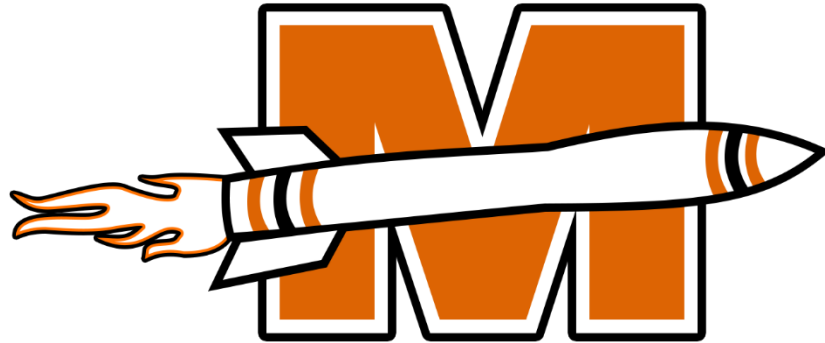


CHADWICK-MILLEDGEVILLE C.U.S.D #399

SCHOOL IMPROVEMENT PLAN



CHADWICK-MILLEDGEVILLE JR./SR. HIGH SCHOOL

2022-23 SCHOOL YEAR

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 PreK-3 Milledgeville Elementary School. Current Jr./Sr. High School Enrollment of 168 students 7-12 for the 2021-22 school year. Beginning in the 2022-23 school year 6th grade will transition back into the Jr. High.

1.1 Demographics Data

School Year	2016-17	2017-18	2018-19	2019-20	2020-21
Attendance rate	95.2%	95.2%	95%	96%	95%
Truancy rate	0.6%	0%	3%	2%	3%
Mobility rate	3.4%	4%	4%	4%	6%
Dropout rate	2%	4%	4%	0%	2%
Graduation Rate	92.6%	92%	93%	98%	92%

1.2 Enrollment Information (from Fall Housing Report)

Enrollment by Grade Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 7	29	33	30	23	29	22
Grade 8	36	30	31	32	25	32
Grade 9	43	35	35	29	34	22
Grade 10	47	41	35	36	30	29
Grade 11	38	41	42	34	35	29
Grade 12	41	37	41	44	36	34
Total	234	217	214	198	189	168

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
LEP	0	0	0	0	0	0
Special Ed %	11.2%	9.4%	8.4%	11%	9%	10%
Low Income Rate	29%	34.9%	27.3%	21.7%	30%	42%

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. Teachers received training in one-to-one on how to instruct and assess using the 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. We have invested in new machines and are working collaboratively to find new innovative ways to use our staff for professional development.

The school faculty is a mix of younger and veteran teachers for the 2022-23 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. Due to the COVID-19 pandemic students and teachers had to engage in learning remotely for the entire 4th quarter of the 2019-20 school year. Mitigations for the 2020-21 school year, although we were in-person all day, limited educational opportunities for students. The 2021-22 school year was a return to normal and helped to make gains on the loss of learning. The learning loss will be an issue that the district will need to address into the future.

