

Norridge School District 80



School Improvement Plan 2024-2025

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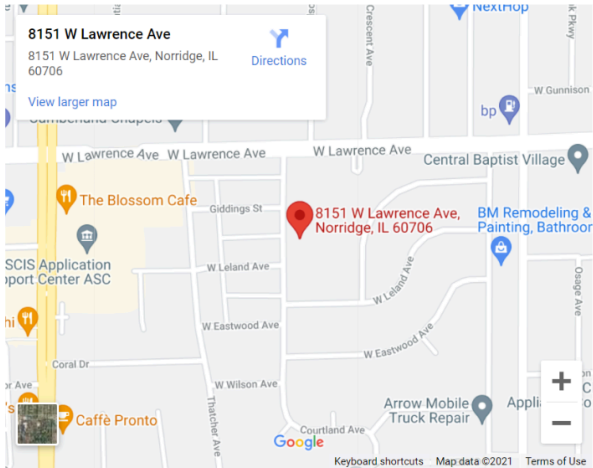
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Section 1: Introduction and Background

1.1 School Community

Norridge is a village in Cook County, Illinois, United States. The population was 15,009 at the July 1, 2021 census. The village and its neighbor to the east, Harwood Heights, form an enclave within the city of Chicago (i.e. they are completely surrounded by the city). Norridge is sometimes referred to as the "Island Within a City". The current President of Norridge is Daniel Tannhauser.



Name Origin

According to the Village of Norridge website, the name "Norridge" was suggested by resident Mrs. Link. "Nor" from Norwood Park Township and "Ridge" from the nearby suburb of Park Ridge. The two were joined together to create the name Norridge.

History

Norridge began as an 80-acre subdivision that ran from Ozanam Avenue in the west, to Olcott



Avenue in the east, and from Irving Park Road in the south, to Montrose Avenue in the north. In 1948, Norridge was about to be annexed by Chicago when a local improvement association moved to incorporate it as a village, ending the city's effort. Norridge borders the Cook County

Forest Preserves and was home to several horse stables, including Happy Days Stables at Montrose and Cumberland. Most of the stables were gone by the late 1970s (Norridge SD80).

Geography

Norridge is located at 41°57'54"N 87°49'26"W. According to the 2020 census, Norridge has a total area of 1.81 square miles (Census.gov).

School Community

Giles School is located at 4251 N Oriole Ave in Norridge, IL. The school serves approximately 493 students in grades 5-8 and is a part of Norridge School District 80. The average class size at Giles School is 24 pupils and the pupil/teacher ratio is approximately 20:1. Prior to



the 2017-2018 school year, Giles was a K-8 school building. In 2017, Giles School and Leigh School transitioned to Grade Level Centers where Giles became the Middle School for the district. Since 2017, Giles School has been committed to enhancing the Middle School learning experience for students in grades 5-8.

1.2 Student and Staff Demographic Data

As of April 2024, there are 493 students that attend Giles School.

- Fifth grade - 115 students
- Sixth grade - 119 students
- Seventh grade - 129 students
- Eighth grade - 130 students

Staff

- 29 certified teachers
- 1 school nurse, RN
- 5 paraprofessionals
- 4 support staff
- 2 administrators

As of 2023, at Giles School, 70.6% of students are Caucasian, 0% are Black, 20.3% are Hispanic, and 8.8% are Asian. Additionally, 82.9% of teachers are Caucasian.

8% of students have Individualized Educational Plans (IEP), which is below the state average of 15%. 17.6% of students are identified as English Language Learners. This is slightly above the state average at 14.6%.

0% of our students are identified as homeless. This is below the state average at 2%. The daily average student attendance is 92.9%. This is slightly higher than the state average of 91.2%. In 2023, 22.7% of students were identified as “chronically absent” which means they missed 10% more of school days without a valid excuse. That percentage is lower than the state average of 28.3%.

Table 1

Student Attendance Data

	2018-2019 SY	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY
Attendance	91.30%	96.50%	96.70%	93.30%	92.9%
Chronic Absenteeism	45%	5%	6%	18.90%	22.7%
Mobility Rate	2%	2%	1%	3.60%	3.2%

Table 2

Student Demographics

	2018-2019 SY	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY
White	75.70%	75.30%	75.50%	74.4%	70.6%
Black	0.60%	0.80%	0.60%	*Data Redacted	*Data Redacted
Hispanic	15.30%	15.80%	17.60%	18%	20.3%

Asian	6.90%	7%	5.50%	6.60%	8.3%
American Indian	0.20%	0.20%	0.20%	*Data Redacted	*Data Redacted
Two or More	1.30%	0.80%	0.60%	*Data Redacted	*Data Redacted

* Data redacted due to low number

Table 3

Enrollment Data By Grade

Enrollment Data	2018-2019 SY	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY
Total Population	465	486	494	484	493
Grade 5	121	134	119	121	108
Grade 6	127	118	132	114	127
Grade 7	107	128	113	133	121
Grade 8	110	106	130	116	137

Table 4

Student Sub Group Enrollment

Sub-groups	2018-19 SY		2019-20 SY		2020-21 SY		2021-22 SY		2022-23 SY	
	#	%	#	%	#	%	#	%	#	%
Total English Language Limited (ELL)		9%	n/a	12%		16%		19%	101	20%
Spanish	9	20%	n/a	n/a	10	12%	12	12%	12	11%
Polish	13	29%	n/a	n/a	30	36%	26	27%	25	24%
Ukrainian	5	11%	n/a	n/a	22	26%	35	37%	37	36%
Other	18	40%	n/a	n/a	23	27%	21	22%	27	26%

Table 5**Student Sub Groups by Percent of Total Student Body**

Sub-groups	2017-18 SY	2018-19 SY	2019-20 SY	2020-21 SY	2021-22 SY	2022-23 SY
	%	%	%	%	%	%
Intellectual Disability	2%	2%	3%	4%	6%	8%
Speech or Language Impairment	16%	14%	16%	14%	9%	8%
Emotionally Disability	6%	3%	7%	4%	9%	6%
Other Health Impairment	7%	9%	7%	13%	13%	14%
Specific Learning Disability	27%	34%	30%	25%	49%	44%
Multiple Disabilities	2%	2%	2%	1%	2%	3%
Autism	17%	14%	11%	16%	11%	14%

Table 6**Educator Data**

	2017-18 SY	2018-19 SY	2019-20 SY	2020-21 SY	2021-22 SY	2022-2023 SY
Total Full Time Classroom Teachers	32	27	27	25	29	29
Average Years Teaching	11.75	11.95	13.15	13.75	12.11	11.45
# Teachers New to Building	6	2	3	0	5	8
# First Year Teachers	5	1	1	0	2	6
% with B. A. Degree (District)	39.5%	38.9%	41.1%		35.50%	46.48%

% with M.A. & Above (District)	60.5%	61.1%	39.6%		64.50%	53.52%
# with Emergency or Provisional Certificates	1	1	1	1	0	2
# Teachers Working Out of Field	0	0	0	0	0	1
% Teacher Attendance (District)	67.5%	74.4%	78%	n/a	52.50%	62.0%
% Caucasian Teachers (District)	89.2%	89.6%	81.9%	n/a	85.10%	82.9%
% Afro-Am. Teachers (District)	*	*	*	*	*	*
% Hispanic Teachers (District)	*	*	*	*	*	*
% Male Teachers (District)	21.7%	13.5%	16.5%	n/a	16.45%	31.0%
% Female Teachers (District)	78.3%	86.5%	81.3%	n/a	83.60%	69.0%
# Total Paraprofessionals	1	5	6	5	6	6
# Classroom Instructional Paraprofessionals	1	5	6	5	6	5
# Total Under-qualified paraprofessionals	1	1	1	3	3	3
# Total Counselors	0	2	0	0	0	0
# Total Librarians	0	0	0	0	0	0
# Total Social Workers/Psychologists	1	2	2	2	2	2
# Total Other Staff	7	7	9	9	9	11

- Out-of-field means that a teacher is teaching a class for which he/she has no certification, academic major or endorsement with sufficient credit hours in the content area taught.
- Under-qualified paraprofessional means that the paraprofessional has less than 2 years of training and/or education degree.

