



School Improvement Plan  
2024-2025

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## **Section 1**

### **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**

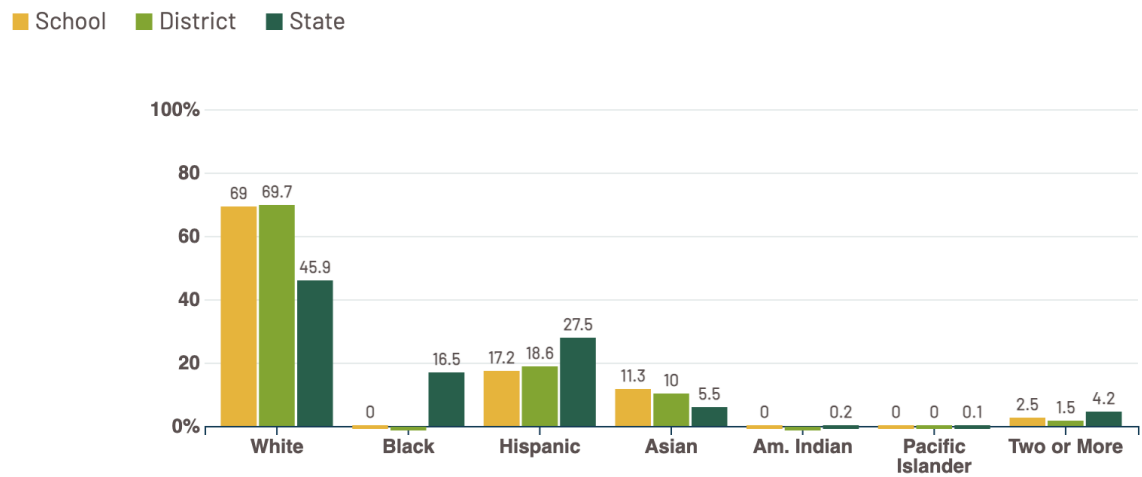
Leigh School is a public elementary school located in Norridge, Illinois, serving students from preschool through fourth grade. The school's total enrollment is approximately 640 students, and the average classroom size is 23 students. Leigh School is located in a suburban community and serves students from Norridge and portions of Harwood Heights, Norwood Park, and Leyden Townships. The school has been rated as a "Commendable

School" by the Illinois State Board of Education based on its summative designation.

Leigh School provides a continuum of educational services and also offers English language instruction to 32% of our students who are English Learners. A total of 16% of Leigh school's students receive special education and/or related services through an Individualized Education Plan (IEP). To support these students, Leigh School has seven learning behavior specialists on staff and a special education paraprofessional staff of eighteen. In addition, the school has a full-time School Psychologist, four FTE School Social Workers, two full-time Speech and Language pathologists, a full-time Occupational Therapist, and a part-time Physical Therapist. Leigh School also employs one full-time Academic Interventionist. These professionals work with students to provide a comprehensive range of services, ensuring that all students are able to achieve academic and personal success.

Leigh School receives targeted assistance from the Title I program, with 44% of students classified as low-income. Leigh School employs a Reading and Math Interventionist, who provides targeted academic interventions during the school day to support these students, as well as two Title I paraprofessionals.

The school's racial and ethnic breakdown is as follows:



Illinois School Report Card (2023)

Turning our attention to academics, let's explore what Leigh School has to offer. Take a look at the following information to learn more about our curriculum and educational resources;

### **K-2 English Language Arts**

Superkids is a comprehensive ELA (English Language Arts) program designed for students in Kindergarten through 2nd grade. The curriculum focuses on developing foundational literacy skills such as phonemic awareness, phonics, comprehension, and vocabulary development.

Superkids uses a systematic approach to teach phonics and reading by introducing letter-sound relationships in a specific order, starting with the most common letter sounds. The program includes decodable texts that allow students to practice their new reading skills in a supportive environment. As students progress, they are introduced to more complex texts, building their comprehension and critical thinking skills. In addition to reading, Superkids also emphasizes writing, grammar, and speaking and listening skills. The curriculum includes opportunities for students to engage in group discussions, debates, and presentations, which helps to develop their communication and collaboration skills.

Overall, Superkids is a well-rounded ELA curriculum that provides a strong foundation in reading and writing skills, helping students to become confident and competent readers and communicators.

## **Mathematics**

iReady is a comprehensive online math program that provides personalized instruction to students from kindergarten through 12th grade. It's designed to help students achieve mastery in math by identifying their individual strengths and weaknesses and providing instruction and practice exercises that are tailored to their specific needs.

The program begins with an adaptive diagnostic test that assesses each student's knowledge and skills in math, including number sense, operations, algebra, geometry, measurement, and data analysis. Based on the results of the diagnostic test, iReady generates an individualized learning path for each student, which includes interactive lessons, guided practice, and ongoing assessments to track progress.

The iReady curriculum is aligned with state and national math standards, and it provides students with a variety of engaging and interactive learning experiences, such as games, videos, and animations. The program also provides regular progress reports to parents and teachers, which enable them to track student performance and make data-driven decisions about instruction and support.

## **Science**

StemScopes is a comprehensive science curriculum used by Leigh School that is designed to engage students in hands-on, inquiry-based learning experiences. The program is designed to be aligned with the Next Generation Science Standards (NGSS) and to provide students with a strong foundation in science, technology, engineering, and math (STEM) subjects.

The StemScopes curriculum is organized into modules that cover various science topics, such as life science, earth and space science, and physical science. Each module includes interactive activities, investigations, simulations, and assessments that are designed to help students understand the scientific concepts and develop their critical thinking and problem-solving skills.

The program is supported by a variety of digital resources, including online simulations, interactive whiteboard activities, and online assessments. These resources allow students to explore science concepts in a variety of ways and provide teachers with real-time data to monitor student progress.

In addition, StemScopes provides teachers with a range of instructional resources, including lesson plans, teacher guides, and professional development opportunities, to support effective implementation of the program. This helps teachers to provide a well-rounded, engaging, and challenging science education to their students.

Each grade level (K-4) has identified six power standards per grade level and created a scope and sequence to align the standards being taught



across the grade levels in conjunction with the StemScopes curriculum. To support student learning, the online Generation Genius program is used to offer additional examples, show interactive experiments, and support current instruction within the StemScopes curriculum.

### **Social Studies**

Throughout the 2023-2024 school year, the Leigh School Social Studies committee unpacked the newly updated Illinois Social Science Learning Standards. Upon reviewing the standards and reviewing what has historically been taught in the content area of Social Studies, it was determined that additional resources would be needed to be able to effectively teach the standards with fidelity. The committee decided to make a recommendation to purchase “Studies Weekly”, which is a comprehensive social studies curriculum. It is also aligned with the Illinois Learning Standards for Social Studies. This curriculum is designed to help students develop a deep understanding of history, geography, economics, and civics which are the essential strands in a social studies curriculum. The curriculum is delivered through a series of weekly units that are designed to be engaging, thought-provoking, and interactive.

Each unit of the Studies Weekly curriculum is designed to help students connect with the material and understand key concepts and vocabulary. The curriculum is structured around a variety of learning activities, including reading articles, watching videos, participating in discussions, and completing assignments. The curriculum also includes interactive elements, such as online simulations, games, and quizzes, which help students develop critical thinking skills and engage with the material in a more meaningful way.

Throughout the social studies curriculum, students are exposed to a wide range of topics, including culture, history, geography, economics, and government. The curriculum is designed to be both comprehensive and accessible, providing students with a broad understanding of the world around them while also addressing key concepts in depth.

By providing students with a strong foundation in social studies, Leigh School's program aims to help students become informed and active citizens who can contribute to society in meaningful ways. The program emphasizes the importance of critical thinking and problem-solving skills, as well as the ability to engage in informed and respectful dialogue with

others. Overall, the Studies Weekly curriculum is a valuable tool for delivering a high-quality social studies education to students at Leigh School. Adoption of this curriculum will also help our students meet the requirements recently developed in partnership with Ridgewood High School and the other neighboring elementary districts with the K-12 Post Secondary and Career Expectations (PaCE) Framework.

### **Post-Secondary and Career Expectations (PaCE) Framework**

An Illinois PaCE Framework has been crafted in partnership with Ridgewood High School, Pennoyer School District, and Union Ridge School District. Together, these districts are committed to providing their students with the tools and resources they need to succeed in college and their careers.

In addition to updating the framework to align with the state's requirements, the collaborative effort will also extend the framework down to the kindergarten level. This means that the framework will cover all grades from kindergarten through high school, providing a comprehensive approach to college and career readiness.

The PaCE Framework will continue to be organized around the three key areas of Career Exploration and Development, Postsecondary Education Exploration, Preparation, and Selection, and Financial Aid and Literacy. The updated framework will provide guidance to students, families, and educators on what types of experiences and information are necessary for effective college and career planning, beginning in kindergarten and continuing through high school.

By extending the framework down to the kindergarten level, Norridge School District 80 and its partner districts aim to help students develop the skills and knowledge they need to succeed in college and their careers, starting at an early age. By providing a cohesive approach to college and career readiness across all grades, we hope to create a seamless transition from early education to postsecondary education and beyond.

### **Social-Emotional Learning**

Second Step is a research-based social-emotional learning (SEL) program that is used at Leigh School to help students develop skills that support their social, emotional, and academic success. The program is

designed to help students learn skills like empathy, emotion management, problem-solving, and goal-setting, which can help them navigate social situations, build healthy relationships, and improve their academic performance.

The Second Step curriculum is organized into units that focus on specific skills or themes, such as "Emotion Management" or "Problem Solving." Each unit includes age-appropriate lessons, activities, and discussion prompts that help students understand and practice the targeted skills. The program also includes resources for parents and caregivers, such as discussion prompts and activities that can be done at home to reinforce the skills learned in the classroom.

The program is designed to be engaging and interactive, with a mix of videos, games, and group activities that help students develop the targeted skills. By using the Second Step curriculum, Leigh School aims to provide students with the tools they need to navigate social and emotional challenges, build healthy relationships, and achieve success in school and beyond. Maybe include something here about common language across grade levels?

