Norridge School District 80

School Improvement Plan
# 2023-2024

Index

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.
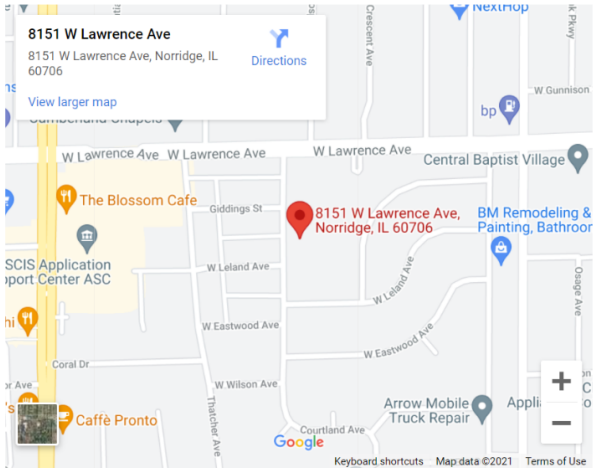
Name Origin

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 500 students in grades 5-8 and is a part of Norridge School District 80. The average class size at Giles School is 25 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 March 2023, there are currently 499 students that attend Giles School.

- Fifth grade - 113 students
- Sixth grade - 125 students
- Seventh grade - 123 students
- Eighth grade - 138 students

Staff

- 32 certified teachers
- 1 school nurse, RN
- 6 paraprofessionals
- 4 support staff
- 2 administrators

As of 2022, at Giles School, 74.4% of students are Caucasian, 0% are Black, 18% are Hispanic, and 6.6% are Asian. Additionally, 85.1% of teachers are Caucasian, and 14.9% of staff have not reported their ethnicity.

9% of students have Individualized Educational Plans (IEP), which is below the state average of 17%. 15.7% of students are identified as English Language Learners. This is slightly above the state average at 13.7%.

0% of our students are identified as homeless. This is below the state average at 2%. The daily average student attendance is 93.3%. This is slightly higher than the state average of 90.8%. In 2022, 18.9% 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 29.8%.

Table 1

Student Attendance Data

	2017-2018 SY	**2018-2019 SY**	**2019-2020 SY**	**2020-2021 SY**	**2021-2022 SY**
Attendance	94.70%	91.30%	96.50%	96.70%	93.30%
Chronic Absenteeism	24%	45%	5%	6%	18.90%
Mobility Rate	3%	2%	2%	1%	3.60%

Table 2

Student Demographics

	2017-2018 SY	**2018-2019 SY**	**2019-2020 SY**	**2020-2021 SY**	**2021-2022 SY**
White	76.20%	75.70%	75.30%	75.50%	74.4%
Black	0%	0.60%	0.80%	0.60%	*Data Redacted
Hispanic	15.40%	15.30%	15.80%	17.60%	18%

Asian	7.10%	6.90%	7%	5.50%	6.60%
American Indian	0.20%	0.20%	0.20%	0.20%	*Data Redacted
Two or More	1%	1.30%	0.80%	0.60%	*Data Redacted

* Data redacted due to low number

Table 3

Enrollment Data By Grade

Enrollment Data	2017-2018 SY	2018-2019 SY	2019-2020 SY	2020-2021 SY	2021-2022 SY
Total Population	479	465	486	494	484
Grade 5	122	121	134	119	121
Grade 6	117	127	118	132	114
Grade 7	111	107	128	113	133
Grade 8	129	110	106	130	116

Table 4

Student Sub Group Enrollment

Sub-groups	2017-18 SY		2018-19 SY		2019-20 SY		2020-21 SY		2021-22 SY	
	#	%	#	%	#	%	#	%	#	%
Total English Language Limited (ELL)		7%		9%	n/a	12%		16%		19%
Spanish	9	20%	9	20%	n/a	n/a	10	12%	12	12%
Polish	13	29%	13	29%	n/a	n/a	30	36%	26	27%
Ukrainian	5	11%	5	11%	n/a	n/a	22	26%	35	37%
Other	18	40%	18	40%	n/a	n/a	23	27%	21	22%

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
	%	%	%	%	%
Intellectual Disability	2%	2%	3%	4%	6%
Speech or Language Impairment	16%	14%	16%	14%	9%
Emotionally Disability	6%	3%	7%	4%	9%
Other Health Impairment	7%	9%	7%	13%	13%
Specific Learning Disability	27%	34%	30%	25%	49%
Multiple Disabilities	2%	2%	2%	1%	2%
Autism	17%	14%	11%	16%	11%

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	30
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	1
# Teachers Working Out of Field	0	0	0	0	0	0
% Teacher Attendance (District)	67.5%	74.4%	78%	n/a	52.50%	
% Caucasian Teachers (District)	89.2%	89.6%	81.9%	n/a	85.10%	
% Afro-Am. Teachers (District)	*	*	*	*	*	
% Hispanic Teachers (District)	*	*	*	*	*	
% Male Teachers (District)	21.7%	13.5%	16.5%	n/a	16.45%	15.49%
% Female Teachers (District)	78.3%	86.5%	81.3%	n/a	83.60%	84.51%
# 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

Shanna Russell, Faculty Member and 8th Grade Representative

Steve Hovorka, Faculty Member and 7th Grade Representative

Todd Browder, Faculty Member and 6th Grade Representative

Taylor Provax, Faculty Member and 5th Grade Representative

Brittney Tiehen, Faculty Member and SpEd Representative

1.4 Other Information

J. Giles School Illinois Report Card for 2021-2022:

Giles School Report Card

***In 2022, Giles earned the designation of Exemplary based upon the amount of growth made from IAR in 2019 to IAR in 2022.*** Schools with growth in top 10% statewide, with no underperforming student groups, earned Exemplary status. On the IAR ELA assessment, 75%

of students showed growth, while 56% of students showed growth on the IAR Math

assessment.

