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

SCHOOL IMPROVEMENT PLAN

CHADWICK-MILLEDGEVILLE ELEMENTARY SCHOOL

2025-26 SCHOOL YEAR

School Improvement Committee Members:
Kathryn Skoog, Kindergarten
Melissa Daehler, 3rd Grade
Mackenzie Ferguson, 5th Grade
Amy Workman, 5th Grade
Jess Wroble, K-5 Interventionist
Dillion Eich, Principal
Tim Schurman, Superintendent

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 203 for the 2021-22 school year.

1.1 Demographic Data

School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Low Income Rate	26%	38%	38%	38.8%	43.3%	39.7%	40%
IEP	22%*	21%*	20%*	21%*	19.4%*	24%*	24%
Homeless	0.6%	0%	0%	0%	0%	N/A	N/A
Mobility	10%	4%	10%	6%	N/A	6%	5.5%
Attendance	96.2%	96%	97%	95.6%	95.4%	95.5%	95.5%
Chronically Absenteeism	6.9%	7.4%	9%	7.9%	7.9%	8.5%	8.5%

*Includes Speech IEP's

1.2 Enrollment

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

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 is adjusts it difficulty as the student answers questions.

2.1 Assessment Data

Map results

MAP Distribution of Student Achievement 2024-25 School Year									
	5th Reading			5th Math			5th Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring

Lo	5 (20%)	2 (8%)	1 (4%)	7 (28%)	2 (8%)	2 (9%)	4 (16%)	1 (4%)	1 (4%)
Lo Avg	8 (32%)	5 (21%)	4 (17%)	5 (20%)	5 (21%)	4 (17%)	7 (28%)	2 (8%)	2 (9%)
Avg	3 (12%)	4 (17%)	5 (22%)	5 (20%)	6 (25%)	5 (22%)	6 (24%)	9 (38%)	6 (26%)
Hi Avg	3 (12%)	10 (42%)	10 (43%)	3 (12%)	7 (29%)	7 (30%)	7 (28%)	6 (25%)	9 (39%)
Hi	6 (24%)	3 (13%)	3 (13%)	5 (20%)	4 (17%)	5 (22%)	1 (4%)	6 (25%)	5 (22%)
Tested	25			25			25		
	4th Reading			4th Math			4th Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	4 (11%)	4 (13%)	3 (10%)	1 (3%)	3 (10%)	2 (7%)	4 (11%)	2 (6%)	1 (3%)
Lo Avg	9 (26%)	3 (10%)	8 (27%)	8 (23%)	10 (32%)	7 (23%)	8 (23%)	4 (13%)	6 (20%)
Avg	11 (31%)	5 (16%)	5 (17%)	10 (29%)	5 (19%)	9 (30%)	12 (34%)	10 (32%	7 (23%)
Hi Avg	9 (26%)	12 (39%)	8 (27%)	9 (26%)	9 (29%)	8 (27%)	9 (26%)	8 (26%)	10 (33%)
Hi	2 (6%)	7 (23%)	6 (20%)	7 (20%)	3 (10%)	4 (13%)	2 (6%)	7 (23%)	6 (20%)
Tested	35			35			35		
	3rd Reading			3rd Math			3rd Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	2 (8%)	7 (26%)	7 (25%)	3 (12%)	4 (15%)	5 (18%)	4 (16%)	7 (26%)	7 (25%)
Lo Avg	2 (8%)	7 (26%)	8 (29%)	8 (32%)	8 (30%)	5 (18%)	4 (16%)	7 (26%)	6 (21%)
Avg	10 (40%)	4 (15%)	2 (7%)	9 (36%)	6 (22%)	4 (14%)	6 (24%)	7 (26%)	5 (18%)
Hi Avg	7 (28%)	4 (15%)	8 (29%)	4 (16%)	7 (26%)	8 (29%)	6 (24%)	3 (11%)	5 (18%)
Hi	4 (16%)	5 (19%)	3 (11%)	1 (4%)	2 (7%)	6 (21%)	5 (20%)	3 (11%)	5 (18%)
Tested	25			25			25		
	2nd Reading			2nd Math			2nd Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	4 (12%)	3 (8%)	1 (3%)	9 (27%)	2 (5%)	2 (5%)	7 (21%)	5 (13%)	3 (8%)
Lo Avg	13 (39%)	9 (23%)	6 (15%)	14 (42%)	8 (21%)	6 (15%)	13 (39%)	6 (15%)	4 (10%)
Avg	11 (33%)	15 (38%)	12 (31%)	6 (18%)	14 (36%)	16 (41%)	6 (18%)	12 (31%)	17 (44%)
Hi Avg	1 (3%)	7 (18%)	14 (36%)	4 (12%)	11 (28%)	13 (33%)	6 (18%)	11 (28%)	9 (23%)
Hi	4 (12%)	5 (13%)	6 (15%)	0 (0%)	4 (10%)	2 (5%)	1 (3%)	5 (13%)	6 (15%)
Tested	33			33			33		
	1st Reading			1st Math					
	Fall	Winter	Spring	Fall	Winter	Spring			
Lo	1 (4%)	3 (12%)	2 (7%)	0 (0%)	1 (4%)	0 (0%)			
Lo Avg	3 (13%)	6 (23%)	4 (15%)	3 (13%)	5 (19%)	5 (19%)			
Avg	7 (30%)	8 (31%)	10 (37%)	9 (39%)	11 (42%)	8 (30%)			
Hi Avg	5 (22%)	4 (15%)	7 (26%)	7 (30%)	4 (15%)	11 (41%)			
Hi	7 (30%)	5 (19%)	4 (15%)	4 (17%)	5 (19%)	3 (11%)			
Tested	23			23					
	K Reading			K Math					
	Fall	Winter	Spring	Fall	Winter	Spring			
Lo	1 (4%)	1 (3%)	5 (14%)	2 (8%)	3 (9%)	4 (11%)			

