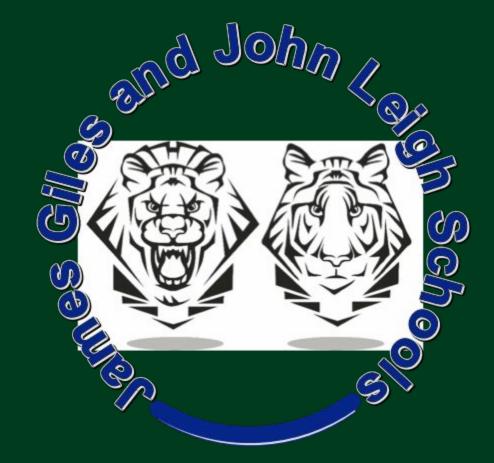NSD80
School Improvement Plan
October 15, 2024

Math Improvement Goals

Leigh Goal #1

70% of our students will make expected gains on i-Ready Math data from Spring 23-24 to Spring 24-25.
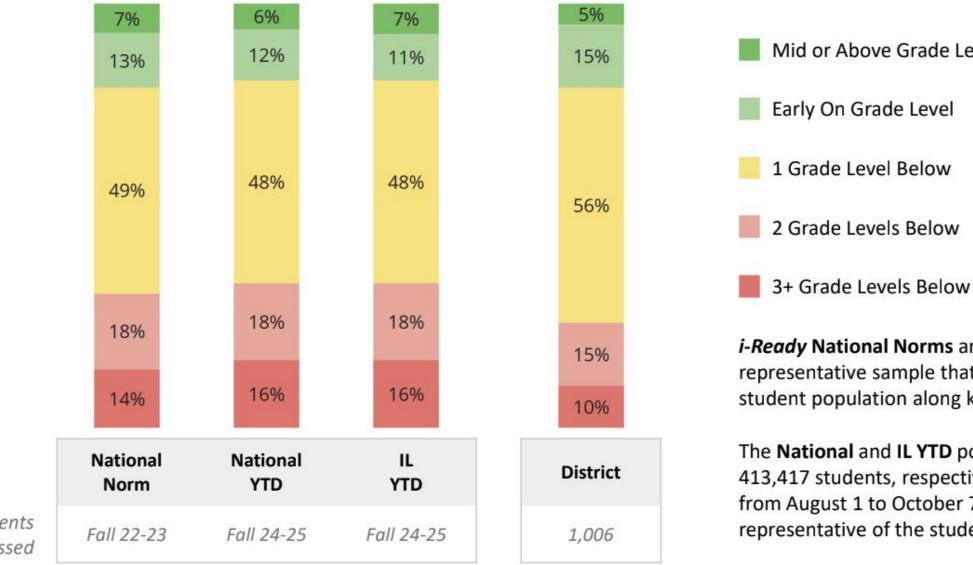

James Giles and John Leigh Schools

Giles Goal 1:

70% of students will make their individual growth goal based on iReady Math for grade 5 and NWEA/MAP for grades 6-8 from Spring 23-24 to Spring 24-25.

How Has the District's Normed Performance Changed Year over Year?

Median Percentile Rank Relative to 22-23 National Norms, Fall 22-23 to Fall 24-25

Current Grade 2	**Current Grade 3**	**Current Grade 4**

50th Percentile

Current Grade 2
- Fall 22-23: 49
- Fall 23-24: 51
- Spring 23-24: 54
- Fall 24-25: 55

Current Grade 3
- Fall 22-23: 50
- Fall 23-24: 50
- Spring 23-24: 56
- Fall 24-25: 55

Current Grade 4
- Fall 22-23: 53
- Fall 23-24: 57
- Spring 23-24: 66
- Fall 24-25: 63

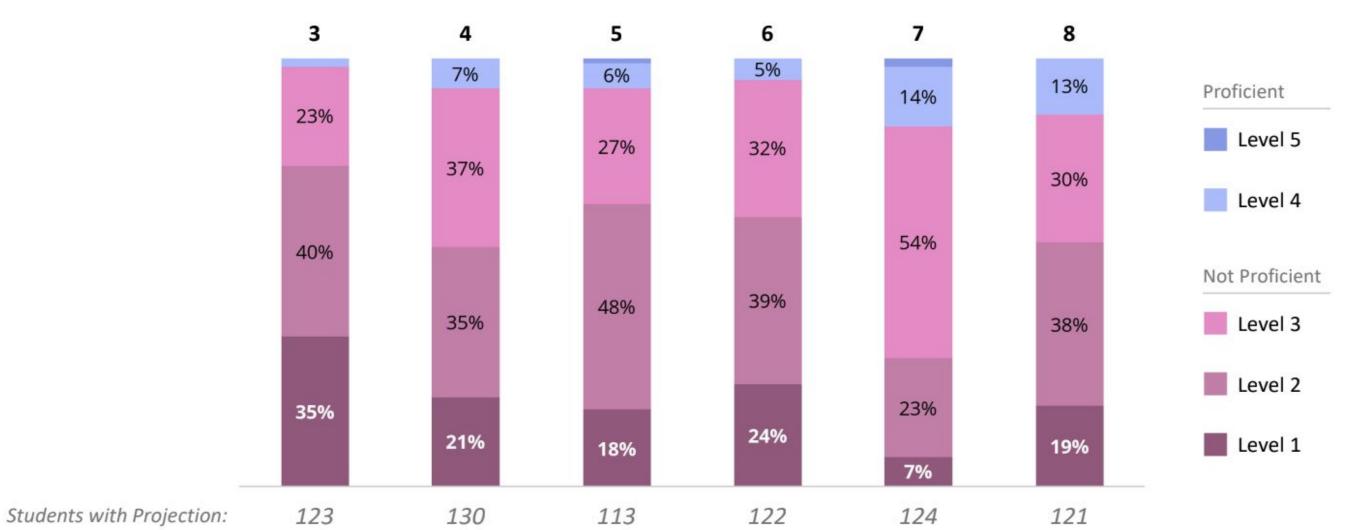| Students Assessed	80	103	112

This is a longitudinal cohort analysis

How are Students Projected to Perform on the State Test?