Figure 1

IAR Student Results in 2022
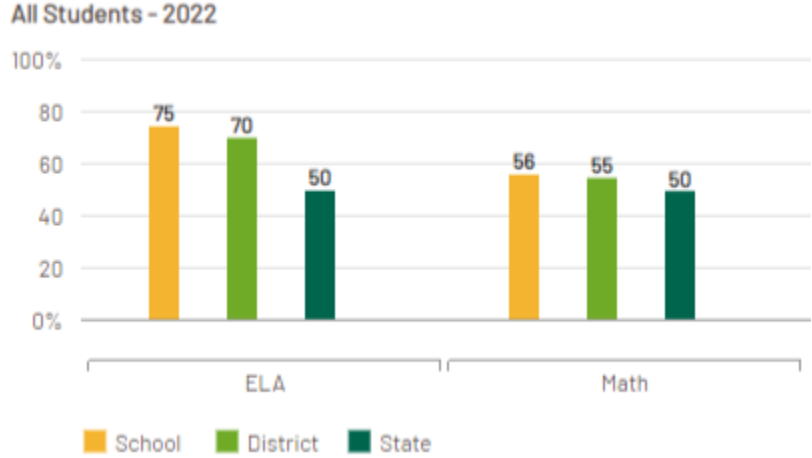
Curriculum Information

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**
● Pearson EnVision Math Program ● IXL	● Pearson Savvas Realize Program ● IXL	● Magnetic Reading ● iReady	● Pearson My Perspectives ● iReady ● Flocabulary

Social Studies (5th-8th)	Science (5th-8th)	Spanish (5th-8th)

• McGraw Hill
 	
• Discovering Our Past:
  History of the World
 	
• Early Ages
 	
• Our Federal and State
  Constitution - Illinois
  Edition
 	
• Flocabulary
 	
• Newsela
	• Generation Genius
	
	• CK12
	
	• Open Science Edition
	
	• Newsela
	
	• Readworks
	
	• National Geographic
	
	• Science News
	
	• Flocabulary
	
	• Blooket
		• Avancemos
		
		• Blooket
		
		• Duolingo
		
		• GimKit

School Strengths

Committed Staff

- Giles' teachers are highly educated and committed professionals with a variety of specialized teaching certifications. Sixty five percent of teachers in District 80 have a Master's Degree or higher. Teachers are highly effective and qualified with 100% of staff earning a proficient or excellent rating on their most recent evaluation. Additionally, teachers are personally invested in the Norridge community. Several employees attended Giles School or are current residents, and are committed to giving back to the Norridge District 80 community.

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. During the 22-23 school year, cross country participation skyrocketed by 38% to 65 members. The students earned many awards at the final meet including the 5th/6th grade girls taking first place, the 5th/6th grade boys

taking first place and the 7th/8th girls taking second place. Fifteen students each participated on the JV and Varsity girls volleyball teams earning 8th and 4th place respectively. Boys soccer boasted a large 26 member team coming in 2nd place. This year, the boys basketball teams were cheered on by a 12 member JV and 12 member Varsity cheerleading squad. The boys themselves each won first place in their respective championships.

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. As of January 2023, students have earned a total of 1,485 PBIS points so far this year.

- 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 21-22 school year, one grade level received new 65" interactive smartboards in their classrooms. The following year, the remaining three grade levels received new 75" 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 $10,000 dollars of new books (about 700-850 titles) for Giles students.

- 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 2023.

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, and the PTA who have generously donated many invaluable items and experiences for Giles students.

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.

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 improved from 73.1% in the 2020-2021 school year, to 90.3% in the 2021-22 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.

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

	Map Score	IXL Score	Class Recommended
8th Grade	253+	900+	Integrated Math 2
7th Grade	247+	820+	RHS Integrated Math 1 ONCE all unit tests for the 8th grade curriculum are passed with an 80% or higher AND 100% of homework completion in current grade level class
6th Grade	241+	725+	Go to 8th Grade ONCE all unit tests for the 7th grade curriculum are passed with an 80% or higher AND 100% of homework completion in current grade level class
5th Grade	235+	650+	Go to 7th Grade ONCE all unit tests for the 6th grade curriculum are passed with an 80% or higher AND 100% of homework completion in current grade level class

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 18.9% in the 2022 school year. Chronic Absenteeism is closely linked to reduced student achievement, social disengagement and feelings of alienation.

- PBIS Referrals for Repeat Offenders

  - Most of the students at Giles receive no more than one major.   One percent of students receive six or more, and 5% of the student body receive 2-5 majors. The students who receive six or more majors receive well beyond that limit, the worst of which are receiving 27 majors. The top 10 repeat offenders account for 40.25% of the total majors and 22.9% of the total minors issued to students in the school. Giles is working to develop intervention programs to reduce the amount of majors for the most significant repeat offenders.

  - The challenges faced at Giles School with regards to student major referrals include a low proportion of students with 6 or more majors (1.21%) and a moderate proportion with 2-5 majors (5.44%).

- 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 2023.

- 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 20-21 school year, that number rose to 16% 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

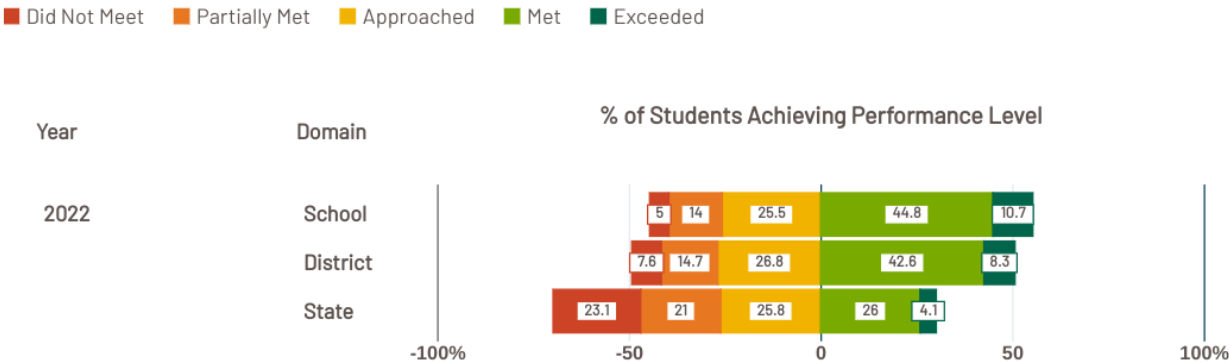*% Students Achievement Performance Level in ELA (IAR Test)*

