



2022-2023

School Improvement Plan

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1.1 School Community

Our Mission and Vision

At Leigh, our mission is *Inspiring Educational Excellence in a Nurturing Environment*. Our students are the focus of all we do at Norridge School District 80. The Student centered classroom will promote an independent, collaborative, and motivated learning environment. Our Administrators, Teachers, and Staff will set high standards in a safe, nurturing, and positive school environment which will prepare our graduates to take on their future with confidence.

About Leigh School

Leigh School is located in the suburban community of Norridge, Illinois. Leigh serves students in the village of Norridge and portions of Harwood Heights, Norwood Park and Leyden Townships. Leigh serves students in preschool through 4th grade. The total enrollment of Leigh is approximately 600 students. The average classroom size is 22 students. Leigh School is rated as a “Commendable School” based on our summative designation from the Illinois State Board of Education.

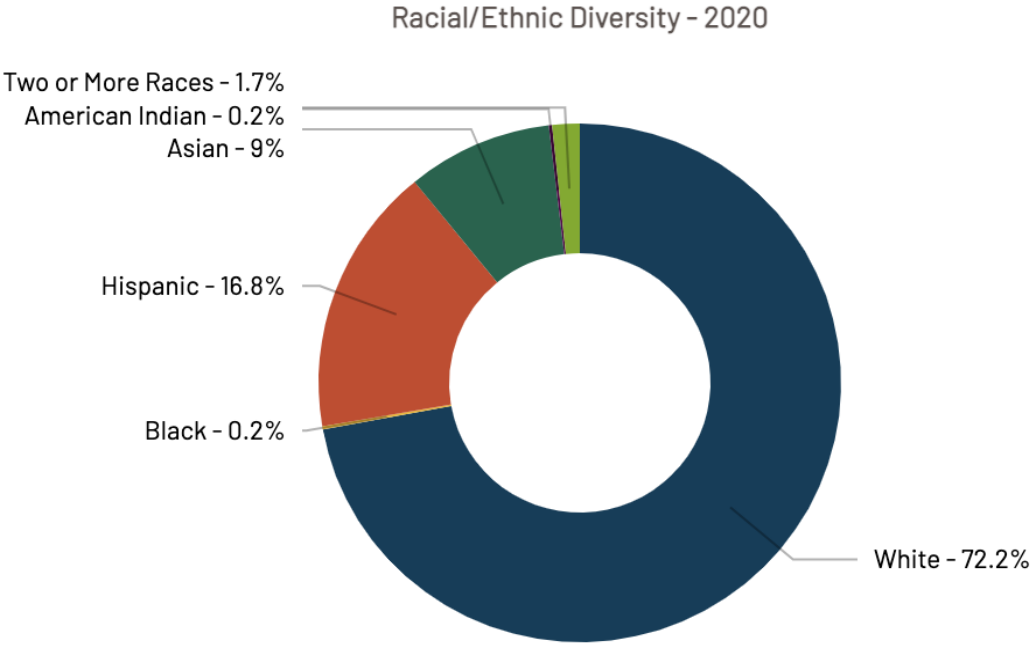
Eleven percent of our students receive special education and/or related services through an Individualized Education Plan (IEP). Leigh offers a full continuum of educational services. Leigh currently has seven learning

behavior specialists on staff and a special education paraprofessional staff of eight. In addition, we have 1.20 FTE school psychologists, 1.5 FTE school social workers, 1.5 FTE speech and language pathologists, a part time occupational therapist and a part time physical therapist.

Leigh School also offers English language instruction to 24% of our students who are English Learners. These services are provided by one of our two multilingual teachers.

Leigh School does receive targeted assistance from the title one program. 30% of our students are classified as low-income. Leigh employs five title I paraprofessionals who support students through targeted academic interventions during the school day.

The racial/ethnic breakdown of Leigh school is shown below;



All Leigh “Tigers” become immersed within our school wide Positive Behavioral Interventions and Supports (PBIS) program. Each day, students are given opportunities to earn “paws”, which are tickets that can be accumulated to purchase rewards from our very own “Paw Mart”. Paws can be earned by exhibiting behaviors in line with our school wide expectations of;

- Be Safe
- Be Respectful
- Be Responsible

Leigh school also has partnerships that offer support, such as a combined PTA with Giles School, as well as the Norridge Schools Foundation.

School Strengths

- Our PBIS program, PRIDE, has promoted a sense of community and school spirit. Students have the opportunity to earn “paws” on a daily basis and then get to visit our school store. Students have multiple positive reinforcement opportunities and teachers place an emphasis on building relationships with students.

- Leigh School has a very supportive environment. According to the 5 Essentials survey, schools with high scores within the “supportive environment” would be evidenced by the following;
 - Our students feel safe in and around the school
 - Students find teachers trust-worthy and responsive to their academic needs
 - All students value hard work
 - Teachers push all students toward high academic performance
- As a school we have a positive trend of student attendance with a 5 year attendance rate that averages at 96%, compared to 94% as a state average.
- Our students have opportunities to receive a well rounded education, students have physical education classes twice per week, visual art once per week, music once per week and library media class once per week.
- All homerooms implement the *Second Step* curriculum. *Second Step* is a social-emotional learning program that teaches various social and emotional skills such as emotion recognition and management, empathy, problem solving, bullying prevention, and goal-setting.
- Norridge School District 80 and the Norridge Park District formed a partnership to create after school enrichment programming for the students in Norridge School District 80. This program provides

opportunities from athletics to the arts and has been an exciting addition this school year.

- Norridge School District 80 has provided summer programming this past year and there are plans in place to continue this programming in the upcoming summer to provide extended learning opportunities to combat learning loss that may have been experienced due to the COVID-19 pandemic.

