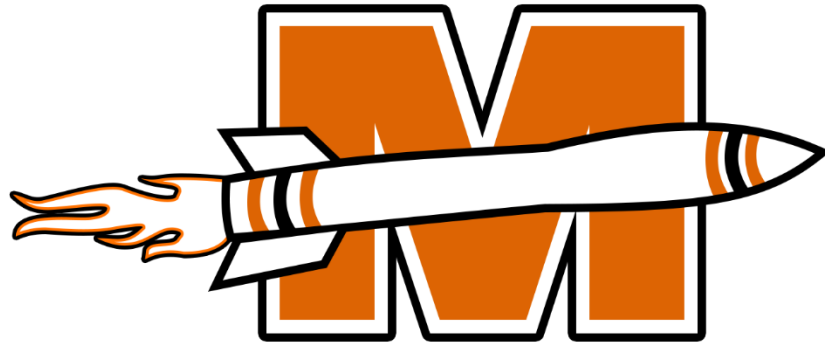


CHADWICK-MILLEDGEVILLE C.U.S.D #399

SCHOOL IMPROVEMENT PLAN



MILLEDGEVILLE HIGH SCHOOL

2018-19 SCHOOL YEAR

1. *Demographics*

Milledgeville High School (MHS) is located in Carroll County in northwest Illinois, in the town of Milledgeville. MHS is part of Chadwick-Milledgeville C.U.S.D #399 and housed in the same building as the PreK-3 Milledgeville Elementary School. Current High School Enrollment of 162 students 9-12 for the 2017-18 school year.

1.1 *Demographics Data*

School Year	2013-14	2014-15	2015-16	2016-17	
Attendance rate	95.2%	95.5%	95.9%	95.2%	
Truancy rate	0%	0.6%	1.7%	0.6%	
Mobility rate	11.1%	7.9%	4.1%	3.4%	
Dropout rate	3%	4.4%	3%	2%	
Graduation rate (4 year)	81.8%	95.6%	96.9%	92.6%	

1.2 *Enrollment Information (from Fall Housing Report)*

Enrollment by Grade Level

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 9	39	44	38	50	43	35
Grade 10	46	38	47	39	47	41
Grade 11	32	46	34	46	38	41
Grade 12	25	34	43	34	41	37
Total	142	162	162	169	169	154

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
LEP	0	0	0	0	0	0
Special Ed %	11.8%	11%	11%	11.2%	9.4%	8.4%
Low Income Rate	24.3%	25.6%	26%	29%	34.9%	27.3%

1.3 *School and Community Characteristics*

School Characteristics

Milledgeville High School has many quality attributes. The student attendance rate is high, and the truancy rate is low. MHS is beginning an enrollment decline that will settle at around 130 students in four years.

Technology is a priority at MHS. 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 turning over to a younger staff for the 2018-19. Of our 18 teachers 8 of them will have less than 10 years’ experience. Four will be in their first year. We have 9 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 2014 the building received a million dollar renovation that included new restrooms, science lab, hallway flooring, and paint. The parking lot was repaved and stripped as well. It is being sealed and re-stripped in the summer of 2018.

Milledgeville 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.

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 27.3% for the 2017-18 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 tests. The ACT is no longer universally administered, which means we do not have data for whole class comparison. This was the second year of SAT administration, however we did not have results at the time of the SIP meeting.

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 Distribution of Student Achievement