Figure 3
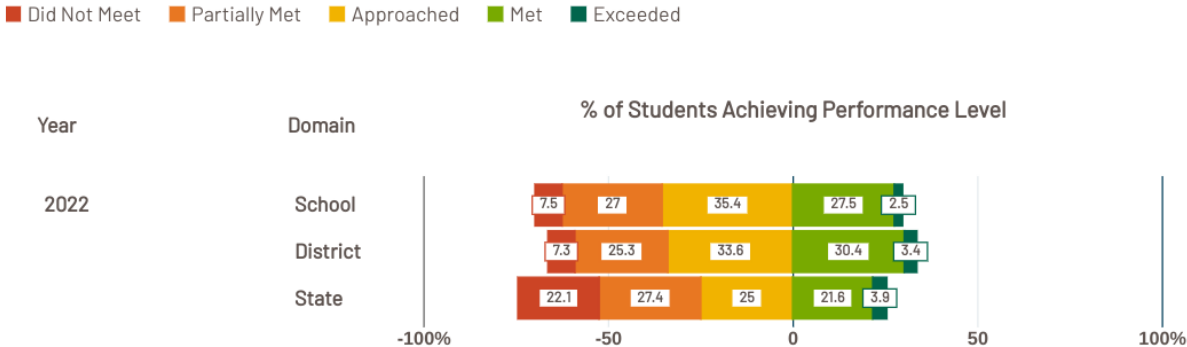
% Students Achievement Performance Level in Math (IAR Test)

Table 10

NWEA Map Math Data

5th Grade Math Mean RIT	Fall 2017-2018	Winter 2017-2018	Spring 2017-2018	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
Grade 5	213.6	215.7	220.4	213.2	215.6	221.8	213.4	218.2	215.5	218.7	209.3	213.5	218	210.8	211.4
Norm	209.13	214.7	218.75	209.13	214.7	218.75	209.13	214.7	214.7	218.75	209.13	214.7	218.75	209.13	214.7
Above /Below Norm	4.47	1	1.65	4.07	0.9	3.05	4.27	3.5	0.8	-0.05	0.17	1.2	0.75	1.67	3.3

6th Grade Math Mean RIT	Fall 2017-2018	Winter 2017-2018	Spring 2017-2018	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
Grade 6	217.9	221.2	223.6	217.2	220.6	225.7	216.6	223.1	222.1	225.5	222.3	225.3	229.1	224.1	220.1
Norm	214.75	219.56	222.88	214.75	219.56	222.88	214.75	219.56	219.56	222.88	214.75	219.56	222.88	214.75	219.56
Above /Below Norm	3.15	1.64	0.72	2.45	1.04	2.82	1.85	3.54	2.54	2.62	7.55	5.74	6.22	9.35	0.54

7th Grade Math Mean RIT	Fall 2017-2018	Winter 2017-2018	Spring 2017-2018	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

Grade 7	225.2	228.9	228.5	223.6	227.2	232	224	229.3	229.2	233.6	222.3	225.3	229.1	224.1	227.4
Norm	220.21	224.04	226.73	220.21	224.04	226.73	220.21	224.04	224.04	226.73	220.21	224.04	226.73	220.21	224.04
Above/Below Norm	4.99	4.86	1.77	3.39	3.16	5.27	3.79	5.26	5.16	6.87	2.09	1.26	2.37	3.89	3.36

8th Grade Math Mean RIT	Fall 2017-2018	Winter 2017-2018	Spring 2017-2018	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
Grade 8	233.4	235	237.7	229.8	234.6	239	233.1	240.8	241	241.7	231	233.1	238.8	229.8	234.2
Norm	224.92	228.12	230.3	224.92	228.12	230.3	224.92	228.12	228.12	230.3	224.92	228.12	230.3	224.92	228.12
Above/Below Norm	8.48	6.88	7.4	4.88	6.48	8.7	8.18	12.68	12.88	11.4	6.08	4.98	8.5	4.88	6.08

Table 11

NWEA Math Making Expected Gains

Math Making Expected Gains	Winter 2017-2018 to Winter 2018-2019	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
5th	43%	58%	41%	53%	47%
6th	59%	75%	47%	61%	79%

7th	51%	69%	46%	48%	70%
8th	64%	95%	73%	55%	71%
Overall	54%	73%	52%	54%	68%

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	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall 2017-2018	209.13	213.6	4.47	212.3	214.8	212.1	215
Winter 2017-2018	214.7	215.7	1	214.9	217.4	214.6	216.1
Spring 2017-2018	218.75	220.4	1.65	217.9	220.8	221.8	221
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 2021-2022	218.75	218	0.75	218.2	219.8	218.9	215.4
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

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 2017-2018	214.75	217.9	3.15	219.3	221.2	217.1	213.9
Winter 2017-2018	219.56	221.2	1.64	221.4	224.1	221.4	218.3

Spring 2017-2018	222.88	223.6	0.72	222.3	226.9	224.2	221
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 2019-2020	214.75	216.6	1.85	215.8	219.1	217.4	213.9
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	219.56	220.1	0.54	222.4	222.5	217.9	217.7