School Challenges

- Aging facility
 - Leigh School is not easily accessible by all students with disabilities. There are multiple lifts that have been installed at stairwells, but not all of them are currently functioning correctly.
 - Plumbing issues- there have been many times that different bathrooms throughout the school are closed for repair.
 - HVAC concerns- the heating and cooling systems throughout the school are challenging to regulate. Some classrooms can be very warm, while others are too cold.
 - Playground equipment- some portions of the playground are in need of repair.

- Dated- the overall environment can use some modernization for 21st century learning.
- Inconsistent technology- Different grade levels have different technology (different smart boards, different teacher computers). This makes it hard for teachers to help other teachers if there is different technology. Some classes have the older projectors, not having smart board functions, and some classrooms projectors are difficult for students to see, causing some classrooms needing additional projector screens. Some smartboards have needed lightbulb replacements multiple times a year causing for a period of time not being able to use the board until it is fixed. Since this is something that most teachers plan for and rely on, it becomes a challenge when technology is down for longer periods of time and especially if there is a substitute teacher in the classroom where the teacher provided plans that called for using the technology that is typically available and functioning.
- Curriculum and Standards Alignment, specifically within English Language Arts and Social Studies
 - In ELA, K-2 classrooms use the SuperKids curriculum. 3rd and 4th grade use the Lucy Calkins Units of Study. There are some questions about the transition from one curriculum to another, specifically when students enter 3rd grade from 2nd grade and

when students leave Leigh after 4th grade to attend Giles in 5th grade.

- Leigh School does not have a defined Social Studies curriculum. This can be a challenge when determining what content should be covered at each grade level.

1.2 School Improvement Team

<u>Name</u>	<u>Position</u>
Sean Rabiola	Principal
Sarah Mysel	Assistant Principal
Wendy High	Kindergarten Teacher
Molly Maruchau	1st Grade Teacher
Lindsey Percival	2nd Grade Teacher
Trish Schultheis	3rd Grade Teacher
Felix Saji	4th Grade Teacher
Denise Muscarello	Art Teacher/ Specials Teacher Representative
Marlee Jennings	Speech Pathologist/ Special Education Team Representative
Patrick Woodward	Physical Education Teacher
Julie Dorencz	School Psychologist

1.3 Other Information

Prior to the 2017-2018 school year, both James Giles School and John V. Leigh School served students in Kindergarten-8th grade. Giles also housed our Early Childhood Education program for our preschool students. During the 2016-2017 school year, the Board of Education voted to move to grade centers due to a financial crisis. To begin the 2017 school year, Giles became the school housing all of our fifth through eighth grade students, and Leigh became the home to our preschool through fourth grade students.

Section 2: Data Collection, Organization and Trends

2.1 Data Collection Methods

<u>Assessment</u>	<u>Who is Assessed</u>	<u>Type</u>	<u>Purpose</u>	<u>Administration Window</u>
IAR ELA and Math	3rd and 4th Graders	State Required Summative Assessment	To assess student achievement and growth in ELA and Math	Spring (Pushed to Fall in 2021, due to COVID)
NWEA MAP ELA and Math	2nd through 4th Graders	Diagnostic Assessment/ Universal Screener	To assess student achievement and growth in ELA and Math	BOY MOY EOY
Fastbridge earlyReading earlyMath	K and 1st Grade	Diagnostic Assessment/ Universal Screener	To assess student achievement and growth in ELA and Math	BOY MOY EOY
Fastbridge Fluency	2nd through 4th Grade	Diagnostic Assessment/	To assess student achievement and growth	BOY MOY

Assessment		Universal Screener	in ELA and Math	EOY
ACCESS	All students that indicate another language spoken at home	State Required Assessment	To determine if a student qualifies for ELL services.	January-February (Pushed to Fall for 2021)
SAEBRS	K through 4th Grade	Universal Screener	To identify those who are at risk in the areas of social-emotional, or behavior.	BOY MOY EOY
5 Essentials	Staff Students (4th) Parents	Perception data	To provide insights into schools' organizational strengths and areas of opportunity.	January through March survey window
Student Attendance	All Students	SIS data collection	To determine trends of student attendance	n/a

2.2 School Assessment Data

Table 6: 2nd Grade MAP- Math Data

2nd Grade Math Mean RIT	Fall 17-18	Winter 17-18	Spring 17-18	Fall 18-19	Winter 18-19	Spring 18-19	Fall 19-20	Winter 19-20	Winter 20-21	Spring 20-21
Grade 2	177.3	185.2	190.3	176.2	185.2	193.9	177.4	184.9	186.4	189.8
Norm	175.04	184.07	189.42	175.04	184.07	189.42	175.04	184.07	184.07	189.42
+/- Norm	2.26	1.13	0.88	1.16	1.13	4.48	2.36	0.83	2.33	0.38

2nd Grade Math Making Expected Gains	Winter 2016-2017 to Winter 17-18	Winter 17-18 to Winter 18-19	Winter 18-19 to Winter 19-20
	44%	34%	47%

Current 3rd
Current 4th
Current 5th
Current 6th

2nd 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 17-18	175.04	177.3	2.26	176.5	178.3	176.3	178.4
Winter 17-18	184.07	185.2	1.13	185.2	186.3	184.3	184.9
Spring 17-18	189.42	190.3	0.88	190.3	190.5	191.5	189
Fall 18-19	175.04	176.2	1.16	176.1	175.9	174.5	178.3
Winter 18-19	184.07	185.2	1.13	186	185.4	183.3	186.3
Spring 18-19	189.42	193.9	4.48	194.1	192.9	194.9	193.9
Fall 19-20	175.04	177.4	2.36	176	174.5	176.8	182
Winter 19-20	184.07	184.9	0.83	185.3	183.3	185	186.1
Winter 20-21	184.07	186.4	2.33	182	185.6	191.3	186.9
Spring 20-21	189.42	189.8	0.38	188.1	188.8	191.2	190.8
Fall 21-22	175.04	172	-3.04	173	170	173	172

Above the Mean RIT

Below the Mean RIT

Observations

All staff members participated in a data gallery walk where they analyzed the data outlined in the table above to identify an area of strength and an area of challenge. The following observations were taken directly from a data gallery walk and are shared as they were written.

