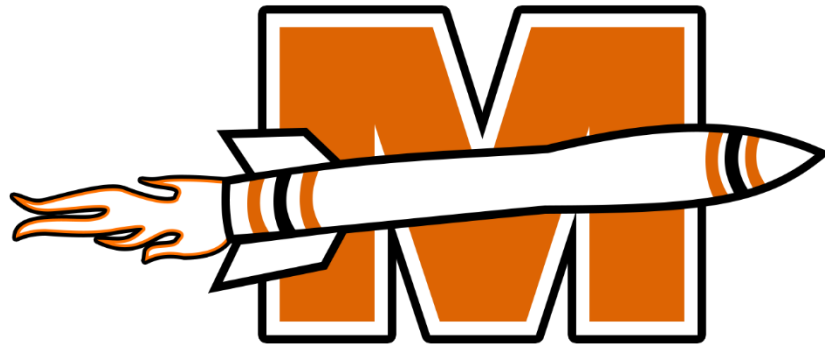


CHADWICK-MILLEDGEVILLE C.U.S.D #399

SCHOOL IMPROVEMENT PLAN



CHADWICK-MILLEDGEVILLE JR./SR. HIGH SCHOOL

2020-21 SCHOOL YEAR

## 1. Demographics

Chadwick-Milledgeville Jr./Sr. High School is located in Carroll County in northwest Illinois, in the town of Milledgeville. Chadwick-Milledgeville Jr./Sr. High School is part of Chadwick-Milledgeville C.U.S.D #399 and housed in the same building as the K-6 Chadwick-Milledgeville Elementary School. Current High School Enrollment of 198 students 7-12 for the 2019-20 school year.

### 1.1 Demographics Data

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

### 1.2 Enrollment Information (from Fall Housing Report)

#### Enrollment by Grade Level

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 7	35	29	33	30	23	29
Grade 8	43	36	30	31	32	25
Grade 9	50	43	35	35	29	34
Grade 10	39	47	41	35	36	30
Grade 11	46	38	41	42	34	35
Grade 12	34	41	37	41	44	36
<b>Total</b>	<b>247</b>	<b>234</b>	<b>217</b>	<b>214</b>	<b>198</b>	<b>189</b>

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

### 1.3 School and Community Characteristics

#### School Characteristics

Chadwick-Milledgeville Jr/Sr High School has many quality attributes. The student attendance rate is high, and the truancy rate is low. Chadwick-Milledgeville Jr./Sr. High School is experiencing an enrollment decline that will settle at around 200 students in four years.

Technology is a priority at Chadwick-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 enters year six of the initiative, we are continuing our understanding of learning and teaching with the computers. Teachers have embraced the technology and every classroom has achieved the first benchmark of creating a “digital presence”. This means that they are leveraging classroom

platforms such as Moodle or Microsoft Classroom. As we continue to have staff turnover, we have seen an increase in the ability to leverage the 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 2020-21 school year. Of our 21 teachers 6 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, and all new windows. During the summer of 2020 Chadwick School will be closed and the students and staff will be moved to Milledgeville. Milledgeville will now be a K-12 attendance center.

Chadwick-Milledgeville Junior Senior High School faces several challenges. Declining enrollment is becoming an issue. 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 Chadwick-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 4<sup>th</sup> quarter. Although we conducted remote learning during this time many students will need remediation in core subject areas.

### Community Characteristics

Our community is a typical rural community in Illinois. The low-income rate has climbed into the 30% range, with a low-income rate of 30% for the 2019-20 school year. 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. Spring MAP, SAT, IAR, and ISA assessments were all cancelled due to the COVID-19.