In addition to using the Second Step curriculum for social-emotional learning, Leigh School also incorporates elements of Responsive Classroom

into their daily routines. Responsive Classroom is an evidence-based approach to teaching that emphasizes the social and emotional aspects of learning. It helps to create a positive and engaging classroom environment, where students feel safe, connected, and respected.

One of the key elements of Responsive Classroom is the morning meeting. This is a daily gathering where the whole class comes together to greet each other, share information, and participate in a brief activity. The morning meeting helps to build a sense of community and promote positive relationships between students and teachers.

Another element of Responsive Classroom is the closing circle. This is a time at the end of the day when the class comes together to reflect on the day's learning and share any thoughts or feelings they have. The closing circle is a time for students to practice active listening, empathy, and problem-solving skills.

By incorporating elements of Responsive Classroom into their daily routines, Leigh School is able to create a positive and supportive learning environment that promotes the social and emotional growth of all students.

## **WIN Time**

WIN (What I Need) time is a scheduled block of time during the school day where students receive targeted support for their reading skills. This may involve intervention for struggling readers, reinforcement of skills for students who are on track, or enrichment for students who are excelling.

During WIN time, students may work with a teacher, interventionist, or a paraprofessional. The teacher may use a variety of instructional methods, including explicit instruction, guided practice, and independent practice, to help students develop the skills they need to become proficient readers.

Beginning in the 2023-2024 school year, Leigh School began implementing a WIN time for math, which will provide students with similar support and instruction to help them develop their math skills. By providing targeted support during WIN time, Leigh School aims to ensure that all students are able to make progress and achieve success in reading and math.

Leigh School has demonstrated a commitment to continuous improvement through the use of data to inform instruction and

decision-making. The school uses a variety of assessments to monitor student progress, including benchmark assessments, district assessments, and state assessments. The data from these assessments is analyzed by teachers and administrators to identify areas where students need additional support and to adjust instruction as needed.

Leigh School provides a well-rounded educational experience to its students. The school has an array of resources and services in place to support students with diverse needs, including those with disabilities, English language learners, and low-income students. The staff is highly qualified, with a majority holding advanced degrees, and the average years of teaching experience is almost 12 years, which is a good indication of a stable and experienced faculty.

### **Specials Classes**

In addition to the core content areas, all students receive instruction in the areas of; Visual Art, Music, Physical Education and STEAM.



## **Visual Art**

Our Art class at Leigh School strives to create a positive experience for every student, regardless of their artistic ability. The class aims to expose students to various artists, art styles, and mediums to encourage a positive attitude towards art and a different perspective on the world. Students will learn about the 7 Elements of Art and the 7 Principles of Design, which form the foundation of any artwork and are used to organize elements within a piece.

- Kindergarten students will learn to identify lines and shapes, use primary colors, create texture, draw a portrait, and safely use scissors and glue.
- First-grade students will draw with lines and shapes, mix secondary colors from primary colors, weave paper, create a focal point, identify symmetrical shapes, pinch pots with air-dry clay, overlap, and draw a portrait.
- Second-grade students will fill space with patterns, identify geometric and organic shapes, use warm and cool colors, create

contrast, use size to create the illusion of shape, use line direction to create movement, and create implied texture in a drawing.

- Third-grade students will draw expressive lines, draw from observation, identify complementary colors, create movement through repetition, use tints and shades to create form, learn basic perspective, and draw a self-portrait with a mirror.
- Fourth-grade students will create detailed patterns, create silhouettes, identify complementary colors, add lines to create movement, create value using various mediums, and add highlights and shadows.

## **Music**

The cornerstone of the Music program at Leigh School is building musicianship. Students learn how to act as musicians, how to use instruments appropriately, listening skills, and how to work, communicate and collaborate with others. This aligns with 21st Century skills in education and promotes a sense of self-worth and confidence in each student. As active music makers, students explore learning through a variety of

modalities to reach each students' learning potential. Students are engaged through singing, listening, notating, playing instruments, moving to and creating music of a variety of genres and styles. Integration of culture, other subjects such as math, literature and science and social/emotional themes are woven in when appropriate.

Beginning in Kindergarten, students learn concepts of rhythm-duration of sound, melody-how a series of pitches is constructed, harmony-how more than one pitch sounded together creates sound, form-how music is put together or arranged and timbre-the unique sound qualities of instruments and voices. As students progress through the grades, the development of these skills increase in difficulty and depth. Our classroom is a playground of instruments and sounds, which include xylophones, metallophones, glockenspiels, recorders, ukuleles, drums as well as an array of other percussion instruments. This allows students the full experience of being a musician and being involved in the process of music making.

### **Physical Education**

At Leigh School, you will find one of the best and most welcoming physical education programs around. Led by our two physical education

teachers, our program offers a variety of fun and exciting activities throughout the school year. Students will begin learning about three types of fitness (cardiovascular, muscle strength, and flexibility) during kindergarten and learn why they are all so important for their health or overall wellness.

Our younger students, K-2, focus on those main objectives by playing fun games designed by our PE teachers, that our students absolutely love. Some examples include gaga ball, builders and bulldozers, modified sports activities and countless unique and exciting tagging games.

As the students get older they progress to more sports based programs including softball, basketball, floor hockey, soccer, and more. No matter what grade, our program focuses on the overall health and wellness of our students. They are educated on different types of exercises and how they affect their bodies, how to interact and work together with others, and they also learn about nutrition! Overall, Leigh School provides students with a P.E. program that offers a fantastic classroom environment with knowledgeable educators.

### **STEAM (Science, Technology, Engineering, Art and Math)**

Our STEAM program is new in the 2024-2025 school year for our Kindergarten through 4th grade students. STEAM introduces students to

additional science, technology, engineering, and mathematics concepts. The program is designed to build on previous knowledge and skills, ensuring a cohesive learning experience.

Throughout the year, students develop essential digital literacy skills through hands-on practice with Chromebooks, learning to navigate various applications and tools. Digital citizenship is an integral part of the curriculum, utilizing Common Sense Media resources to educate students about online safety, digital etiquette, and responsible internet use. This ensures that students are well-prepared to navigate the digital world safely and responsibly.

Foundational math skills are reinforced through interactive activities and games, promoting a strong numerical understanding from an early age and students will be engaging in activities using LEGO kits like LEGO Coding Express and LEGO Spike Prime. These kits help students grasp basic to advanced coding concepts through fun, hands-on projects that enhance problem-solving and logical thinking skills.

Additionally, hands-on learning with Snap Circuits provides students with an introduction to electronics and circuitry, enhancing their

understanding of engineering principles and further developing their problem-solving abilities.

Overall, our STEAM program is structured to promote critical thinking, creativity, and collaboration, equipping students with the skills and knowledge necessary for future academic and life success.

### **Supporting a Positive Learning Environment**

Leigh School is committed to providing a safe and positive learning environment for all students. The Positive Behavioral Interventions and Supports (PBIS) program provides a consistent and positive approach to behavior management, and the school's expectations of being safe, respectful, and responsible are reinforced consistently throughout the day. Students are also motivated to exhibit positive behavior through the PBIS reward system, which is designed to recognize and celebrate students who meet school expectations.

In addition to its focus on academics, Leigh School is also committed to fostering a sense of community among students and families. The school has established partnerships with the Norridge Schools Foundation and the

combined PTA (with Giles School) to support the school's mission and provide resources to enhance the school experience. The PTA organizes events and activities for students and families, such as book fairs, fundraisers, and holiday celebrations. The Norridge Schools Foundation is a nonprofit organization that raises funds to support educational initiatives and provide resources to Leigh School and Giles School. Most recently, the Norridge Schools Foundation purchased new risers to be used for performances at Leigh School.

Leigh School is also committed to open communication with families, which is evident in the school's efforts to maintain an up-to-date website and regular newsletters. The school also uses email, text messaging and the Class Dojo app to communicate with families about upcoming events, important deadlines, and school news. The school encourages parent involvement and provides opportunities for parents to volunteer in the classroom via a Room Parent program with the PTA. Parents are also encouraged to attend parent-teacher conferences, participate in school-wide events, and participate in grade level specific evening events that take place throughout the year.

As a community, it is important to establish a culture that fosters positive behavior and academic success. Leigh school has taken this initiative to heart through Tiger Pride. The school has developed a comprehensive program to encourage positive behavior among students. The program, which is built on the three pillars of safety, respect, and responsibility, has been successful in creating an environment where students can thrive academically and socially.

The three pillars of safety, respect, and responsibility are the foundation of the Tiger Pride program. All expectations for positive behavior stem from these premises. The goal is to help make positivity a routine by using this common language throughout the school building. This approach has proven to be an effective way of promoting positive behavior among students. By encouraging students to be safe, respectful, and responsible, the school is creating a culture that emphasizes the importance of these values.

One of the ways the school recognizes students who demonstrate positive behavior is through Tiger Paws. Staff members are encouraged to reward students with Tiger Paws for being safe, respectful, and responsible. Students collect paws to use at PawMart, the school store. This program has



proven to be an effective way of encouraging positive behavior among students, as it provides them with tangible rewards for their efforts.

Another way the school recognizes positive behavior is through the Tiger of the Week program. Each Friday during morning announcements, one student per grade level is announced as the Tiger of the Week. Students are selected on a rotating basis from each classroom. The selected students receive a certificate to commemorate their honor and a photo is taken of them in front of the Tiger Pride backdrop located outside of the office. The photos are printed and put in the child's teacher's mailbox, and the teacher displays the photo on the Tiger of the Week Pride poster located outside of their classrooms. This program is an effective way of recognizing students for their positive behavior and providing them with a sense of accomplishment and pride.

The school also has a program called Top Tiger, where all homeroom teachers nominate a student from their classroom each month to be recognized as their Top Tiger. The program is designed to recognize individuals who deserve to be honored for reasons such as academic success, personal growth, going above and beyond for a friend, and respect. The selected students receive a certificate to commemorate their honor, and

a photo is taken of them in front of the Tiger Pride backdrop located outside of the office.

Leigh school has identified hot spots, areas in the school that tend to see the most behavior incidents due to transitions and being less structured. These areas include places such as the Lunchroom, the Playground, the Hallways, and the Bathrooms. All teachers are asked to teach their students about the expectations of these areas during the first week of the school year, as well as refresh students on these regularly. Vinyl Banners are displayed outside of these areas as reminders. This program is an effective way of promoting positive behavior in areas that tend to see the most behavior incidents.