Please share a strength that you identify in this data.	Please share a challenge that you identify in this data.
Math Scores RIT are fairly consistent	A small percentage of students are making their growth
2nd Grade students scored above the grade level mean in the area of Geometry in 9 of the 11 data points. Of these 11 data points, the past 8 times that MAP was taken in 2nd grade, our students scored above the grade level mean RIT score. (18 responses)	Number and Operations (21)
Grade 2 was consistently performing higher than norm in years prior to 21-22.	Measurement and Data numbers aren't overly consistent
In all the above years, second grade consistently showed progress from fall to spring (3 responses)	2nd grade students overall mean RIT in Math fell below the national norm for the first time in Fall of 21-22.
Overall RIT scores seem to be growing throughout school years. (2 responses)	From Fall of 19-20 to Winter 19-20 the grade level mean dropped in comparison to the national norm. From Winter 20-21 to Spring 20-21, the same thing happened. From Spring of 20-21 to Fall of 21-22, we continue to see the grade level mean dropping in comparison to the national norm.
Since we have adopted the iReady math series we have shown positive growth in the areas of Measurement and Data as well as Geometry. (3 responses highlighted Measurement and Data)	Operations and algebraic thinking has been inconsistent.

Table 7: 3rd Grade MAP-Math Data

3rd Grade Math Mean RIT	Fall 17-18	Winter 17-18	Spring 17-18	Fall 18-19	Winter 18-19	Spring 18-19	Fall 19-20	Winter 19-20	Winter 20-21	Spring 20-21
Grade 3	192.4	198	203.1	188.4	194.9	202	193	198.2	198.3	203.6
Norm	188.48	196.23	201.08	188.48	196.23	201.08	188.48	196.23	196.23	201.08
+/- Norm	3.92	1.77	2.02	-0.08	-1.33	0.92	4.52	1.97	2.07	2.52

3rd Grade Math Making Expected Gains	Winter 2016-2017 to Winter 17-18	Winter 17-18 to Winter 18-19	Winter 18-19 to Winter 19-20	Winter 19-20 to Winter 20-21
	54%	41%	69%	48%

Current 3rd
Current 4th
Current 5th
Current 6th

3rd 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 17-18	188.48	192.4	3.92	191.4	192.8	192.8	192.6
Winter 17-18	196.23	198	1.77	201.1	195.8	197.5	197.6
Spring 17-18	201.08	203.1	2.02	205.6	201.3	204.2	201.6
Fall 18-19	188.48	188.4	-0.08	187.5	188.6	189.5	188.2
Winter 18-19	196.23	194.9	-1.33	196.1	194.6	195.7	193.1
Spring 18-19	201.08	202	0.92	204.9	200.6	202.1	200.2
Fall 19-20	188.48	193	4.52	193	191.3	194.7	192.9
Winter 19-20	196.23	198.2	1.97	197.9	198.6	198.4	197.8
Winter 20-21	196.23	198.3	2.07	201	198.7	196.5	196.4
Spring 20-21	201.08	203.6	2.52	205.6	203.8	204.7	200.6
Fall 21-22	188.48	188.4	-0.08	186	188	191	189

Above the Mean RIT

Below the Mean RIT

Observations

All staff members participated in a data gallery walk where they analyzed the data outlined in the table above to identify an area of strength and an area of challenge. The following observations were taken directly from a data gallery walk and are shared as they were written.

Please share a strength that you identify in this data.	Please share a challenge that you identify in this data.
Measurement and data (19)	What can be done to maintain skills from one grade level to another? Or why do gains diminish?
Overall RIT Scores are trending up the last couple of years	Operations and Algebraic thinking scores aren't steady or consistent Geometry
Grade three higher than norm for 17-18 to 20-21 (4)	
Even though we were remote in 20-21, scores in fall of 21-22 were not significantly affected.	Geometry (20 responses)
In 2020-2021 the Third Grade math mean RIT scores are the highest of the three years.	2nd grade had mostly green in geometry, 3rd grade is mostly yellow
Third grade has shown a strong understanding in measurement and data.	From second grade to third grade the students' geometry skills decreased.
Strength is in Measurement and Data	There is a big decrease in Fall 21-22 scores overall
Measurement and data is high.	
Being in above the Mean RIT for Geometry after multiple years of being below the Mean.	

Table 8: 4th Grade MAP-Math Data

4th Grade Math Mean RIT	Fall 17-18	Winter 17-18	Spring 17-18	Fall 18-19	Winter 18-19	Spring 18-19	Fall 19-20	Winter 19-20	Winter 20-21	Spring 20-21
School	204.4	208	214.3	202.1	208	214.6	202.7	208	205.8	211.8
Norm	199.55	206.05	210.51	199.55	206.05	210.51	199.55	206.05	206.05	210.51
Above/Below Norm	4.85	1.95	3.79	2.55	1.95	4.09	3.15	1.95	-0.25	1.29

4th Grade Math Making Expected Gains	Winter 2016-2017 to Winter 17-18	Winter 17-18 to Winter 18-19	Winter 18-19 to Winter 19-20	Winter 19-20 to Winter 20-21
	56%	50%	54%	37%