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. 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 students to motivate them to take the MAP testing seriously. The program was successful in increasing motivation in 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 (15%)	1 (3%)	2 (6%)	3 (9%)	2 (6%)	1 (3%)	4 (12%)	2 (6%)	1 (3%)
<i>LO AVG</i>	7 (21%)	7 (20%)	6 (18%)	6 (18%)	7 (20%)	9 (26%)	7 (21%)	5 (14%)	6 (18%)
<i>AVG</i>	4 (12%)	9 (26%)	11 (32%)	14 (42%)	5 (14%)	11 (32%)	9 (27%)	10 (29%)	7 (21%)
<i>HI AVG</i>	13 (39%)	11 (31%)	9 (26%)	9 (27%)	19 (54%)	9 (26%)	6 (18%)	11 (31%)	12 (35%)
<i>HI</i>	4 (12%)	7 (20%)	6 (18%)	1 (3%)	2 (6%)	4 (12%)	7 (21%)	7 (20%)	8 (24%)
<i>TESTED</i>	33	35	34	33	35	34	33	35	34
	<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>	3 (11%)	3 (11%)	2 (7%)	2 (7%)	2 (7%)	3 (11%)	3 (11%)	2 (7%)	2 (7%)
<i>LO AVG</i>	4 (14%)	5 (18%)	5 (18%)	7 (25%)	7(25%)	6 (21%)	4 (14%)	4 (14%)	4 (14%)
<i>AVG</i>	9 (32%)	2 (7%)	8 (29%)	9 (32%)	6 (21%)	5 (18%)	8 (29%)	3 (11%)	5 (18%)
<i>HI AVG</i>	10 (36%)	12 (43%)	9 (32%)	7 (25%)	8 (29%)	10 (36%)	7 (25%)	9 (32%)	6 (21%)
<i>HI</i>	2 (7%)	6 (21%)	4 (14%)	3 (11%)	5 (18%)	4 (14%)	6 (21%)	10 (36%)	11 (39%)
<i>TESTED</i>	28	28	28	28	28	28	28	28	28
	<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>	1 (3%)	0 (0%)	2 (7%)	1 (3%)	1 (4%)	2 (7%)	3 (9%)	2 (7%)	2 (7%)
<i>LO AVG</i>	6 (19%)	5 (18%)	0 (0%)	6 (19%)	0 (0%)	4 (14%)	2 (6%)	2 (7%)	0 (0%)
<i>AVG</i>	9 (29%)	5 (18%)	10 (36%)	11 (35%)	15 (54%)	6 (21%)	7(22%)	5 (18%)	4 (14%)
<i>HI AVG</i>	13 (42%)	14 (50%)	13 (46%)	13 (42%)	8 (29%)	11 (39%)	14 (44%)	8 (29%)	11 (39%)
<i>HI</i>	2 (6%)	4 (14%)	3 (11%)	0 (0%)	4 (14%)	5 (18%)	6 (19%)	11 (39%)	11 (39%)
<i>TESTED</i>	31	28	28	31	28	28	32	28	28
	<i>8<sup>th</sup> Grade Reading</i>			<i>8<sup>th</sup> Grade Math</i>			<i>8<sup>th</sup> 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>	2 (9%)	3 (14%)	2 (10%)	2 (9%)	2 (10%)	1 (5%)	2 (9%)	2 (10%)	1 (5%)
<i>LO AVG</i>	2 (9%)	1 (5%)	2 (10%)	3 (14%)	3 (14%)	2 (10%)	1 (5%)	1 (5%)	4 (19%)
<i>AVG</i>	8 (36%)	6 (29%)	6 (29%)	8 (36%)	8 (38%)	11 (52%)	7 (32%)	4 (19%)	1 (5%)
<i>HI AVG</i>	6 (27%)	5 (24%)	4 (19%)	8 (36%)	4 (19%)	5 (24%)	5 (23%)	8 (38%)	8 (38%)
<i>HI</i>	4 (18%)	6 (29%)	7 (33%)	1 (5%)	4 (19%)	2 (10%)	7 (32%)	6 (29%)	7 (33%)
<i>TESTED</i>	22	21	21	22	21	21	22	21	21
	<i>7<sup>th</sup> Grade Reading</i>			<i>7<sup>th</sup> Grade Math</i>			<i>7<sup>th</sup> 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>	1 (4%)	4 (15%)	3 (11%)	3 (11%)	2 (7%)	2 (7%)	4 (15%)	3 (11%)	4 (14%)
<i>LO AVG</i>	5 (19%)	3 (11%)	3 (11%)	3 (11%)	2 (7%)	3 (11%)	2 (7%)	4 (15%)	1 (4%)
<i>AVG</i>	6 (22%)	2 (7%)	7 (25%)	7 (26%)	9 (33%)	9 (32%)	4 (15%)	2 (7%)	3 (11%)
<i>HI AVG</i>	9 (33%)	13 (48%)	10 (36%)	11 (41%)	12 (44%)	11 (39%)	8 (30%)	9 (33%)	11 (39%)
<i>HI</i>	6 (22%)	5 (19%)	5 (18%)	3 (11%)	2 (7%)	3 (11%)	9 (33%)	9 (33%)	9 (32%)