Proficiency if Students Show No Additional Growth, Fall 24-25

	3	4	5	6	7	8
Level 5		7%	6%	5%	14%	13%
Level 4	23%	37%	27%	32%	54%	30%
Level 3	40%	35%	48%	39%	23%	38%
Level 2	35%	21%	18%	24%	7%	19%

Proficient
- Level 5
- Level 4

Not Proficient
- Level 3
- Level 2
- Level 1

Students with Projection: 123   130   113   122   124   121

The graph above shows the approximate percentage of students who would place in each state test level if they had taken the state assessment at the same time as the Fall Diagnostic. In other words, this shows the projected state test performance if Diagnostic results show no additional growth before the state test.
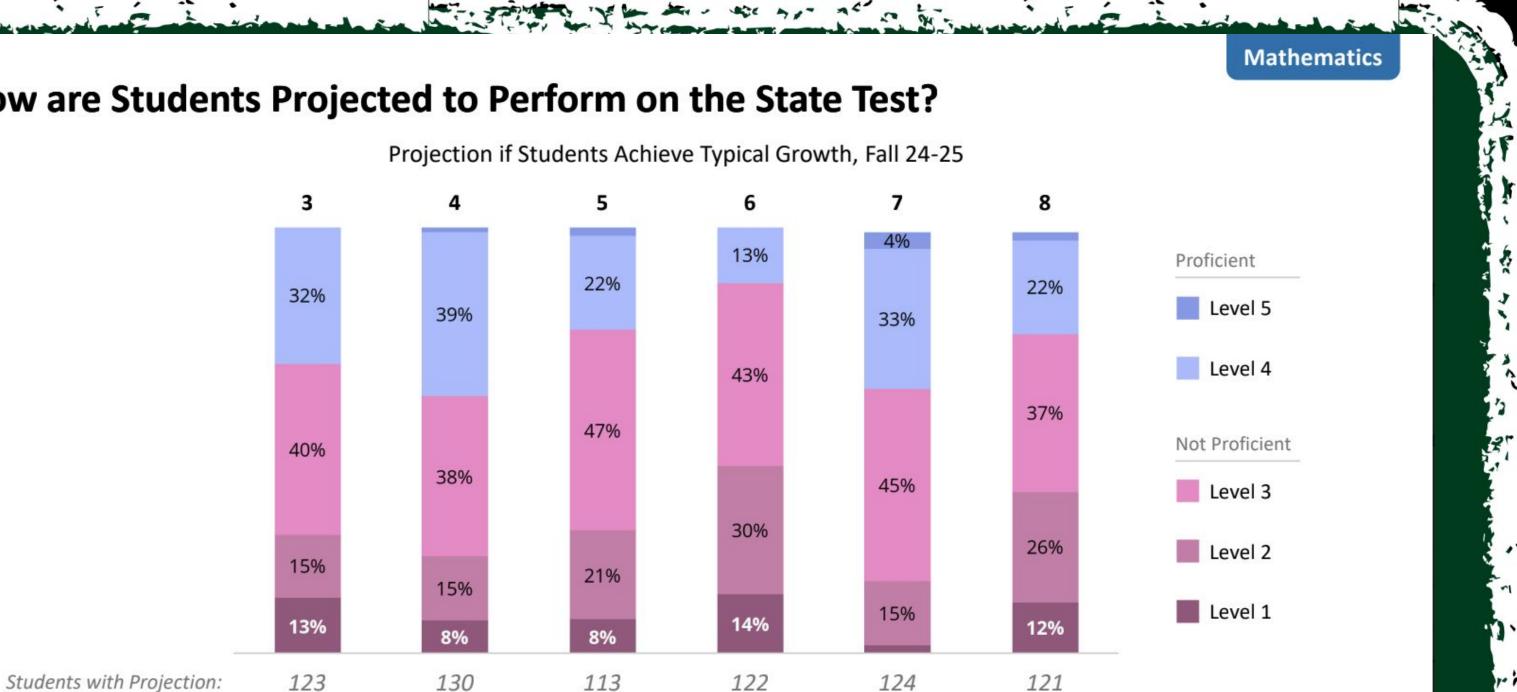
Mathematics

How are Students Projected to Perform on the State Test?

Projection if Students Achieve Typical Growth, Fall 24-25

	3	4	5	6	7	8
Level 5	32%	39%	22%	13%	4%	22%
Level 4	40%	38%	47%	43%	33%	37%
Level 3	15%	15%	21%	30%	45%	26%
Level 2	13%	8%	8%	14%	15%	12%
Level 1						

Proficient
- Level 5
- Level 4

Not Proficient
- Level 3
- Level 2
- Level 1

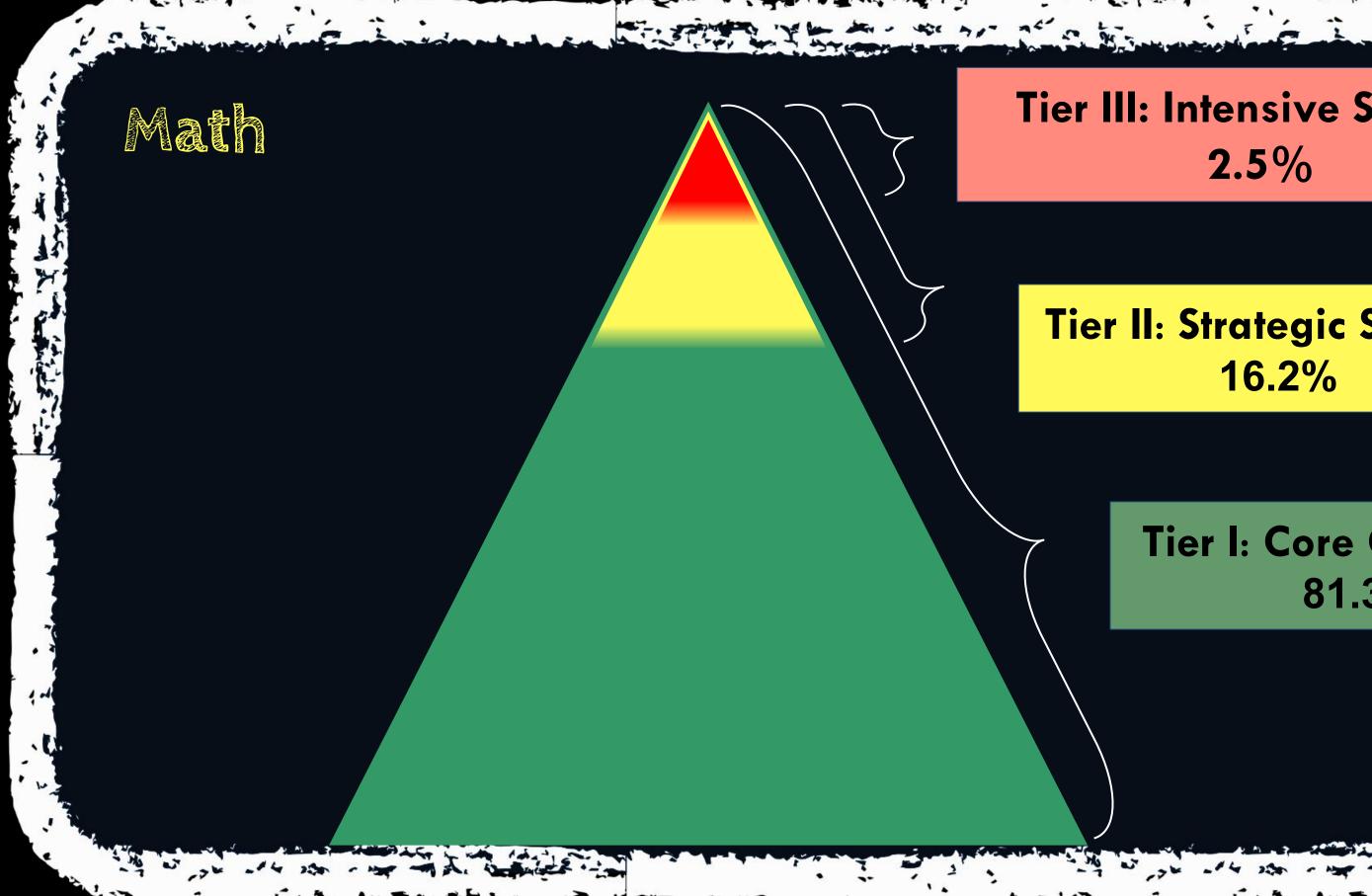*Students with Projection:*   *123*   *130*   *113*   *122*   *124*   *121*