1.3 School Improvement Team

Bob Biedke, Giles Principal

Christine Ahrens, Giles Assistant Principal

Judy Figliuolo, Faculty Member and NEAT Co-President

Annamarie Piotrowski, Faculty Member and 8th Grade Representative

Steve Hovorka, Faculty Member and 7th Grade Representative

Todd Browder, Faculty Member and 6th Grade Representative

Anthony Coletta, Faculty Member and 5th Grade Representative

Sara DeVito, Faculty Member and SpEd Representative

Daniel Nickerson, Faculty Member and Specials Teacher

1.4 Other Information

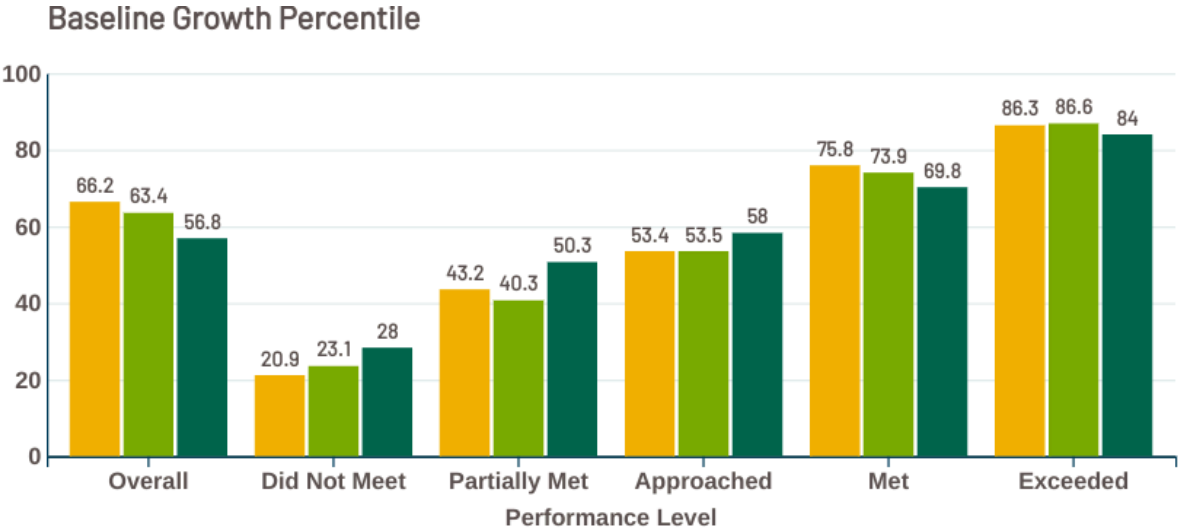
J. Giles School Illinois Report Card for 2022-2023:

Giles School Report Card

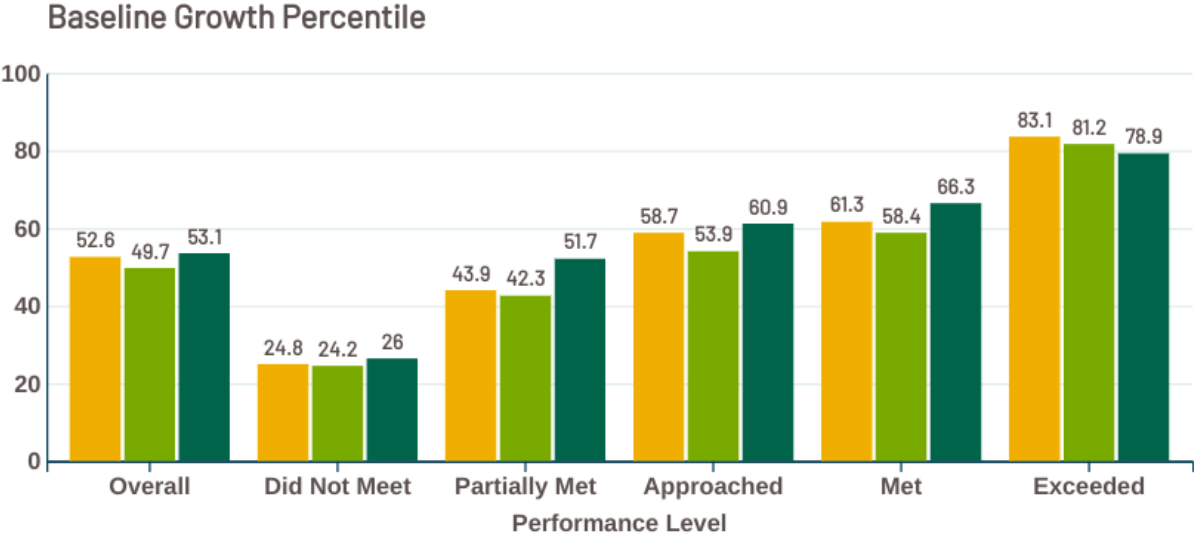
In 2023, Giles earned the designation of Commendable based upon the amount of growth made from IAR over the past year.

Figure 1

IAR Cohort Results ELA 2023



IAR Cohort Results Math 2023



Curriculum Information

A multitude of research-based resources are used for developing the Giles curriculum.

Table 7

Research-based Curricular Resources

Math		ELA	
5th	6th, 7th, 8th	5th	6th, 7th, 8th
<ul style="list-style-type: none"> • Pearson EnVision Math Program 	<ul style="list-style-type: none"> • Pearson Savvas Digits Program 	<ul style="list-style-type: none"> • Magnetic Reading • iReady • Flocabulary 	<ul style="list-style-type: none"> • Pearson My Perspectives • iReady • Flocabulary

Social Studies (5th-8th)	Science (5th-8th)	Spanish (5th-8th)
<ul style="list-style-type: none"> • McGraw Hill • Discovering Our Past: History of the World • Early Ages • Our Federal and State Constitution - Illinois Edition • Flocabulary 	<ul style="list-style-type: none"> • Generation Genius • CK12 • Open Science Edition • Newsela • Readworks • National Geographic • Science News • Flocabulary 	<ul style="list-style-type: none"> • Somos • Señor Wooley • Blooket • GimKit • Conjuguemos

School Strengths

Library Media Center & STEAM Labs

- Over the past few years, Giles School with the support of the Norridge School District 80 Board of Education and the Norridge Schools Foundation has made a significant investment in our learning spaces primarily in our Library Media Center and STEAM Labs.

Sports

- Giles offers many sports and extracurricular activities for students including Cross Country, Girls Volleyball, Boys Volleyball, Girls Basketball, Boys Basketball, Boys Soccer, and Girls Cheerleading.
- School Spirit/Culture (Positive, Respectful/Responsible, Inclusive, Determined, Engaged [PRIDE] & Positive Behavior Intervention Supports [PBIS])
- Giles school has many programs to promote a positive school climate. Students earn PBIS points by participating in these events. The school hosts regular PBIS events including grade war challenges, spirit weeks, Red Ribbon Week, holiday events, and hidden paw challenges. Additionally, students are encouraged to attend home sporting events.
- In addition, Giles hosts a PRIDE Program for PRIDE Leaders. A PRIDE Leader is a student who is a positive role model for peers that helps create a safe, respectful, and welcoming school environment. PRIDE Leaders will help promote school spirit, along with a positive learning environment. PRIDE Leaders focus on leadership skills and the ability to be a positive role model to peers. PRIDE Leaders have multiple responsibilities including: weekly announcements, sale of special lunch treats, supervision of special lunch activities, help with assemblies, the collection/counting of canned foods for our annual food drive, shopping for the annual Angel Tree/Salvation Army Coin Collection Drive, along with other leadership roles.

- Giles also facilitates many buddy activities between grade levels to promote relationships and foster a greater sense of belonging and community within Giles. Buddy classrooms meet once a month and engage in fun activities together.

Technology

- In recent years, Giles has continued investing in technology for their students. Beginning in the 15-16 school year, Giles became a 1:1 school with each student receiving their own device. In the 22-23 school year, all grade levels received new interactive smartboards.

Building and Grounds Beautification

- In April of 2022, the new Science/STEAM Labs were completed including new flooring, lighting, and furniture. Materials including a 3D printer and various items for hands-on science projects were purchased through a \$50,000 dollar donation from the Norridge Schools Foundation. In November of 2022, the new Library Media Center (LMC) was completed including new furniture, flooring, lights, paint, and bookcases. The LMC will soon be housed with \$16,275 dollars of new books (882 titles) for Giles students with over 1,600 books for students to check out.
- Giles has also undergone additional maintenance to update the building including the addition of a new chiller in October of 2021. A current plumbing project underway will modernize and extend the life of the piping. The hallways will be repainted in the summer of 2024.

Community Involvement/Relationships

- Giles school is a key cog in a close knit community. Giles engages in many activities with community members and organizations. Giles conducts a yearly canned food drive that brought in 581 items in the 22-23 school year. Yearly, Giles students participate in Angel Tree Giving and raised \$4,584 dollars to buy gifts for families in need this year. Giles also partners with the Village of Norridge to participate in a letter writing campaign for

active duty soldiers for Veterans Day, St. Patrick's Day, and Easter. Giles has also built and maintained a relationship with the Norridge School Foundation, Norwood Park Township, Ridgewood High School, Triton College, and the Eisenhower Library.

Parent Support and Communication

- The parents and guardians of Norridge District 80 are committed to partnering with teachers and staff. Giles parents respond to community/ parent surveys and Giles staff are in regular contact with parents. Student-Led conferences and community events are well attended. The PTA generously purchased new jerseys for boys and girls softball, cheerleading, Scholastic Bowl, and boys and girls soccer. They also help provide assemblies and snacks for the students during standardized testing.

Academic Achievement

- The students at Giles School perform at or above national and state averages. Students develop and monitor goals to improve and achieve performance growth on district and state assessments. Students are able to advance within the school in the Math and English Language Arts departments.

High Teacher Retention Rate

- The Teacher Retention Rate at Giles School has decreased from 90.3% in the 2021-2022 school year, to 86.7% in the 2022-23 school year.