Junior Reading		Junior Math		Junior Language	
Fall Mean	224.7/223.5	Fall Mean	230.2/231.7	Fall Mean	221.8/220.7
Winter Mean	230/224.6	Winter Mean	237.1/233.5	Winter Mean	227.2/221.9
Spring Mean	228/224.7	Spring Mean	236.4/234.2	Spring Mean	228/222.3
Sophomore Reading		Sophomore Math		Sophomore Language	
Fall Mean	222.5/221.5	Fall Mean	229.4/229.1	Fall Mean	221.6/218.8
Winter Mean	226.5/222.9	Winter Mean	235.5/231.2	Winter Mean	227/220.2
Spring Mean	227.1/223.5	Spring Mean	235.1/232.4	Spring Mean	227.8/220.9
Freshman Reading		Freshman Math		Freshman Language	
Fall Mean	222.9/218.9	Fall Mean	228.5/226.4	Fall Mean	221.3/216.7
Winter Mean	226.2/220.5	Winter Mean	234.1/228.7	Winter Mean	226.8/218.2
Spring Mean	226.9/221.4	Spring Mean	236.6/230	Spring Mean	228.4/219
8 <sup>th</sup> Grade Reading		8 <sup>th</sup> Grade Math		8 <sup>th</sup> Grade Language	
Fall Mean	219.7/218	Fall Mean	225.3/224.9	Fall Mean	220.8/215.5
Winter Mean	223.2/220.5	Winter Mean	229.8/228.1	Winter Mean	223.3/217.7
Spring Mean	226.8/221.7	Spring Mean	233.2/230.3	Spring Mean	226.4/218.7
7 <sup>th</sup> Grade Reading		7 <sup>th</sup> Grade Math		7 <sup>th</sup> Grade Language	
Fall Mean	219.7/214.2	Fall Mean	221.9/220.2	Fall Mean	219.1/212.6
Winter Mean	224.1/217.1	Winter Mean	227.9/224	Winter Mean	220.9/215.3
Spring Mean	222.4/218.4	Spring Mean	230.1/226.7	Spring Mean	222.7/216.5

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

***Educator Data***

Total number of full-time certified staff is 21 for the 2020-21 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 2021-22 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 the 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***

Chadwick-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
<p>1. Teachers will review IAR Question Report and SAT “Most Missed Questions” to identify gaps in instruction. They will then submit documentation to the SIP team of how they addressed those gaps.</p> <p>2. 7-12 Teachers will receive training for developing IAR/SAT style questions to implement in classroom assessments.</p> <p>3. SAT practice test will be administered on February 10, 2022</p> <p>4. An SAT Prep Class will be offered to Juniors as an elective</p>	<p>1<sup>st</sup>-4<sup>th</sup> Quarter-</p> <ul style="list-style-type: none"> <li>• Review of IAR/SAT reports to identify curriculum gaps and provide report of gaps addressed at the end of the quarter.</li> <li>• All staff will implement IAR/SAT style questions into classroom assessments. (Minimum of twice per quarter)</li> </ul> <p>3<sup>rd</sup> Quarter- SAT practice test will be administered</p> <p>4<sup>th</sup> Quarter- IAR</p>	<p>Teachers are accountable for:</p> <ul style="list-style-type: none"> <li>• All teachers must incorporate SAT style questions into assessments a minimum of twice (2) per quarter.</li> <li>• Quarterly teachers will provide a report curriculum gaps they addressed from the review of IAR/SAT reports.</li> <li>• Mrs. Death and Mrs. Bontz are accountable for SAT prep system</li> </ul> <p>Documentation of Completion</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p>Resources</p>		
<ul style="list-style-type: none"> <li>• SAT Practice Test</li> <li>• Examples of discipline specific SAT questions</li> </ul>		

