

Norridge School District 80



**School Improvement Plan
2025-2026**

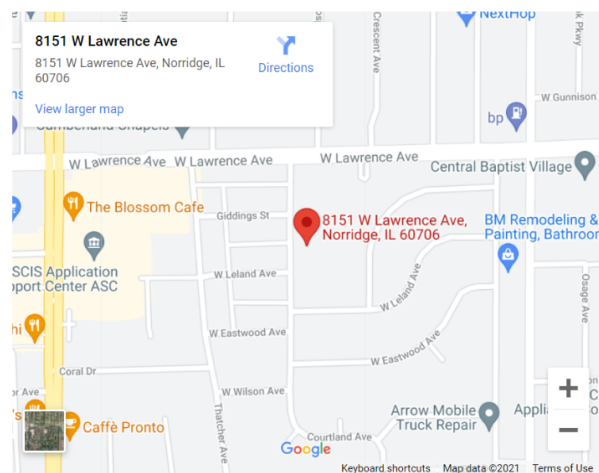
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Section 1: Introduction and Background

1.1 School Community

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



Name Origin

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

History

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



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

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

School Community

Giles School is located at 4251 N Oriole Ave in Norridge, IL. The school serves approximately 493 students in grades 5-8 and is a part of Norridge School District 80. The average class size at Giles School is 24.8 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 June 2025, there are 493 students that attend Giles School.

- Fifth grade - 112 students
- Sixth grade - 124 students
- Seventh grade - 120 students
- Eighth grade - 137 students

Staff

- 30 certified teachers
- 1 school nurse, RN
- 4 paraprofessionals
- 5 support staff
- 3 administrators

As of 2024, at Giles School, 71.4% of students are Caucasian, 0% are Black, 17.7% are Hispanic, and 9.5% are Asian.

8.3% of students have Individualized Educational Plans (IEP), which is below the state average of 15%. 24% of students are identified as English Language Learners. This is 7.6% above the state average at 16.4%.

Data indicating students who are identified as homeless has been redacted. The daily average student attendance is 93.6%. This is slightly higher than the state average of 91.6%. In 2024, 19% 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 26.3%.

Table 1***Student Attendance Data***

Student Attendance Data					
	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY	2023-2024 SY
Attendance	96.50%	96.70%	93.30%	92.90%	93.60%
Chronic Absenteeism	5%	6%	18.90%	22.70%	19%
Mobility Rate	2%	1%	3.60%	3.20%	2.80%

Table 2***Student Demographics***

Student Demographics Data					
	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY	2023-2024 SY
White	75.30%	75.50%	74.40%	70.60%	71.40%
Black	0.80%	0.60%	Data Redacted	Data Redacted	0%
Hispanic	15.80%	17.60%	18.00%	20.30%	17.70%
Asian	7%	5.50%	6.60%	8.30%	9.50%
American Indian	0.20%	0.20%	Data Redacted	Data Redacted	Data Redacted
Two or More	0.80%	0.60%	Data Redacted	Data Redacted	Data Redacted

** Data redacted due to low number*

Table 3**Enrollment Data By Grade**

Enrollment Data By Grade					
Enrollment Data	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY	2023-2024 SY
Total Population	486	494	484	493	496
Grade 5	134	119	121	108	118
Grade 6	118	132	114	127	120
Grade 7	128	113	133	121	128
Grade 8	106	130	116	137	130

Table 4**Student Sub Group Enrollment**

Sub-groups	2018-19 SY		2019-20 SY		2020-21 SY		2021-22 SY		2022-23 SY		2023-24 SY	
	#	%	#	%	#	%	#	%	#	%	#	%
Total English Language Limited (ELL)		9%		12%		16%		19%	101	20%	121	24.5%
Spanish	9	20%	n/a	n/a	10	12%	12	12%	12	11%	17	14%
Polish	13	29%	n/a	n/a	30	36%	26	27%	25	24%	28	23.1%
Ukrainian	5	11%	n/a	n/a	22	26%	35	37%	37	36%	40	33%
Other	18	40%	n/a	n/a	23	27%	21	22%	27	26%	36	29.8%

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

Sub Groups	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY	2023-2024 SY
	%	%	%	%	%
Intellectual Disability	3	4	6	8	7.9
Speech or Language	16	14	9	8	2.6

Impairment					
Emotionally Disability	7	4	9	6	10.5
Other Health Impairment	7	13	13	14	21.1
Specific Learning Disability	30	25	49	44	34.2
Multiple Disabilities	2	1	2	3	2.6
Autism	11	16	11	14	21.1

