illinois Assessment of Readiness (IAR) is given beginning in third grade and results are available after this plan is created. The test is given once a year making the data more applicable to higher grades for growth. MES can use it to see how aligned the curriculum is to the expectations of the state test. We will compare our students results with those of classroom assessment and NWEA MAP tests.

3.2 Analysis of Data

Analysis of the 2025-2026 MAP Growth results indicates that Chadwick-Milledgeville Elementary continues to perform at or above national norms in many grade levels and subject areas, particularly in mathematics. Several grade levels demonstrated strong growth from fall to spring, while others revealed opportunities to improve reading achievement and maintain consistent growth across all content areas. Continued emphasis on literacy instruction, mathematical reasoning, student discourse, and consistent instructional practices will support improved outcomes for all students.

3.3 Inferences and Conclusions

Chadwick-Milledgeville Elementary continues to demonstrate strong academic performance and a commitment to continuous improvement. Mathematics remains an area of strength, with multiple grade levels performing above national norms. Reading achievement and growth have also shown positive trends, although continued emphasis on Science of Reading practices and structured literacy instruction will remain a school priority.

During the 2026-2027 school year, the school will focus on four primary improvement initiatives:

- Strengthening literacy instruction through continued implementation of Science of Reading practices.
- Developing students' character, leadership, and school culture through the Missile Mission Framework and Missile Mentor Mondays.
- Improving mathematical reasoning and problem-solving through consistent number operations and algebraic thinking strategies.
- Increasing students' oral communication and presentation skills across all grade levels.

These goals are designed to improve student achievement while preparing students with the academic and interpersonal skills necessary for future success.

4.0 Action Plans

SIP Team Goals and Action Plan

Goal 1: All K-5 staff will participate in implementing evidence-based Science of Reading instructional practices through ongoing professional learning, collaborative reflection, and classroom implementation to strengthen literacy instruction across grades K-5.

Implementation plan	Time frame	Team members	Resources to be secured
1. All K-5 staff will partake in professional development monthly. 2. All K-5 staff will meet monthly to discuss their findings and reflections.	September 2026-April 2027	All K-5 staff	Shifting the Balance Books (K-2 & 3-5), Speakers, Podcasts, Book Study, Research, My View-Savvas, Storyworks, ReadWorks, Newsela, Novel Studies, Phonics Series—From Phonics to Reading (1-3), Super Kids, Secret Stories, Michael Haggerty, KPALS, Jolly Phonics, Orthographic Mapping, Online Resources

Assessment tools of Goal #1	Documentation
Monthly Reports & Discussions	Monthly Report Document that is shared with K-5 staff

Goal 2: K-5 staff will continue to implement Missile Mentor Mondays for The Missile Mission.

Implementation plan	Time frame	Team members	Resources to be secured
1. K-5 staff will introduce and reinforce the competencies and skills in the Missile Mission Framework through their Missile Mentor group. 2. K-5 staff will introduce and reinforce the competencies and skills in the Missile Mission Framework through their classroom expectations and curriculum.	Q1: Staff will introduce students to the Missile Mission Framework and incorporate it into their classroom expectations and curriculum. 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)	All K-5th staff	Missile Mission Framework Document. Missile Mission Elementary Video Speaker Materials as needed

3. K-5 staff will document how they have incorporated the Missile Mission Framework and collaborate with colleagues at quarterly meetings. 4. K-5 staff will identify and use “teachable moments” to show how the Framework will help students be successful in their post-secondary lives			
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Assessment tools of Goal #2	Documentation
	Missile Mentor Monday Schedule/Plan Document Quarterly Report Document that is shared with K-5 staff.

Goal 3: Strengthen students' mathematical problem-solving skills with an emphasis on Number Operations and Algebraic Thinking.

Implementation plan	Time frame	Team members	Resources to be secured
K-5 th grade students will disassemble story problems using common language established by teachers	September 2026-May 2027	K-5 th grade teachers	Number Operations and Algebraic Thinking Spiral Understanding Checks Shared folder with Premade Posters, Bookmarks, and

			documents Go Math Resources Engage New York Resources Math Journal /Interactive Notebook Math iXL District Curriculum Charts displayed in classrooms
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Assessment tools of Goal #3	Documentation
MAP scores IAR scores Go Math Resources Uniform Language Chart	Introducing charts to students at the beginning of the school year. Posting Uniform Language Chart Posting Math Key Word Charts

Goal 4: Give every student regular opportunities to develop confidence and effective speaking skills through classroom presentations and public speaking activities.

Implementation plan	Time frame	Team members	Resources to be secured
All K-5th grade students will make a presentation 4 times a year. All K-5th grade staff will use grade appropriate techniques to teach and grow students' oral presentation skills. All K-5th grade staff will provide opportunities for students to practice	September 2026-May 2027	K-5 th grade teachers	Speech Rubrics, MyView Literacy , Super Kids Reading Program, Novels, Storyworks , ReadWorks , Scholastic Magazines , additional Reading Resources, classroom projects, online resources

public speaking during Missile Mentor Mondays.			
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Assessment tools of Goal #4	Documentation
Speaking/Listening Rubric	Speaking/Listening Rubric

5.0-Professional Development

Professional development during the 2026-2027 school year will focus on:

- Science of Reading implementation
- High-impact instructional strategies
- Mathematical reasoning and problem solving
- Effective use of MAP Growth and assessment data
- Missile Mission implementation and student leadership