2022-2023							

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 2017-2018	220.21	225.2	4.99	223.3	229.7	226.5	221.5
Winter 2017-2018	224.04	228.9	4.86	229	233.8	227.7	225.1
Spring 2017-2018	226.73	228.5	1.77	226.8	230.7	227.1	229.6
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

				Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
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 2021-2022	226.73	229.1	2.37	227.7	229.4	228.3	230.6
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

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 2017-2018	224.92	233.4	8.48	232	240.3	230.3	231.1
Winter 2017-2018	228.12	235	6.88	236.4	240.8	230.2	232.6
Spring 2017-2018	230.3	237.7	7.4	237.2	241.9	235.8	236
Fall	224.92	229.8	4.88	229.5	231.8	229.8	228.4

2018-2019							
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

Legend:

Above the Mean RIT	
Below the Mean RIT	

Table 13

NWEA Reading Data

5th Grade Reading Mean RIT	Fall 2017-2018	Winter 2017-2018	Spring 2017-2018	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
Grade 5	208	211.3	210.5	208.2	211	211.2	207.8	211.5	212	213.8	207.1	211.4	214.6	207.2	210.4
Norm	204.48	209.12	210.98	204.48	209.12	210.98	204.48	209.12	209.12	210.98	204.48	209.12	210.98	204.48	209.12
Above /Below Norm	3.52	2.18	-0.48	3.72	1.88	0.22	3.32	2.38	2.88	2.82	2.62	2.28	3.62	2.72	1.28

6th Grade Reding Mean RIT	Fall 2017-2018	Winter 2017-2018	Spring 2017-2018	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
Grade 6	212.3	216.5	213.9	213.3	215.8	219.1	210.8	216.2	215	219.3	213.7	216.9	218.7	212.6	215.1
Norm	210.17	213.81	215.36	210.17	213.81	215.36	210.17	213.81	213.81	215.36	210.17	213.81	215.36	210.17	213.81

Above/Below Norm	2.13	2.69	-1.46	3.13	1.99	3.74	0.63	2.39	1.19	3.94	3.53	3.09	3.34	2.43	1.29

7th Grade Reading Mean RIT	Fall 2017-2018	Winter 2017-2018	Spring 2017-2018	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
Grade 7	217.9	219.1	217.1	216.6	219.7	221.6	217	220.6	221.4	222.7	217.9	221.6	222.2	217.9	221.1
Norm	214.2	217.09	218.36	214.2	217.09	218.36	214.2	217.09	217.09	218.36	214.2	217.09	218.36	214.2	217.09
Above/Below Norm	3.7	2.01	-1.26	2.4	2.61	3.24	2.8	3.51	4.31	4.34	3.7	4.51	3.84	3.7	4.01

8th Grade Reading Mean RIT	Fall 2017-2018	Winter 2017-2018	Spring 2017-2018	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
Grade 8	223	224.9	225.8	222.6	226.7	228.7	222.8	228	228	228.3	224.1	227.7	228.9	222.8	228.4
Norm	218.01	220.52	221.66	218.01	220.52	221.66	218.01	220.52	220.52	221.66	218.01	220.52	221.66	218.01	220.52
Above/Below Norm	4.99	4.38	4.14	4.59	6.18	7.04	4.79	7.48	7.48	6.64	6.09	7.18	7.24	4.79	7.88

Table 14

NWEA Reading Making Expected Gains

Reading Making Expected Gains	Winter 2017-2018 to Winter 2018-2019	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
5th	49%	41%	52%	50%	48%
6th	48%	61%	48%	60%	75%
7th	50%	58%	51%	70%	66%
8th	73%	69%	70%	72%	77%
Overall	55%	57%	56%	63%	64%

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 2017-2018	204.48	208	3.52	207.8	208.5	208.5	207.5	207.9
Winter 2017-2018	209.12	211.3	2.18	210.7	213.1	210.3	210.2	212
Spring	210.98	210.5	-0.48	209.3	210.3	210	211.4	211.5

2017-2018								
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

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 Text Language, Craft and Structure	Informational Text: Key Ideas and Details	Information Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2017-2018	210.17	212.3	2.13	211.8	213.8	210.7	212.6	212.8
Winter 2017-2018	213.81	216.5	2.69	216.6	217.1	216.5	216.5	215.4
Spring 2017-2018	215.36	213.9	-1.46	214.3	213.5	213.7	213.2	215.2
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

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 2017-2018	214.2	217.9	3.7	216.4	218.9	217.7	219.3	217.4
Winter 2017-2018	217.09	219.1	2.01	219.3	219.1	218.8	218.7	220.1
Spring 2017-2018	218.36	217.1	-1.26	215.1	217.8	216.6	217	218.7
Fall	214.2	216.6	2.4	215.7	217.7	217.2	216.1	216.6

2018-2019								
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

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	Information Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2017-2018	218.01	223	4.99	221.9	224.3	222.2	223.3	223.7
Winter 2017-2018	220.52	224.9	4.38	223.2	225.5	224.8	226.5	224.4
Spring 2017-2018	221.66	225.8	4.14	226.3	225.8	225.6	226.1	225.4
Fall 2018-2019	218.01	222.6	4.59	223.2	222.3	221.7	222	224.2
Winter 2018-2019	220.52	226.7	6.18	226.5	227.3	226.9	227	226.2
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