Instrumental Music

- Instrumental Music is a fundamental and award winning program at Giles School. This program is highly regarded with exceptional enrollment numbers and large community support. To expand the Giles Fine Arts Program, Art has been added to the student course schedule. It is beneficial to students with artistic abilities to receive formal Art instruction. The Giles Fine Arts Program relies on parent support and fundraising for improvement and growth. The Instrumental Music Program is working on fundraising,

and continues to raise awareness and financial support to better provide for Giles students.

- The Giles band program has approximately 165 band students currently in grades 5 through 8 playing musical instruments. Our bands are ability-based and a student becomes a member of the band that best suits his/her learning styles and needs.
- There are three bands at Giles, the Beginning Band, the Cadet Band, and the Concert Band. In order for a student to be eligible to perform in the Concert Band, he/she must pass up to an advanced part of the method book. All of the band students attend full band rehearsals several times per week before school. All band students attend once pull-out lesson during the school day where they work diligently out of the method book and/or music they are preparing for concerts.
- In the 23-24 School Year, Giles Concert Band earned a Division I Superior honor, which is the highest honor possible-at the Illinois Grade School Music Association District 7 Organizational Contest on March 16, 2024. A permanent award will hang in the Giles band room.

Accelerated courses

- Accelerated Math, Reading, and Spanish programs are currently established and implemented . Below is the criteria for advancement. Giles staff will continue to work with Ridgewood High School to allow more students to access coursework at the high school level.

Table 8

Criteria For Math Advancement

	NWEA Map Score	Advancement Committee (Grade level math teacher and 2 members of administration)	Class Recommended for the Following Year
8th Grade	253+		RHS Integrated Math 2
7th Grade	247+	The Advancement Committee will review data from the following (see below) to determine advancement. 1. Attendance 2. Referrals 3. Strong Work Ethic 4. Completes All Assigned Work. The Advancement Committee findings are final.	RHS Integrated Math 1 ONCE all unit tests for 7th & 8th grade curriculum are passed with an 80% or higher AND 100% of work completion in current grade level class
6th Grade	241+	The Advancement Committee will review data from the following (see below) to determine advancement. 1. Attendance 2. Referrals 3. Strong Work Ethic 4. Completes All Assigned Work. The Advancement Committee findings are final.	Go to 8th Grade ONCE all unit tests for 6th & 7th grade curriculum are passed with an 80% or higher AND 100% of work completion in current grade level class
5th Grade	235+	The Advancement Committee will review data from the following (see below) to determine advancement. 1. Attendance 2. Referrals 3. Strong Work Ethic 4. Completes All Assigned Work. The Advancement Committee findings are final.	Go to 7th Grade ONCE all unit tests for 5th & 6th grade curriculum are passed with an 80% or higher AND 100% of work completion in current grade level class

The above numbers are a tentative grouping of students. Once a student has qualified for advancement based on their MAP score, the advancement committee will meet and review additional criteria. If all criteria are met, then each student selected for math advancement will have a teacher conference to make sure they are up for the rigor this advancement entails.

Table 9

Criteria For ELA Advancement

	Map Score	iReady	Class Recommended
8th Grade	97th Percentile	End of 8th Grade 684+	Go to Freshman English Honors at Ridgewood High School
7th Grade	97th Percentile	End of 7th Grade 669+	Go to 8th Grade English Language Arts
6th Grade	97th Percentile	End of 6th Grade 653+	Go to 7th Grade English Language Arts
5th Grade	97th Percentile	End of 5th Grade 640+	Go to 6th Grade English Language Arts

School Challenges

- Academic Achievement
 - The students at Giles School did not achieve our ELA or Math Goals this year.
- Chronic Absenteeism
 - Giles School had a Chronic Absenteeism rate of 22.7% in the 2023 school year.
Chronic Absenteeism is closely linked to reduced student achievement, social disengagement and feelings of alienation. For the 2023-24 school, our focus was reaching to families who had students who were chronically absent by calling, having meetings and doing home visits.
- Aging Infrastructure
 - While Giles has taken on many projects to update the school’s infrastructure, there are still many more projects underway or needed in the future. Building and grounds is a problem that is continuously being addressed due to aging facilities. Continuous improvement of the building will take place on a regular basis which includes chillers, heating units, and routine maintenance. A current plumbing project is underway that will modernize and extend the life of the piping.

Additionally, the hallways and classrooms will be completely repainted in the summer of 2024.

- Staffing
 - The need for more teaching staff is crucial to offer more opportunities to students who have been affected by staff reductions in recent years. The reduction in staff has resulted in larger class sizes, which can hinder the individual attention and support that students require to thrive in their education. Furthermore, the absence of staff can limit the variety of subjects and programs that are available to students, limiting their opportunities for exploration and growth. By hiring more teaching staff, students can benefit from smaller class sizes, a wider range of opportunities, and individualized attention and support. This can enhance their learning experience, improve their academic outcomes.
- Substitutes
 - Like many schools, Giles school has a substitute teacher shortage. *The Atlantic* covered the nationwide problem, writing “Since the start of the pandemic, teachers across the country have retired early or quit for other professions, exacerbating a long-standing substitute and teacher shortage” (Cray, 2022). Giles currently utilizes four external substitute teachers to cover daily absences. Additionally, shortages are addressed by teachers covering classes during their planning periods. Efforts to improve this situation include increasing substitute teacher pay, reaching out to the community for possible referrals, and utilizing resources such as Indeed.com.
- Language Challenges
 - At Giles, the percentage of English Learners is rising. In the 17-18 school year, 7% of the population was identified as English Learners. In the 22-23 school year, that number rose to 17.6% of the population. However, there is still a

primarily English speaking staff. There are significant challenges that come with supporting this population, especially when they spend the majority of their day hearing instruction in English. This shift in student population requires a shift in support. Continued professional development may be required for staff and parent communication and connections with community resources may need to be updated.

- Deficiency of Clubs
 - Giles school offers many opportunities for students to participate in athletic extracurricular activities, but has limited offerings regarding more academic or other interest based clubs. The school is able to provide some chances for students to participate in non-athletic extracurricular activities through a partnership with the Norridge Park District, but offerings are limited. A greater variety of extracurricular activities made available to the students would allow them to deepen their interest in academic or other topics. It would also provide those students who have an interest in activities other than athletics an opportunity for engagement with the school community.
- Inconsistent Building Schedule
 - In recent years, Giles school has followed several different building schedules. The yearly changes in schedule has been a result of change in staffing, lack of staff, and changes in class offerings. A consistent yearly schedule would provide a more stable working environment for both students and staff.

Section 2: Data Collection, Organization, and Trends

2.1 Data Collection Methods

Academic Data:

Giles School participates in the Illinois Assessment of Readiness (IAR) each spring. This is the state assessment and accountability measure required by all Illinois public schools. It is administered to all students grade 5-8 at Giles and includes assessments of English language arts and mathematics. In addition to the state assessment, Giles administers district assessments as well. Specifically, Giles uses Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) in reading and math three times a year to measure student progress. Classroom teachers collect formative and summative assessment data to track student progress and support learning. Giles uses a standards based grading system and a student's level of mastery of each standard assessed is documented in Mastery Connect.

Social Emotional Data:

Students and teachers use FastBridge to answer SEL questions about social, emotional and academic behaviors using the SAEBRS and mySAEBRS screener three times per year.

Students also use the PBIS Rewards system twice a week to enter their SEL check and identify how they are feeling that day.

Behavior Data:

Giles uses PBIS Rewards to track student behavior. Teachers enter Minor and Major behavior referrals into the system as behaviors arise.

Perception Data:

Once a year, the 5Essentials survey is administered virtually by the Illinois State Board of Education in partnership with the University of Chicago. Staff, students, and parents answer questions around five indicators of success: leadership, collaborative teachers, involved families, supportive environments, and ambitious instruction.

Progress Monitoring Data:

Students identified for Tier 2 or Tier 3 interventions, as well as students receiving special education services are progress monitored regularly to measure progress towards their goals using various FastBridge progress monitoring tools aligned with the intervention area.

2.2 Academic Data

In 2019, the students of Giles School scored at or above the state average in the areas of Reading, Math, and Science (grades 5 & 8). The 2020 data is unavailable due to the COVID-19 Pandemic.

