

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

SCHOOL IMPROVEMENT PLAN



CHADWICK-MILLEDGEVILLE ELEMENTARY SCHOOL

2021-2022 SCHOOL YEAR

School Improvement Committee Members:

Kathryn Skoog, Kindergarten

Melissa Daehler, 3rd Grade

Shelly Parks, 2nd Grade

Amy Workman, 5th Grade

Brian Maloy, 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 houses grades K-6.

1.1 Demographic Data

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Low Income Rate	52%	46%	44%	33%	26%	38%	
Students with Disabilities	15%	16.7%*	19.6%*	20.3%*	22%*	21%	
Homeless	1%	0%	0%	1%	0.6%	0%	
Mobility	10%	14%	6%	3%	10%	4%	
Attendance	96%	96.4%	96%	96.4%	96.2%	96%	
Chronically truant	0%	0%	1%	0%	0%	0%	

*Includes Speech IEP's

1.2 Enrollment

School Year	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	36	29	31	35	40
Grade 1	31	31	33	30	28
Grade 2	28	29	31	28	33
Grade 3	35	27	31	28	27
Grade 4	29	35	28	31	29
Grade 5	36	28	33	23	27
Grade 6	36	32	27	32	21
Total	231	211	214	207	205

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 mobility rate averages 8.6% over the past five years. 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.

2.0 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 2019-20 School Year									
	6 th Reading			6 th Math			6 th Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	1 (5%)	3 (15%)	5 (25%)	2 (10%)	0 (0%)	2 (10%)	4 (20%)	1 (5%)	4 (20%)
Lo Avg	5 (25%)	4 (20%)	3 (15%)	2 (10%)	6 (30%)	7 (35%)	4 (20%)	6 (30%)	6 (30%)
Avg	5 (25%)	9 (45%)	5 (25%)	9 (45%)	7 (35%)	3 (15%)	6 (30%)	8 (40%)	5 (25%)
Hi Avg	6 (30%)	3 (15%)	7 (35%)	7 (35%)	7 (35%)	6 (30%)	4 (20%)	4 (20%)	4 (20%)
Hi	3 (15%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	2 (10%)	2 (10%)	1 (5%)	1 (5%)
Tested	20	20	20	20	20	20	20	20	20
	5 th Reading			5 th Math			5 th Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	4 (16%)	6 (23%)	3 (12%)	4 (16%)	5 (20%)	4 (15%)	3 (12%)	5 (19%)	3 (12%)
Lo Avg	3 (12%)	5 (19%)	4 (15%)	7 (28%)	7 (28%)	2 (8%)	6 (24%)	4 (15%)	5 (19%)
Avg	6 (24%)	6 (23%)	10 (38%)	7 (28%)	5 (20%)	6 (23%)	7 (28%)	5 (19%)	3 (12%)
Hi Avg	9 (36%)	7 (27%)	7 (27%)	6 (24%)	8 (32%)	8 (31%)	6 (24%)	9 (35%)	12 (46%)
Hi	3 (12%)	2 (8%)	2 (8%)	1 (4%)	0 (0%)	6 (23%)	3 (12%)	3 (12%)	3 (12%)
Tested	25	26	26	25	25	26	25	26	26
	4 th Reading			4 th Math			4 th Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	4 (15%)	2 (8%)	4 (15%)	6 (23%)	4 (15%)	2 (8%)	4 (16%)	2 (8%)	2 (8%)
Lo Avg	8 (31%)	7 (27%)	4 (15%)	7 (27%)	7 (27%)	10 (38%)	7 (28%)	3 (12%)	4 (15%)
Avg	7 (27%)	5 (19%)	8 (31%)	6 (23%)	10 (38%)	6 (23%)	6 (24%)	9 (35%)	7 (27%)
Hi Avg	4 (15%)	8 (31%)	5 (19%)	6 (23%)	4 (15%)	7 (27%)	5 (20%)	4 (15%)	10 (38%)
Hi	3 (12%)	4 (15%)	5 (19%)	1 (4%)	1 (4%)	1 (4%)	3 (12%)	8 (31%)	3 (12%)
Tested	26	26	26	26	26	26	25	26	26
	3rd Reading			3rd Math			3rd Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	5 (21%)	3 (13%)	3 (12%)	8 (33%)	2 (8%)	1 (4%)	5 (21%)	5 (21%)	3 (12%)
Lo Avg	7 (29%)	4 (17%)	7 (27%)	6 (25%)	4 (17%)	5 (19%)	9 (38%)	6 (25%)	3 (12%)
Avg	7 (29%)	7 (29%)	5 (19%)	8 (33%)	7 (29%)	7 (27%)	4 (17%)	6 (25%)	9 (35%)
Hi Avg	2 (8%)	8 (33%)	9 (35%)	2 (8%)	8 (33%)	5 (19%)	3 (13%)	5 (21%)	6 (23%)
Hi	3 (13%)	2 (8%)	2 (8%)	0 (0%)	3 (13%)	5 (19%)	3 (13%)	2 (8%)	5 (19%)
Tested	24	24	26	24	24	26	24	24	26