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 2020-2021 Major Referrals by Problem Behavior
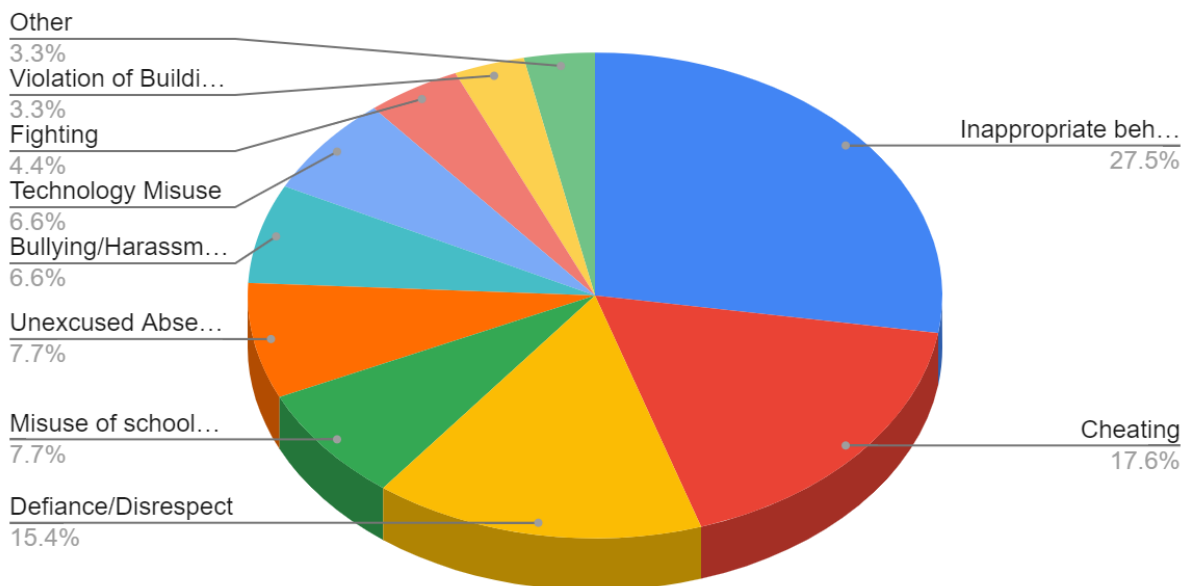
Inappropriate behavior/language	25	1.54%
Cheating	16	0.99%
Defiance/Disrespect	14	0.86%
Misuse of school property	7	0.43%
Unexcused Absences	7	0.43%
Bullying/Harassment	6	0.37%
Technology Misuse	6	0.37%
Fighting	4	0.25%
Violation of Building Rules	3	0.19%
Other	3	0.19%
Disruption to Learning	3	0.19%
Arrive Late/ Leave Early	1	0.06%
Repeated Minor	1	0.06%
Physical Aggression	1	0.06%

Camera Avoidance	1	0.06%
Class Participation Avoidance	1	0.06%
Repeated Failure to practice social distancing	1	0.06%

Figure 5

School Year 2021-2022 Major Referrals by Problem Behavior
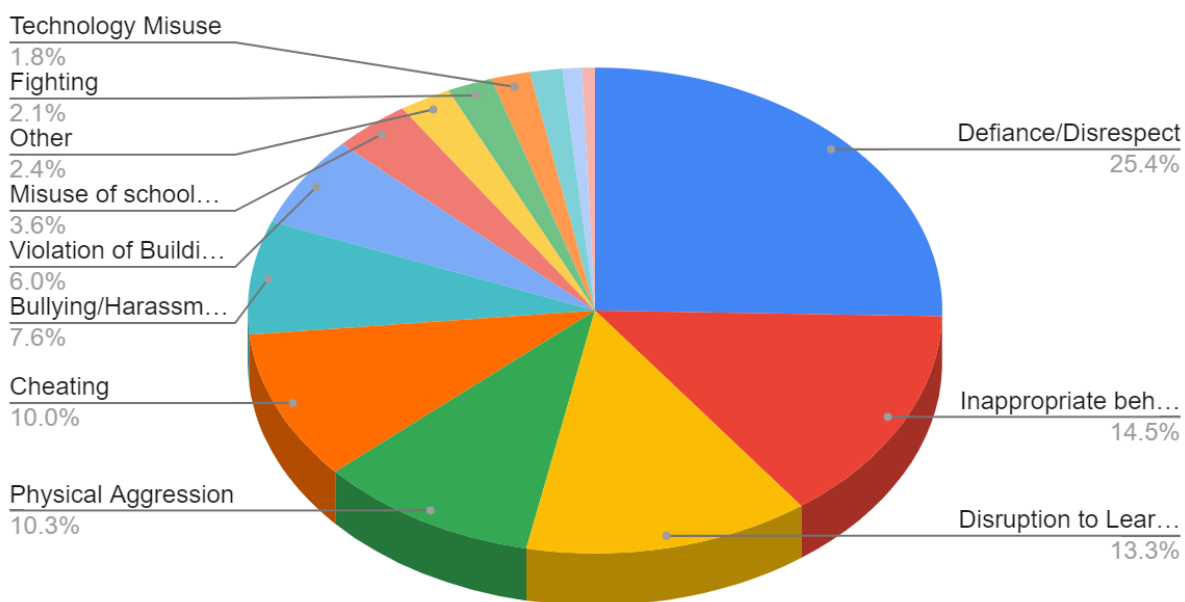
Defiance/Disrespect	84	9.24%
Inappropriate behavior/language	48	5.28%
Disruption to Learning	44	4.84%
Physical Aggression	34	3.74%
Cheating	33	3.63%
Bullying/Harassment	25	2.75%

Violation of Building Rules	20	2.20%
Misuse of school property	12	1.32%
Other	8	0.88%
Fighting	7	0.77%
Technology Misuse	6	0.66%
Arrive Late/ Leave Early	5	0.55%
Class Participation Avoidance	3	0.33%
Repeated Minor	2	0.22%