Figure 2

% Students Achievement Performance Level in ELA (IAR Test)

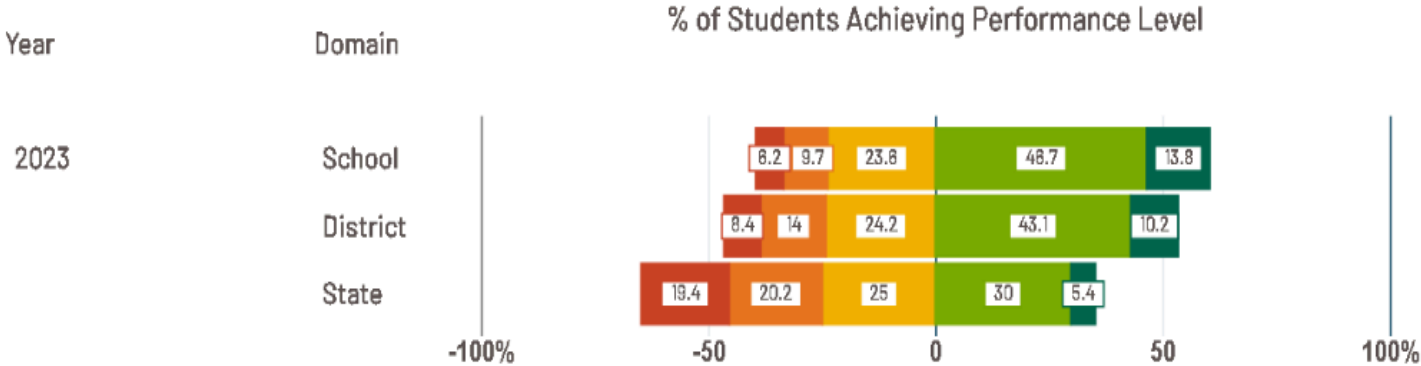


Figure 3

% Students Achievement Performance Level in Math (IAR Test)

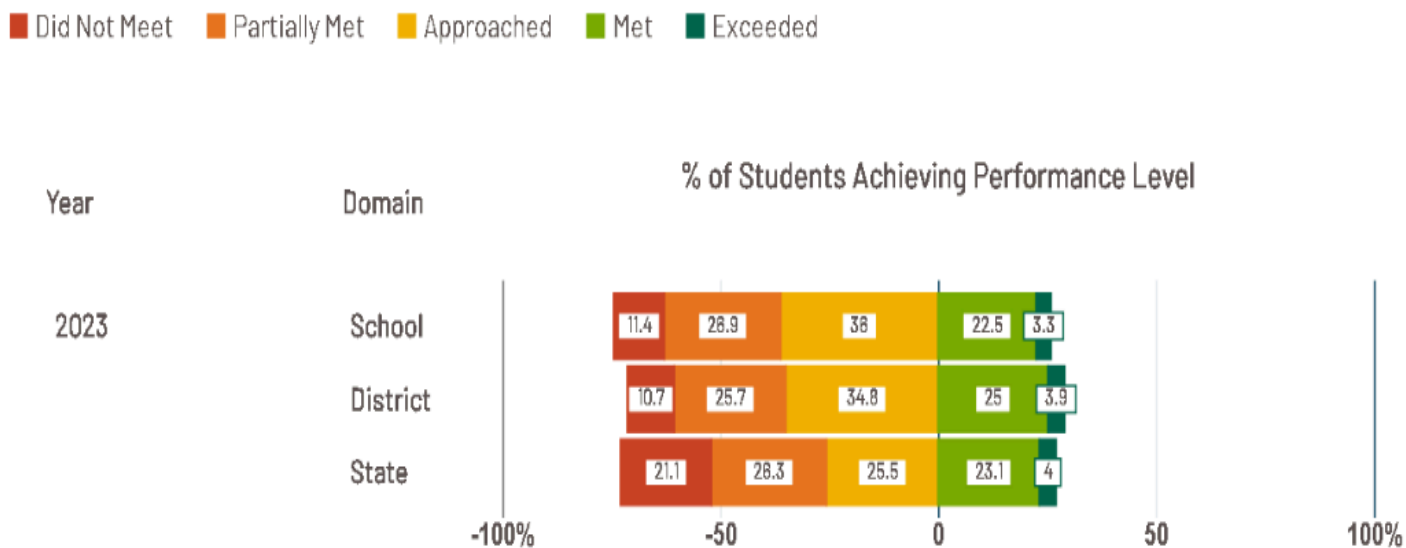


Table 10

NWEA Map Math Data

5th Grade Math Mean RIT	Fall 2018-2019	Winter 2018-2019	Spring 2018-2019	Fall 2019-2020	Winter 2019-2020	Winter 2020-2021	Spring 2020-2021	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022	Fall 2022-2023	Winter 2022-2023	Spring 2022-2023	Fall 2023-2024	Winter 2023-2024	Spring 2023-2024
Grade 5	213.2	215.6	221.8	213.4	218.2	215.5	218.7	209.3	213.5	218	210.8	211.4	213.3	207.8	212.3	215.5
Norm	209.1	214.7	218.7	209.1	214.7	214.7	218.7	209.1	214.7	218.7	209.1	214.7	218.7	209.1	214.7	218.7
Above/Below Norm	4.07	0.9	3.05	4.27	3.5	0.8	-0.05	0.17	1.2	0.75	1.67	3.3	-5.45	-1.5	-2.4	-3.25

6th Grade																
Math	Fall	Winter	Spring	Fall	Winter	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Mean	2018-	2018-	2018-	2019-	2019-	2020-	2020-	2021-	2021-	2021-	2022-	2022-	2022-	2023-	2023-	2023-
RIT	2019	2019	2019	2020	2020	2021	2021	2022	2022	2022	2023	2023	2023	2024	2024	2024
Grade																
6	217.2	220.6	225.7	216.6	223.1	222.1	225.5	222.3	225.3	229.1	224.1	220.1	224.2	216.4	219.8	224.0
	214.7	219.5	222.8	214.7	219.5	219.5	222.8	214.7	219.5	222.8	214.7	219.5	222.8	214.7	219.5	222.8
Norm	5	6	8	5	6	6	8	5	6	8	5	6	8	5	6	8
Above /Belo w Norm	2.45	1.04	2.82	1.85	3.54	2.54	2.62	7.55	5.74	6.22	9.35	0.54	1.32	1.65	0.24	1.12

7th Grade																
Math	Fall	Winter	Spring	Fall	Winter	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Mean	2018-	2018-	2018-	2019-	2019-	2020-	2020-	2021-	2021-	2021-	2022-	2022-	2022-	2023-	2023-	2023-
RIT	2019	2019	2019	2020	2020	2021	2021	2022	2022	2022	2023	2023	2023	2024	2024	2024
Grade																
7	223.6	227.2	232	224	229.3	229.2	233.6	222.3	225.3	229.1	224.1	227.4	229.6	223.1	227.4	231.8
	220.2	224.0	226.7	220.2	224.0	224.0	226.7	220.2	224.0	226.7	220.2	224.0	226.7	220.2	224.0	226.7
Norm	1	4	3	1	4	4	3	1	4	3	1	4	3	1	4	3
Above /Belo w Norm	3.39	3.16	5.27	3.79	5.26	5.16	6.87	2.09	1.26	2.37	3.89	3.36	2.87	2.89	3.36	5.07

8th	Fall	Winter	Spring	Fall	Winter	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
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Grade	2018-2019	2018-2019	g	2019-2020	2019-2020	2020-2021	g	2021-2022	2021-2022	g	2022-2023	2022-2023	g	2023-2024	2023-2024	2023-2024
Math Mean RIT	229.8	234.6	239	233.1	240.8	241	241.7	231	233.1	238.8	229.8	234.2	237.8	230.2	234.6	239.0
Grade 8	224.9	228.1	230.3	224.9	228.1	228.1	230.3	224.9	228.1	230.3	224.9	228.1	230.3	224.92	228.12	230.3
Norm	2	2	230.3	2	2	2	230.3	2	2	230.3	2	2	230.3	224.92	228.12	230.3
Above/Below Norm	4.88	6.48	8.7	8.18	12.68	12.88	11.4	6.08	4.98	8.5	4.88	6.08	7.5	5.28	6.48	8.7

Table 11

NWEA Math Making Expected Gains

Math Making Expected Gains	Winter 2018-2019 to Winter 2019-2020	Winter 2019-2020 to Winter 2020-2021	Winter 2020-2021 to Winter 2021-2022	Winter 2021-2022 to Winter 2022-2023	Winter 2022-2023 to Winter 2023-2024	Spring 2022-2023 to Spring 2023-2024
5th	58%	41%	53%	47%	38%	36%
6th	75%	47%	61%	79%	65%	85%
7th	69%	46%	48%	70%	63%	73%
8th	95%	73%	55%	71%	73%	86%
Overall	73%	52%	54%	62%	59%	70%

Table 12

NWEA Math RIT Score by Instructional Area

5th Grade Math Mean by Instructional Area	Norm (based on 2020 Norms)	Overall Mean RIT	At/Below Norm	Operation s and Algebraic Thinking	Numbers and Operation s	Measurem ent and Data	Geometry
Fall 2018-2019	209.13	213.2	4.07	212.7	212.2	212.7	215.4
Winter 2018-2019	214.7	215.6	0.9	212.9	217.6	212.9	219.4
Spring 2018-2019	218.75	221.8	3.05	219.1	222.9	219.6	225.9
Fall 2019-2020	209.13	213.4	4.27	213.8	214.1	211.9	213.9
Winter 2019-2020	214.7	218.2	3.5	217.2	218.9	216.7	220.1
Winter 2020-2021	214.7	215.5	0.8	215.4	221.9	214.6	210
Spring 2020-2021	218.75	218.7	-0.05	218.8	221	218.2	216.5
Fall 2021-2022	209.13	209.2	0.07	210	210	209	208
Winter 2021-2022	214.7	213.5	1.2	214.1	214.2	212.2	213.7
Spring	218.75	218	0.75	218.2	219.8	218.9	215.4