Current 3rd
Current 4th
Current 5th
Current 6th

4th 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 17-18	199.55	204.4	4.85	203.9	202.2	206.4	204.9
Winter 17-18	206.05	208	1.95	209.8	206.9	208.1	207.1
Spring 17-18	210.51	214.3	3.79	212.6	213.3	213.1	217.9
Fall 18-19	199.55	202.1	2.55	202.2	201.6	202.9	202
Winter 18-19	206.05	208	1.95	211.7	207.2	206.6	206
Spring 18-19	210.51	214.6	4.09	213.1	215.8	213.6	216
Fall 19-20	199.55	202.7	3.15	204.7	201.5	203	201.5
Winter 19-20	206.05	208	1.95	212.2	206.2	207.6	205.8
Winter 20-21	206.05	211.8	5.75	211.2	212.7	209.9	213.3
Spring 20-21	210.51	205.8	-4.71	209.6	207.9	204.3	201.4
Fall 21-22	199.55	201	1.45	201	200	203	199

Above the Mean RIT
Below the Mean RIT

Observations

All staff members participated in a data gallery walk where they analyzed the data outlined in the table above to identify an area of strength and an area of challenge. The following observations were taken directly from a data gallery walk and are shared as they were written.

Please share a strength that you identify in this data.	Please share a challenge that you identify in this data.
Operations and algebraic thinking (16)	Numbers and Operation (10)
Shows consistent growth from year to year	Geometry (8)
Scores are still growing from fall to spring even with pandemic	Winter 2020-2021 below norm
Overall rit from 19/20 to 20/21 shows improvement	Math in general seems to be a struggle at this grade level. Specifically with the most recent year.
Have a few areas with students above the mean RIT.	Winter 20-21 was only 37% making expectations.
Students are coming in strong, but we need to maintain and enrich at this level.	There is a big drop in students making expected gains.
Mean RIT scores have shown improvement. Operations and Algebraic Thinking has been above the Mean RIT score most often.	Winter 19-20 to 20-21 had a significant decrease of 4th grade making the expected gains.
Scores are pretty consistent over the years.	From winter 19-20 to winter 20-21 you can see the impact covid had on the students in expected gains.
Going from below to above Mean RIT in Measurement and data	Our above the mean RIT seems to be lower than previous fall scores.

Table 9: 2nd Grade MAP-Reading Data

2nd Grade Reading Mean RIT	Fall 17-18	Winter 17-18	Spring 17-18	Fall 18-19	Winter 18-19	Spring 18-19	Fall 19-20	Winter 19-20	Winter 20-21	Spring 20-21
School	176.7	185.6	190.4	175.4	187.4	193.6	176.4	186.7	187.5	190.5
Norm	172.35	181.2	185.57	172.35	181.2	185.57	172.35	181.2	181.2	185.57
+/- Norm	4.35	4.4	4.83	3.05	6.2	8.03	4.05	5.5	6.3	4.93

2nd Grade Reading Making Expected Gains	Winter 2016-2017 to Winter 17-18	Winter 17-18 to Winter 18-19	Winter 18-19 to Winter 19-20
	52%	56%	62%

Current 3rd
Current 4th
Current 5th
Current 6th

2nd 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 17-18	172.35	176.7	4.35	178	176.4	176.7	175.7	177
Winter 17-18	181.2	185.6	4.4	187.5	185	183.9	185.4	185.6
Spring 17-18	185.57	190.4	4.83	193.5	188.4	190.9	189.4	190.1
Fall 18-19	172.35	175.4	3.05	178.2	175.9	173.9	174.6	175
Winter 18-19	181.2	187.4	6.2	189.1	187.1	186.8	187.5	187.1
Spring 18-19	185.57	193.6	8.03	194.8	193.3	192.9	193.9	193.5
Fall 19-20	172.35	176.4	4.05	179.4	176.9	173.9	175.6	176.5
Winter 19-20	181.2	186.7	5.5	189.4	185.7	188	186.9	184
Winter 20-21	181.2	187.5	6.3	187.9	185.7	188	187.7	188
Spring 20-21	185.57	190.5	4.93	191.4	189.3	189.4	190.5	191.5
Fall 21-22 **	172.35	174	1.65	175		172		175

** NWEA adjusted from a 5 instructional area focus to a 3 instructional area focus in July 2021

Above the Mean RIT

Below the Mean RIT

Observations

All staff members participated in a data gallery walk where they analyzed the data outlined in the table above to identify an area of strength and an area of challenge. The following observations were taken directly from a data gallery walk and are shared as they were written.

Please share a strength that you identify in this data.	Please share a challenge that you identify in this data.
Strong Literary Text and Key Ideas (20)	Vocabulary (2)
Grade level mean RIT higher than norm	Information Text: Language Craft and Structure (7)
Students meeting their expected gains increases each year. (2)	Covid interruption possible reason for lower scores
	Literary text, language, craft and structure (9)
	Overall above the Mean RIT seems to be less above normal than years past. Fall 17-18 (4.35) Fall 18-19 (3.05) Fall 19-20 (4.05) Fall 21-22 (1.65)
	Students making expected gains has decreased since 2017 until now.

