

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

SCHOOL IMPROVEMENT PLAN



MILLEDGEVILLE HIGH SCHOOL

2017-18 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.

### 1.1 *Demographics Data*

School Year	2012-13	2013-14	2014-15	2015-16	2016-17
Attendance rate	95.7%	95.2%	95.5%	95.9%	95.2%
Truancy rate	0%	0%	0.6%	1.7%	0.6%
Mobility rate	6.4%	11.1%	7.9%	4.1%	3.4%
Dropout rate	0.7%	3%	4.4%	3%	2%
Graduation rate (4 year)	84.6%	81.8%	95.6%	96.9%	92.6%

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

#### Enrollment by Grade Level

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 9	45	39	44	38	50	43
Grade 10	33	46	38	47	39	47
Grade 11	26	32	46	34	46	38
Grade 12	31	25	34	43	34	41
<b>Total</b>	<b>135</b>	<b>142</b>	<b>162</b>	<b>162</b>	<b>169</b>	<b>169</b>

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
LEP	0	0	0	0	0	0
Special Ed %	8%	11.8%	11%	11%	11.2%	9.4%
Low Income Rate	23.4%	24.3%	25.6%	26%	29%	34.9%

### 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 very low. Over the last four years the high school has grown in enrollment by almost forty (40) students. Our enrollment has peaked and in the next four years will decline to around 130 students.

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 four 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. We have invested in new machines and are working collaboratively to find new innovative ways to use our staff for professional development.

The school has a faculty has had a large turnover in the past three years. When we begin the 2017-18 school year of the 17 teachers 41% of them will be in their fourth year or less with the district. The staff works well collaboratively and wants to help students achieve.

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.

Milledgeville High School faces several challenges. Declining enrollment will become an issue in the next several years. Although we have gained in the past few years, we will be peaking at about 170 students and then drop will begin dropping enrollment after 2017-18 school year. State funding will be an issue until the state budget is stabilized.

#### Community Characteristics

Our community is a typical rural community in Illinois. The low-income rate has fluctuated in the 20% range over the past several years until the 2016-17 school year when it rose to 34.9%. 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. As more PARCC assessments are taken, that data will be included. The ACT is no longer universally administered, which means we do not have data for whole class comparison. SAT was administered for the first time this year.

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.

**Assessment Data**

**MAP Distribution of Student Achievement**

		Junior Reading			Junior Math			Junior Language		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo		4	3	11	2	2	12	2	5	9
LoAvg		3	4	7	5	7	7	7	5	7
Avg		15	15	9	6	7	8	3	8	6
HiAvg		9	7	6	19	16	7	12	11	8
Hi		4	7	2	3	4	1	11	7	5
Tested		35	36	35	35	36	35	35	36	35
		Sophomore Reading			Sophomore Math			Sophomore Language		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo		12	13	10	10	6	8	11	9	12
LoAvg		5	8	11	9	12	10	6	12	9
Avg		10	9	10	8	11	11	8	3	11
HiAvg		16	14	11	13	12	13	12	13	7
Hi		4	3	6	7	5	6	10	9	9
Tested		47	47	48	47	46	48	47	46	48
		Freshman Reading			Freshman Math			Freshman Language		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Lo		5	10	8	7	11	7	4	7	8
LoAvg		6	5	5	5	7	9	9	7	4
Avg		13	11	11	15	13	8	8	9	10
HiAvg		16	11	15	12	9	15	15	11	15
Hi		3	6	4	4	3	3	7	9	6
Tested		43	43	43	43	43	42	43	43	43

Junior Reading		Junior Math		Junior Language	
Fall Mean	224.1	Fall Mean	238.2	Fall Mean	227.6
Winter Mean	226.2	Winter Mean	239.3	Winter Mean	225.1
Spring Mean	214.9	Spring Mean	220.9	Spring Mean	216.6
Sophomore Reading		Sophomore Math		Sophomore Language	
Fall Mean	217.5	Fall Mean	227.4	Fall Mean	218.5
Winter Mean	216.5	Winter Mean	230.1	Winter Mean	220.3
Spring Mean	217.8	Spring Mean	230.7	Spring Mean	217.5
Freshman Reading		Freshman Math		Freshman Language	
Fall Mean	220.6	Fall Mean	229.3	Fall Mean	220
Winter Mean	218	Winter Mean	225.8	Winter Mean	220.1
Spring Mean	219.1	Spring Mean	231.3	Spring Mean	219.7

## ***Educator Data***

Total number of full-time certified staff is 17 (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 2017-18 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 ACT 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 will need to focus more on students reading ability. The action plan will show what the faculty and staff will do to increase achievement in reading. Including reading strategies incorporated across the curriculum and a foundations class in reading for freshman. The team will explore more avenues to strengthen RtI services for the High School

The team also looked at ways to increase math across the curriculum based on our data. An action step was created to meet this need.

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 Reading-** Each course in all subject areas will utilize a minimum of one (1) informational text per quarter in each class relating to their instruction.

Activity	Timeline	Accountability	Resources
Teachers will plan and implement informational texts that directly relate to the content being taught.	1 <sup>st</sup> Quarter- 1 informational texts in each class	During the SIP day immediately following the end of the quarter, teachers will provide documentation to the principal showing evidence of completion of this goal.	Teachers will be given examples of informational text.
Teachers will utilize reading strategies	2 <sup>nd</sup> Quarter- 1 informational texts in each class		
	3 <sup>rd</sup> Quarter- 1 informational texts in each class		
	4 <sup>th</sup> Quarter-1 informational texts in each class		

- A variety of reading strategies will be presented to teachers to provide them a repertoire to utilize in planning their informational texts.
- The SIP team will meet once a quarter to assess this goal and help develop a strategies handbook for finding and implementing informational text in all subject areas.
- Teachers should collaborate with other teachers to identify strategies and specific texts to be implemented in their classroom.
- SIP team will help to organize in house professional development in which teachers teach teachers how to utilize a strategy.

**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>SAT will meet beginning at the start of school and meet as needed to plan the program</p> <p>Teachers will meet at the start of the school year to plan MAP interventions for the year and meet after each testing session to analyze and make necessary changes.</p>	Meetings will have agendas and provide minutes.	Teachers will utilize internet research, collaboration with subject area professionals, and appropriate professional development.

- Teachers will engage in candid meaningful conversations about best practice to SAT Prep and MAP motivation for students.

**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 2017-18 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 Deuth, 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.