Figure 6

School Year 2022-February 2023 Major Referrals by Problem Behavior
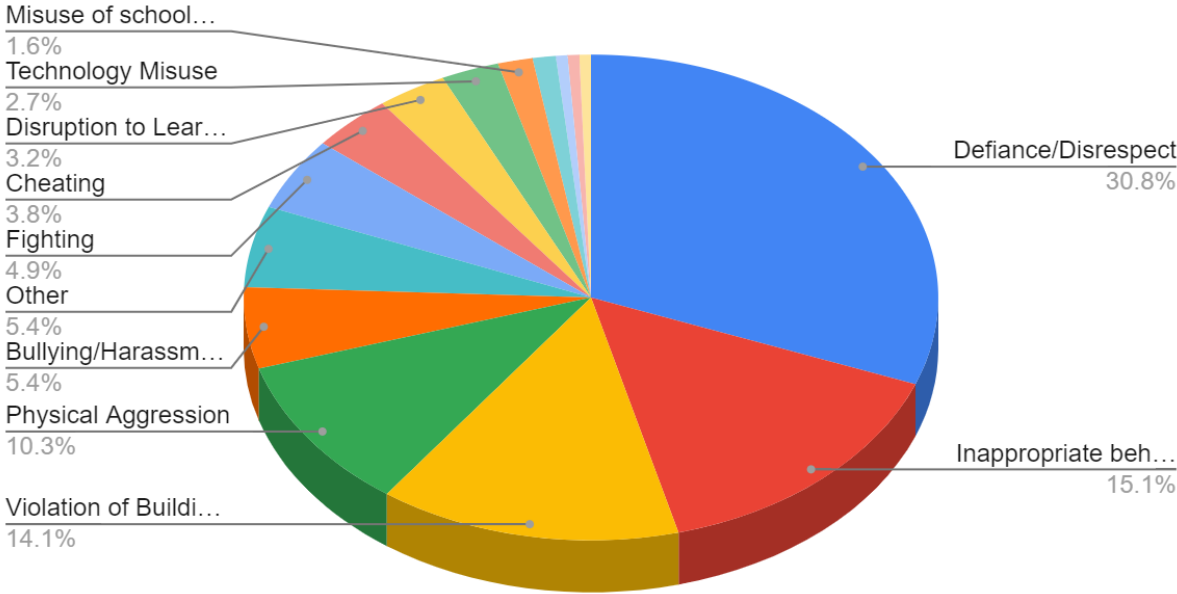
Defiance/Disrespect	57	11.95%

Inappropriate behavior/language	28	5.87%
Violation of Building Rules	26	5.45%
Physical Aggression	19	3.98%
Bullying/Harassment	10	2.10%
Other	10	2.10%
Fighting	9	1.89%
Cheating	7	1.47%
Disruption to Learning	6	1.26%
Technology Misuse	5	1.05%
Misuse of school property	3	0.63%
Arrive Late/ Leave Early	2	0.42%
Repeated Minor	1	0.21%
Class Participation Avoidance	1	0.21%
Unexcused Absences	1	0.21%
Possession of alcohol, drugs, or weapons	0	0.00%

Figure 7

School Year 2022-February 2023 mySAEBRS Data

Fall 2022 mySAEBRS Data
HIGH RISK 1.0%
SOME RISK 8.0%
LOW RISK 91.0%

Winter 2023 mySAEBRS Data
HIGH RISK 1.0%
SOME RISK 10.0%
LOW RISK 89.0%
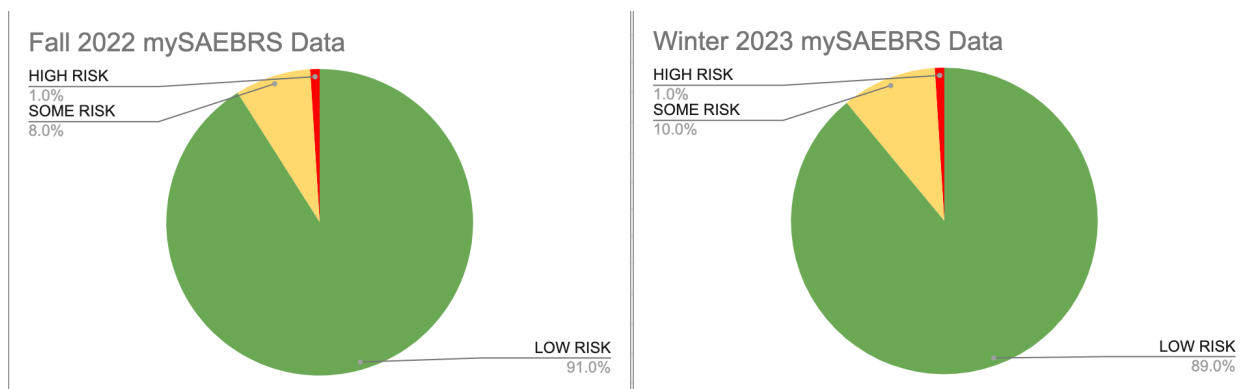
Figure 8

School Year 2022-February 2023 SAEBRS Data
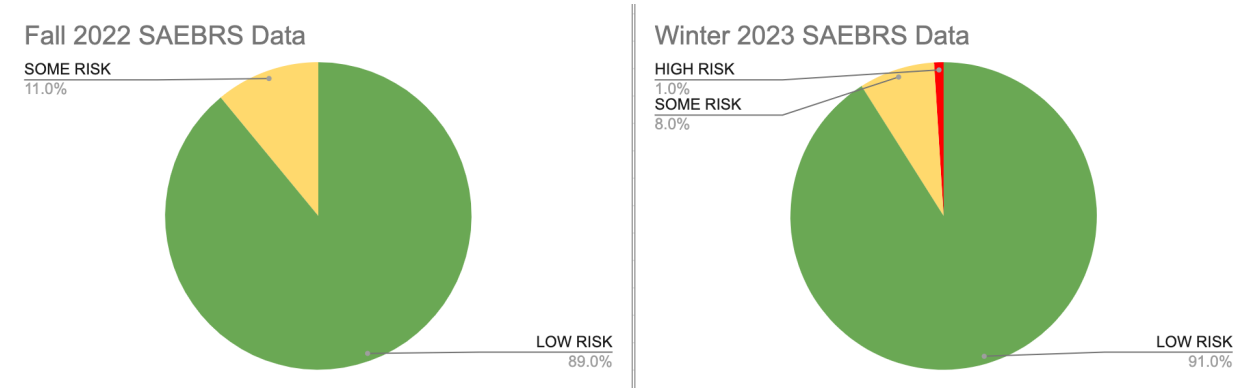
Table 16

mySAEBRS Data 22-23

Risk Level	Fall 2022	Winter 2023
LOW RISK	91	89
SOME RISK	8	10
HIGH RISK	1	1

Table 17

SAEBRS Data 22-23

Risk Level	Fall 2022	Winter 2023
LOW RISK	89	91
SOME RISK	11	8

HIGH RISK	0	1

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 allows for individuals to share their perspectives on essential conditions for learning. The rating scale ranges from least implementation to most implementation. The most recent survey data is from 2022.