The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their Typical Growth measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Typical Growth measure.

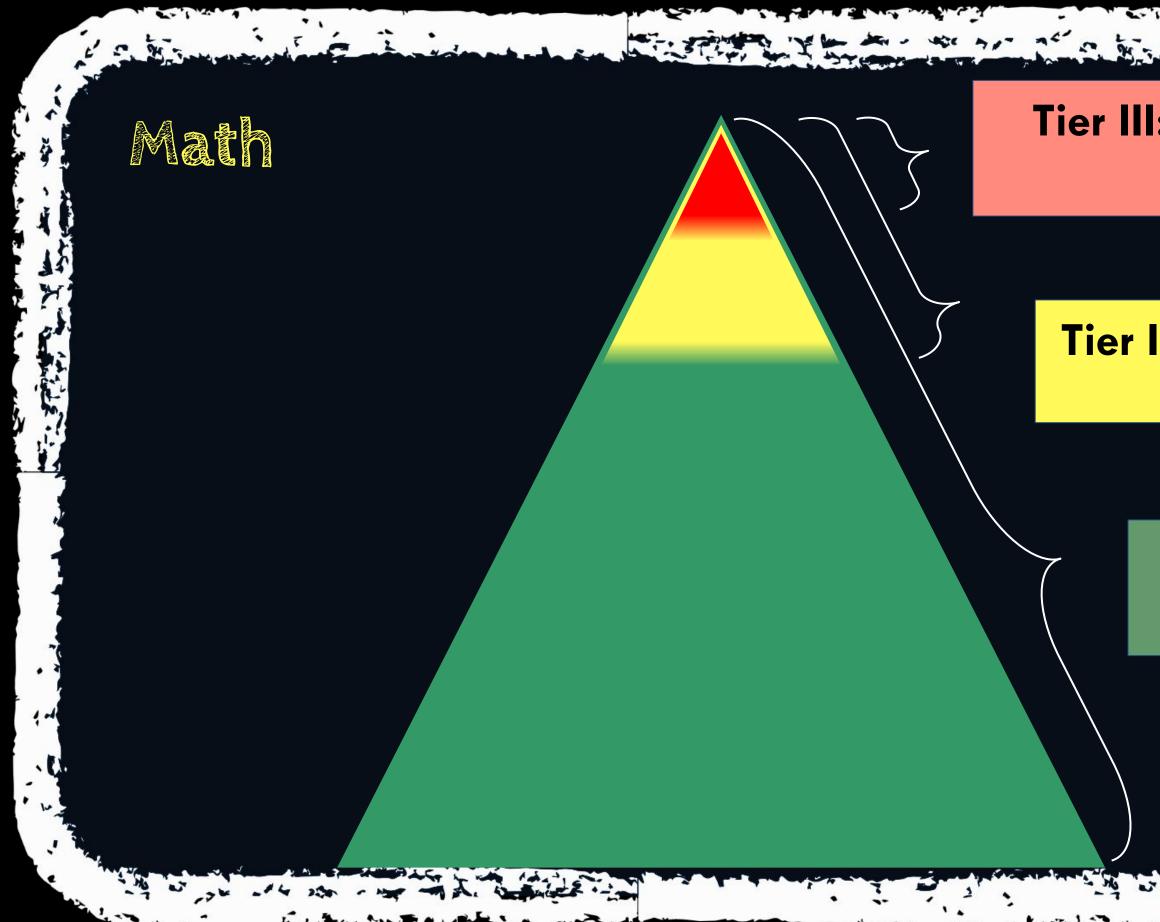# Leigh Goal #1- Three-tiered Continuum of Evidence-based Practices