To promote a sense of community and spirit, the school sponsors Spirit Weeks throughout the school year. Flyers are sent home the week prior to notify students and staff of upcoming festivities. The school also partners each homeroom with another homeroom, known as Tiger Buddies. The program pairs younger grades with older grade students, who engage in a number of activities throughout the school year as designated by Pride. These activities promote socialization, community, and leadership among students.

## **Evidence Based Grading**

At Leigh School, we are committed to providing our students with the best possible education. To that end, we have adopted a new approach to grading called Evidence Based Grading.

Under Evidence Based Grading, students are evaluated based on their mastery of specific standards, rather than receiving a letter grade of A, B, C, D, or F. Instead, students will receive a B for Beginning, D for Developing, or M for Mastery, based on their demonstrated understanding of the material.

The idea behind Evidence Based Grading is that students must master grade-level standards by the end of the school year. This means that we are focused on a student's growth and progress, rather than simply their performance on a particular assignment or test. We believe that this approach provides a more accurate reflection of a student's understanding of the subject matter.

One of the key benefits of Evidence Based Grading is that it encourages a growth mindset. Students are given feedback on their progress and areas where they need to improve, which helps to create a

culture of continuous learning. We believe that this approach helps students see mistakes and challenges as opportunities for growth and improvement.

Evidence Based Grading also promotes equity in the classroom.

Students who may struggle with traditional letter grades due to a variety of factors, such as learning disabilities or language barriers, are given a more accurate assessment of their understanding of the material. This can help to reduce the achievement gap and provide a more level playing field for all students.

We are excited to implement Evidence Based Grading at Leigh School and believe that it will help our students achieve their full potential. We encourage parents and guardians to ask questions and provide feedback as we understand that this is not the more traditional form of grading that many parents are used to. Together, we can ensure that our students are prepared for success both in and out of the classroom.

### **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 92.8%, compared to 91.2% 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 STEAM 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 to our community. Initially, these programs were funded using ESSER grant funding. These programs will continue with parents of students having the option to pay for the programming provided by the park district.
- Norridge School District 80 has provided summer programming over the past few years 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.
- Norridge School District 80 is in the process of an ambitious 5-year plan to upgrade classroom furniture and modernize the learning experience for its students. The plan involves the replacement of outdated desks and chairs with ergonomic, comfortable and functional furniture that will support the students' physical and cognitive well-being. The school hopes that the new furniture will also improve the learning experience by making classrooms more flexible, interactive and collaborative. Leigh School is committed to investing in

its students' education and looks forward to seeing the positive impact of this initiative on their academic success.

- Leigh School currently receives the Preschool for All grant, which demonstrates the school's dedication to providing high-quality education to all its students. Leigh School has been able to secure the grant providing funding for 100 preschool seats. By securing grants like this, Leigh School is able to expand its preschool program and offer more students the opportunity to benefit from its high-quality education.

### **School Challenges**

- Aging facility
  - Leigh School is not easily accessible by all students with disabilities.
  - Plumbing issues- there have been leaks in pipes throughout the school year.
  - 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.
  - Playspace- some portions of the playground and other play spaces are in need of repair. There is limited play space due to play spaces being very muddy. The preschool play space is

getting an upgrade with a brand new play area funded by the  
Preschool for All grant.

- Physical Environment- the overall environment can use some modernization for 21st century learning. Aesthetic and furniture upgrades have started at Leigh, with some areas still needing some improvement.
- Academic and Social Challenges
  - Our Math scores are not growing at the same rate as our ELA scores.
  - Our Multilingual learners need more support. We are shifting to a new model at Leigh to support these learners.
  - Our Social Emotional Support Systems need to continue to be built to support our students' social emotional needs.

## 1.2 School Improvement Team

<u>Name</u>	<u>Position</u>
Sean Rabiola	Principal
Allison Carnehl	Assistant Principal
Wendy High	Kindergarten Teacher
Val McAuley	1st Grade Teacher
Lindsey Percival	2nd Grade Teacher
Trish Schultheis	3rd Grade Teacher
Felix Saji	4th Grade Teacher



Patrick Woodward	PE Teacher/ Specials Teacher Representative
Marlee Fratto	Speech Pathologist/ Special Education Team Representative

### **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

#### Balanced Assessment Calendar - School Year 2024-2025

##### Beginning of Year Assessments (Fall)

Assessment	SY23-24 Dates	Grades	Approx. Time	Assessment Results Used For
Beginning of Year (BOY)				
EL Screeners	First 30 calendar days of school.  Within 14 calendar days of enrollment after 30th day.	K-8 ( <i>English Learners</i> )	Approx. 60-90 minutes	Determine eligibility for EL instructional support.
Kindergarten Individual Development Survey (KIDS)	<i>Observation Window:</i>  <i>Rating Entry Window:</i> One week prior to the 40th day through one week after the 40th day	K	Varies (Individual)	<ul style="list-style-type: none"> <li>Understand each kindergartner's abilities, strengths, and challenges</li> <li>To inform local planning and school readiness efforts</li> <li>To provide statewide data on children's readiness to inform state planning and school readiness efforts</li> </ul>
PETE	First month of school	K	15 minutes per student	Teacher created untimed assessment which measures students early literacy skills; letter name, letter sound, onsets, blending, segmenting, final/medial sounds, rhyming and syllables.
NWEA MAP Growth Reading and Math BOY	September 9th-20th	6-8	Untimed	Measures progress and growth for each individual student in Reading and Math.
Teaching Strategies GOLD Fall	Sept/Oct	PS	Varies (Individual)	Measures progress and growth for each individual student in Reading.
iReady Reading Diagnostic	August 26th-September 6th	K-8	Untimed	<ul style="list-style-type: none"> <li>Gives every student an aspirational, attainable goal to reach grade-level standards</li> <li>Provides data that always informs teaching and learning</li> <li>Connects seamlessly to instructional resources that support the needs of all students</li> </ul>
iReady Math Diagnostic	August 26th-September 6th	K-5	Untimed	<ul style="list-style-type: none"> <li>Gives every student an aspirational, attainable goal to reach grade-level standards</li> <li>Provides data that always informs teaching and learning</li> <li>Connects seamlessly to instructional resources that support the needs of all students</li> </ul>
SAEBRS and/or mySAEBRS	mySAEBRS: First Friday - August 25  SAEBRS: Week of September 9th	K-8 (SAEBRS)  5-8 (mySAEBRS)	10 minutes per student	A norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems.
Fastbridge CBMR (Fluency)	August 26th through September 13th	2-5	3-5 minutes per student	Measures progress and growth on reading fluency.

## Middle of Year Assessments (Winter)

Assessment	SY23-24 Dates	Grades	Approx. Time	Assessment Results Used For
Middle of Year (MOY)				
<b>ACCESS</b>	Test Window: January 17, 2024- March 5, 2024	K-8	4 tests Varies (Individual)	IL School Report Card
<b>PETE</b>	November and February	K	15 minutes per student	Teacher created untimed assessment which measures students early literacy skills; letter name, letter sound, onsets, blending, segmenting, final/medial sounds, rhyming and syllables.
<b>NWEA MAP Growth Reading and Math MOY</b>	January 8th-26th	6-8	Untimed	Measures progress and growth for each individual student in Reading and Math.
<b>Teaching Strategies GOLD</b>	Dec/Jan	PS	Varies (Individual)	Measures progress and growth for each individual student in Reading.
<b>iReady Reading Diagnostic</b>	December 2nd through December 13th	K-8	Untimed	<ul style="list-style-type: none"> <li>• Gives every student an aspirational, attainable goal to reach grade-level standards</li> <li>• Provides data that always informs teaching and learning</li> <li>• Connects seamlessly to instructional resources that support the needs of all students</li> </ul>
<b>iReady Math Diagnostic</b>	December 2nd through December 13th	K-4	Untimed	<ul style="list-style-type: none"> <li>• Gives every student an aspirational, attainable goal to reach grade-level standards</li> <li>• Provides data that always informs teaching and learning</li> <li>• Connects seamlessly to instructional resources that support the needs of all students</li> </ul>
<b>SAEBRS and/or mySAEBRS</b>	mySAEBRS: January 15th  SAEBRS: December 4th (early release)	K-8 (SAEBRS)  5-8 (mySAEBRS)	10 minutes per student	A norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems.
<b>Fastbridge CBMR (Fluency)</b>	December 2nd through December 13th	1-5	3-5 minutes per student	Measures progress and growth on reading fluency.

## End of Year Assessments (Spring)

Assessment	SY23-24 Dates	Grades	Approx. Time	Assessment Results Used For
End of Year (EOY)				
<b>Illinois Science Assessment (ISA)</b>	Window: March 1- April 30, 2025  Testing Dates  TBD	5, 8	3 hours	IL School Report Card
<b>Illinois Assessment of Readiness (IAR)</b>	Window: March 3- April 18, 2025 Testing Dates: April 7th - April 18th, 2025	3-8	Total: 6 hours Math: 3 hours  ELA: 2.5 hours (grade 3) 3 hours (grade 4-8)	IL School Report Card
<b>DLM-AA</b>	March 12 - May 7, 2025	3-11 <i>(some students w/IEP)</i>	Varies (Individual)	IL School Report Card
<b>PETE</b>	May	K	15 minutes per student	Teacher created untimed assessment which measures students early literacy skills; letter name, letter sound, onsets, blending, segmenting, final/medial sounds, rhyming and syllables.
<b>NWEA MAP Growth Reading and Math EOY</b>	May 6th-17th	6-8	Untimed	Measures progress and growth for each individual student in Reading and Math.
<b>Teaching Strategies GOLD Spring</b>	April/May	PS	Varies (Individual)	Measures progress and growth for each individual student in Reading.
<b>iReady Reading Diagnostic</b>	Leigh- May 7th, 2025	K-8	Untimed	<ul style="list-style-type: none"> <li>• Gives every student an aspirational, attainable goal to reach grade-level standards</li> <li>• Provides data that always informs teaching and learning</li> <li>• Connects seamlessly to instructional resources that support the needs of all students</li> </ul>
<b>iReady Math Diagnostic</b>	Leigh- May 14th, 2025	K-4	Untimed	<ul style="list-style-type: none"> <li>• Gives every student an aspirational, attainable goal to reach grade-level standards</li> <li>• Provides data that always informs teaching and learning</li> <li>• Connects seamlessly to instructional resources that support the needs of all students</li> </ul>
<b>SAEBRS or mySAEBRS</b>	Giles: Week of May 13th  Leigh: Week of May 13th	K-8	10 minutes per student	A norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems.
<b>Fastbridge CBMR (Fluency)</b>	May 1st- 14th	1-5	3-5 minutes per student	Measures progress and growth on reading fluency.