	Junior Reading			Junior Math			Junior Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	9 (24%)	3 (8%)	3 (8%)	6 (16%)	2 (6%)	1 (3%)	4 (11%)	1 (3%)	8 (20%)
LoAvg	8 (21%)	2 (6%)	8 (21%)	6 (16%)	1 (3%)	8 (20%)	5 (13%)	3 (8%)	4 (10%)
Avg	10 (26%)	13 (36%)	7 (18%)	7 (18%)	10 (28%)	8 (20%)	12 (32%)	6 (17%)	7 (18%)
HiAvg	7 (18%)	8 (22%)	13 (33%)	17 (45%)	12 (33%)	12 (30%)	8 (21%)	16 (44%)	9 (23%)
Hi	4 (11%)	10 (28%)	8 (21%)	2 (5%)	11 (31%)	11 (28%)	9 (24%)	10 (28%)	12 (30%)
Tested	38	36	39	38	36	40	38	36	40
	Sophomore Reading			Sophomore Math			Sophomore Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	6 (14%)	1 (2%)	3 (8%)	2 (5%)	1 (2%)	1 (2%)	5 (12%)	2 (5%)	4 (10%)
LoAvg	8 (19%)	5 (12%)	3 (8%)	9 (21%)	5 (12%)	8 (20%)	8 (19%)	4 (10%)	3 (7%)
Avg	10 (23%)	12 (29%)	8 (21%)	13 (30%)	11 (26%)	7 (17%)	6 (14%)	6 (14%)	8 (20%)
HiAvg	14 (33%)	17 (40%)	16 (41%)	15 (35%)	14 (33%)	18 (44%)	17 (40%)	14 (33%)	10 (24%)
Hi	5 (12%)	7 (17%)	9 (23%)	4 (9%)	11 (26%)	7 (17%)	7 (16%)	16 (38%)	16 (39%)
Tested	43	42	39	43	42	41	43	42	41
	Freshman Reading			Freshman Math			Freshman Language		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo	11 (29%)	4 (11%)	4 (12%)	12 (32%)	6 (16%)	3 (9%)	6 (16%)	2 (5%)	6 (18%)
LoAvg	10 (26%)	9 (24%)	4 (12%)	6 (16%)	8 (21%)	9 (26%)	9 (24%)	11 (28%)	7 (21%)
Avg	7 (18%)	13 (34%)	13 (38%)	10 (26%)	8 (21%)	7 (21%)	12 (32%)	6 (15%)	4 (12%)
HiAvg	7 (18%)	7 (18%)	8 (24%)	8 (21%)	11 (29%)	9 (26%)	5 (13%)	15 (38%)	12 (35%)
Hi	3 (8%)	5 (13%)	5 (15%)	2 (5%)	5 (13%)	6 (18%)	6 (16%)	5 (13%)	5 (15%)
Tested	38	38	34	38	38	34	38	39	34

Junior Reading		Junior Math		Junior Language	
Fall Mean	217.8	Fall Mean	233	Fall Mean	224.7
Winter Mean	228.3	Winter Mean	242.5	Winter Mean	230.6
Spring Mean	226.9	Spring Mean	241.5	Spring Mean	224.8
Sophomore Reading		Sophomore Math		Sophomore Language	
Fall Mean	219.7	Fall Mean	233.1	Fall Mean	222.1
Winter Mean	228.2	Winter Mean	239.8	Winter Mean	227.3
Spring Mean	228.7	Spring Mean	238.8	Spring Mean	227.1
Freshman Reading		Freshman Math		Freshman Language	
Fall Mean	213.2	Fall Mean	223.6	Fall Mean	215.1
Winter Mean	221.3	Winter Mean	232.6	Winter Mean	221.9
Spring Mean	223	Spring Mean	235.5	Spring Mean	220.6

Educator Data

Total number of full-time certified staff is 18 for the 2018-19 school year (Some are traveling staff shared with Chadwick)

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 2018-19 school year.
- The team also uses the data to identify professional development areas based on the determined goals.

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 is 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

MHS needs to improve on focusing on specific students needs for their transition to post-secondary life. To accomplish this, we will begin an honors program for students who are college bound. Our current classes will remain the same as they have been and begin to transition to more work readiness skills needed.

The team also discussed a need to create a goal centered on the 1:1 initiative and how it is being implemented. The team looked at utilizing our own staff to strengthen the implementation of the 1:1 and how that can increase the rigor of our instruction.

4 Action Plan

Goal #1 College and Career Readiness: Milledgeville high school will revamp course offerings to include a wider offering for differing needs of student.