Math

**Tier III: Intensive Support
2.5%**

**Tier II: Strategic Support
16.2%**

**Tier I: Core Curriculum
81.3%**

Giles Goal #1 Three-tiered Continuum of Evidence-based Practices

Math

Tier III: Intensive Support
2.63%

Tier II: Strategic Support
7.46%

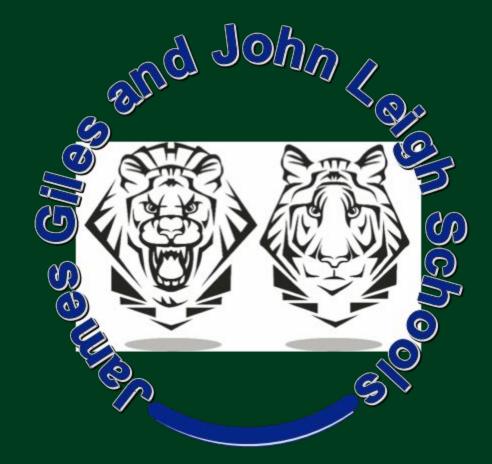**Tier I: Core Curriculum**
89.91%

Math Action Steps

- Professional Learning Communities (PLCs)
- Improving upon our MTSS system
- 5th Grade Curriculum Alignment to K-4 Math Curriculum
- After School Tutoring Group Opportunities
- Supporting Multilingual students during Math Instruction with a focus on content specific Vocabulary
- Goal Setting with Students
- Ongoing Professional Development Opportunities for Teachers and Staff
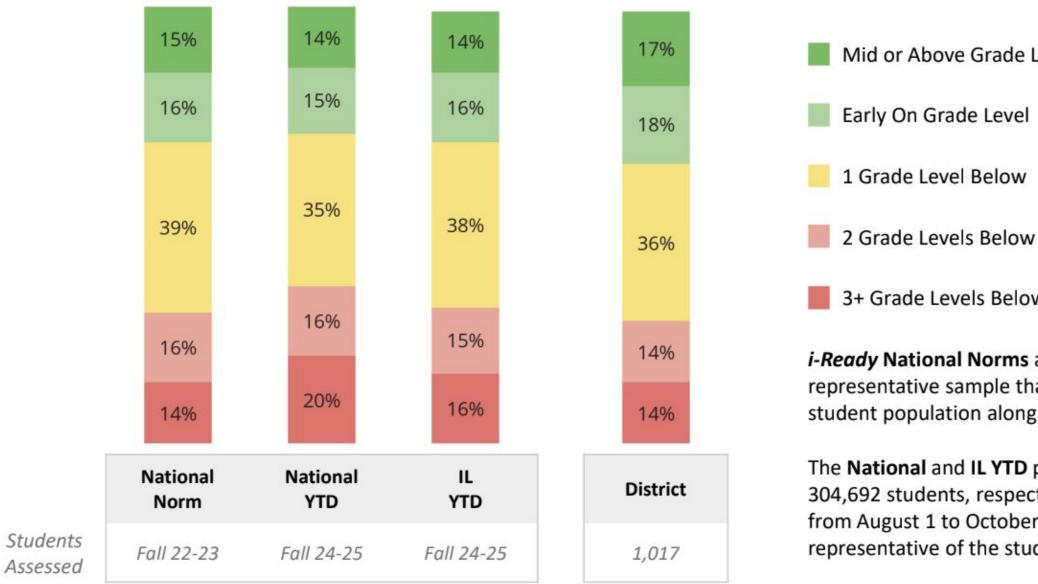
ELA Improvement Goals

Leigh Goal #2

70% of our students will make expected gains on i-Ready Reading data from Spring 23-24 to Spring 24-25.

Giles Goal 2:

70% of students will make their individual growth goal based on iReady Reading for grade 5 and NWEA/MAP for grades 6-8 from Spring 23-24 to Spring 24-25.

James Giles and John Leigh Schools

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

Fall Placement Distribution for District and Benchmarks

	National Norm	National YTD	IL YTD		District
Mid or Above Grade Level	15%	14%	14%		17%
Early On Grade Level	16%	15%	16%		18%
1 Grade Level Below	39%	35%	38%		36%
2 Grade Levels Below	16%	16%	15%		14%
3+ Grade Levels Below	14%	20%	16%		14%
Students Assessed	Fall 22-23	Fall 24-25	Fall 24-25		1,017

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National** and **IL YTD** populations include 9,309,603 and 304,692 students, respectively, who completed a Diagnostic from August 1 to October 7. This data may not be representative of the student populations.
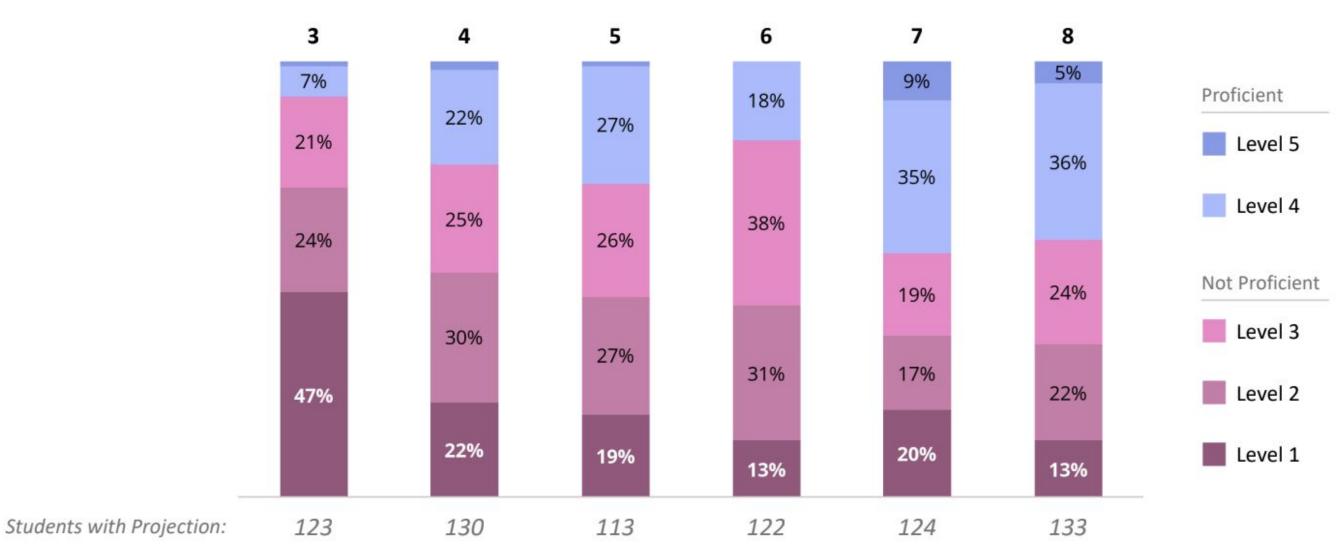
How are Students Projected to Perform on the State Test?