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

MAP Mean RIT (local/national)					
6 th Reading		6 th Math		6 th Language	
<i>Fall</i>	211.9/210.2	<i>Fall</i>	215.1/214.7	<i>Fall</i>	207.9/209.4
<i>Winter</i>	212.9/213.8	<i>Winter</i>	219.5/219.6	<i>Winter</i>	212.8/212.8
<i>Spring</i>	212.4/215.4	<i>Spring</i>	222.1/222.9	<i>Spring</i>	210.7/214.2
5 th Reading		5 th Math		5 th Language	
<i>Fall</i>	204.4/204.5	<i>Fall</i>	205.6/209.1	<i>Fall</i>	203.2/204.2
<i>Winter</i>	206/209.1	<i>Winter</i>	211.2/214.7	<i>Winter</i>	208/208.4
<i>Spring</i>	210.2/211	<i>Spring</i>	221.3/218.7	<i>Spring</i>	211.6/210.2
4 th Reading		4 th Math		4 th Language	
<i>Fall</i>	194.3/196.7	<i>Fall</i>	196/199.5	<i>Fall</i>	195/197.3
<i>Winter</i>	203.9/202.5	<i>Winter</i>	203.7/206.1	<i>Winter</i>	206.3/202.9
<i>Spring</i>	204.7/204.8	<i>Spring</i>	208.5/210.5	<i>Spring</i>	207.8/205

3rd Reading		3rd Math		3rd Language	
<i>Fall</i>	183.7/186.6	<i>Fall</i>	182/188.5	<i>Fall</i>	183.9/187.7
<i>Winter</i>	195.2/193.9	<i>Winter</i>	197.8/196.2	<i>Winter</i>	193.6/195.1
<i>Spring</i>	199.5/197.1	<i>Spring</i>	206.1/201.1	<i>Spring</i>	200.5/198.3
2nd Reading		2nd Math		2nd Language	
<i>Fall</i>	174.3/172.3	<i>Fall</i>	172.8/175	<i>Fall</i>	172.3/174
<i>Winter</i>	186.4/181.2	<i>Winter</i>	184.3/184.1	<i>Winter</i>	189.2/183.8
<i>Spring</i>	193.2/185.6	<i>Spring</i>	193.2/189.4	<i>Spring</i>	194/188.4
1st Reading		1st Math			
<i>Fall</i>	155/155.9	<i>Fall</i>	158.1/160		
<i>Winter</i>	164.2/165.8	<i>Winter</i>	168.8/170.2		
<i>Spring</i>	173.9/171.4	<i>Spring</i>	179.6/176.4		
K Reading		K Math			
<i>Fall</i>	138/136.6	<i>Fall</i>	141.2/139.6		
<i>Winter</i>	148.3/146.3	<i>Winter</i>	154.1/150.1		
<i>Spring</i>	155.8/153.1	<i>Spring</i>	161.2/157.1		

*This data typically Fall to Spring, however Spring testing was cancelled due to Covid-19 Pandemic

2.3 Data Driven Decision Making

*School Improvement team begins work looking at areas of concern after studying sample PARCC 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 the 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 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. However, the Spring 2020 IAR tests have been cancelled due to the Covid-19 Pandemic.