Table 6***Educator Data***

	2018-2019 SY	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY	2023-2024 SY
Total Full time Classroom Teachers	27	27	25	29	29	29.9
Average Years Teaching	12	13	14	12	11	13.13
# Teachers New to Building	2	3	0	5	8	4
# First Year Teachers	1	1	0	2	6	0
% with B.A. Degree (District)	38.90%	41.10%	n/a	35.50%	46.48%	46.7%
% with M.A & Above	61.10%	39.60%	n/a	64.50%	53.52%	53.3%
# with Emergency or Provisional Certificates	2	2	1	2	3	1
# Teachers working Out of Field	14	11	16	11	14	0
% Teacher Attendance	74.40%	78%	n/a	52.50%	62%	60%
% Caucasian Teachers	89.60%	81.90%	n/a	85.10%	82.90%	83.30%
% Afro-Am Teachers	0	0	0	0	0	
% Hispanic Teachers	0	0	0	0	0	3.30%
% Unknown Race						13.40%
% Male Teachers (District)	13.50%	16.50%	n/a	16.45%	31%	29.90%
% Female Teachers (District)	86.50%	81.30%	n/a	83.60%	69%	70.10%
# Total Paraprofessionals	5	6	5	6	6	6
# Classroom Instructional Paraprofessionals	5	6	5	6	5	6
# Total Under-Qualified paraprofessionals	1	1	3	3	3	2
# Total Counselors	2	0	0	0	0	0

# Total Librarians	0	0	0	0	0	0
# Total Social Workers/ Psychologists	2	2	2	2	2	1.4
# Total Other Staff	7	9	9	9	11	12

- 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

Alyssa Gulo, Giles Assistant Principal

Judy Figliuolo, Faculty Member and NEAT Co-President

Annamarie Piotrowski, Faculty Member and 8th Grade Representative

Steve Hovorka, Faculty Member and 7th Grade Representative

Todd Browder, Faculty Member and 6th Grade Representative

Anthony Coletta, Faculty Member and 5th Grade Representative

Sara DeVito, Faculty Member and SpEd Representative

Daniel Nickerson, Faculty Member and Specials Teacher

1.4 Other Information

J. Giles School Illinois Report Card for 2023-2024:

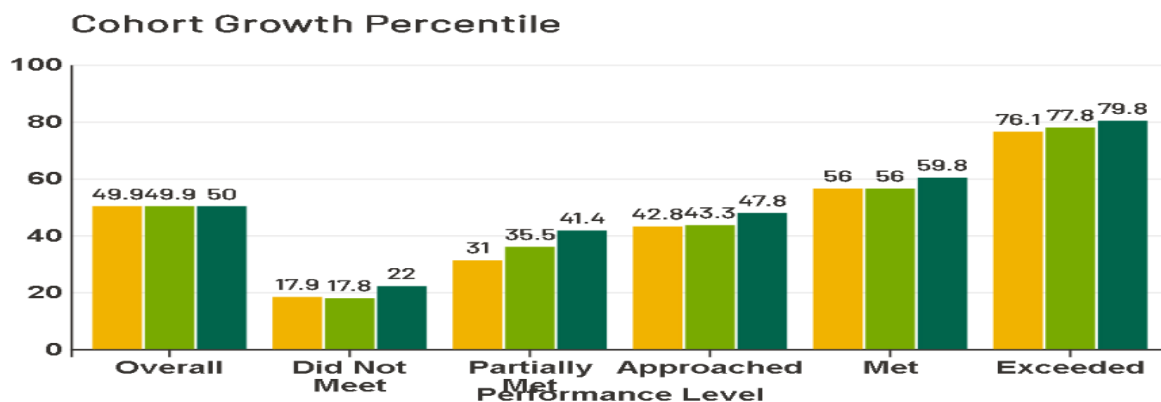
Giles School Report Card

In 2024, Giles earned the designation of **Commendable** based upon the amount of growth made from IAR over the past year.