Proficiency if Students Show No Additional Growth, Fall 24-25

	3	4	5	6	7	8
Level 5	7%	22%	27%	18%	9%	5%
Level 4					35%	36%
Level 3	21%	25%	26%	38%	19%	24%
Level 2	24%	30%	27%	31%	17%	22%
Level 1	47%	22%	19%	13%	20%	13%

Proficient
- Level 5
- Level 4

Not Proficient
- Level 3
- Level 2
- Level 1

Students with Projection: 123 | 130 | 113 | 122 | 124 | 133

The graph above shows the approximate percentage of students who would place in each state test level if they had taken the state assessment at the same time as the Fall Diagnostic. In other words, this shows the projected state test performance if Diagnostic results show no additional growth before the state test.
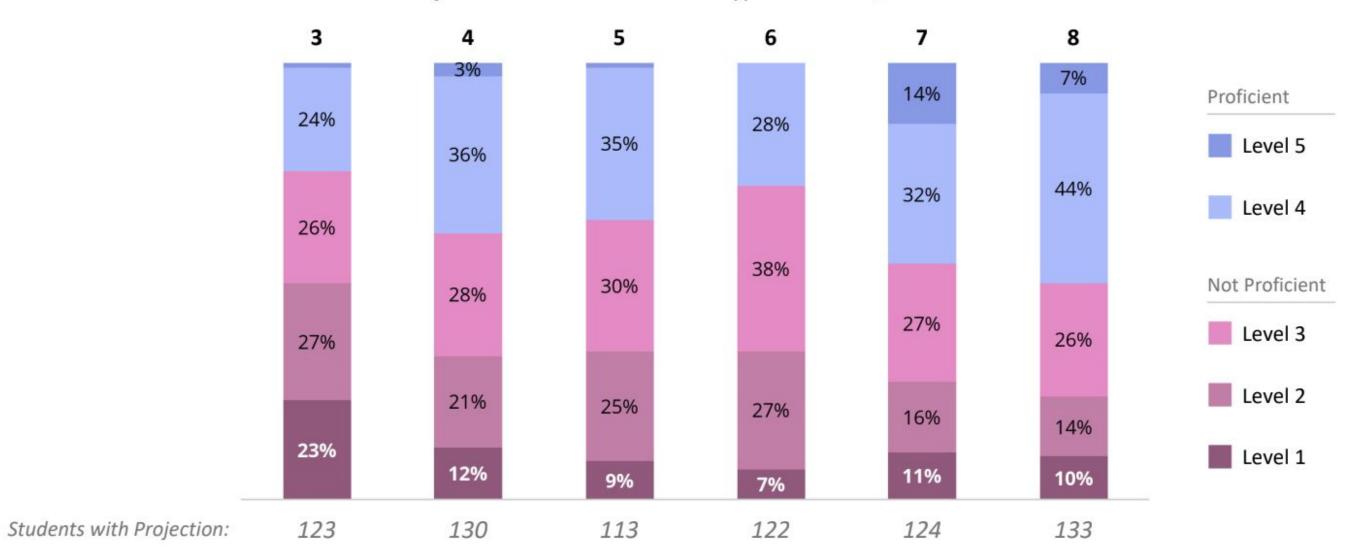
How are Students Projected to Perform on the State Test?

Projection if Students Achieve Typical Growth, Fall 24-25

Proficient
- Level 5
- Level 4

Not Proficient
- Level 3
- Level 2
- Level 1

Grade	3	4	5	6	7	8
Level 5		3%			14%	7%
Level 4	24%	36%	35%	28%	32%	44%
Level 3	26%	28%	30%	38%	27%	26%
Level 2	27%	21%	25%	27%	16%	14%
Level 1	23%	12%	9%	7%	11%	10%
Students with Projection:	123	130	113	122	124	133