For 2022, 91.8% of students and 75.7% of teachers completed the 5Essentials Survey. The teachers and students of J. Giles School determined "Collaborative Teachers" was Less Implemented compared to other schools in the state. "Involved Families", "Effective Leaders", and "Ambitious Instruction" earned an Average Implementation rating. "Supportive Environment" achieved a More implementation rating.

Figure 9

5Essentials Survey Data from 2022

Section 3   Problem Statements and Hypotheses

3.1   Patterns of Strengths and Problems

Table 18

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 65% of our teachers having a master's degree or higher.	• Table 6 - Educator Data • Illinois State Report Card
2. Students were able to participate in twelve different extracurricular teams throughout the school year	• LNAC Calendar
3. This year, students have earned a total of 1485 PBIS points as of January 2023.	• Administrator School Report
4. We are a one to one ratio of Chromebook to student	• Norridge School District 80 Website
5. Building improvements for the 2022-23 school year include $50,000 toward the STEAM and Science labs and $14,000 for new books in the newly remodeled Learning Media Center.	• Norridge Schools Foundation • Title IV Grant

6. The Canned Food drive raised 581 items in the 2022-23 school year and collected $4,584 for gifts for the Salvation Army's Angel Tree Giving.	● Giles PRIDE Leaders
7. 100% of teachers can communicate with parents via email and our phone system.	● District Provided Email and Phone Number
8. From Winter of 2022 to Winter of 2023: 48% of 5th-grade students made expected gains in Reading 64% of 6th-grade students made expected gains in Reading 65% of 7th-grade students made expected gains in Reading 77% of 8th-grade students made expected gains in Reading	● Table 14- MAP/NWEA Reading Data
9. From Winter of 2022 to Winter of 2023: 47% of 5th-grade students made expected gains in Math 79% of 6th-grade students made expected gains in Math 70% of 7th-grade students made expected gains in Math 71% of 8th-grade students made expected	● Table 11 - MAP/NWEA Reading Data

gains in Math	
10. The teacher retention rate at Giles School has improved from 73.1% in the 2020-21 school year to 90.3% in the 2021-22 school year.	● Illinois School Report Card ● Table 6 - Educator Data
11. 154 students are active in our Instrumental Music program.	● Data collected by registration fees
12. Thirty students are participating in accelerated programs in Math and Reading.	● Table 8 - Criteria for Math Advancement ● Table 9 - Criteria for ELA Advancement

Table 19

Pattern of Problems

Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
1. Giles School had a Chronic Absenteeism rate of 18.9% in the 2022 school year.	● Table 1 - Student Attendance Data
2. PBIS Referrals for Repeat Offenders: The top 10 repeat offenders account for 40.25% of the total majors and 22.9% of the total minors issued to students in the school.	● Figure 4 ● Figure 5 ● Figure 6

3. 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.	● District 80 Strategic Plan
4. 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.	● Table 6 - Educator Data ● Staffing Plan 2023/2024
5. Giles school has a substitute teacher shortage. Giles currently utilizes four external substitute teachers to cover daily absences. Additionally, shortages are addressed by teachers covering classes during their planning periods.	● Table 6 - Educator Data ● Collective Bargaining Agreement
6. At Giles, the percentage of English Learners is rising. In the 17-18 school year, 7% of the population was identified as English Learners.	● Table 4 - Student Sub Group Enrollment ● Table 5 - Student Sub Groups by Percent by Total Student

In the 20-21 school year, that number rose to 16% of the population.	Body
7. 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.	● Intergovernmental Agreement with Norridge Park District ● Collective Bargaining Agreement
8. 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.	● Building Schedule Plan 2023/2024 ● Collective Bargaining Agreement
9. On the NWEA MAP Reading data from Winter 21-22 to Winter 22-22, 68% of our students made expected growth.	● Table 14 - NWEA Reading Making Expected Gains
10. On the NWEA MAP Reading data from Winter 21-22 to Winter 22-22, 64% of our students made expected growth.	● Table 11 - NWEA Math Making Expected Gains

3.2   Hypotheses

Table 20

Hypothesis 1

Problem Statement: On the NWEA MAP Math data from Winter 21-22 to Winter 22-22, 68% of our students made expected growth.			
Priority Hypotheses	**Data Source 1**	**Data Source 2**	**Data Source 3**
iXL assists and identifies and helps provide specific student's learning needs	Staff Observations	NWEA	
Capacity to deliver evidenced based interventions are limited.	Staff observations	Personnel audit	
Students who are chronically absent lack appropriate instruction in Math.	Attendance Data	NWEA	Mastery Connect

Table 21

Hypothesis 2

Problem Statement: On the NWEA MAP Reading data from Winter 21-22 to Winter 22-22, 64% of our students made expected growth.			
Priority Hypotheses	**Data Source 1**	**Data Source 2**	**Data Source 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 ELL do not have the vocabulary or fluency skills, within the English language to be successful.	Staff Observations	NWEA vocabulary iReady vocabulary	Access Testing
Capacity to deliver evidenced based interventions are limited.	Staff observations	Personnel audit	
Students who are chronically absent lack appropriate instruction in reading.	Attendance Data	NWEA	Mastery Connect