Table 10: 3rd Grade MAP-Reading Data

3rd Grade Reading Mean RIT	Fall 17-18	Winter 17-18	Spring 17-18	Fall 18-19	Winter 18-19	Spring 18-19	Fall 19-20	Winter 19-20	Winter 20-21	Spring 20-21
School	190.9	197.4	201.9	186.5	195.1	200	194.7	199.7	198.1	203
Norm	186.62	193.9	197.12	186.62	193.9	197.12	186.62	193.9	193.9	197.12
+/- Norm	4.28	3.5	4.78	-0.12	1.2	2.88	8.08	5.8	4.2	5.88

3rd Grade Reading Making Expected Gains	Winter 2016-2017 to Winter 17-18	Winter 17-18 to Winter 18-19	Winter 18-19 to Winter 19-20	Winter 19-20 to Winter 20-21
	46%	43%	68%	47%

Current 3rd
Current 4th
Current 5th
Current 6th

3rd 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 17-18	186.62	190.9	4.28	192	190.7	191.7	189.3	190.9
Winter 17-18	193.9	197.4	3.5	197.9	196.7	198.4	196.5	198
Spring 17-18	197.12	201.9	4.78	202.3	200.7	201.5	202.7	202.8
Fall 18-19	186.62	186.5	-0.12	187	185.6	186.4	186	187.7
Winter 18-19	193.9	195.1	1.2	196	193.7	194.7	195	196.1
Spring 18-19	197.12	200	2.88	200.5	198.2	199.2	200.6	201.1
Fall 19-20	186.62	194.7	8.08	196.3	191.8	195.3	195.8	194.1
Winter 19-20	193.9	199.7	5.8	201.1	198.7	199.2	199.9	199.7
Winter 20-21	193.9	198.1	4.2	200.1	196.9	198.6	199.1	195.6
Spring 20-21	197.12	203	5.88	203.7	201.5	203.6	204.2	202.6
Fall 21-22 **	186.62	187.8	1.18	187		188		188

** NWEA adjusted from a 5 instructional area focus to a 3 instructional area focus in July 2021

Above the Mean RIT

Below the Mean RIT

Observations

All staff members participated in a data gallery walk where they analyzed the data outlined in the table above to identify an area of strength and an area of challenge. The following observations were taken directly from a data gallery walk and are shared as they were written.

Please share a strength that you identify in this data.	Please share a challenge that you identify in this data.
Literary Text: Key Ideas and Details (16)	Literary Text: Language Craft and Structure (13)
Vocabulary (7)	Decline in students making expected gains from 19-20 to 20-21. From winter 19-20 to winter 20-21 you can see the impact covid had on the students in expected gains. (5)
Highest mean RIT in Spring 20-21	The Literary areas showed more students struggled and the scores were below the Mean RIT (13).
Numbers pretty even across instructional areas	
Almost all areas of the mean RIT score.	
Students seem to do the best mid year.	
All above RTI key details	
Mean RIT Data scores increased over the years. Last year and this year I notice a strength in the Informational Text areas.	
Strength is in Informational Text	
Spring rit is rising.	

Table 11: 4th Grade MAP-Reading Data

4th Grade Reading Mean RIT	Fall 17-18	Winter 17-18	Spring 17-18	Fall 18-19	Winter 18-19	Spring 18-19	Fall 19-20	Winter 19-20	Winter 20-21	Spring 20-21
School	202.3	204.3	207	202	207.1	209.8	202.8	206.1	205.6	208.1
Norm	196.67	202.5	204.83	196.67	202.5	204.83	196.67	202.5	202.5	204.83
Above/Below Norm	5.63	1.8	2.17	5.33	4.6	4.97	6.13	3.6	3.1	3.27

4th Grade Reading Making Expected Gains	Winter 2016-2017 to Winter 17-18	Winter 17-18 to Winter 18-19	Winter 18-19 to Winter 19-20	Winter 19-20 to Winter 20-21
	39%	63%	63%	47%

Current 3rd
Current 4th
Current 5th
Current 6th

4th 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 17-18	196.67	202.3	5.63	201.5	202.1	203.9	202.1	201.8
Winter 17-18	202.5	204.3	1.8	205.1	204.4	204	204.2	203.9
Spring 17-18	204.83	207	2.17	206.8	206.8	206.2	207.1	208.4
Fall 18-19	196.67	202	5.33	203.7	202.1	201.2	203	200.4
Winter 18-19	202.5	207.1	4.6	207.7	207.4	207.5	206.8	206.3
Spring 18-19	204.83	209.8	4.97	209.7	208.6	209	210.7	210.8
Fall 19-20	196.67	202.8	6.13	202.9	201.5	201.6	203.7	204
Winter 19-20	202.5	206.1	3.6	207.3	204.8	205.1	207.4	205.7
Winter 20-21	202.5	205.6	3.1	205.8	205.6	204.3	205.6	206.3
Spring 20-21	204.83	208.1	3.27	208.5	207.7	207.1	208.5	208.6
Fall 21-22 **	196.67	200.7	4.03	201		201		200

** NWEA adjusted from a 5 instructional area focus to a 3 instructional area focus in July 2021

Above the Mean RIT

Below the Mean RIT

Observations

All staff members participated in a data gallery walk where they analyzed the data outlined in the table above to identify an area of strength and an area of challenge. The following observations were taken directly from a data gallery walk and are shared as they were written.

Please share a strength that you identify in this data.	Please share a challenge that you identify in this data.
Literary Text Key Ideas and Details (13)	Informational Text Key Ideas and Details (10)
Information text: craft and structure (6)	Significant decrease in the amount of students making the expected growth from the years 18-19 to 20-21. (6)
Nice increase in 20/21 Great job	Challenge is in Vocabulary Acquisition (10)
Scores were above the norm for all years. (3)	Literary Text, Language, Craft and Structure (4)
Mean RIT scores showed growth from 19-20 to 2021.	COVID presented an interruption in learning and test scores in many different areas.