2021-2022							
Fall							
2022-2023	209.13	210.8	1.67	210.8	212.1	210.3	209.9
Winter							
2022-2023	214.7	211.4	3.3	211.6	212.5	211.9	209.7
Spring							
2022-2023	218.75	213.3	-5.45	214.3	215.0	213.7	210.2
Fall							
2023-2024	209.13	207.8	1.33	208.0	208.5	209.6	202.9
Winter							
2023-2024	214.7	212.3	2.4	211.1	215.4	212.3	207.7
Spring							
2023-2024	218.75	215.5	3.25	215.8	216.3	217.1	210.6

6th Grade Math Mean by Instructional Area	Norm (based on 2020 Norms)	Overall Mean RIT	At/Below Norm	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall							
2018-2019	214.75	217.2	2.45	220.2	218.7	216.9	213.2
Winter							
2018-2019	219.56	220.6	1.04	222.1	222.7	219.8	218.2
Spring							
2018-2019	222.88	225.7	2.82	224.9	227.8	225.9	224.5
Fall							
	214.75	216.6	1.85	215.8	219.1	217.4	213.9

2019-2020							
Winter 2019-2020	219.56	223.1	3.54	223.4	225.9	223.7	219.5
Winter 2020-2021	219.56	222.1	2.54	222.6	226.8	220.2	218.5
Spring 2020-2021	222.88	225.5	2.62	225.3	228.4	225.8	222.3
Fall 2021-2022	214.75	214.7	-0.05	215.1	216.8	214	213
Winter 2021-2022	219.56	219.6	0.04	220.7	222.1	218.4	217.3
Spring 2021-2022	222.88	223.7	0.82	222.7	225.9	222.7	223.2
Fall 2022-2023	214.75	217.4	2.65	219.4	217.7	216.1	216.3
Winter 2022-2023	219.56	220.1	0.54	222.4	222.5	217.9	217.7
Spring 2022-2023	222.88	224.2	1.32	224.3	225.7	223.4	223.0
Fall 2023-2024	214.75	216.4	-1.65	222.5	215.1	213.4	211.5
Winter 2023-2024	219.56	219.8	-0.24	224.3	221.7	216.7	213.0
Spring 2023-2024	222.88	224.0	1.12	224.7	226.6	225.3	217.2

7th Grade Math Mean by Instructional Area	Norm (based on 2020 Norms)	Overall Mean RIT	At/Below Norm	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall 2018-2019	220.21	223.6	3.39	222.7	227.2	223.2	221.2
Winter 2018-2019	224.04	227.2	3.16	227.9	231.7	225.3	223.7
Spring 2018-2019	226.73	232	5.27	229.4	234.1	230.1	234
Fall 2019-2020	220.21	224	3.79	223.1	227	224.2	222.2
Winter 2019-2020	224.04	229.3	5.26	230.3	234	226.5	226.5
Winter 2020-2021	224.04	229.2	5.16	231.3	236.5	223.8	225.4
Spring 2020-2021	226.73	233.6	6.87	233	236.3	231.1	234.2
Fall 2021-2022	220.21	222.1	1.89	221	226	221	221
Winter 2021-2022	224.04	225.3	1.26	225.1	228.3	224.5	223.4
Spring	226.73	229.1	2.37	227.7	229.4	228.3	230.6

2021-2022							
Fall 2022-2023	220.21	224.1	3.89	225.8	225.8	221.9	222.7
Winter 2022-2023	224.04	227.4	3.36	227.8	229.6	224	228.1
Spring 2022-2023	226.73	229.6	2.87	229.5	230.0	229.5	229.0
Fall 2023-2024	220.21	223.1	-2.89	224.1	221.8	223.3	222.8
Winter 2023-2024	224.04	227.4	-3.36	227.7	231.1	226.3	224.3
Spring 2023-2024	226.73	231.8	5.07	230.8	232.1	233.0	232.7

8th Grade Math Mean by Instructional Area	Norm (based on 2020 Norms)	Overall Mean RIT	At/Below Norm	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall 2018-2019	224.92	229.8	4.88	229.5	231.8	229.8	228.4
Winter 2018-2019	228.12	234.6	6.48	237.3	235.7	232.3	233
Spring 2018-2019	230.3	239	8.7	240.2	241	237.3	237.3

Fall 2019-2020	224.92	233.1	8.18	231.2	236.6	230.7	233.8
Winter 2019-2020	228.12	240.8	12.68	241.2	246.3	236.5	239
Winter 2020-2021	228.12	241	12.88	243.8	247.7	237.4	235
Spring 2020-2021	230.3	241.7	11.4	244.2	247	238.5	237.3
Fall 2021-2022	224.92	231.5	6.58	230	235	230	231
Winter 2021-2022	228.12	233.1	4.98	236	233.6	231.3	231.5
Spring 2021-2022	230.3	238.8	8.5	238.9	239.8	237.9	238.1
Fall 2022-2023	224.92	229.8	4.88	230	231.7	228.5	229
Winter 2022-2023	228.12	234.2	6.08	237.5	234.4	231	233.9
Spring 2022-2023	230.3	237.8	7.5	238.0	238.3	238.5	235.9
Fall 2023-2024	224.92	230.2	-5.28	232.3	234.7	225.8	227.8
Winter 2023-2024	228.12	234.6	-6.48	238.3	235.6	230.6	233.4
Spring	230.3	239.0	8.7	240.3	239.7	238.9	237.3

2023-2024																	
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Legend:

Above the Mean RIT
Below the Mean RIT

Table 13

NWEA Reading Data

5th Grade Reading Mean RIT	Fall 2018-2019	Winter 2018-2019	Spring 2018-2019	Fall 2019-2020	Winter 2019-2020	Winter 2020-2021	Spring 2020-2021	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022	Fall 2022-2023	Winter 2022-2023	Spring 2022-2023	Fall 2023-2024	Winter 2023-2024	Spring 2023-2024
Grade 5	208.2	211	211.2	207.8	211.5	212	213.8	207.1	211.4	214.6	207.2	210.4	211.4	203.4	210.7	210.1
Norm	204.4	209.1	210.9	204.4	209.1	209.1	210.9	204.4	209.1	210.9	204.4	209.1	210.9	204.4	209.1	210.9
Above/Below Norm	3.72	1.88	0.22	3.32	2.38	2.88	2.82	2.62	2.28	3.62	2.72	1.28	0.42	-1.08	1.58	-0.8

6th Grade Reading Mean	Fall 2018-2019	Winter 2018-2019	Spring 2018-2019	Fall 2019-2020	Winter 2019-2020	Winter 2020-2021	Spring 2020-2021	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022	Fall 2022-2023	Winter 2022-2023	Spring 2022-2023	Fall 2023-2024	Winter 2023-2024	Spring 2023-2024
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RIT																	
Grade 6	213.3	215.8	219.1	210.8	216.2	215	219.3	213.7	216.9	218.7	212.6	215.1	218.1	212.6	215.9	218.3	
Norm	210.1	213.8	215.3	210.1	213.8	213.8	215.3	210.1	213.8	215.3	210.1	213.8	215.3	210.1	213.8	215.3	
Above/Below Norm	7	1	6	7	1	1	6	7	1	6	7	1	6	7	1	6	
Mean RIT	3.13	1.99	3.74	0.63	2.39	1.19	3.94	3.53	3.09	3.34	2.43	1.29	2.74	2.43	2.09	2.94	

7th Grade Reading Mean RIT																
	Fall 2018-2019	Winter 2018-2019	Spring 2018-2019	Fall 2019-2020	Winter 2019-2020	Winter 2020-2021	Spring 2020-2021	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022	Fall 2022-2023	Winter 2022-2023	Spring 2022-2023	Fall 2023-2024	Winter 2023-2024	Spring 2023-2024
Grade 7	216.6	219.7	221.6	217	220.6	221.4	222.7	217.9	221.6	222.2	217.9	221.1	222.1	218.4	222.0	220.6
Norm	214.2	217.09	218.36	214.29	217.09	217.09	218.36	214.2	217.09	218.36	214.2	217.09	218.36	214.2	217.09	218.36
Above/Below Norm	2.4	2.61	3.24	2.8	3.51	4.31	4.34	3.7	4.51	3.84	3.7	4.01	3.74	4.2	4.91	2.24

8th Grade Reading Mean RIT																
	Fall 2018-2019	Winter 2018-2019	Spring 2018-2019	Fall 2019-2020	Winter 2019-2020	Winter 2020-2021	Spring 2020-2021	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022	Fall 2022-2023	Winter 2022-2023	Spring 2022-2023	Fall 2023-2024	Winter 2023-2024	Spring 2023-2024
Grade 8	222.6	226.7	228.7	222.8	228	228	228.3	224.1	227.7	228.9	222.8	228.4	230.2	222.3	226.3	228.3

8																
Norm	218.0 1	220.5 2	221.6 6	218.0 1	220.5 2	220.5 2	221.6 6	218.0 1	220.5 2	221.6 6	218.0 1	220.5 2	221.6 6	218.0 1	220.5 2	221.6 6
Above /Belo w Norm	4.59	6.18	7.04	4.79	7.48	7.48	6.64	6.09	7.18	7.24	4.79	7.88	8.54	4.29	5.78	6.64