## 2.2 Demographic Data

**Table 1: Student Attendance, Demographic and Enrollment Information**

	18-19 SY	19-20 SY	20-21 SY	21-22 SY	22-23 SY
	%	%	%	%	%
Attendance	95.7	96.6	97.6	93.9	
Chronic Absenteeism	7	3	2	17.3	
Mobility Rate	4	2	3	4.6	
White	74.2	72.2	69.5	69.5	
Black	0.3	0.2	0	0	
Hispanic	17.1	16.8	19.1	16.5	
Asian	6.9	9	9.5	11.3	
American Indian	0.5	0.2	0	0	
Two or More	1	1.7	1.8	2.6	
<b><u>Enrollment Data</u></b>					
Student Enrollment	18-19 SY	19-20 SY	20-21 SY	21-22 SY	
	#	#	#	#	#
School Population	609	543	545	568	
Pre-school	24	14	22	42	
Kindergarten	102	95	99	106	
Grade 1	108	96	96	114	
Grade 2	120	108	99	98	
Grade 3	115	118	109	104	
Grade 4	140	112	120	104	

**Table 2: Student Demographics Receiving ELL Services**

	2018-19 SY		2019-20 SY		2020-21 SY		2021-22 SY		2022-23 SY	
	#	%	#	%	#	%	#	%	#	%
Total Enrollment	609		543		545		568		610	
Total English Language Limited (ELL)	146	24	130	24	141	26	158	28	175	32
Spanish	17	12.32%	13	10.66%	21	15.33%	23	16.79%	32	18.29%
Polish	65	47.10%	16	13.11%	57	41.61%	61	44.53%	70	40.00%
Ukrainian	17	12.32%	60	49.18%	18	13.14%	20	14.60%	30	17.14%
Other	39	28.26%	33	27.05%	41	29.93%	54	39.42%	43	24.57%

**Table 3: Students Receiving Special Education Services by Disability Categories**

	2018-19 SY	2019-20 SY	2020-21 SY	2021-22 SY	2022-23 SY
	%	%	%	%	%
Total Special Education*	13	11	12	16	14
Autism	13	n/a	20	21	24
Developmental Delay	34	n/a	38	38	27
Emotionally Disability	3	n/a	1		
Intellectual Disability	0	n/a	1	1	2
Multiple Disabilities	0	n/a	0	0	0
Other Health Impairment	3	n/a	8	15	15
Specific Learning Disability	27	n/a	7	5	13
Speech or Language Impairment	19	n/a	24	20	20

**Table 4: Staff Demographics**

	2018-19 SY	2019-20 SY	2020-21 SY	2021-22 SY	2022-23 SY
Total Full Time Classroom Teachers	40	37	39	37	41
Average Years Teaching	13.81	11.51	10.7	11.38	11.23
# Teachers New to Building	27	6	5	5	7
# First Year Teachers	3	4	4	2	1
% with B. A. Degree	39.50%	38.90%	41.10%	42.20%	39.90%
% with M.A. & Above	60.5 %	61.10%	39.60%	57.80%	60.10%
# with Emergency or Provisional Certificates	0	0	0	0	2.80%
# Teachers Working Out of Field	0	0	0	0	1.60%
% Teacher Attendance	67.5 %	74.40%	78%	87.20%	56.80%
% White Teachers	89.2 %	89.60%	81.90%	85.20%	78.3%
% Black Teachers	*	*	*	*	*
% Asian Teachers	*	*	1.60%	1.60%	2.40%
% Hispanic Teachers	*	*	*	*	*
% Race Unknown	21.7 %	13.50%	18.70%	13.20%	*
% Male Teachers	10.8 %	10.40%	16.50%	16.20%	7.30%
% Female Teachers	78.3 %	86.50%	81.30%	83.80%	92.70%
# Total Paraprofessionals	8	8	11	14	20
# Classroom Instructional Paraprofessionals	7	8	11	14	20
# Total Under-qualified paraprofessionals	1	1	4	5	7
# Total Counselors	0	0	0	0	0
# Total Librarians	0	0	0	1	1
# Total Social Workers/Psychologists	3.5	3.5	3.5	2.5	3.5
# Total Other Staff	9	12	12	11	12
***Districtwide					

## 2.3 School Assessment Data

**Table 6: 2nd Grade MAP- Math Data**

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	*no longer able to determine the percentage of students making expected gains from Winter to Winter in 2nd grade, as MAP is no longer taken in Kindergarten and 1st Grade.
	44%	34%	47%	

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
Winter 21-22	184.07	181.9	-2.17	181.2	182.4	184.4	179.5
Spring 21-22	189.42	188.8	-0.62	189.7	186.8	189.3	191.4
Fall 22-23	175.04	175.2	0.16	175.9	175.2	174.1	175.1
Winter 22-23	184.07	187.3	3.23	188.3	186.2	189.8	184.8



**Table 6: 3rd Grade MAP-Math Data**

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	Winter 20-21 to Winter 21-22	Winter 21-22 to Winter 22-23
	54%	41%	69%	48%	55%	67%

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
Winter 21-22	196.23	196.5	0.27	200	193.3	197.9	194.7
Spring 21-22	201.08	201.3	0.22	202.9	201.7	203.3	197.6
Fall 22-23	188.48	188.2	-0.28	187.6	186.3	189.4	189
Winter 22-23	196.23	196.1	-0.13	198.7	193.6	197.5	194.3

Above the Mean RIT
Below the Mean RIT

**Table 7: 4th Grade MAP-Math Data**

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	Winter 20-21 to Winter 21-22	Winter 21-22 to Winter 22-23
	56%	50%	54%	37%	42%	62%

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
Winter 21-22	206.05	205.8	-0.25	208.7	205.2	206.2	203.2
Spring 21-22	210.51	211.4	0.89	211.7	212.7	210.4	210.9
Fall 22-23	199.55	200.5	0.95	201.5	200.9	200.9	198.6
Winter 22-23	206.05	205.4	-0.65	207.1	205.2	207.2	202.2

Above the Mean RIT

Below the Mean RIT

Table 8: iReady Math Data

How Do the District’s Placements Compare to the Benchmarks?

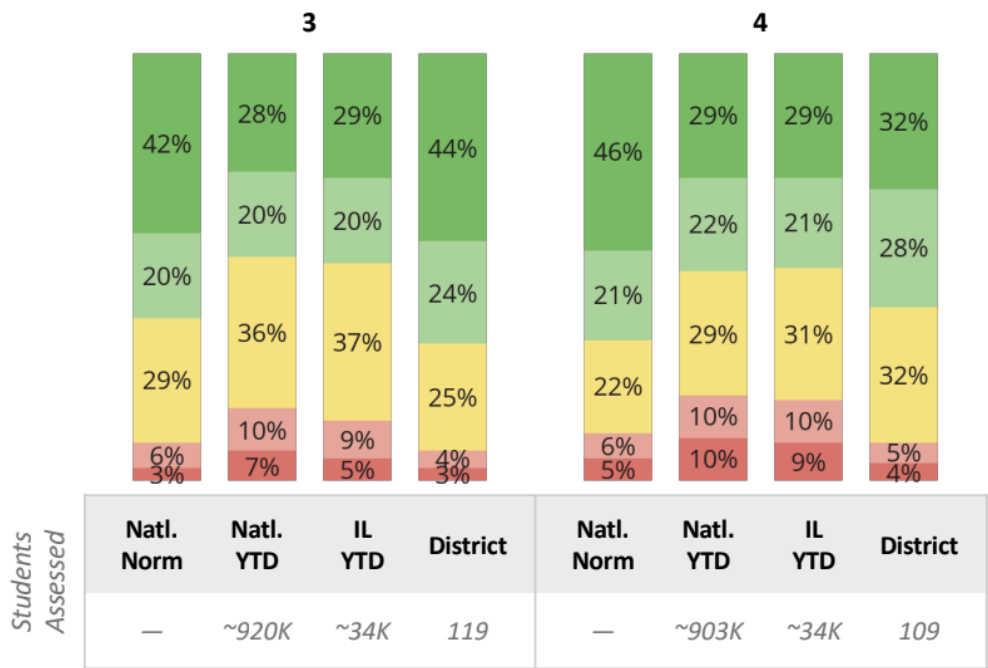
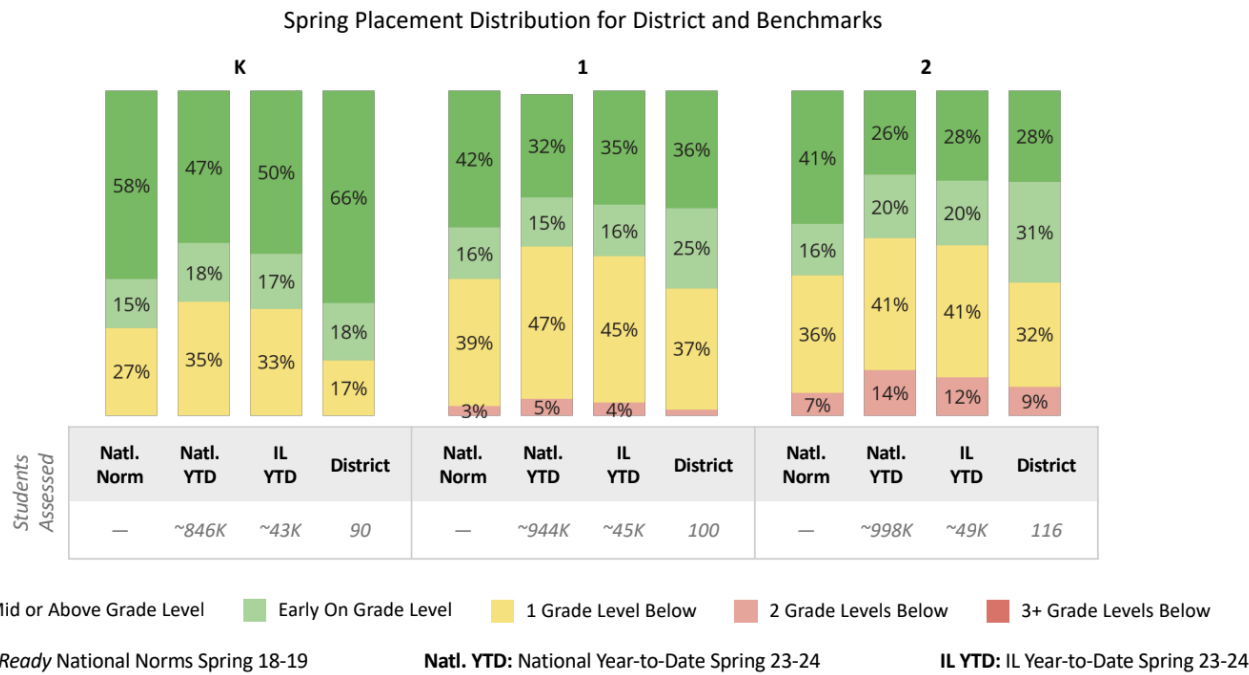