The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their Typical Growth measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Typical Growth measure.
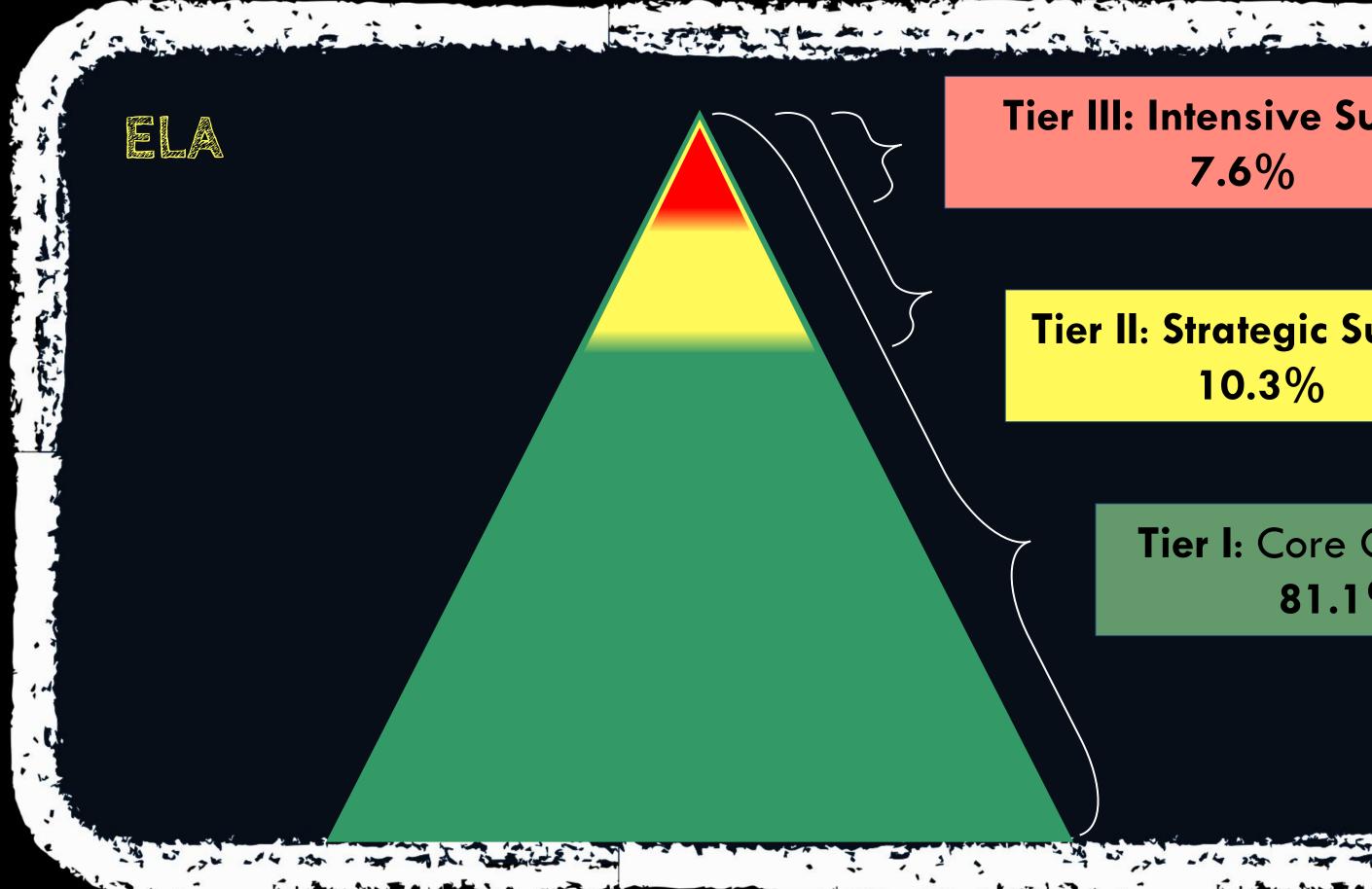
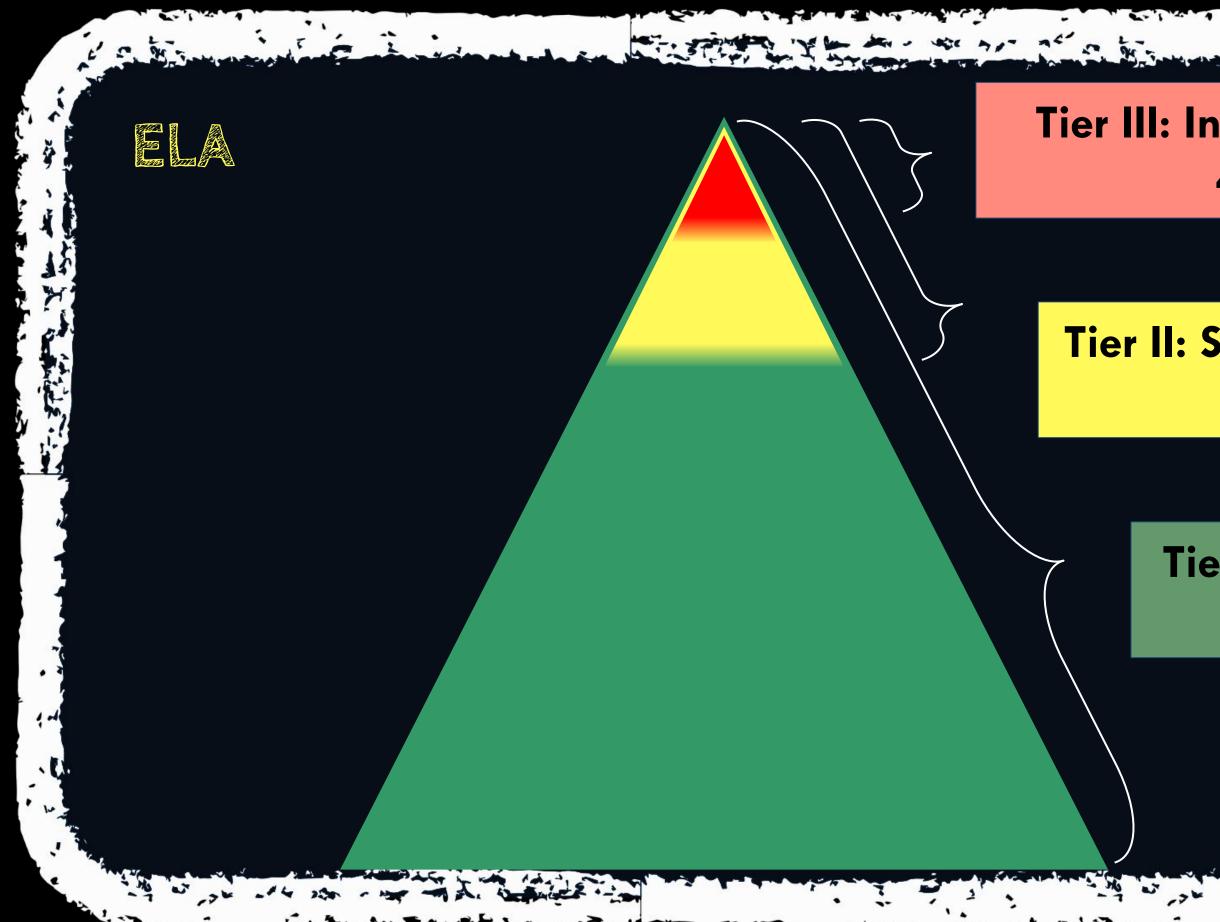# Leigh Goal #2- Three-tiered Continuum of Evidence-based Practices

ELA

Tier III: Intensive Support
7.6%

Tier II: Strategic Support
10.3%

Tier I: Core Curriculum
81.1%

Giles Goal #2 Three-tiered Continuum of Evidence-based Practices

ELA

Tier III: Intensive Support 4.24%

Tier II: Strategic Support 11.38%

Tier I: Core Curriculum 84.38%

ELA Action Steps

- Professional Learning Communities (PLCs)
- Improving upon our MTSS system
- 3rd/4th/5th Grade ELA Curriculum Alignment (Magnetic Reading + Writing)
- Writing Course added for grades 5th and 6th
- Supporting Multilingual students during ELA Instruction with a focus on content specific Vocabulary
- Goal Setting with Students
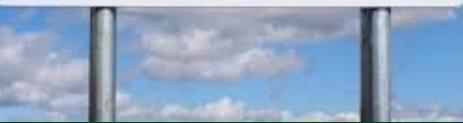- Ongoing Professional Development Opportunities for Teachers and Staff

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.

3 BIG IDEAS of a PLC FOCUS
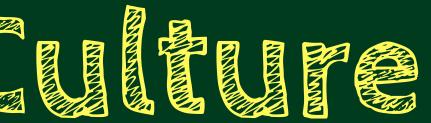
Focus on Learning

The first (and the biggest) of the ideas: the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher.)

This focus on and commitment to the learning of each student are the very essence of a learning community.

Collaborative Culture

The second big idea driving is to ensure all students learn at high levels.

Educators must work collaboratively and take collective responsibility for the success of each student.

Focus on RESULTS

The third big idea is a results orientation. To assess PLC effectiveness, educators must focus on results—evidence of student learning.

