

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

SCHOOL IMPROVEMENT PLAN



MILLEDGEVILLE ELEMENTARY SCHOOL

2017-18 SCHOOL YEAR

School Improvement Committee:

- Jody Engelkens
- Sarah Bates
- Shelly Parks
- Brian Maloy, Principal

1.0 Demographics

Milledgeville Elementary School is part of Chadwick-Milledgeville Community Unit School District #399 located in Carroll County. The Pre K-3 and High School students are housed in Milledgeville and Grades 4-8 in Chadwick.

1.1 Demographic Data

School Year	10-11	11-12	12-13	13-14	2014-15	2015-16	16-17
Low Income Rate	30%	33%	44%	43%	45%	43%	45.6%
Students with Disabilities	11%	14%	16%	12%	15%	16.7%	19.6%
Homeless				1%	1%	0%	0%
LEP	0%	0%	0%	0%	0%	0%	0%
Attendance	97%	96%	97%	97%	96%	96.4%	96%
Mobility	10%	9%	12%	9%	13%	6%	14%
Chronically truant	0%	0%	0%	0%	0%	1%	0%

1.2 Enrollment

School Year	11-12	12-13	13-14	2014-15	2015-16	16-17
Kindergarten				22	33	38
Grade 1				34	24	31
Grade 2				33	38	27
Grade 3				30	32	33

1.3 School and Community Characteristics

Our community is a typical rural community in Illinois. The low-income rate has stayed in the 45% range over the past several years. The mobility rate has more than doubled 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.

2.0 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									
	3rd Reading			3rd Math			3rd Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	6	6	4	3	4	2	8	8	5
LoAvg	8	4	3	8	3	0	6	7	4
Avg	4	8	4	9	6	3	6	1	4
HiAvg	9	9	11	10	10	14	8	7	10
Hi	7	4	11	4	8	14	9	8	9
Tested	34	31	33	34	31	33	34	31	32
	2nd Reading			2nd Math			2nd Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	3	6	0	4	1	1	5	4	2
LoAvg	7	2	8	6	9	7	8	4	3
Avg	8	5	4	7	7	12	5	4	5
HiAvg	5	11	7	9	10	7	7	7	11
Hi	5	3	8	2	0	0	3	8	6
Tested	28	27	27	28	27	27	28	27	27
	1st Reading			1st Math					
	Fall	Winter	Spring	Fall	Winter	Spring			
Lo	6	4	2	6	4	1			
LoAvg	11	11	4	8	11	6			
Avg	8	7	12	5	5	11			
HiAvg	5	4	6	10	8	9			
Hi	1	5	7	2	3	4			
Tested	31	31	31	31	31	31			
	K Reading			K Math					
	Fall	Winter	Spring	Fall	Winter	Spring			
Lo	0	5	1	3	6	4			
LoAvg	10	7	9	11	4	2			
Avg	16	9	4	11	12	10			
HiAvg	7	11	12	5	6	8			
Hi	0	2	10	3	5	12			
Tested	33	34	36	33	33	36			

MAP Mean RIT					
3rd Reading		3rd Math		3rd Language	
Fall	188.3	Fall	190.4	Fall	187
Winter	193.6	Winter	200.8	Winter	195.1
Spring	198.6	Spring	203.4	Spring	200
2nd Reading		2nd Math		2nd Language	
Fall	174.7	Fall	176.9	Fall	174.5
Winter	184.2	Winter	186.4	Winter	184.9
Spring	188.7	Spring	192.1	Spring	189.7
1st Reading		1st Math			
Fall	160.7	Fall	162.4		
Winter	171.5	Winter	173.8		
Spring	177.5	Spring	180.8		
K Reading		K Math			
Fall	141	Fall	140		
Winter	151.3	Winter	151.5		
Spring	158.1	Spring	159.1		

Teacher	Reading % Met or Exceeded RIT Growth Fall 16-Spring 17	Math % Met or Exceeded RIT Growth Fall 16-Spring 17
Sarah Bates	76.5%	88.2%
Kathy Skoog	62.5%	68.8%
Madison Degelau	75%	56.3%
Liz Patterson	100%	80%
Shelly Parks	71.4%	78.6%
Stacey Mickelson	76.9%	38.5%
Haley Hurt	84.4%	N/A
Jodi Engelkens	N/A	90.3%

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 AIMSWeb 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.