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>	5 (18%)	2 (8%)	4 (14%)	3 (11%)	2 (8%)	3 (11%)	4 (14%)	2 (8%)	2 (7%)
<i>LO AVG</i>	5 (18%)	6 (23%)	3 (11%)	8 (29%)	7 (27%)	7 (25%)	5 (18%)	2 (8%)	3 (11%)
<i>AVG</i>	6 (21%)	6 (23%)	5 (18%)	7 (25%)	6 (23%)	9 (32%)	6 (21%)	6 (23%)	7 (25%)
<i>HI AVG</i>	8 (29%)	8 (31%)	11 (39%)	5 (18%)	7 (27%)	3 (11%)	4 (14%)	10 (38%)	6 (21%)
<i>HI</i>	4 (14%)	4 (15%)	5 (18%)	5 (18%)	4 (15%)	6 (21%)	9 (32%)	6 (23%)	10 (36%)
<i>TESTED</i>	28	26	28	28	26	28	28	26	28
	<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>	2 (7%)	1 (4%)	1 (3%)	2 (7%)	2 (7%)	2 (7%)	3 (11%)	1 (4%)	0 (0%)
<i>LO AVG</i>	6 (21%)	4 (14%)	3 (10%)	3 (11%)	2 (7%)	2 (7%)	2 (7%)	1 (4%)	1 (3%)
<i>AVG</i>	8 (29%)	11 (39%)	9 (31%)	11 (39%)	10 (36%)	8 (28%)	7 (25%)	8 (29%)	7 (24%)
<i>HI AVG</i>	9 (32%)	10 (36%)	13 (45%)	11 (39%)	12 (43%)	13 (45%)	8 (29%)	10 (36%)	11 (38%)
<i>HI</i>	3 (11%)	2 (7%)	3 (10%)	1 (4%)	2 (7%)	4 (14%)	8 (29%)	8 (29%)	10 (34%)
<i>TESTED</i>	28	28	29	28	28	29	28	28	29
	<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>	2 (9%)	2 (9%)	2 (10%)	1 (4%)	4 (17%)	0 (0%)	2 (9%)	2 (9%)	1 (5%)
<i>LO AVG</i>	3 (13%)	2 (9%)	1 (5%)	5 (22%)	0 (0%)	4 (19%)	2 (9%)	2 (9%)	1 (5%)
<i>AVG</i>	7 (30%)	3 (13%)	2 (10%)	7 (30%)	9 (39%)	7 (33%)	3 (13%)	1 (4%)	3 (14%)
<i>HI AVG</i>	5 (22%)	12 (52%)	12 (57%)	9 (39%)	7 (30%)	5 (24%)	7 (30%)	11 (48%)	7 (33%)
<i>HI</i>	6 (26%)	4 (17%)	4 (19%)	1 (4%)	3 (13%)	5 (24%)	9 (39%)	7 (30%)	9 (43%)
<i>TESTED</i>	23	23	21	23	23	21	23	23	21
	<i>8th Grade Reading</i>			<i>8th Grade Math</i>			<i>8th 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 (13%)	4 (14%)	3 (10%)	3 (10%)	3 (10%)	3 (10%)	3 (10%)	2 (7%)	2 (6%)
<i>LO AVG</i>	2 (7%)	4 (14%)	3 (10%)	3 (10%)	4 (14%)	3 (10%)	2 (7%)	5 (17%)	5 (16%)
<i>AVG</i>	11 (37%)	7 (24%)	8 (27%)	9 (31%)	6 (21%)	12 (40%)	5 (17%)	3 (10%)	3 (10%)
<i>HI AVG</i>	10 (33%)	10 (34%)	14 (47%)	9 (31%)	12 (41%)	9 (30%)	14 (48%)	13 (45%)	14 (45%)
<i>HI</i>	3 (10%)	4 (14%)	2 (7%)	5 (17%)	4 (14%)	3 (10%)	5 (17%)	6 (21%)	7 (23%)
<i>TESTED</i>	30	29	30	29	29	30	29	29	31
	<i>7th Grade Reading</i>			<i>7th Grade Math</i>			<i>7th 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>	3 (15%)	4 (20%)	3 (14%)	1 (5%)	2 (10%)	2 (9%)	3 (15%)	3 (15%)	3 (14%)
<i>LO AVG</i>	7 (35%)	2 (10%)	8 (36%)	6 (30%)	5 (25%)	7 (32%)	6 (30%)	2 (10%)	5 (23%)
<i>AVG</i>	5 (25%)	8 (40%)	4 (18%)	7 (35%)	8 (40%)	7 (32%)	5 (25%)	10 (50%)	6 (27%)
<i>HI AVG</i>	4 (20%)	5 (25%)	5 (23%)	5 (25%)	4 (20%)	5 (23%)	4 (20%)	3 (15%)	5 (23%)
<i>HI</i>	1 (5%)	1 (5%)	2 (9%)	1 (5%)	1 (5%)	1 (5%)	2 (10%)	2 (10%)	3 (14%)
<i>TESTED</i>	20	20	22	20	20	22	20	20	22

Junior Reading		Junior Math		Junior Language	
Fall Mean	223.1/223.5	Fall Mean	232.1/231.7	Fall Mean	223.3/220.7
Winter Mean	227.5/224.6	Winter Mean	236.5/233.5	Winter Mean	227.8/221.9
Spring Mean	226.4/224.7	Spring Mean	236.2/234.2	Spring Mean	230/222.3
Sophomore Reading		Sophomore Math		Sophomore Language	
Fall Mean	222.6/221.5	Fall Mean	232.9/229.1	Fall Mean	223.4/218.8
Winter Mean	226.3/222.9	Winter Mean	235.5/231.2	Winter Mean	229.2/220.2
Spring Mean	228.8/223.5	Spring Mean	238.2/232.4	Spring Mean	230.3/220.9
Freshman Reading		Freshman Math		Freshman Language	
Fall Mean	223.3/218.9	Fall Mean	228.9/226.4	Fall Mean	225/216.7
Winter Mean	226.4/220.5	Winter Mean	232.2/228.7	Winter Mean	226.8/218.2
Spring Mean	228/221.4	Spring Mean	236.3/230	Spring Mean	230.4/219
8 th Grade Reading		8 th Grade Math		8 th Grade Language	
Fall Mean	219.5/218	Fall Mean	227.4/224.9	Fall Mean	220.2/215.2
Winter Mean	222.2/220.5	Winter Mean	231.6/228.1	Winter Mean	222.5/217.7
Spring Mean	223.7/221.7	Spring Mean	233/230.3	Spring Mean	225/218.7
7 th Grade Reading		7 th Grade Math		7 th Grade Language	
Fall Mean	211.4/214.2	Fall Mean	220.4/220.2	Fall Mean	211.4/212.6
Winter Mean	215.9/217.1	Winter Mean	221.8/224	Winter Mean	214.8/215.3
Spring Mean	216.2/218.4	Spring Mean	224.6/226.7	Spring Mean	216.8/216.5