Table 22

Hypothesis 3

Problem Statement: PBIS data shows the number of major referrals in cheating, defiance/disrespect, and inappropriate behavior/language is 141 students. (2019-2020 data).			
Priority Hypotheses	**Data Source 1**	**Data Source 2**	**Data Source 3**
Establishing relationships through the advisory teachers supported by Administration. .	PBIS Data	5 Essentials Survey	Staff Observations
Teachers require professional development for handling trauma within the school.	Administration Observations	Staff Observations	
Professional development on behavioral	Administration	Staff	

management.	Observation	Observations	
Identify at risk students and provide them with support from our mental health professionals.	PBIS Data	Staff Observations	

Section 4 Goals, Strategies, and Integrated Action Plan

Table 23

Improvement Goal 1

Improvement Goal 1: Increase
Data Source: NWEA MAP Math
Specific Action: Increase percentage of students making expected gains on MAP in Math.

Specific Steps	**Timeline**	**Person/ Group Responsible**
Engage the Building Leadership Team to facilitate professional learning communities which will meet weekly, focused around the four PLC questions, while promoting reflective dialogue and collaboration. Administrative team would be responsible for setting up guidelines and expectations. A *Professional Learning Community* is an ongoing process in which educators work collaboratively in	Ongoing	Admin & BLT

recurring cycles of collective inquiry and action research to achieve better results for the students they serve.		
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. PLCs will review the Power Standards and how they will be implemented in the curriculum during the upcoming years.	August 2023	Admin & BLT
Continue to maintain the Giles School MTSS Committee, which includes a teacher from all levels, to review, assess and implement the MTSS plan.	Ongoing	Admin & MTSS Committee
MTSS Committee will educate staff on the MTSS guide to share with all staff to include information such as; ● Identifying and delivering PD to staff ● Reviewing Intervention recommendations for tier 2 and tier 3	Fall 2023	MTSS Committee
The Admin will meet monthly to discuss student response to intervention and instructional strategies. Assess needs and quality of the research based interventions being implemented through meetings every other month.	Monthly	Admin
All staff training to focus on meeting the needs of students through Tier 2 and 3 interventions.	Ongoing	All Staff

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.	Biweekly	Assistant Principal Grade Level Teams
Twice a year, co-teaching teams will receive ongoing coaching support based on the co-teaching model.	Twice/year	Co-teaching teams
Teachers and staff will engage in professional learning focused on how to utilize technology to promote differentiated instructional teaching and learning.	Ongoing	
Develop a professional learning plan with a year at-a-glance calendar of professional learning. Training to include surveying staff for opportunities such as; - New Teacher Training - Intervention Support - Small Group Training	Spring 2023	Admin Team
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 who are willing to offer the workshop for parents.	Annually	Administrative Team

Table 24

Improvement Goal 2

Improvement Goal 2:	
70% of students will meet or exceed expected growth on the Reading NWEA/MAP Measure of Academic Progress from Winter 22-23 to Winter 23-24.	
Data Source:	
NWEA MAP Language Arts	
Specific Action: Increase the percentage of students meeting or exceeding expected gains on the Reading NWEA/MAP Measure of Academic Progress.	

Specific Steps	Timeline	Person/ Group Responsible
Engage the Building Leadership Team to facilitate professional learning communities which will meet weekly, 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.	Weekly	BLT
All teachers will participate in workshops focused on teaching strategies designed to increase listening, speaking, reading and writing proficiency levels	Fall 2023	Administration Team
Professional Development provided to staff which will focus on instructional units inclusive of targeted skills designed to	Spring/Summer 2024	Scheduling Team

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 areas.		
Develop a school wide schedule that accommodates interventions in native language and ELL support.	Spring/Summer 2024	Scheduling Team
Offer ELL support to all students who qualify for services	Ongoing	Administration 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
Implement a writing class, to increase student knowledge in targeted areas, according to schoolwide/classroom data.	August 2023 & Ongoing	Scheduling Team

Table 25

Improvement Goal 3

Improvement Goal 3: Reduce repeat offenders' (Top 10 students receiving referrals) percentage of contribution to majors from 40.25% to 30% and contribution to minors from 22.9% to 17%.
Data Source: Office Discipline Referrals (from PBIS Rewards)

Specific Action: Decrease the number of referrals by establishing relationships through the advisory teachers supported by Administration. In addition, continue discussions on what it means to be GilesMade.

Specific Steps	Timeline	Person/ Group Responsible
Teachers will be provided professional development for handling trauma within the school.	Start of school year and then on-going.	Scheduling Team
Every Monday and Friday students will check-in with PBIS. This should be monitored by all staff.	On-going	All Staff
Teachers and paraprofessionals will be provided professional development on behavioral management.	Start of school year and then on-going.	Admin Team
Identify at risk students and provide them with support from our mental health professionals.	On-going	BSAT/Admin Team
Encourage Professional Learning Communities to discuss the major referrals that are reported each week and work to form Behavioral Improvement Plans for those students.	On-going	Admin Team
Continue to follow the Second Step Program in order to ensure that our students are GilesMade.	On-going	All Staff
Promote positive behaviors by awarding PBIS points and	On-going	All Staff

incentives.		

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:

- ☐ Tuesday, September 20, 2022

- ☐ Tuesday, October 18, 2022

- ☐ Tuesday, November 15, 2022

- ☐ Tuesday, December 13, 2022

- ☐ Tuesday, January 17, 2023

- ☐ Monday, January 30, 2023

- ☐ Monday, February 6, 2023

- ☐ Monday, February 27, 2023

- ☐ Monday, March 6, 2023

- ☐ Tuesday, March 14, 2023

- ☐ Tuesday, March 21, 2023

- ☐ Monday, April 3, 2023

- ☐ Monday, April 17, 2023

- ☐ Tuesday, April 18, 2023

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 April of 2023. 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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