They then use that evidence of learning to inform and improve their professional practice and respond to individual students who need intervention or enrichment.
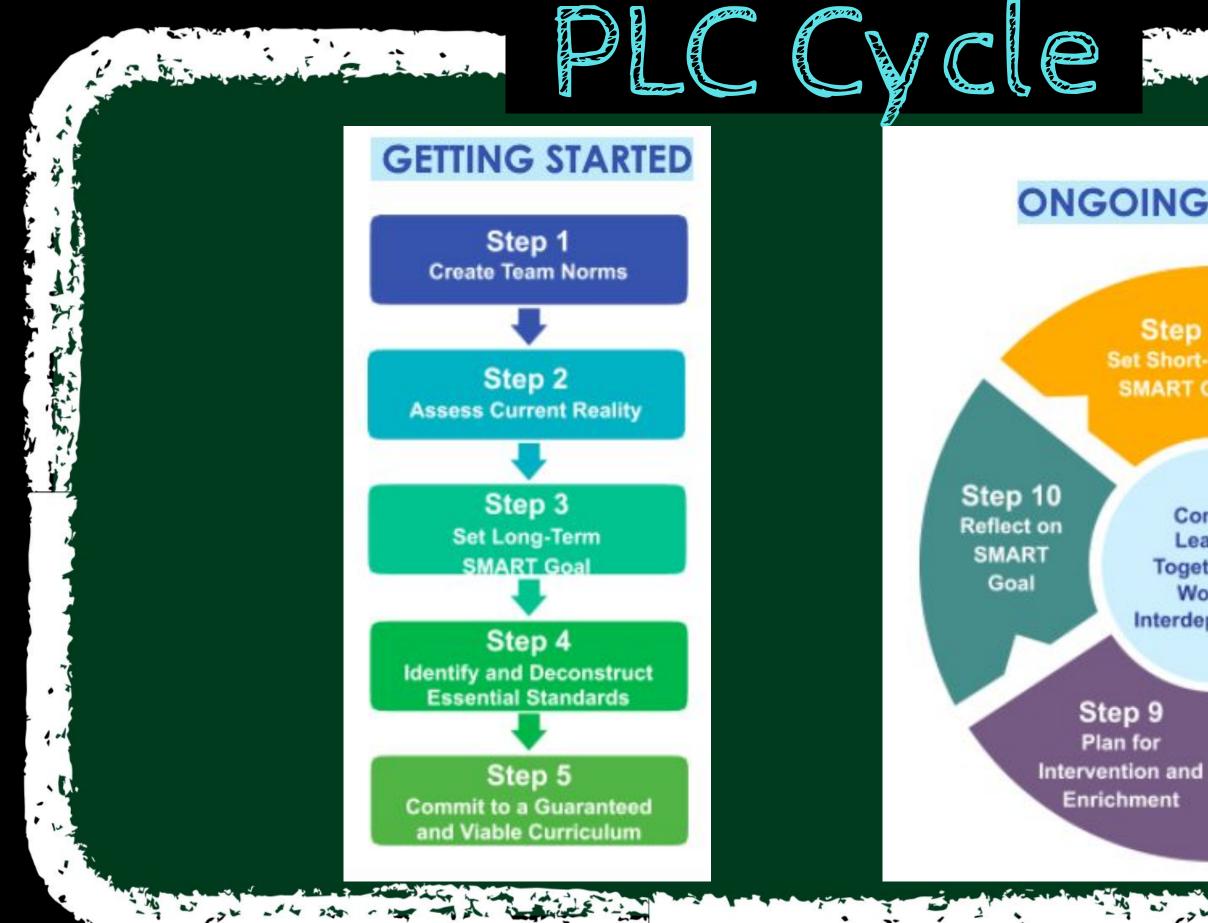
4 Critical Questions

1 What is it that we want students to know and be able to do?

2 How will we know they are learning?

3 How will we respond when they don't learn?

4 How will we respond when they already know it?

PLC Cycle

GETTING STARTED

Step 1
Create Team Norms

Step 2
Assess Current Reality

Step 3
Set Long-Term SMART Goal

Step 4
Identify and Deconstruct Essential Standards

Step 5
Commit to a Guaranteed and Viable Curriculum

ONGOING PLC CYCLE

Committed to Learning Together and Working Interdependently

Step 6
Set Short-Term SMART Goal

Step 7
Collaboratively Plan for Teaching

Step 8
Create Common Formative Assessment

Step 9
Plan for Intervention and Enrichment

Step 10
Reflect on SMART Goal

Next Steps for PLCs

- PLC Teams are currently identifying the assessments that are utilized to assess student learning (both formative and summative assessments) for each priority standard.
- PLC Teams will then determine proficiency for each priority standard via creation of proficiency scales (rubrics used to gauge student progress towards mastering the standard).
- Once this work is complete, we will have a solid foundation to conduct regular PLC cycles focused around the 4 critical questions.