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 must also 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 considerably lower than Math.

Reading goals and strategies need to be put in place to improve our achievement in reading. 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-6 students will be exposed to several different types of informational text and use that information to create a written argument or essay on the subject.

Implementation plan	Time frame	Team members	Resources to be secured
<p>1. Each Kindergarten – Sixth Grade student will produce a research project (2nd-6th grade typed)</p> <p>K-Whales 1st-Animals 2nd-Planets 3rd-Countries 4th-Historical Figures 5th-TBD with grade level/admin 6th-TBD with grade level/admin</p> <p>2. Each Kindergarten-Sixth grade student will produce 3 writing projects from September through April.</p>	September 2021-April 2022	All K-6 reading teachers	<p>Textbooks, Storyworks, magazines, Informational texts, Internet research, biographies</p> <p>Various Graphic Organizers (Examples: 4 square template, outlines, webs, Venn Diagram, T-Chart, etc.)</p> <p>*Outline forms and rubrics for evaluation (Scott Foresman Reading Street)</p> <p>student choice of selected topics</p>
<p>Each 1st-2nd Grade student will complete 2 DOL sentences per day. *One teacher-dictated sentence to be written correctly.</p> <p>Each 3rd-6th grade student will complete an ELA Bell Ringer per day.</p>	Daily September 2021-May 2022	All 1 st -6 th reading/language arts classroom and special education teachers and students	Completion log to be provided by SIP team.

Assessment tools of Goal #1	Documentation
Rubric from Writing Rubrics and Anchor Papers (Scott Foresman Reading Street) Various rubrics and checklists	Completed Research paper citing the sources used. Writing Checklist

Goal 2: To continue the development and implementation of a social/emotional framework in the K-6th Elementary.

Implementation plan	Time frame	Team members	Resources to be secured
Age and grade level appropriate Social Emotional Learning topics will be implemented by all K-6 th teachers. The following competencies must be included: empathy, conflict resolution, decision making (positive choices, work ethic)	August 2021-May 2022	All K-6th teachers	Second Step and other appropriate resources Completion log to be provided by SIP team. Dojo Videos for the Big Ideas with discussion guides
K-3 rd teachers will utilize Classroom Dojo to track behaviors and communicate with families. 4 th -6 th teachers will utilize email and planners in lieu of Classroom Dojo.	August 2021-May 2022	All K-6th teachers	Class Dojo Teacher Created Incentives Email Threads

Assessment tools of Goal #2	Documentation
Class Dojo data to set goals and to communicate with K-3 rd grade parents. Email and planner communication with 4 th -6 th grade parents.	Dojo tracking of positive and negative behaviors. Completion of SIP log Email Threads

Goal 3: Students will focus on written math reasoning through written expression.

Implementation plan	Time frame	Team members	Resources to be secured
1 st -6 th grade students will use written math reasoning daily.	September 2021- May 2022	1 st -6 th grade teachers	Go Math Resources Engage New York Resources Math Journal District Curriculum

Assessment tools of Goal #3	Documentation
Go Math Resources Engage New York Resources Rubrics	Upon request provide student samples.

Goal 4: Students will use oral responses, drawings, or writing to link their understanding of the reading selection.

Implementation plan	Time frame	Team members	Resources to be secured
<p>All K-6th grade students will use grade appropriate techniques to teach and grow student use of text evidence in their writing.</p> <p>Kindergarten students will provide oral answers and drawings to oral comprehension questions about the text.</p>	<p>September 2021-May 2022</p>	<p>1st-6th grade teachers</p>	<p>Reading Series or additional Reading Resources</p> <p>Reading Street Textbook, Novels, Storyworks, ReadWorks, Scholastic Magazines</p> <p>Reading Street Look Back and Write</p>

Assessment tools of Goal #4	Documentation
<p>Look Back and Write Assessment Page</p> <p>Various Rubrics and Checklists</p>	<p>Completed student assessments</p>

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