Teachers will 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.

AIMSWeb is less reliable. It relies on human scoring and does not measure comprehension as effectively as MAP and AR. It is a good tool for measuring fluency and will be utilized for progress monitoring as we move forward.

PARCC is given to only third grade students 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.

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 work to make 21st century learning applicable in the Elementary classroom. We have solid results in Math and

Reading in most grade levels. Teachers and administration should look at the data results and problem solve the issues that the data has

Reading goals and strategies need to be put in place to improve our achievement growth in reading. The district will purchase Fontas and Pinnell resources to help diagnose and assess students in reading. This will help align general education and Tier II interventions in the classroom with Tier III intervention and special education.

In addition, the PBIS process will need to be strengthened and made to fit our school. This was begun in the 2016-17 school year, with a consistent program to reinforce expectations and rewards. We need to continue to grow in this program to include lessons on expectations. Second Step will be a mandated behavior education program that all grade level teachers must implement quarterly.

4.0 Action Plans

SIP Team Goals and Action Plan

Goal 1: All K-3 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 First –Third Grade student will produce a research project/paper integrated with their reading series. (2/3 typed)</p> <p>2. Each First-Third grade student will produce four 4-square writing projects from October through April.</p>	<p>First Grade: 4th Quarter</p> <p>Second Grade: 4th Quarter</p> <p>Third Grade: 1st Quarter</p> <p>October 2016- April 2017</p>	All 1-3 reading teachers	<p>*4 square template</p> <p>*Text books</p> <p>*Informational texts</p> <p>*Smartboards</p> <p>*Outline forms and rubrics for evaluation (Scott Foresman Reading Street)</p> <p>*Internet</p> <p>*student choice of selected topics</p>
<p>1.Each Kindergartener will participate in group research on a science topic and produce a project/paper.</p> <p>2.Each Kindergarten student will produce four 4-square writing projects from October through April.</p>	<p>Kindergarten: 3rd Quarter</p> <p>October 2016- April 2017</p>	Kindergarten Teachers	<p>Internet</p> <p>Informational texts</p> <p>*student choice of selected topics</p>

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

Goal 2: To continue the development and implementation of a social/emotional framework in the K-3 Elementary.

Implementation plan	Time frame	Team members	Resources to be secured
We will utilize the PBIS framework. The PBIS committee will be charged with the development and implementation.	August 2017-May 2018	PBIS committee members who will make decisions and guidelines and communicate them to all K-3 classroom and specialized teachers.	Time for committee to meet. Time for training with Dojo /Teacher Ease Materials for rewards and incentives.
Second Steps implemented by all K-3 teachers 4 times per quarter.	August 2017-May 2018	All K-3 teachers.	Second Steps curriculum kits. Quarterly log to be provided by SIP team.

Assessment tools of Goal #2	Documentation
TeacherEase data to set goals	TeacherEase tracking of referrals. Quarterly log.

Goal 3: Students will focus on math processes to be more successful on PARCC.

Implementation plan	Time frame	Team members	Resources to be secured
*process of fact family missing answers (K-2 addition/subtraction, 3 multiplication/division) *fractions (Grade 3) *multi answer problems (Grade 3)	Weekly integration into the regular curriculum (spiral review) to begin at the beginning of the year as appropriate by 10/17	All K-3 math classroom teachers and students	Documentation log to be made by team.

Assessment tools of Goal #3	Documentation
Ongoing informal assessments of student discussions	Documentation log.

Goal 4: Students will focus on correct sentence structure and conventions of writing through the use of Daily Oral Language exercises.

Implementation plan	Time frame	Team members	Resources to be secured
Each 1 st -3rd Grade student will complete 2 DOL sentences per day. *One teacher-dictated sentence to be written correctly. *One written sentence with errors to be corrected by student.	Daily September 2017-May 2018	All 1-3 reading/language arts classroom and special education teachers and students	Writing checklist to be made by the SIP team.
Each K-3 rd grade classroom will implement the use of the writing checklist.	Daily.	All K-3rd classroom and special education teachers.	

Assessment tools of Goal #3	Documentation
Score for completion of work.	Assignment listed in grade book in TeacherEase.

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