Table 14

NWEA Reading Making Expected Gains

Reading Making Expected Gains	Winter 2018-2019 to Winter 2019-2020	Winter 2019-2020 to Winter 2020-2021	Winter 2020-2021 to Winter 2021-2022	Winter 2021-2022 to Winter 2022-2023	Winter 2022-2023 to Winter 2023-2024	Spring 2022-2023 to Spring 2023-2024
5th	41%	52%	50%	48%	62%	58%
6th	61%	48%	60%	75%	63%	72%
7th	58%	51%	70%	66%	72%	46%
8th	69%	70%	72%	77%	72%	72%
Overall	57%	56%	63%	64%	67.25%	62%

Table 15

NWEA Reading by Instructional Area

5th Grade Reading Mean by Instructional Area	Norm (based on 2020 Norms)	Overall Mean RIT	At/Below Norm	Literary Text Key Ideas and Details	Literary Text Language, Craft and Structure	Informational Text: Key Ideas and Details	Information Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2018-2019	204.48	208.2	3.72	209	208.1	208.6	208.6	207.1
Winter 2018-2019	209.12	211	1.88	210.8	210.8	211.4	211.2	211.4
Spring 2018-2019	210.98	211.2	0.22	210.2	209.8	211.5	211.4	213.1
Fall 2019-2020	204.48	207.8	3.32	207.2	208.4	207.4	207.9	208.4
Winter 2019-2020	209.12	211.5	2.38	211.1	211.5	211.9	211.1	212.1
Winter 2020-2021	209.12	212	2.88	211.2	213.6	211.4	210.9	213.5
Spring 2020-2021	210.98	213.8	2.82	212.5	214.1	213.9	214.1	215.2
Fall 2021-2022	204.48	207.3	2.82	207		206		209
Winter 2021-2022	209.12	211.4	2.28	211.2		212.1		211

Spring 2021-2022	210.98	214.6	3.62	214.7	214.6	215
Fall 2022-2023	204.48	207.2	2.72	207.5	207.2	207
Winter 2022-2023	209.12	210.4	1.28	209.8	211.1	210.2
Spring 2022-2023	210.98	211.4	0.42	211.0	211.4	211.9
Fall 2023-2024	204.48	203.4	-1.08	203.8	203.1	202.9
Winter 2023-2024	209.12	210.7	1.58	210.1	211.1	210.8
Spring 2023-2024	210.98	210.1	-0.88	210.3	210.5	209.8

6th Grade Reading Mean by Instructional Area	Norm (based on 2020 Norms)	Overall Mean RIT	At/Below Norm	Literary Text Key Ideas and Details	Literary Language, Craft and Structure	Informational Text: Key Ideas and Details	Information Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2018-2019	210.17	213.3	3.13	212.8	214.9	212.6	213	213.3
Winter 2018-2019	213.81	215.8	1.99	215.6	215.3	216.3	215.7	215.8

Spring 2018-2019	215.36	219.1	3.74	219.1	218.5	218.9	220.8	218.7
Fall 2019-2020	210.17	210.8	0.63	209.6	210.7	210.6	211.5	212.1
Winter 2019-2020	213.81	216.2	2.39	214.9	216.5	216.8	216	217.3
Winter 2020-2021	213.81	215	1.19	215.1	216	212.3	214.3	217.4
Spring 2020-2021	215.36	219.3	3.94	219.6	218.9	218	219.5	220.4
Fall 2021-2022	210.17	213.7	3.53	214		214		214
Winter 2021-2022	213.81	216.9	3.09	216.1		217.2		217.2
Spring 2021-2022	215.36	218.7	3.34	219		218.6		218.4
Fall 2022-2023	210.17	212.6	2.43	212.4		212.7		212.5
Winter 2022-2023	213.81	215.1	1.29	214.6		215.9		214.6
Spring 2022-2023	215.36	218.1	2.74	217.8		218.9		217.9
Fall 2023-2024	210.17	212.6	2.43	211.6		213.0		213.4
Winter	213.81	215.9	2.09	215.9		216.5		215.1

2023-2024						
Spring 2023-2024	215.36	218.3	2.94	217.4	219.7	217.9

7th Grade Reading Mean by Instructional Area	Norm (based on 2020 Norms)	Overall Mean RIT	At/Below Norm	Literary Text Key Ideas and Details	Literary Text Language, Craft and Structure	Informational Text: Key Ideas and Details	Information Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2018-2019	214.2	216.6	2.4	215.7	217.7	217.2	216.1	216.6
Winter 2018-2019	217.09	219.7	2.61	219.8	219.9	219.7	219	220.4
Spring 2018-2019	218.36	221.6	3.24	220.3	221.4	221.5	222.6	222.4
Fall 2019-2020	214.2	217	2.8	216	216.8	217.5	217.1	218
Winter 2019-2020	217.09	220.6	3.51	218.7	221	220.7	221	221.8
Winter 2020-2021	217.09	221.4	4.31	219.7	221.5	219.9	221.8	224.4
Spring 2020-2021	218.36	222.7	4.34	222.1	222	222.8	222.1	224.7
Fall 2021-2022	214.2	217.9	3.7	218		218		218

Winter 2021-2022	217.09	221.6	4.51	221.7	221.8	221.2
Spring 2021-2022	218.36	222.2	3.84	221.6	222.5	222.4
Fall 2022-2023	214.2	217.9	3.7	218.5	217.6	217.6
Winter 2022-2023	217.09	221.1	4.01	219.8	221.9	221.6
Spring 2022-2023	218.36	222.1	3.74	222.0	222.6	221.8
Fall 2023-2024	214.2	218.4	4.2	217.1	218.7	218.8
Winter 2023-2024	217.09	222.0	4.91	222.3	223.0	220.6
Spring 2023-2024	218.36	220.6	2.24	219.9	220.8	220.9

8th Grade Reading Mean by Instructional Area	Norm (based on 2020 Norms)	Overall Mean RIT	At/Below Norm	Literary Text Key Ideas and Details	Literary Text Language, Craft and Structure	Informational Text: Key Ideas and Details	Informational Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2018-2019	218.01	222.6	4.59	223.2	222.3	221.7	222	224.2
Winter	220.52	226.7	6.18	226.5	227.3	226.9	227	226.2

2018-2019								
Spring 2018-2019	221.66	228.7	7.04	227.7	228.6	227.1	230.1	229.9
Fall 2019-2020	218.01	222.8	4.79	220.8	222.4	222.8	222.9	225.1
Winter 2019-2020	220.52	228	7.48	225.4	229.1	229.5	228.4	227.5
Winter 2020-2021	220.52	228	7.48	225.8	227.3	226.3	227.6	233.2
Spring 2020-2021	221.66	228.3	6.64	228.2	226.5	227.5	228.2	230.9
Fall 2021-2022	218.01	224.5	6.49	223		226		224
Winter 2021-2022	220.52	227.7	7.18	228		228.6		226.8
Spring 2021-2022	221.66	228.9	7.24	228.5		229.6		228.6
Fall 2022-2023	218.01	222.8	4.79	222		222.8		223.9
Winter 2022-2023	220.52	228.4	7.88	228.8		229		227.5
Spring 2022-2023	221.66	230.2	8.54	230.5		231.2		229.1
Fall 2023-2024	218.01	222.3	4.29	221.9		223.1		221.6

Winter 2023-2024	220.52	226.3	5.78	226.1	227.3	225.5
Spring 2023-2024	221.66	228.3	6.64	228.8	228.6	227.5

Legend:

Above the Mean RIT

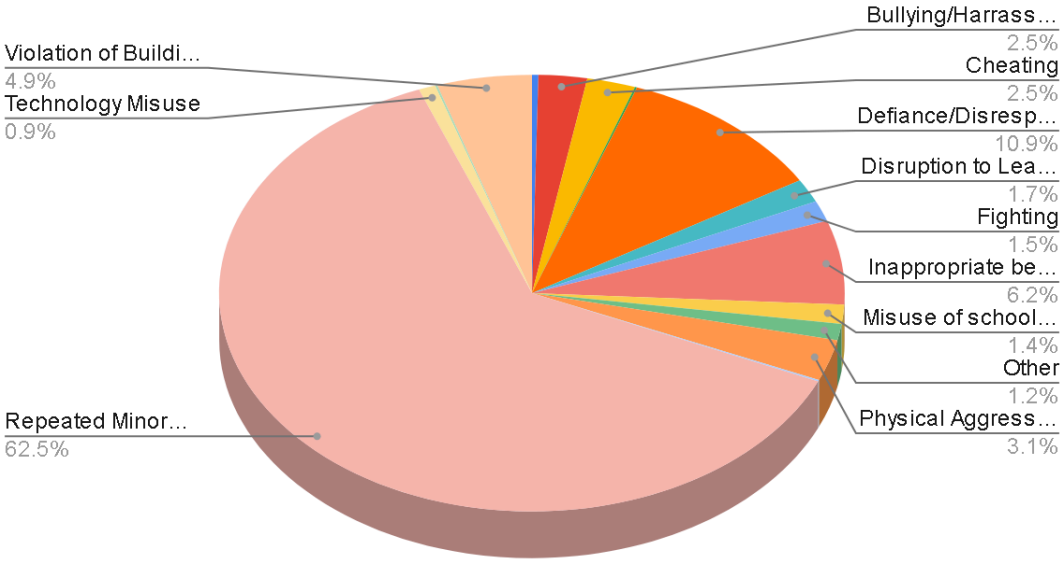
Below the Mean RIT

** NWEA adjusted from a five instructional area focus to a three instructional area focus in July 2021

2.3 Behavior Data

Figure 4

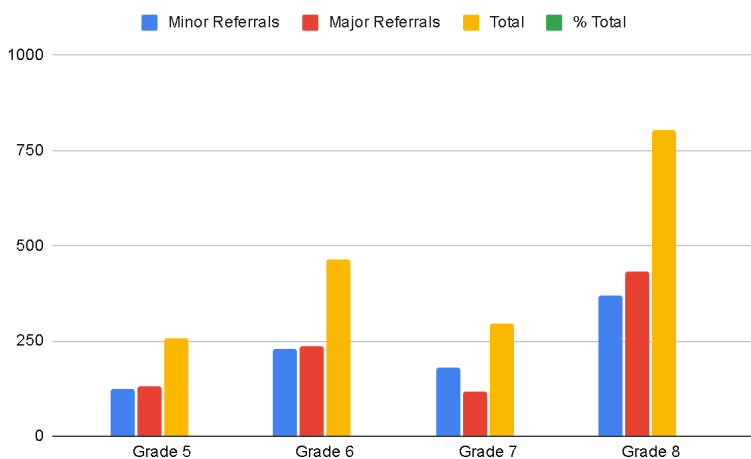
School Year 2023-2024 Major Referrals by Problem Behavior



Arrive Late/ Leave Early	3	0.33%
Bullying/Harassment	23	2.51%
Cheating	23	2.51%
Class Participation Avoidance	1	0.11%
Defiance/Disrespect	100	10.91%
Disruption to Learning	16	1.74%
Fighting	14	1.53%
Inappropriate behavior/language	57	6.22%
Misuse of school property	13	1.42%
Other	11	1.20%
Physical Aggression	28	3.05%
Possession of alcohol, drugs, or weapons	0	0%
Repeated Minor	1	0.11%
Repeated Minor Referrals	573	62.49%
Technology Misuse	8	0.87%
Unexcused Absences	1	0.11%
Violation of Building Rules	45	4.91%

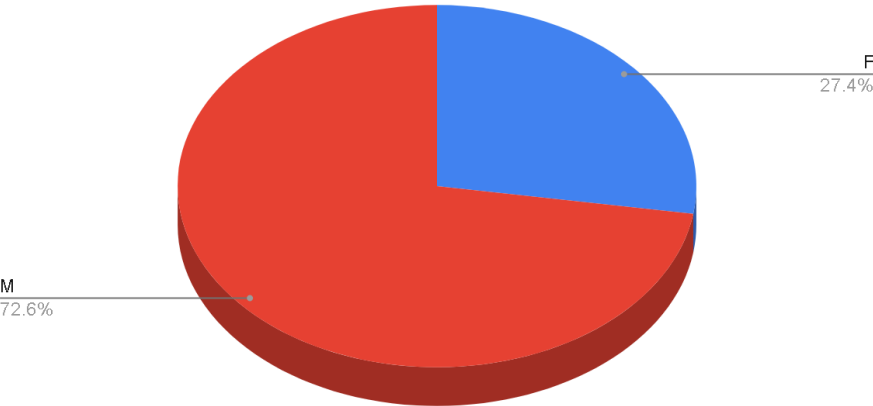
Figure 5

School Year 2023-2024 Referrals by Grade



Grade	Minor Referrals	Major Referrals	Total	% Total
Grade 5	124	132	256	14.09%
Grade 6	228	236	464	25.54%
Grade 7	179	116	295	16.24%
Grade 8	369	433	802	44.14%

Figure 6
School Year 2023 - 2024 Referrals by Gender



Gender	Minor Referrals	Major Referrals	Total	% Total
F	247	129	376	20.69%
M	653	788	1441	79.31%
N	0	0	0	0%
X	0	0	0	0%

2.4 Perception Data

The 5Essentials Survey is administered to school districts in Illinois once every school year. It collects data from students, staff, and families that are part of the school community. The data provides an opportunity for individuals to share their perspectives on essential conditions for learning. The rating scale ranges from weak to very strong, measured by least implementation to most implementation. The most recent survey data is from 2023.

For 2023, 95.5% of students and 76.9% of teachers completed the 5Essentials Survey. The teachers and students of J. Giles School determined “Collaborative Teachers” and “Involved Families” was Less Implemented compared to other schools in the state. “Supportive Environment” , “Effective Leaders”, and “Ambitious Instruction” earned an Average Implementation rating. Refer to Figure 9 below for a complete picture of the 5Essentials Survey Data from 2023.

Figure 7

5Essentials Survey Data from 2023



Section 3 Problem Statements and Hypotheses

3.1 Patterns of Strengths and Problems

Table 16

Patterns of Strengths

Patterns of Strengths	Bullet Data Upon Which Conclusion is Drawn
1. According to the IL State Report Card, Giles School is made up of highly effective and qualified teachers with 51.7% of our teachers having a master’s degree or higher.	<ul style="list-style-type: none"> ● Table 6 - Educator Data ● Illinois State Report Card
2. Students were able to participate in twelve different extracurricular teams throughout the school year	<ul style="list-style-type: none"> ● LNAC Calendar
3. We are a one to one ratio of Chromebook to student	<ul style="list-style-type: none"> ● Norridge School District 80 Website
4. 100% of teachers can communicate with parents.	<ul style="list-style-type: none"> ● District Provided Email and Phone Number
5. From Spring of 2023 to Spring of 2024: 58% of 5th-grade students made expected gains in Reading 72% of 6th-grade students made expected	<ul style="list-style-type: none"> ● Table 14- MAP/NWEA Reading Data

<p>gains in Reading</p> <p>46% of 7th-grade students made expected gains in Reading</p> <p>72% of 8th-grade students made expected gains in Reading</p>	
<p>6. From Spring of 2023 to Spring of 2024:</p> <p>36% of 5th-grade students made expected gains in Math</p> <p>85% of 6th-grade students made expected gains in Math</p> <p>73% of 7th-grade students made expected gains in Math</p> <p>86% of 8th-grade students made expected gains in Math</p>	<ul style="list-style-type: none">● Table 11 - MAP/NWEA Math Data
<p>7. The teacher retention rate at Giles School is 85.7% from the previous school year.</p>	<ul style="list-style-type: none">● Illinois School Report Card● Table 6 - Educator Data
<p>8. 169 students are active in our Instrumental Music program.</p>	<ul style="list-style-type: none">● Data collected by registration fees
<p>9. Fifteen students are participating in accelerated programs in Math and Reading.</p>	<ul style="list-style-type: none">● Table 8 - Criteria for Math Advancement● Table 9 - Criteria for ELA Advancement

Table 17

Pattern of Problems

Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
<p>1. Giles School had a Chronic Absenteeism rate of 22.7% in the 2022-2023 school year.</p>	<ul style="list-style-type: none"> ● Table 1 - Student Attendance Data
<p>2. Giles has taken on many projects to update the school’s infrastructure, there are still many more projects underway or needed in the future. Building and grounds is a problem that is continuously being addressed due to aging facilities.</p>	<ul style="list-style-type: none"> ● District 80 Strategic Plan
<p>3. The need for more teaching staff is crucial to offer more opportunities to students who have been affected by staff reductions in recent years. The reduction in staff has resulted in larger class sizes, which can hinder the individual attention and support that students require to thrive in their education.</p>	<ul style="list-style-type: none"> ● Table 6 - Educator Data ● Staffing Plan 2024/2025
<p>4. Giles school has a substitute teacher shortage. Giles currently utilizes four external substitute teachers to cover daily absences. Additionally, shortages are addressed by</p>	<ul style="list-style-type: none"> ● Table 6 - Educator Data ● Collective Bargaining Agreement

<p>teachers covering classes during their planning periods.</p>	
<p>5. At Giles, the percentage of English Learners is rising. In the 17-18 school year, 7% of the population was identified as English Learners. In the 22-23 school year, that number rose to 17.6% of the population.</p>	<ul style="list-style-type: none">● Table 4 - Student Sub Group Enrollment● Table 5 - Student Sub Groups by Percent by Total Student Body
<p>6. Giles school offers many opportunities for students to participate in athletic extracurricular activities, but has limited offerings regarding more academic or other interest based clubs.</p>	<ul style="list-style-type: none">● Intergovernmental Agreement with Norridge Park District● Collective Bargaining Agreement
<p>7. In recent years, Giles school has followed several different building schedules. The yearly changes in schedule has been a result of change in staffing, lack of staff, and changes in class offerings.</p>	<ul style="list-style-type: none">● Building Schedule Plan 2023/2024● Collective Bargaining Agreement
<p>8. On the NWEA MAP Reading data from Spring 23 to Spring 24, 62% of our students made expected growth.</p>	<ul style="list-style-type: none">● Table 14 - NWEA Reading Making Expected Gains
<p>9. On the NWEA MAP Math data from Spring 23 to Spring 24, 70% of our students made</p>	<ul style="list-style-type: none">● Table 11 - NWEA Math Making Expected Gains

expected growth.	
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3.2 Hypotheses