2.3 Demographic Data

Table 1: Student Attendance and Demographic Information

	17-18 SY	18-19 SY	19-20 SY	20-21 SY
	%	%	%	%
Attendance	95.6	95.7	96.6	97.6
Chronic Absenteeism	7	7	3	2
Mobility Rate	3	4	2	3
White	75.6	74.2	72.2	69.5
Black	0.3	0.3	0.2	0
Hispanic	16.6	17.1	16.8	19.1
Asian	6.7	6.9	9	9.5
American Indian	0.3	0.5	0.2	0
Two or More	0.5	1	1.7	1.8

Table 2: Student Enrollment Data

	17-18 SY	18-19 SY	19-20 SY	20-21 SY
	#	#	#	#
School Population	614	609	543	545
Pre-school	19	24	14	22
Kindergarten	102	102	95	99
Grade 1	120	108	96	96
Grade 2	111	120	108	99
Grade 3	138	115	118	109
Grade 4	124	140	112	120

Table 3: Student Demographics Receiving ELL Services

	#	%	#	%	#	%	#	%
Total Enrollment	614		609		543		545	
Total English Language Limited (ELL)	129	21	146	24	130	24	141	26
Spanish	14	11	17	12.32%	13	10.66%	21	15.33%
Polish	60	47	65	47.10%	16	13.11%	57	41.61%

Ukrainian	23	18	17	12.32%	60	49.18%	18	13.14%
Other	20	16	39	28.26%	33	27.05%	41	29.93%

Table 4: Students Receiving Special Education Services by Disability Categories

	2017-18 SY	2018-19 SY	2019-20 SY	2020-21 SY
	%	%	%	%
Total Special Education*	12	13	11	12
Autism		13	n/a	20
Developmental Delay	37	34	n/a	38
Emotionally Disability	3	3	n/a	1
Intellectual Disability	1	0	n/a	1
Multiple Disabilities	13	0	n/a	0
Other Health Impairment	5	3	n/a	8
Specific Learning Disability	20	27	n/a	7
Speech or Language Impairment	21	19	n/a	24

Table 5: Staff Demographics

	2017-18 SY	2018-19 SY	2019-20 SY	2020-21 SY
Total Full Time Classroom Teachers	40	37	39	37
Average Years Teaching	13.81	11.51	10.7	11.38
# Teachers New to Building	27	6	5	5
# First Year Teachers	3	4	4	2
% with B. A. Degree	39.50%	38.90%	41.10%	42.20%
% with M.A. & Above	60.5 %	61.10%	39.60%	57.80%

# with Emergency or Provisional Certificates	0	0	0	0
# Teachers Working Out of Field	0	0	0	0
% Teacher Attendance	67.5 %	74.40%	78%	87.20%
% White Teachers	89.2 %	89.60%	81.90%	85.20%
% Black Teachers	*	*	*	*
% Asian Teachers	*	*	1.60%	1.60%
% Hispanic Teachers	*	*	*	*
% Race n/anown	21.7 %	13.50%	18.70%	13.20%
% Male Teachers	10.8 %	10.40%	16.50%	16.20%
% Female Teachers	78.3 %	86.50%	81.30%	83.80%
# Total Paraprofessionals	8	8	11	14
# Classroom Instructional Paraprofessionals	7	8	11	14
# Total Under-qualified paraprofessionals	1	1	4	5
# Total Counselors	0	0	0	0
# Total Librarians	0	0	0	0
# Total Social Workers/Psychologists	1	1	1	1.5
# Total Other Staff	9	12	12	11
***Districtwide				

Demographic Observations

All staff members participated in a data gallery walk where they analyzed the data outlined in the table above to identify an area of strength and an area of challenge. The following observations were taken directly from a data gallery walk and are shared as they were written.

Student and Teacher attendance is strong
 Highly educated staff; younger staff are obtaining higher degrees
 Class sizes are fairly steady
 ELL population is going up
 Ukrainian population of students is up
 In special education the autism population is getting larger
 Area of special education is growing

<p>My first reactions to looking over the data are:</p> <ul style="list-style-type: none"> -Student attendance is good -Not many moving in/out of the district -Student population is becoming more diverse -Student population is steadily declining -Most ELL students speak Polish -Special education student population remains steady -Had most para support in 20/21
<p>We have a diverse population, we have hired more support staff, and many of our teachers have Masters</p>
<p>Attendance has improved!</p>
<p>I notice the number of new teachers in the school district decreased from 2017-2021. I also notice demographic additions in race of new teachers. The number of teachers with masters also decreased.</p>
<p>Number of students with autism has increased, yet the special education population has decreased.</p>
<p>We have a growing number of ELL students but not a growing amount of staff to service them.</p>
<ul style="list-style-type: none"> -The amount of classroom teachers has gone down but the paraprofessionals have gone way up. -A quarter of our students receive ELL
<p>Teacher attendance has increased. The number of paraprofessionals has increased.</p>
<p>Positive teacher attendance. Classroom paras have increased.</p>
<p>Low diversity in staff. High percentages of ELL students.</p>
<p>The number of teachers with master's degrees has increased.</p>
<p>Low teacher turnover Not a very diverse student body; Covid brought our numbers down (students enrolled); Large population of ELL students Special Education has consistent data There is no autism data for 17-18 Staff number is pretty consistent, number of years of service has decreased; Teacher attendance has increased each year Not a diverse staff Increased number of paraprofessionals</p>
<p>Enrollment has declined, attendance has gone up however attendance was difficult to monitor during remote instruction, teacher attendance has gone up a lot.</p>
<p>Attendance looked high considering we have been dealing with a pandemic. The special education population has remained about the same. In regards to teachers, we have more than half of our staff having a masters degree. Looks like we have a high number of ELL students.</p>
<p>Most student data seems pretty consistent. Paraprofessional numbers have risen.</p>
<p>Attendance is going up. There are many ELL students. Special Education is staying the same percentile. Teachers' attendance has increased since the pandemic.</p>
<p>Our enrollment has gone down. Majority of teachers have a Masters or above.</p>
<p>Our attendance has increased!</p>
<p>Attendance went up, and enrollment went down.</p>
<p>While the district is not very racially diverse, we do have a large population of students receiving ELL services. Over the last four years student enrollment has decreased, as has the amount of teachers</p>

employed in the district. There is also a steady percentage of students receiving special education services.
It is good to see the percentage of attendance increasing each year.
Table 1 Attendance increased; Table 2 Enrollment decreased; Table 3 Enrollment decreased; Table 4 All areas have increased with the exception of "specific learning disability" category which has decreased; Table 5 Full Time classroom teachers have decreased, however the other staff has increased. The diversity of teachers and staff has increased.
We are not a very culturally diverse staff.
Our ELL student population is continuing to increase.