Table 9: iReady Math Data

	K		1		2		3		4	
	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.
Number and Operations	45%	54%	43%	50%	44%	41%	50%	55%	58%	47%
Algebra and Algebraic Thinking	46%	57%	58%	58%	39%	31%	50%	53%	51%	44%
Measurement and Data	61%	61%	47%	36%	48%	34%	54%	57%	54%	41%
Geometry	69%	74%	51%	47%	51%	44%	40%	35%	42%	36%
Students Assessed	90		100		116		119		109	



Table 10: iReady Math Data

Mathematics

How Much Did Growth Vary Across Baseline Placement Levels?

Median Percentage of Typical Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	All Students
Mid or Above Grade Level	Median % Typical Growth							
	Students Assessed							
Early On Grade Level	Median % Typical Growth	94%						94%
	Students Assessed	28						28
One Grade Level Below	Median % Typical Growth	130%	128%	114%	119%	91%		119%
	Students Assessed	76	75	72	76	47		346
Two Grade Levels Below	Median % Typical Growth		138%	103%	162%	107%		124%
	Students Assessed		18	31	22	18		89
Three or More Grade Levels Below	Median % Typical Growth					148%		148%
	Students Assessed					10		10

>=100%

80-99%

60-79%

0-59%

Table 11:iReady Reading Students Meeting Growth from Fall to Spring

How Are Students Progressing Toward Typical and Stretch Growth?

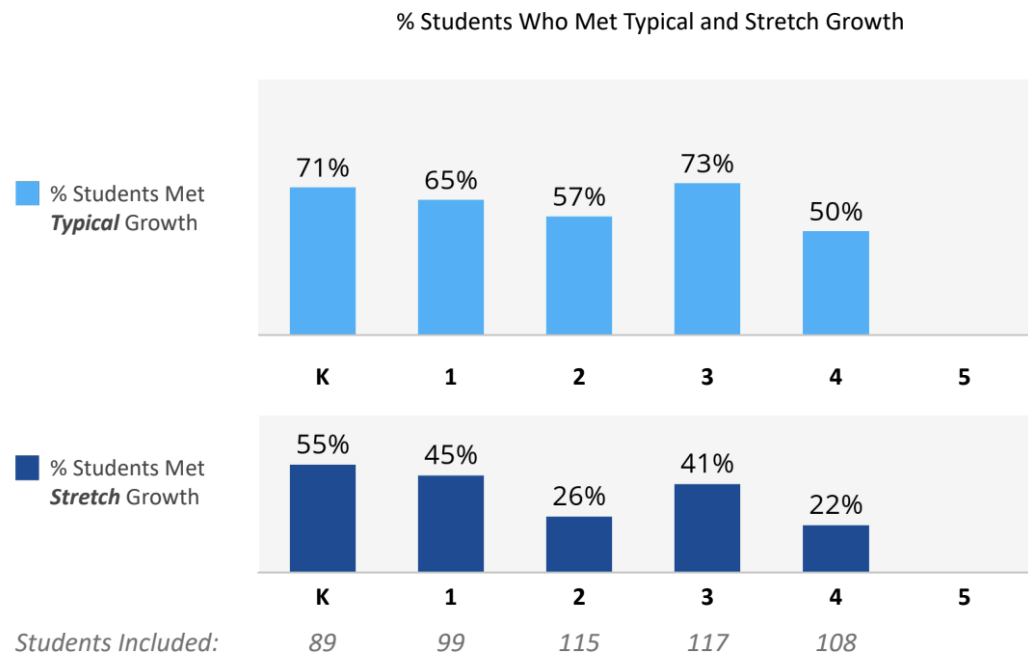
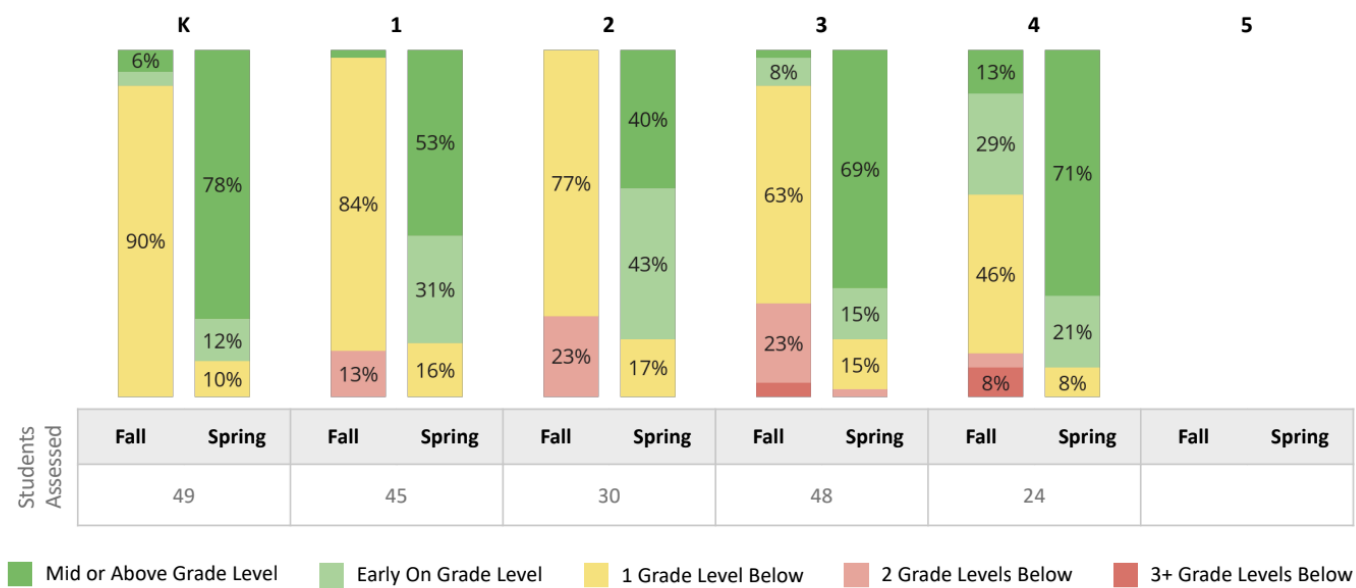


Table 12: iReady Math Data

Placement Distribution for Students Who Met Stretch Growth, Fall 23-24 to Spring 23-24



This is a cohort analysis showing the placement distribution change for students who met their Stretch Growth measure from Fall to Spring. For some students, Stretch Growth is a multi-year path toward proficiency.

**Table 13: 2nd Grade MAP-Reading Data**

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	*no longer able to determine the percentage of students making expected gains from Winter to Winter in 2nd grade, as MAP is no longer taken in Kindergarten and 1st Grade.
	52%	56%	62%	

2nd Grade Reading Mean by Instructional Area	Norm ( 2020 Norm)	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
Winter 21-22	181.2	181.8	0.6	182.4		181		182.1
Spring 21-22	185.57	186.7	1.13	187.2		186.2		186.7
Fall 22-23	172.35	173.7	1.35	175.8		171.7		173.9
Winter 22-23	181.2	180.85	-0.35	181.1		180.3		179.95

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



**Table 14: 3rd Grade MAP-Reading Data**

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	Winter 20-21 to Winter 21-22	Winter 21-22 to Winter 22-23
	46%	43%	68%	47%	52%	55%

3rd Grade Reading Mean by Instructional Area	Norm (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
Winter 21-22	193.9	197.1	3.2	197.9		197.3		196.3
Spring 21-22	197.12	199.4	2.28	200.2		199.2		198.7
Fall 22-23	186.62	185.6	-1.02	186.4		184.6		185.8
Winter 22-23	193.9	193.8	-0.1	194.2		193.8		193.6