Table 18

Hypothesis 1

Problem Statement: On the NWEA MAP Math data from Spring 22-23 to Spring 23-24, 68% of our students made expected growth.			
Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3
iXL used as Tier 3 Intervention	Staff Observations	NWEA	
Identified students are brought to Tier 3 interventions after school	Staff observations	NWEA	
Students who are chronically absent lack appropriate instruction in Math.	Attendance Data	NWEA	Mastery Connect

Table 19

Hypothesis 2

Problem Statement: On the NWEA MAP Reading data from Spring 22-23 to Spring 23-24, 72% of our students made expected growth.			
Priority Hypotheses	Data Source	Data Source	Data Source

	1	2	3
Refine and extend instructional practices, cross curriculum alignment and planning, to ensure student performance and close gaps that are identified.	Staff Survey	NWEA	iReady
Students who are multilingual do not have the vocabulary or fluency skills within the English language to be successful.	Staff Observations	NWEA	Access Testing
Students who are chronically absent lack appropriate instruction in reading.	Attendance Data	NWEA	Mastery Connect

Table 20

Hypothesis 3

Problem Statement: Decrease the number of referrals filed from school year 2023-2024 to school year 2024-2025.			
Priority Hypotheses	Data Source	Data Source	Data Source
	1	2	3
Establishing relationships through the advisory teachers supported by Administration.	PBIS Data	5 Essentials Survey	Staff Observations
Teachers require professional development	Administration	Staff	

for handling trauma and behavioral management within the school.	Observations	Observations	
Identify at risk students and provide them with support from our mental health professionals.	PBIS Data	Staff Observations	MySaebrs

Section 4 Goals, Strategies, and Integrated Action Plan

Table 21

Improvement Goal 1

Improvement Goal 1: 70% of students will make their individual growth goal based on iReady Math for grade 5 and NWEA/MAP for grades 6-8 from Spring 23-24 to Spring 24-25.		
Data Source: iReady Math (Grade 5) NWEA MAP Math (Grades 6-8)		
Specific Action: Increase percentage of students making expected gains on MAP in Math.		
<u>Specific Steps</u>	<u>Timeline</u>	<u>Person/ Group Responsible</u>
Engage the Building Leadership Team to facilitate professional learning communities which will meet monthly, focused around the four PLC questions, while promoting reflective dialogue and collaboration. Administrative team	Ongoing	Admin & BLT

<p>would be responsible for setting up guidelines and expectations. A <i>Professional Learning Community</i> is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p>		
<p>Math teachers will meet regularly throughout the school year as a PLC.</p>	<p>Ongoing</p>	<p>Admin & Subject-area team</p>
<p>The advancement committee for pushing students into higher grade level coursework will meet after the Fall and Winter MAP assessments. Students who meet expectations and criteria will be notified after Winter testing and proceed according to the plan.</p>	<p>Ongoing Meeting after Fall and Winter Testing</p>	<p>Admin & Advancement Committee</p>
<p>As part of the IEP annual review, students may be recommended for a Foundations class to assist their understanding and growth in mathematics based on performance on assessments and in the classroom.</p>	<p>Ongoing</p>	<p>Special Education Department Annual Review Team</p>
<p>At the end of each intervention cycle, grade level meetings (GLPS) will continue to focus on the progress of individual students. We will also continue to strengthen our collection of research-based strategies.</p>	<p>Ongoing</p>	<p>Principal Grade Level Teams</p>

Table 22

Improvement Goal 2

<p>Improvement Goal 2:</p> <p>70% of our students will make their individual growth goal based on iReady Reading for grade 5 and NWEA/MAP for grades 6-8 from Spring 23-24 to Spring 24-25.</p>		
<p>Data Source:</p> <p>iReady Reading (Grade 5)</p> <p>NWEA MAP Reading (Grades 6-8)</p>		
<p>Specific Action: Increase the percentage of students meeting or exceeding expected gains on the Reading NWEA/MAP Measure of Academic Progress.</p>		
<p><u>Specific Steps</u></p>	<p><u>Timeline</u></p>	<p><u>Person/ Group Responsible</u></p>
<p>Engage the Building Leadership Team to facilitate professional learning communities which will meet monthly, focused around the four PLC questions, while promoting reflective dialogue and collaboration. A Professional Learning Community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p>	<p>Ongoing</p>	<p>BLT</p>

At the end of each intervention cycle, grade level meetings (GLPS) will continue to focus on the progress of individual students. We will also continue to strengthen our collection of research-based strategies.	Ongoing	Principal Grade Level Teams
Providing weekly targeted skill practice for all students on priority standards.	Ongoing	ELA Team
Identify all ML students and report those students who qualify for additional services (including Access Scores / Areas of need), to all faculty and staff.	Ongoing	ML Team
Implement an ML Parent Committee to welcome them and provide inservice to parents to communicate important programs/information they need to know and monitor to ensure their child's success.	Fall 2024 and Ongoing	ML Team
Teachers and administrators will receive further professional development in the implementation of best practices including, but not limited to curricular alignment to the CCSS with a focus on implementing Power Standards.	Ongoing	Administration Team
Continue a 7th/8th grade writing class, to increase student knowledge in targeted areas, according to schoolwide/classroom data.	Ongoing	ELA Team

Table 23

Improvement Goal 3

<p>Improvement Goal 3: Office discipline referrals in school year 2024-2025 will decrease by 10% in comparison to school year 2023-2024.</p>		
<p>Data Source: Office Discipline Referrals (from PBIS Rewards)</p>		
<p>Specific Action: Decrease the number of office referrals by establishing relationships through the advisory teachers supported by Administration. In addition, continue discussions on what it means to be GilesMade and reinforce the PRIDE Building Matrix.</p>		
<p><u>Specific Steps</u></p>	<p><u>Timeline</u></p>	<p><u>Person/ Group Responsible</u></p>
<p>Teachers will be provided professional development for handling trauma within the school.</p>	<p>Ongoing</p>	<p>Admin Team</p>
<p>Every Monday and Friday students will check-in with PBIS. This should be monitored by all staff.</p>	<p>On-going</p>	<p>All Staff</p>
<p>Teachers and paraprofessionals will be provided professional development on behavioral management.</p>	<p>Ongoing</p>	<p>Admin Team</p>
<p>Identify at risk students and provide them with support from our mental health professionals.</p>	<p>Ongoing</p>	<p>Mental Health Team</p>

<p>During morning collaboration, student behaviors are discussed and Behavior Improvement Plans are formulated.</p>	<p>Ongoing</p>	<p>Behavior GLPS</p>
<p>Continue to follow the Second Step Program and Common Sense Digital Citizenship Curriculum in order to ensure that our students are GilesMade.</p>	<p>Ongoing</p>	<p>All Staff</p>
<p>Promote positive behaviors by awarding PBIS points and incentives.</p>	<p>Ongoing</p>	<p>All Staff</p>
<p>Teach and reteach each trimester the PRIDE Building Matrix with all staff and students.</p>	<p>Ongoing</p>	<p>All Staff</p>
<p>Families are informed according to our district communication policy regarding classroom behaviors that result in a referral by relevant staff members.</p>	<p>Ongoing</p>	<p>All Staff</p>

Section 5 Reflection, Evaluation, Refinement

5.1 School Improvement Team and Meeting Schedule

The School Improvement Team, as identified in section 1.3, met on the following dates:

- Thursday, August 17, 2023
- Wednesday, September 13, 2023
- Wednesday, October 11, 2023
- Wednesday, November 15, 2023
- Wednesday, December 6, 2023
- Wednesday, January 10, 2024
- Wednesday, February 14, 2024
- Wednesday, March 14, 2024
- Wednesday, April 10, 2024
- Wednesday, May 8, 2024
- Wednesday, May 22, 2024
- Wednesday, June 5, 2024

5.2 Monitoring

The James Giles School Improvement Plan is a working document which will remain at the forefront of our monthly meetings as an ongoing agenda item throughout the year. We will continue to update the status of our action items, which will ensure collective accountability.

5.3 Communication Plan

The James Giles School Improvement Team will present our initial plan to the Board of Education, District Administration, Faculty, Staff and Community Stakeholders in June of 2024. Every effort will be made to share this information with the community with the goal of gaining

feedback from school stakeholders. This plan will also be shared in the Giles Weekly Tracks for parents to review and share feedback. All feedback will be reviewed by the team and taken into consideration when making updates to the plan. The School Improvement Plan will always be available for review on the Norridge School District 80 website. Updates will also be provided monthly at Board meetings, and via the Weekly Tracks.

Should any individual have specific questions or concerns regarding the School Improvement Plan for James Giles School, please contact Mr. Bob Biedke, Principal at (708) 453-4847 or bbiedke@norridge80.net.

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