Activity	Timeline	Accountability	Resources
Teachers and Administration will implement Honors Courses geared toward college readiness and regular courses changed to prepare students for career.	1 st Quarter- Review of current changes. 2 nd Quarter- Reviewing student qualifications for Honors 3 rd Quarter- Review of current changes 4 th Quarter- Review of current changes	Staff will review data from MAP, classroom assessments, Eligibility list, and any other relevant data to determine the effectiveness of the change.	As requested by teachers.

- Honors Courses will be: English I, II, III, and IV, U.S. History, Biology.
- Traditional courses in English, History, and Biology will be changed to meet the needs of career readiness.
- Introduction to Writing and Research and Speech will become required courses for Freshman and Sophomores respectively to help improve college and career readiness.
- A common writing rubric will be adopted by the staff in August that will be used cross curricular. There will be an honors and traditional rubric.

Goal #2 Assessments- A committee of teachers, math and English, will meet to plan an SAT prep course that is rigorous and meaningful. Additionally, the staff will look at intervention to improve MAP testing.

Activity	Timeline	Accountability	Resources
Teachers will plan and implement an SAT prep program and MAP testing interventions to improve student performance	<p>1st Semester- SAT Prep Class that is currently planned will be revised and resources gathered.</p> <p>All Year- Teachers will conduct student growth conferences with students about MAP achievement</p>	SAT Prep will have curriculum and MAP will provide student conference sheets	Teachers will request resources as needed.

- Teachers will hold student growth conferences with students to identify what they need to obtain to show adequate growth.
- Students who obtain growth, or score at or above 61st percentile on their test will be excused from the semester final if they will pass the class without the final.
- Students who meet growth or percentile in Reading and Language will be excused from their English Final. Those that meet growth or percentile in Math will be excused from their Math Final.
- If a student meets growth or percentile in all three tests they will receive an additional exam exemption that can be used at teacher discretion.
- Winter MAP growth will be applied to 1st semester finals and Spring MAP growth will be applied to 2nd semester finals.
- In order for a student to be eligible for final exemptions, effort on the Fall MAP must be at a high level. To gauge effort a student must not regress on their RIT score more than 10 points.

Goal #3 Technology- Teachers will work collaboratively to build a database of instructional strategies and technology tools to further technology integration into the curriculum.

Activity	Timeline	Accountability	Resources
Teachers will engage in brainstorming and collaboration activities to identify and teach specific technology strategies that are successful and meaningful for instruction.	<p>August- Teacher survey to determine need and skill level.</p> <p>Sept.-Nov.-Teachers will collaborate at early outs and SIP days in small groups to identify and describe strategies and tools.</p> <p>Dec-May- Training of database and implementation</p>	<p>Teachers will turn in a notes and summaries of tools and strategies.</p> <p>SIP committee will work to create a user-friendly database for teachers in the entire district.</p>	<p>Release time for teachers (substitutes)</p> <p>Targeted professional development</p>

- Targeted focus during SIP days and professional development time to this initiative.

Goal #4 School Climate and SB100- The SIP team will work during the 2018-19 school year to identify resources for students receiving discipline and identify systems changes needed for discipline and student motivation.

Activity	Timeline	Accountability	Resources
SIP Team will meet to discuss specific interventions for students who struggle with behavior in the learning environment	SIP team will meet quarterly	Meeting minutes and written plans as needed.	Professional Development as needed.

- A T-Chart of classroom managed and office managed behavior will be produced and disseminated to teachers to aide in consistency of discipline in the classroom
- Discipline procedures will be reinforced to ensure that all staff understand the protocol for discipline.
- The principal and counselor will collaborate on reentry protocols for suspended students.

5 Professional Development

The school improvement team members are: Mrs. Cathy Schopf, Mr. Jason Wroble, Mr. Dave VanLangen, Mrs. Emily Death, and Mrs. Tara Read

Milledgeville High School professional development money will be spent in the areas of:

- Assessment creation
- Digital teaching strategies to improve 1:1 implementation
- Request of teacher approved by administration.