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



**Table 15: 4th Grade MAP-Reading Data**

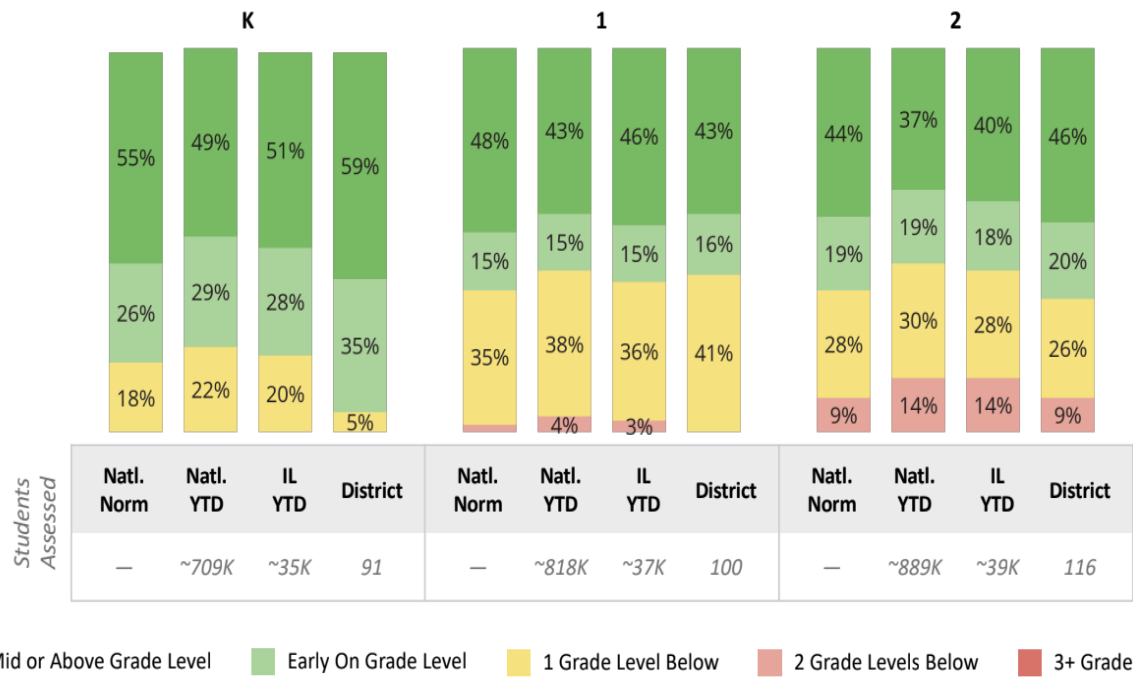
4th Grade Reading Making Expected Gains	Winter 2016-2017 to Winter 17-18	Winter 17-18 to Winter 18-19	Winter 18-19 to Winter 19-20	Winter 19-20 to Winter 20-21	Winter 20-21 to Winter 21-22	Winter 21-22 to Winter 22-23
	39%	63%	63%	47%	64%	53%

4th Grade Mean by Instructional Area	Norm (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
Winter 21-22	202.5	206.9	4.4	207.9		207.1		205.8
Spring 21-22	204.83	209.3	4.47	209.8		209.5		208.6
Fall 22-23	196.67	197.3	0.63	197.4		197.4		197
Winter 22-23	202.5	202.4	-0.1	201.3		203.5		202.4

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

Table 16: iReady Reading Data

Spring Placement Distribution for District and Benchmarks



Natl. Norm: i-Ready National Norms Spring 18-19

Natl. YTD: National Year-to-Date Spring 23-24

IL YTD: IL Year-to-Date Spring 23-24

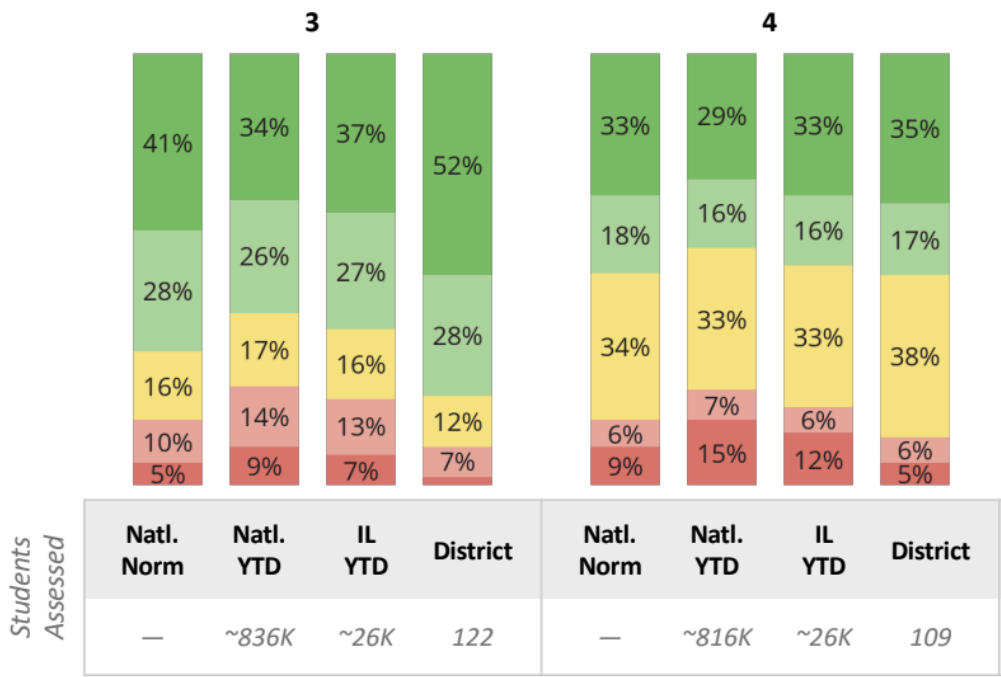


Table 17: iReady Reading Data

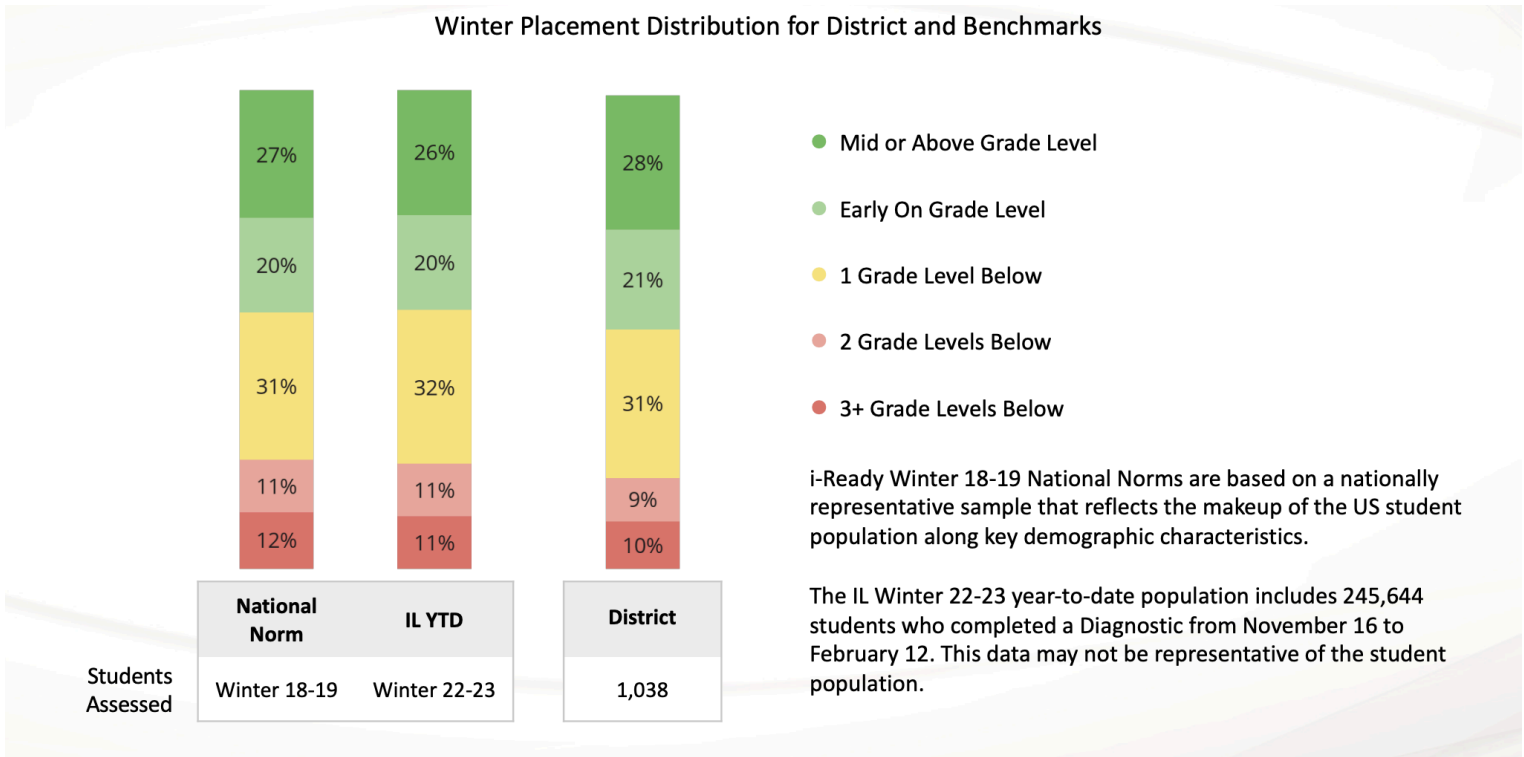


Table 18: iReady Reading Data

Reading

How Much Did Growth Vary Across Baseline Placement Levels?