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

Educator Data

Total number of full-time certified staff is 22 for the 2022-23 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 2022-23 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. We will continue to implement and improve our honors program. Our current classes will remain the same as they have been and begin to transition to more work readiness skills needed. 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 and identified student academic skill deficiencies. The team will create three goals for the Jr./Sr. High School to address gaps in math curriculum and implement Transitional Math, reading skills such as "Author's Purpose" and independent reading stamina including writing skills, and preparing students for the IAR/SAT tests.

4 Action Plan

Goal #1 IAR/SAT Preparation:

Action Steps	Timeline	Accountability
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<p>#1 Teachers will review IAR Question Report and SAT “Most Missed Questions” to identify gaps in instruction. ROE will be contacted for assistance.</p> <p>#2 6-12 teachers will receive training for developing IAR/SAT style questions to implement in classroom assessments. Ashley and Emily will assist teachers in creation.</p> <p>#3 SAT practice test will be administered on _____, 2023. IAR testing will be administered in March 2023.</p> <p>#4 An SAT Prep class will be offered to juniors as an elective.</p>	<p>#1 1st Quarter - review of IAR/SAT reports to identify curriculum gaps</p> <p>#2 1st Quarter - training and work time; 1st- 4th Quarters – application in classroom</p> <p>#3 3rd Quarter – SAT and IAR testing</p> <p>#4 2nd Semester</p>	<p>#1 Teachers will attend training and use resources provided.</p> <p>#2 Teachers will implement IAR/SAT style questions into classroom assessments. (minimum of twice per quarter per class).</p> <p>#3 Stacey Bontz will administer SAT practice test; JH teachers will administer IAR tests.</p> <p>#4 Emily Deuth teaches SAT Prep class.</p> <p><u>Documentation of Completion</u> Staff will detail how they accomplished each Activity in Goal #1 on the “Jr./Sr. High School SIP Accountability Form”. This will include specific lessons, assignments, and activities used to achieve Goal #1.</p>
Resources		
<ul style="list-style-type: none"> • SAT Practice Test • Examples of discipline specific SAT questions and prior IAR tests 		

Goal #2 Math Curriculum Gaps and Transitional Math

Action Steps	Timeline	Accountability
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<p>#1 Teachers will implement analysis of graphs, tables, and data across the curriculum.</p> <p>#2 Math teachers will implement Geometry units (measurement and graph analysis) in 6th grade, 7th grade, and 8th grade math classes, as well as Algebra II, and Pre-Calculus.</p>	<p>#1 1st – 4th Quarters – application in classroom</p> <p>#2 1st – 4th Quarters – incorporated into math classes</p>	<p>#1 Teachers will implement activities for students to analyze graphs, tables, and data (minimum of two times per quarter per class).</p> <p>#2 Math teachers will implement Geometry units prior to IAR/SAT testing in 6th, 7th and 8th grade math, Algebra II, and Pre-Calculus.</p> <p><u>Documentation of Completion</u> Staff will detail how they accomplished each Activity in Goal #2 on the “Jr./Sr. High School SIP Accountability Form”. This will include specific lessons, assignments, and activities used to achieve Goal #2</p>
Resources		

Goal #3 Reading, Writing, and Vocabulary development across the curriculum:

Activity	Timeline	Accountability
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<p>#1 Teachers will review “Author’s Purpose” organizer and use with independent reading assignments.</p> <p>#2 Teachers will continue to assign independent reading assignments across the curriculum.</p> <p>#3 Teachers will review and revise common rubrics and continue use in classroom.</p> <p>#4 Teachers will teach vocabulary development with domain specific and academic vocabulary being emphasized in all classrooms.</p>	<p>#1 1st Quarter – review of organizer; 1st – 4th Quarters – application in classroom</p> <p>#2 1st – 4th Quarters – application in classroom</p> <p>#3 1st Quarter – review and revision of common rubrics; 1st – 4th Quarters – application in classroom</p> <p>#4 1st – 4th Quarters – application in classroom</p>	<p>#1 Teachers will utilize “Author’s Purpose” organizer with independent reading assignments (minimum of once per quarter per class) (linked to Activity 2).</p> <p>#2 Teachers will assign independent readings (minimum of twice per quarter per class).</p> <p>#3 Teachers will use the common writing and presentation rubrics twice per quarter.</p> <p>#4 Teachers will provide proof of vocabulary development through graphic organizers, practice links, assessments, etc.</p> <p><u>Documentation of Completion</u> 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>
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Resources

- Writing and Presentation Rubrics
- “Author’s Purpose” organizer
- Time for instructional strategy training