## Goal #2 Math Curriculum Gaps and Transitional Math

Action Steps	Timeline	Accountability
<ol style="list-style-type: none"> <li>1. Teachers will implement across the curriculum analysis of graphs, tables, and data.</li> <li>2. Implement Geometry unit (measurement and graph analysis) in 7<sup>th</sup> grade math, 8<sup>th</sup> grade math, Algebra II (Math III), and Pre-Calculus</li> </ol>	<p>1<sup>st</sup>-4<sup>th</sup> Quarter-</p> <ul style="list-style-type: none"> <li>• Teachers will implement activities that have students analyze graphs, tables, and data.</li> <li>• Prior to IAR/SAT testing in April, identified math classes will implement a Geometry unit.</li> </ul>	<p>Teachers are accountable for:</p> <ul style="list-style-type: none"> <li>• Implementing activities for students to analyze graphs, tables, and data a minimum of nine (9) times per quarter.</li> <li>• Math teachers implementing a Geometry unit prior to IAR/SAT testing in 7<sup>th</sup> and 8<sup>th</sup> grade math, Algebra II, and Pre-Calculus</li> </ul> <p>Documentation of Completion</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Resources		



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

Activity	Timeline	Accountability
<p>1. Staff will receive training and implement instructional strategies that will help students to identify “Author’s purpose” in a variety of text</p> <p>2. Continued Implementation and revision of a common writing and presentation rubric across the curriculum</p> <p>3. Emphasize vocabulary development with domain specific and academic vocabulary development being emphasized in all classrooms.</p> <p>4. Increase independent reading requirements of 7-12 students across the curriculum.</p>	<p>1<sup>st</sup> Quarter-</p> <ul style="list-style-type: none"> <li>• Teachers will receive training on implementing instructional strategies to teach and reinforce “Author’s purpose” in a variety of texts.</li> <li>• Teachers will receive continued professional development on how to use common rubrics. Teachers will administer the rubric at least twice for the 1<sup>st</sup> quarter.</li> <li>• Teachers will Implement a minimum of two (2) independent reading assignments in each class taught</li> <li>• Teachers will emphasize academic vocabulary development in curricular units.</li> </ul> <p>2<sup>nd</sup>-4<sup>th</sup> Quarter-</p> <ul style="list-style-type: none"> <li>• Review and revise the use of common rubrics. Teachers will administer the rubric at least twice in quarters 2<sup>nd</sup>-4<sup>th</sup>.</li> <li>• Teachers will Implement a minimum of two (2) independent reading assignments in each class taught</li> <li>• Teachers will emphasize academic vocabulary development in curricular units.</li> </ul>	<p>Teachers are accountable for:</p> <ul style="list-style-type: none"> <li>• Implementing instructional strategies to identify “Author’s Purpose”</li> <li>• utilizing and providing feedback on writing and collecting feedback on common writing and presentation rubrics to administration.</li> <li>• Assigning required number of independent reading assignments in each class.</li> </ul> <p>Documentation of Completion</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Resources		
<ul style="list-style-type: none"> <li>• Writing and Presentation Rubrics</li> <li>• Time for instructional strategy training</li> </ul>		

- Specific independent reading materials (selected by individual teachers)