Section 3: Problem Statements and Hypotheses

<p>Problem Statement: Over a three year period, we have averaged 46% of our students making expected gains in Math. In our most recent MAP Math data from Winter 19-20 to Winter 20-21, 43% of our students made expected gains.</p>			
Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3
Deficit areas within the math curriculum	NWEA MAP	iReady Diagnostic	Teacher Feedback
Implementing a new curriculum (iReady was started in 19-20)	NWEA MAP	iReady Diagnostic	Teacher Feedback
Lack of differentiation in the area of Math.	NWEA MAP	iReady Diagnostic	Teacher Feedback
Curriculum sequence and pacing	iReady	Teacher Feedback	
We do not have a formalized MTSS intervention system for Math and/or title support.	NWEA MAP	iReady Diagnostic	Teacher Feedback
Student Attendance	Attendance Data		

Problem Statement: Over a three year period, we have averaged 54% of our students making expected gains in Reading. In our most recent MAP Reading data from Winter 19-20 to Winter 20-21, 47% of our students made expected gains.

Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3
Curriculum differences; different programs, structure, vocabulary and expectations.	NWEA MAP	Curriculum Based Assessments	Teacher Feedback
Our curriculum does not match the norms/expectations of the assessment.	Teacher Feedback	EdReports	Comparison of Curriculum Based Assessments to MAP Assessment
Students who are ELL do not have the vocabulary or skills within the English language to be successful.	ACCESS	Teacher Feedback	Demographic Data (Growing ELL pop., Staffing not increasing)
Capacity to deliver evidenced based interventions are lacking.	Demographic Data	Teacher Feedback	MTSS data (primarily, students exiting)

<p>Problem Statement: Based on SAEBRS data,</p> <p>In the fall of 2021, 15% of students were flagged as having some or more risk on the Social, Academic and Emotional Behavior Risk Screener.</p>			
Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3
The shift to remote instruction during the pandemic did not allow students to receive typical developmentally appropriate learning opportunities in regards to social, emotional and behavior expectations in a	SAEBRS	GLPS Agendas	MTSS Data Doc

school environment with their peers.			
Our students did not have consistent in person instruction over the past 18 or so months (some were remote, some were in person for part of this time).	SAEBRS	GLPS Agendas	MTSS Data Doc
There was a lack of social opportunities for our students as an effect of typical opportunities being shut down during the pandemic.	SAEBRS	GLPS Agendas	MTSS Data Doc

Section 4: Goals, Strategies and Integrated Action Plans

Improvement Goal 1: 60% of our students will make expected gains in MAP Math data from Winter 21-22 to Winter 22-23.		
Data Source: NWEA MAP Math iReady Diagnostic CB assessments		
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>
Each PLC will identify a PLC lead for their team, who will participate in summer professional learning focused around Professional Learning Communities/ Collaborative Teacher Teams.	Summer 2022	Admin & BLT

<p>PLC leads will participate in ongoing professional development and continue to lead their PLCs.</p> <p><i>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.</i></p> <p>Responsibilities include; facilitating professional learning communities which will meet weekly, focused around the four PLC questions, while promoting reflective dialogue and collaboration.</p>		
<p>During August Institute Days, all staff will participate in professional development around PLCs, including the sharing of what PLC's should look like and how they should function.</p>	<p>August 2022</p>	<p>Admin & BLT</p>
<p>Form a committee focused on Tier 2 and Tier 3 academic interventions to include a teacher from all levels.</p>	<p>Spring 2022</p>	<p>Admin Team</p>
<p>Tier 2 and Tier 3 Academic Intervention Committee will self-assess the functioning of the school response to intervention system through an agreed upon fidelity check tool.</p>	<p>Summer/Fall of 2022</p>	<p>Tier 2 and Tier 3 Academic Intervention Committee</p>
<p>The Tier 2 and Tier 3 Academic Intervention Committee will craft an action plan based on the data collected through the fidelity check to improve the RtI system.</p> <p>This action plan will be presented to all staff.</p>	<p>Fall of 2022</p>	<p>Tier 2 and Tier 3 Academic Intervention Committee</p>
<p>The Tier 2 and Tier 3 Academic Intervention Committee will develop a professional</p>	<p>At least 1 PD per trimester</p>	<p>Tier 2 and Tier 3 Academic</p>

learning opportunity at least once per trimester to keep staff up to date on the latest procedures pertaining to academic interventions.		Intervention Committee
Grade Level Problem Solving meetings (GLPS) will be scheduled on a consistent basis to focus on the problem solving of individual students with the whole grade level team. Through this process will also continue to strengthen our collection of research-based strategies/scaffolds.	Ongoing	Assistant Principal Grade Level Teams
Co-teaching teams will receive ongoing coaching support based on the co-teaching model.	Throughout the school year	Admin Team and co-taught teams
Teachers and staff will engage in professional learning focused on how to promote differentiated instructional practices, as well as embedding Universal Design for Learning and Specifically Designed Instruction (SDI).	SY 2023-2024	
Teachers and administrators will receive further professional development in the implementation of instructional best practices and curricular alignment to the CCSS.	Ongoing	Admin Team
Develop a professional learning plan with a year at-a-glance calendar of professional learning. Training to include surveying staff for opportunities such as; <ul style="list-style-type: none"> - New Teacher Training - Intervention Support - Small Group Training - Teacher Led Training 	Spring-Summer 2022	Admin Team
Create a Parent University, a series of parent	Annually	Administrative

workshops to be held throughout the school year after soliciting topics from teachers and staff, as well as securing staff who are willing to offer the workshop for parents.		Team
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Improvement Goal 2: 60% of our students will make expected gains in MAP Reading data from Winter 21-22 to Winter 22-23

Data Source:
 NWEA MAP Reading
 FastBridge
 CB assessments

Specific Action: Increase percentage of students making expected gains on MAP in Reading.