Median Percentage of Stretch Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	All Students
Mid or Above Grade Level	Median % <u>Stretch</u> Growth			126%	133%	75%		113%
	Students Assessed			14	22	20		56
Early On Grade Level	Median % <u>Stretch</u> Growth	57%	85%	86%	82%	63%		81%
	Students Assessed	12	10	24	39	15		100
One Grade Level Below	Median % <u>Stretch</u> Growth	101%	80%	91%	95%	78%		93%
	Students Assessed	75	66	47	24	41		253
Two Grade Levels Below	Median % <u>Stretch</u> Growth		72%	68%	89%	81%		76%
	Students Assessed		14	30	22	14		80
Three or More Grade Levels Below	Median % <u>Stretch</u> Growth				103%	56%		70%
	Students Assessed				14	17		31

>=100%

80-99%

60-79%

0-59%

Table 19: iReady Reading Data

How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Early, Mid, or Above Grade Level**, and Historical National Norms, Spring 23-24

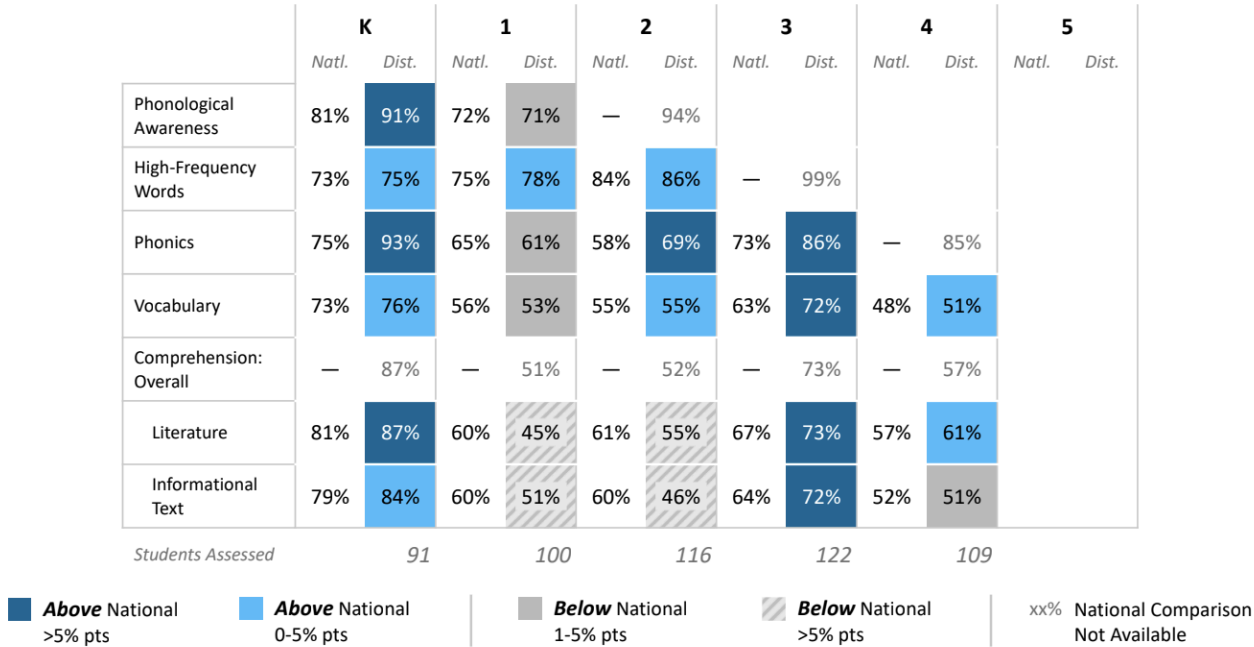


Table 20: iReady Reading Comparing Fall to Spring in Instructional Areas

Percent of Students Placing **Early, Mid, or Above Grade Level**, from Fall 23-24 to Spring 23-24

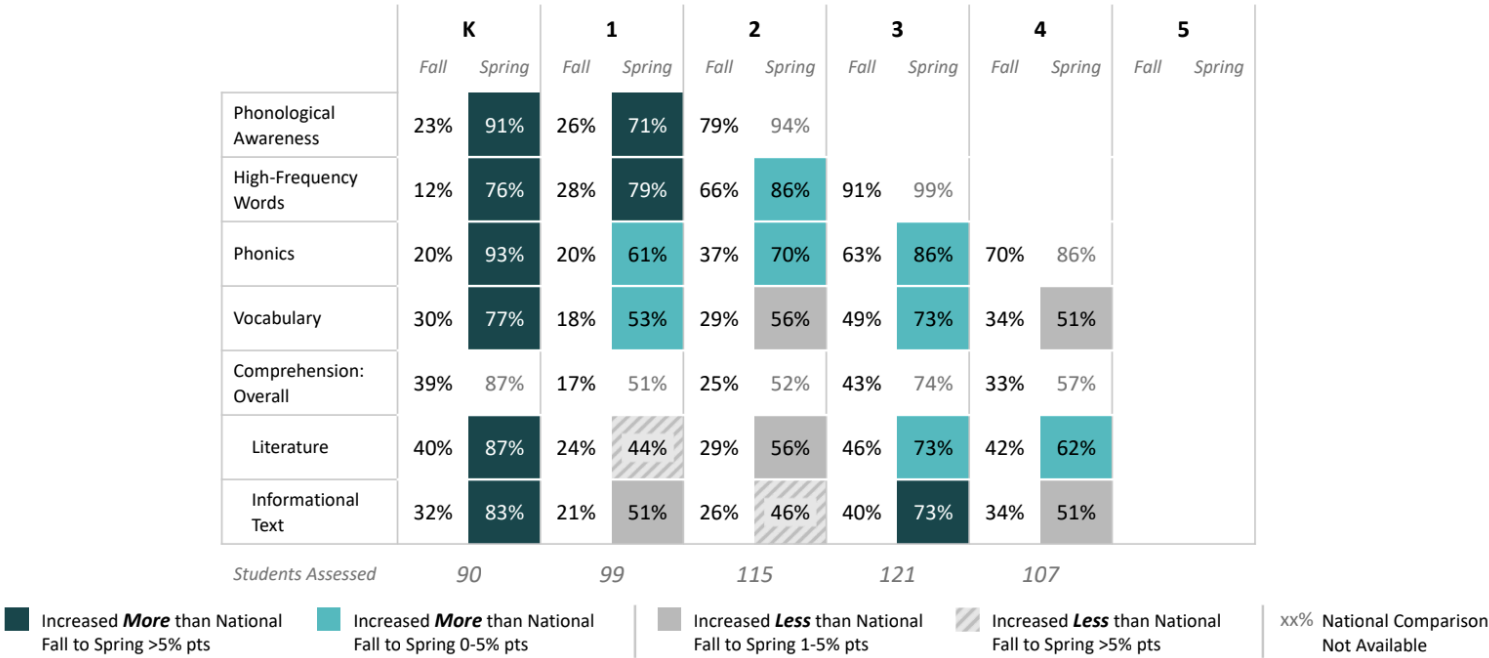


Table 21: iReady Reading Students Meeting Growth from Fall to Spring

How Are Students Progressing Toward Typical and Stretch Growth?

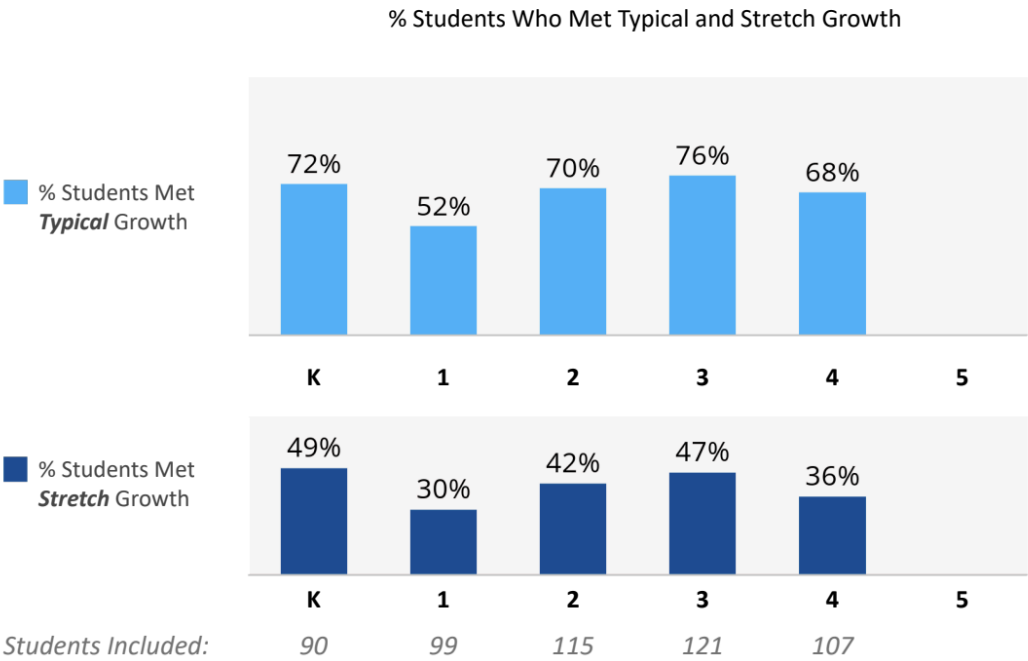
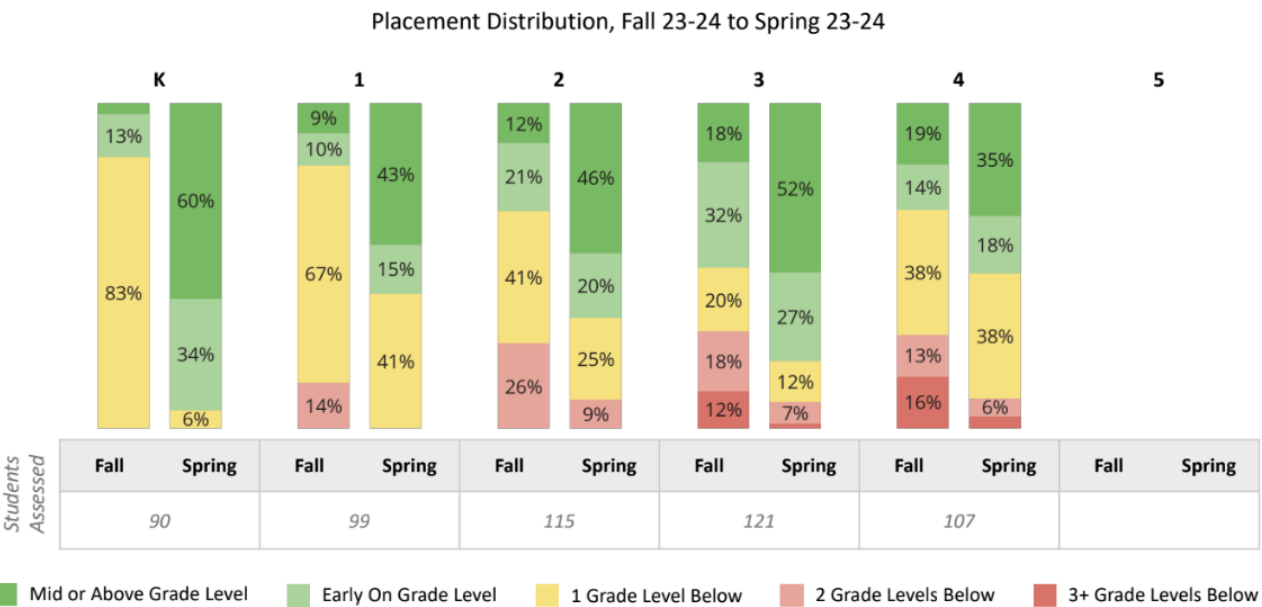


Table 22: iReady Reading Overall Growth from Fall to Spring

How Have Relative Placements Changed From Fall to Spring?



i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

### **Section 3: Problem Statements and Hypotheses**

**Problem Statement:**

Over a three year period, we have averaged 52% of our students making expected gains in Math.