Lo Avg	4 (17%)	7 (20%)	7 (19%)	4 (17%)	5 (14%)	3 (8%)	
Avg	10 (42%)	13 (37%)	7 (19%)	7 (29%)	11 (31%)	9 (25%)	
Hi Avg	6 (25%)	10 (29%)	8 (22%)	8 (33%)	4 (11%)	7 (19%)	
Hi	3 (13%)	4 (11%)	9 (25%)	3 (13%)	12 (34%)	13 (36%)	
Tested	24			24			

MAP Mean RIT (local/national)					
5th Reading		**5th Math**		**5th Language**	
Fall	203.3/204.5	*Fall*	204.6/209.1	*Fall*	201.5/204.2
Winter	/209.1	*Winter*	/214.7	*Winter*	/208.4
Spring	/211	*Spring*	/218.7	*Spring*	/210.2
4th Reading		**4th Math**		**4th Language**	
Fall	196.1/196.7	*Fall*	203.1/199.5	*Fall*	196.6/197.3
Winter	/202.5	*Winter*	/206.1	*Winter*	/202.9
Spring	/204.8	*Spring*	/210.5	*Spring*	/205
3rd Reading		**3rd Math**		**3rd Language**	
Fall	190.1/186.6	*Fall*	186/188.5	*Fall*	190.2/187.7
Winter	/193.9	*Winter*	/196.2	*Winter*	/195.1
Spring	/197.1	*Spring*	/201.1	*Spring*	/198.3
2nd Reading		**2nd Math**		**2nd Language**	
Fall	169.5/172.3	*Fall*	169.1/175	*Fall*	169.7/174
Winter	/181.2	*Winter*	/184.1	*Winter*	/183.8
Spring	/185.6	*Spring*	/189.4	*Spring*	/188.4
1st Reading		**1st Math**			
Fall	159.8/155.9	*Fall*	165.1/160		
Winter	/165.8	*Winter*	/170.2		
Spring	/171.4	*Spring*	/176.4		
K Reading		**K Math**			
Fall	139.8/136.6	*Fall*	141.8/139.6		
Winter	/146.3	*Winter*	/150.1		
Spring	/153.1	*Spring*	/157.1		