<u>Specific Steps</u>	<u>Timeline</u>	<u>Person/ Group Responsible</u>
Each PLC will identify a PLC lead for their team, who will participate in summer professional learning focused around Professional Learning Communities/ Collaborative Teacher Teams.	Summer 2022	Admin & BLT
<p>PLC leads will participate in ongoing professional development and continue to lead their PLCs.</p> <p><i>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.</i></p> <p>Responsibilities include; facilitating professional learning communities which will meet weekly, focused around the four</p>	Ongoing	Admin & BLT

PLC questions, while promoting reflective dialogue and collaboration.		
During August Institute Days, all staff will participate in professional development around PLCs, including the sharing of what PLC's should look like and how they should function.	August 2022	Admin & PLC leads
All teachers will participate in professional learning opportunities focused on teaching strategies designed to increase listening, speaking, reading, and writing proficiency levels.	At least 1 PD per trimester	Admin Team ELL Teacher Team
PLCs will collaborate to plan for instructional units inclusive of targeted skills designed to increase language proficiency levels in listening, speaking, reading, and writing. Instructional units will focus more specifically on the development of academic vocabulary and reading comprehension in all core subjects.	School Year 23-24	PLCs
Form a committee focused on Tier 2 and Tier 3 academic interventions to include a teacher from all levels.	Spring 2022	Admin Team
Tier 2 and Tier 3 Academic Intervention Committee will self-assess the functioning of the school response to intervention system through an agreed upon fidelity check tool.	Summer/Fall 2022	Tier 2 and Tier 3 Academic Intervention Committee
The Tier 2 and Tier 3 Academic Intervention Committee will craft an action plan based on the data collected through the fidelity check to improve the Rtl system.	Fall 2022	Tier 2 and Tier 3 Academic Intervention Committee

<p>This action plan will be presented to all staff.</p>		
<p>The Tier 2 and Tier 3 Academic Intervention Committee will develop a professional learning opportunity at least once per trimester to keep staff up to date on the latest procedures pertaining to academic interventions.</p>	<p>At least once per trimester</p>	
<p>Develop a school wide schedule that accommodates interventions in native language and ELL support.</p>	<p>Spring/Summer 2022</p>	<p>Scheduling Team</p>
<p>Increase informal, non-evaluative classroom visits across the school by administrators and peers with a focus on improving instruction and learning strategies from one another.</p>	<p>Ongoing</p>	<p>All Staff</p>
<p>Teachers and administrators will receive further professional development in the implementation of instructional best practices and curricular alignment to the CCSS.</p>	<p>Ongoing</p>	<p>Admin Team</p>
<p>Develop a professional learning plan with a year at-a-glance calendar of professional learning.</p> <p>Training to include surveying staff for opportunities such as;</p> <ul style="list-style-type: none"> - New Teacher Training - Intervention Support - Small Group Training - Teacher Led Training 	<p>Spring-Summer 2022</p>	<p>Admin Team</p>
<p>Create a Parent University, a series of parent workshops to be held throughout the school year after soliciting topics from teachers and staff, as well as securing staff</p>	<p>Ongoing</p>	<p>Administrative Team BSAT</p>

who are willing to offer the workshop for parents.		
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Improvement Goal 3: Each October, February and May, 90% of students who are identified as needing additional support are accessing relevant evidence based interventions to support their SEB growth.

Each month 70% of students participating in evidence based tier 2 or tier 3 SEB interventions will be on track to meet their individual goal.

Data Source:

SAEBRs
 GLPS Notes and Discussions
 Support Call Data
 Office Referrals

Specific Action:

<u>Specific Steps</u>	<u>Timeline</u>	<u>Person/ Group Responsible</u>
All staff will receive further professional development based on Responsive Classroom approach and strategies.	<i>Began in Spring of 2022</i> <i>Ongoing</i>	Responsive Classroom Committee
All staff will receive tier 1/universal training focused around positive behavior interventions and supports.	Summer/Fall of 2022	Admin Team
Assess current systems, data and practices across a multi-tiered system of support for SEB.	Fall 2022	BSAT
BSAT will determine and implement a system for identifying which students are at risk for SEB or in need of intervention.	Fall 2022	BSAT
Develop a plan for selecting,	Fall 2022	BSAT

implementing and monitoring of evidence based SEB interventions. Present plan to all staff.		
All staff will receive further professional development in the area of SEB, including selecting, implementing and monitoring of evidence based SEB interventions.	Ongoing	Admin Team

Section 5: Reflection, Evaluation and Refinement

5.1 School Improvement Team and Meeting Schedule

- The School Improvement Team will meet monthly the second Monday of each month.
- Additional meetings will be scheduled, as needed.

5.2 Monitoring

- An ongoing agenda item at each of our meetings will focus around our school improvement plan and updating the status of our action items. This will help to ensure collective accountability.

5.3 Communication Plan

- Our initial plan will be presented to the board in April of 2022.

- The School Improvement Plan will always be made available on the Leigh School website.
- We will maintain our current structure for parent-teacher conferences centered around student academic and social emotional progress.
- Updates will be provided monthly at board meetings and via the weekly tracks, which can be viewed on the Leigh School website.

References

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