In our most recent iReady Math data, 64% of our students made expected gains.

<b><u>Priority Hypotheses</u></b>	<b><u>Data Source 1</u></b>	<b><u>Data Source 2</u></b>	<b><u>Data Source 3</u></b>
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	
Student Attendance	Attendance Data		
Increase in ELL enrollment			

**Problem Statement:**

Over a three year period, we have averaged 54% of our students making expected gains in Reading. In our most recent iReady Reading data, 54% of our students made expected gains.

During the current school year, 54.4% of students are making their expected growth target according to iReady Reading data.

<b>Priority Hypotheses</b>	<b>Data Source 1</b>	<b>Data Source 2</b>	<b>Data Source 3</b>
Curriculum differences; different programs, structure, vocabulary and expectations.	iReady Reading	Curriculum Based Assessments	Teacher Feedback
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)

**Problem Statement:**

In the fall of 2023, 13% of students were flagged as having some or more risk on the Social, Academic and Emotional Behavior Risk Screener. Based on the need for social emotional behavioral supports, we have been assessing our school systems based on the Tiered Fidelity Inventory. In the spring of 2024, Leigh scored a 48% on the PBIS Tiered Fidelity Inventory. By the spring of 2025, we hope to increase this by 10%.

<b>Priority Hypotheses</b>	<b>Data Source 1</b>	<b>Data Source 2</b>	<b>Data Source 3</b>
The shift to remote instruction during the	SAEBRS	GLPS Agendas	MTSS Data Doc

pandemic did not allow students to receive typical developmentally appropriate learning opportunities in regards to social, emotional and behavior expectations in a 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**

<b>Improvement Goal 1: Math Focus</b>  70% of our students will make their individualized expected growth on iReady Math data throughout the 2024-2025 School Year.		
<b>Data Source:</b>  iReady Diagnostic Curriculum Based Assessments		
<b>Specific Action:</b>  Increase percentage of students making their target growth in Math.		
<b><u>Specific Steps</u></b>	<b><u>Timeline</u></b>	<b><u>Person/ Group</u></b>



		<b>Responsible</b>
Engage in Collaborative Planning through Professional Learning Communities; Teachers will work together to plan math lessons, share resources, and exchange ideas for effective instruction. This collaboration will also focus on establishing our guaranteed and viable curriculum and developing common formative and summative assessments.	Weekly	All Teachers
Develop individualized math goals for each student. Utilize student performance data to inform instruction and adjust teaching strategies based on student needs.	After universal screening; BOY MOY EOY	All Teachers who teach Math
Use flexible grouping strategies to organize students based on their learning needs, interests, and abilities. This allows teachers to provide targeted instruction to small groups of students with similar needs and differentiate instruction based on individual student needs. Within flexible groupings, implement differentiated instruction techniques to meet the needs of students who are working at different levels of proficiency in math.	Beginning Trimester One of 23-24 SY  Ongoing data review after universal screening	Grade Level PLCs
Create a standardized framework for collecting, analyzing, and utilizing data		Academic Intervention Committee

within the MTSS system. This includes defining data collection methods, setting up regular data review meetings, and training staff on data interpretation and intervention plan creation using a central data management system to ensure consistency, fidelity and accessibility.		
Implement a parental engagement strategy that includes regular communication through newsletters, social media, and parent-teacher conferences. Organize workshops and informational sessions to educate parents on how to support their children's learning at home and understand the MTSS system.		Academic Intervention Committee
Develop and distribute a needs assessment survey to all staff members to identify gaps in understanding and areas needing support regarding the MTSS system. Analyze the survey results to inform the development of a comprehensive professional development (PD) plan tailored to staff needs.		Academic Intervention Committee
Provide ongoing professional development opportunities for teachers to improve their math instruction skills.	Ongoing	Admin Team in consultation with Building Leadership Team

**Improvement Goal 2: ELA Focus**

70% of our students will make their individualized expected growth on iReady Reading data throughout the 2024-2025 School Year.

**Data Source:**

iReady Diagnostic  
Fastbridge  
Curriculum Based Assessments

**Specific Action:**

Increase percentage of students making their target growth in Reading.

<b><u>Specific Steps</u></b>	<b><u>Timeline</u></b>	<b><u>Person/ Group Responsible</u></b>
Engage in Collaborative Planning through Professional Learning Communities; Teachers will work together to plan ELA lessons, share resources, and exchange ideas for effective instruction. This collaboration will also focus on establishing our guaranteed and viable curriculum and developing common formative and summative assessments.	Weekly	All Teachers
Develop individualized reading goals for each student based on their current level of performance and identified areas for improvement. Use data to monitor student progress and adjust instruction as	After universal screening; BOY MOY EOY	All Teachers who teach ELA

needed to ensure that all students are making gains in reading.		
Develop a school-wide list of academic vocabulary words that align with grade-level standards and curriculum during ELL collaboration time. Provide professional development for teachers on effective strategies for teaching vocabulary.	Beginning Trimester One of 23-24 SY	ML/ELL Team in consultation with Grade Level Teams
Use flexible grouping strategies to organize students based on their learning needs, interests, and abilities. This allows teachers to provide targeted instruction to small groups of students with similar needs and differentiate instruction based on individual student needs. This will provide more opportunities, support, and resources for enrichment, and work on comprehension and reading in small groups.	Beginning Trimester One of 23-24 SY	Grade Level PLCs
Provide ongoing professional development for teachers on effective reading instruction strategies and best practices.	Ongoing	Admin Team in consultation with Building Leadership Team
Create a standardized framework for collecting, analyzing, and utilizing data		Academic Intervention Committee

within the MTSS system. This includes defining data collection methods, setting up regular data review meetings, and training staff on data interpretation and application. Use a central data management system to ensure consistency and accessibility.		
Implement a parental engagement strategy that includes regular communication through newsletters, social media, and parent-teacher conferences. Organize workshops and informational sessions to educate parents on how to support their children's learning at home and understand the MTSS system.		Academic Intervention Committee
Develop and distribute a needs assessment survey to all staff members to identify gaps in understanding and areas needing support regarding the MTSS system. Analyze the survey results to inform the development of a comprehensive professional development (PD) plan tailored to staff needs.		Academic Intervention Committee

### Improvement Goal 3: Social Emotional Behavioral Focus

Based on the PBIS Tiered Fidelity Inventory, Leigh is currently at 48% of implementation. By the end of the school year 2024-2025, this will improve by 10%.

#### Data Source:

Tiered Fidelity Inventory  
SAEBRs  
GLPS Notes and Discussions  
Support Call Data  
Office Referrals

#### Specific Action:

Implementation of PBIS action plan to continuously improve our PBIS system to support student social emotional well being.

<u>Specific Steps</u>	<u>Timeline</u>	<u>Person/ Group Responsible</u>
Committee Roles and Agenda: <ul style="list-style-type: none"><li>Identify potential for additional members for each committee (e.g., Nurse, Student, Parent).</li><li>Determine and train on agendas for each committee.</li><li>Identify roles for all team members</li><li>Utilize Data Analysis template in the Culture and Climate Committee.</li></ul>		PBIS Tier 1 Committee  PBIS Tier 2/3 Committee
Review and Training: <ul style="list-style-type: none"><li>Prepare and review the Calm Down</li></ul>		PBIS Tier 1 Committee  PBIS Tier 2/3

<p>Routine and Acknowledgement system for staff.</p> <ul style="list-style-type: none"> <li>• Conduct fidelity checks with the TFI walkthrough tool.</li> <li>• Review behavior definitions and discipline procedures based on SAS survey feedback.</li> <li>• Review Tier 1 Classroom Practices with informal, non-evaluative observation cycles.</li> </ul>		Committee
<p>Data and Decision Rules:</p> <ul style="list-style-type: none"> <li>• Review data decision rules to identify gaps in student entry and exit criteria (e.g., Complex Skill groups).</li> <li>• Intervention Coordinators familiarize themselves with the Intervention tracking tool and compile data for Tier 2 committee meetings.</li> </ul>		PBIS Tier 2/3 Committee
<p>Professional Development:</p> <ul style="list-style-type: none"> <li>• Deliver PD to relevant staff on intervention delivery, including the request for assistance process, using progress reports, delivering feedback, and monitoring student progress.</li> </ul>		<p>PBIS Tier 1 Committee</p> <p>PBIS Tier 2/3 Committee</p>
<p>Fidelity Checks and Fade Out Process:</p> <ul style="list-style-type: none"> <li>• Implement fidelity checks for Check In/Check Out (CICO) and</li> </ul>		PBIS Tier 2/3 Committee

Social Emotional Behavior (SEB) groups. <ul style="list-style-type: none"> <li>Determine the fade-out process for CICO and SEB groups.</li> </ul>		
Data Sharing: <ul style="list-style-type: none"> <li>Outline a plan to share monthly data schoolwide.</li> </ul>		PBIS Tier 1 Committee  PBIS Tier 2/3 Committee

## **Section 5: Reflection, Evaluation and Refinement**

### **5.1 School Improvement Team and Meeting Schedule**

- The School Improvement Team/Building Leadership Team will meet monthly the third Tuesday 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**

- A report on prior years progress and an updated plan will be presented to the Norridge School District 80 Board of Education at the Board of Education meeting in June of 2025.
- 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**

(2024) Norridge School District 80 website. <https://www.norridge80.net/visit>

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Illinois Report Card (2024) John V. Leigh School

[http://webprod.isbe.net/ereportcard/publicsite/getReport.aspx?year=2020&code=0601608001001\\_e.pdf](http://webprod.isbe.net/ereportcard/publicsite/getReport.aspx?year=2020&code=0601608001001_e.pdf).