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

2.3 <u>Data Driven Decision Making</u>

*School Improvement team begins work looking at areas of concern after studying sample IAR questions.
*Team looks at performance and determines which skills need to be improved upon.
*Team works with the rest of the staff to identify reading and math strategies that are successful.
*Team works to gather these strategies in the action plan portion of the SIP.

3.0 ***Data Analysis***

Teachers are asked to continually use the MAP and classroom 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.

Teachers are also asked to utilize the Advanced Reader (AR) program for diagnostics on students reading achievement level. This should be done continuously. Teachers are asked to communicate with parents/guardians about the progress of their student in AR and how they can grow as readers. It is important to understand and remember that AR is not an effective reading instruction strategy, it is best used as data gathering.

Teachers utilize Type III assessments throughout the school year to gage student growth and instructional needs. These assessments are teacher created and must be linked to core standards and instruction in the classroom. They will also utilize the SLO process as part of their 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.

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

The data shows that rapid reading growth began to slow at 2nd grade and was small in 3rd grade. The teachers will need to look at this data and determine what specific changes need to be made to strengthen growth in reading.

3.3 Inferences and Conclusions

Our Elementary consistently has strong performance in academics. We need to continue to find new strategies to impact student learning and achievement. We will continue to work to make 21st century learning applicable in the Elementary classroom. We have solid results in Math consistently on both MAP and state testing. Our Reading growth is traditionally strong, however achievement on MAP and state testing are lower than Math.

Reading goals and strategies need to be put in place to improve our achievement in reading and support continued reading growth in upper grade levels. This will help align general education and Tier II interventions in the classroom with Tier III intervention and special education.

Writing is an area in which the elementary needs to plan improvement to instruction. After viewing results of IAR, it is clear that our students struggled on the writing portion of the test. This writing is linked directly to reading selections, asking student to formulate ideas using textual evidence.

4.0 *Action Plans*

SIP Team Goals and Action Plan

Goal 1: All K-5 staff will partake in professional development and piloting the Science of Reading.

Implementation plan	Time frame	Team members	Resources to be secured
1. All K-5 staff will partake in professional development quarterly. 2. All K-5 staff will meet quarterly to discuss their findings and reflections.	September 2025-April 2026	All K-5 staff	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
Quarterly Reports & Discussions	Quarterly Report Document that is shared with K-5 staff

Goal 2: K-5 staff will 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	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

expectations and curriculum. 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			

Assessment tools of Goal #2	Documentation
	Missile Mentor Monday Schedule/Plan Document Quarterly Report Document that is shared with K-5 staff.

Goal 3: Students will focus on analyzing math story problems to successfully solve them.

Implementation plan	Time frame	Team members	Resources to be secured
K-5th grade students will disassemble story problems using common language established by teachers	September 2025-May 2026	K-5th grade teachers	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

Assessment tools of Goal #3	Documentation
Go Math Resources Engage New York 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: All K-5 students will introduce and practice the skills of an effective presentation.

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	September 2025-May 2026	K-5th grade teachers	Speech Rubrics, MyView Literacy, Super Kids Reading Program, Novels, Storyworks, ReadWorks, Scholastic

use grade appropriate techniques to teach and grow students' oral presentation skills.			Magazines, additional Reading Resources, classroom projects, online resources

Assessment tools of Goal #4	Documentation
Speaking/Listening Rubric	Speaking/Listening Rubric

5.0-Professional Development

Professional Development will focus on the following:

- Assessment creation
- Instructional Strategies for teaching reading and math beyond current resources
- Specific needs identified for individual staff