PLC Cycle

GETTING STARTED

Step 1
Create Team Norms

↓

Step 2
Assess Current Reality

↓

Step 3
Set Long-Term SMART Goal

↓

Step 4
Identify and Deconstruct Essential Standards

↓

Step 5
Commit to a Guaranteed and Viable Curriculum

ONGOING PLC CYCLE

Committed to Learning Together and Working Interdependently

Step 6
Set Short-Term SMART Goal

Step 7
Collaboratively Plan for Teaching

Step 8
Create Common Formative Assessment

Step 9
Plan for Intervention and Enrichment

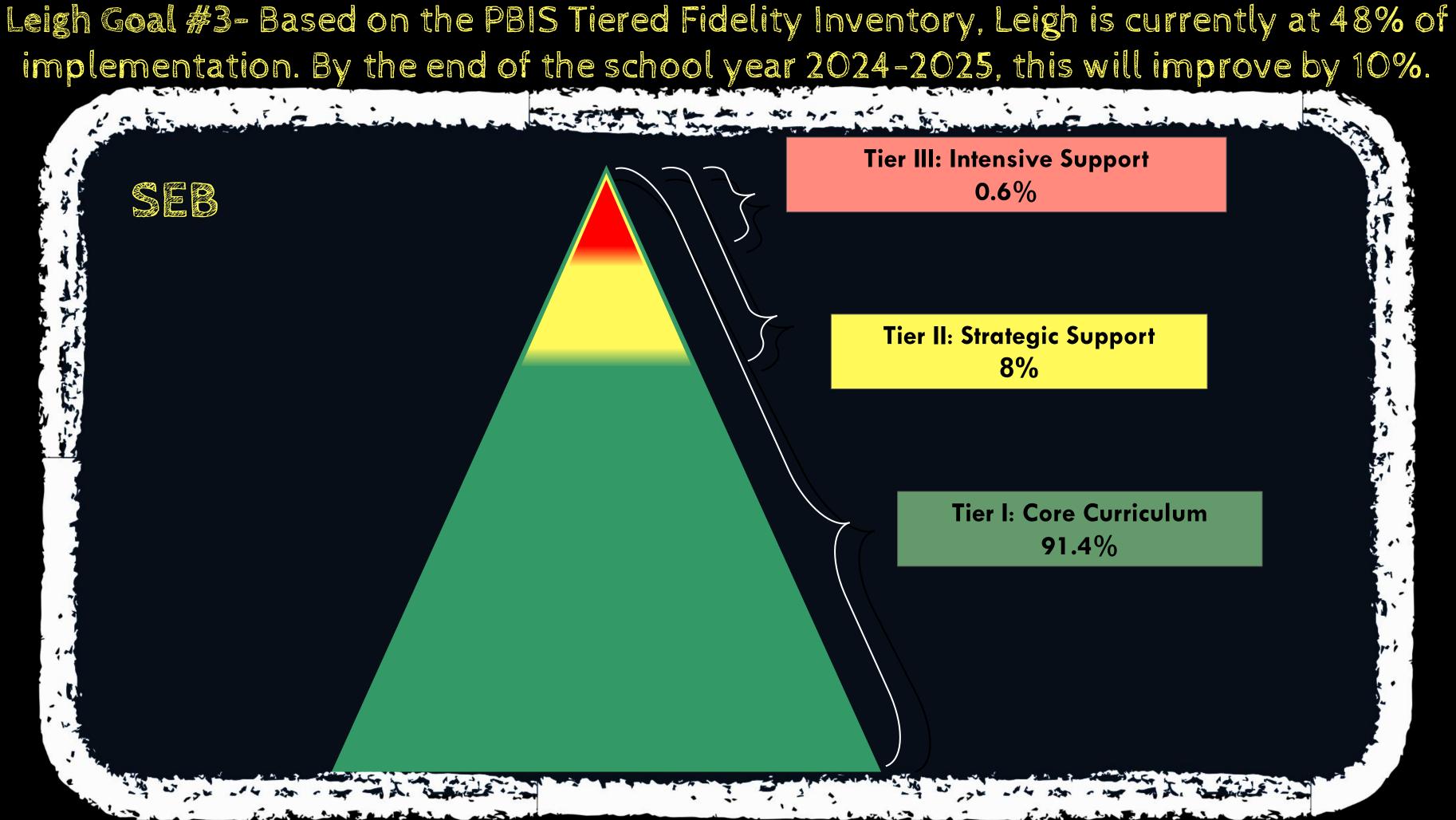**Step 10**
Reflect on SMART Goal

Leigh Goal #3- 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%.
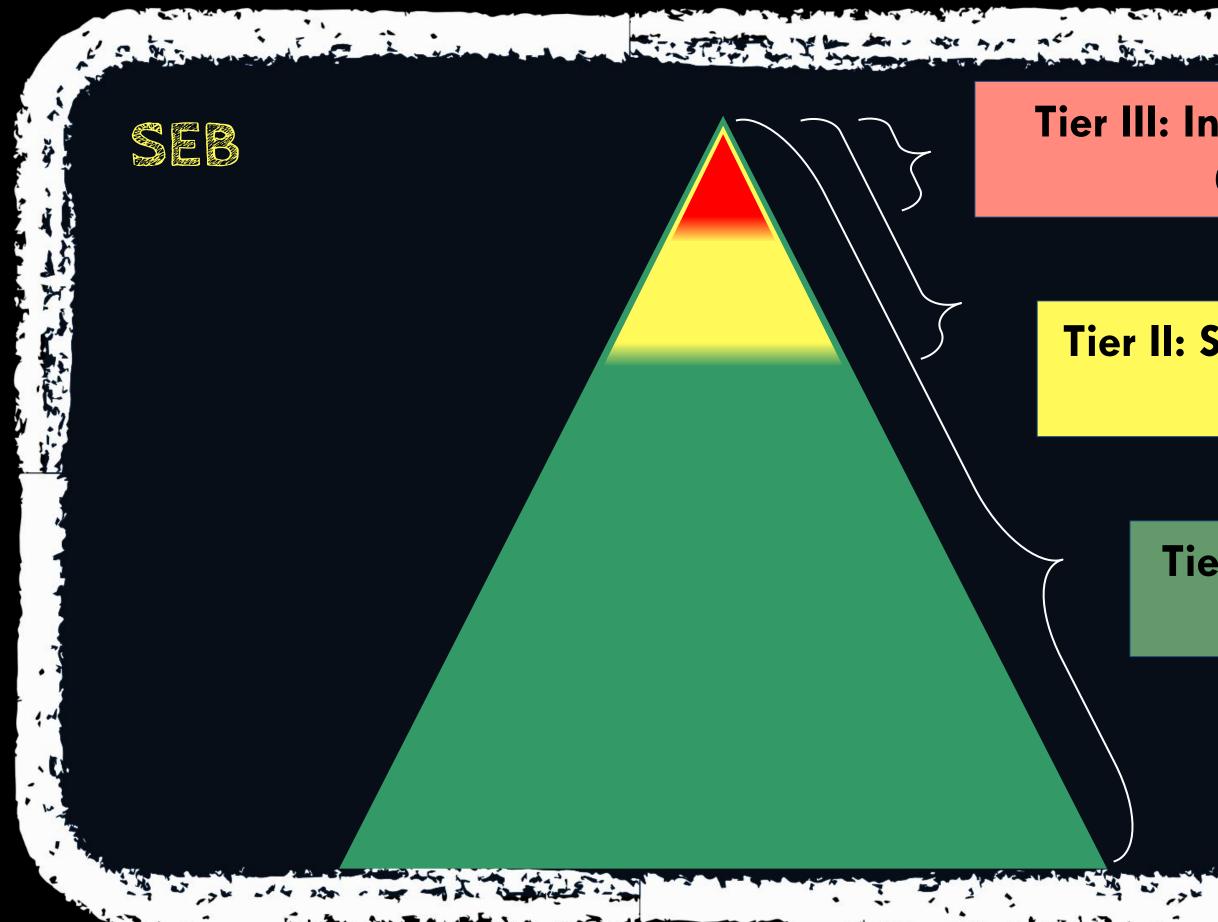
SEB

Tier III: Intensive Support
0.6%

Tier II: Strategic Support
8%

Tier I: Core Curriculum
91.4%

Giles Goal #3 Three-tiered Continuum of Evidence-based Practices

SEB

Tier III: Intensive Support 0.61%

Tier II: Strategic Support 7.52%

Tier I: Core Curriculum 91.87%

Questions?

NSD80
School Improvement Plan
October 15, 2024