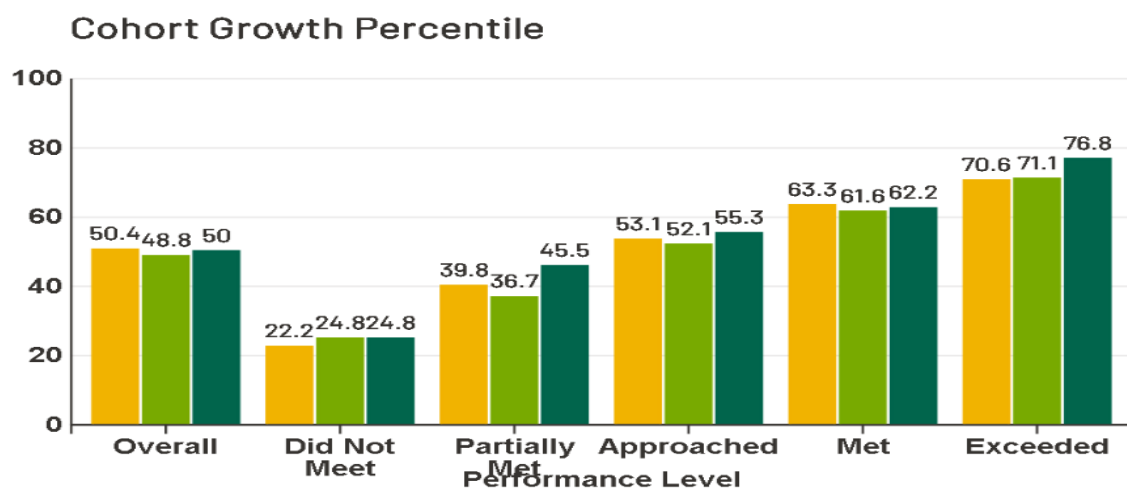
A school that has no **underperforming student groups**, a graduation rate greater than 67%, and whose performance is **not in the top 10%** of schools statewide.

Figure 1

IAR Cohort Results ELA 2024



IAR Cohort Results Math 2024



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
• iReady Math Curriculum • EdPuzzle	• Pearson Savvas Digits Program • EdPuzzle	• Magnetic Reading • iReady • Flocabulary • EdPuzzle	• Pearson My Perspectives • iReady • Flocabulary • ReadWorks • EdPuzzle

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 • McGraw Hill: History of Our Past: A History of the United States • Flocabulary • EdPuzzle	• Generation Genius • CK12 • Open Science Edition • Newsela • Readworks • National Geographic • Science News • Flocabulary • EdPuzzle	• Vamos • Somos • Señor Wooly • Blooket • GimKit • Conjuguemos • EdPuzzle

School Strengths

After School Support

- Giles offers twice weekly academic support for Social Emotional Behavior (SEB), ELA, Math, ML student support, and Tier II/Tier III intervention. Certified Staff provided curriculum-based instruction to students who needed additional support based on teacher recommendation.

Student Principal Advisory Committee on Engagement (SPACE) Program

- Giles SPACE program builds a sense of community and accomplishment among student leaders. The students were engaged with creating indoor and outdoor recess plans. They also contributed to ideas for the fourth grade fly-up night.

Multilingual (ML) Program

- ML staff push-in to core subjects to support students in each grade level and had individual grade small groups.
- There were 19 ML students that tested out of the program based on their ACCESS test scores.
- Students also received ML support during our WIN periods.

Extra Curricular Activities

- Giles offers many sports and extracurricular activities for students including Cross Country, Girls Volleyball, Boys Volleyball, Girls Basketball, Boys Basketball, Boys Soccer, and Girls Cheerleading.
- School Spirit/Culture (Positive, Respectful/Responsible, Inclusive, Determined, Engaged [PRIDE] & Positive Behavior Intervention Supports [PBIS])
- Giles school has many programs to promote a positive school climate. Students earn PBIS points by participating in these events. The school hosts regular PBIS events including grade war challenges, spirit weeks, Red Ribbon Week, holiday events, and

hidden paw challenges. Additionally, students are encouraged to attend home sporting events.

- In addition, Giles hosts a PRIDE Program for PRIDE Leaders. A PRIDE Leader is a student who is a positive role model for peers that helps create a safe, respectful, and welcoming school environment. PRIDE Leaders will help promote school spirit, along with a positive learning environment. PRIDE Leaders focus on leadership skills and the ability to be a positive role model to peers. PRIDE Leaders have multiple responsibilities including: weekly announcements, sale of special lunch treats, supervision of special lunch activities, help with assemblies, the collection/counting of canned foods for our annual food drive, shopping for the annual Angel Tree/Salvation Army Coin Collection Drive, along with other leadership roles.
- Giles also facilitates many buddy activities between grade levels to promote relationships and foster a greater sense of belonging and community within Giles. Buddy classrooms meet and engage in fun activities together.

Safety

- Giles will be adding an SRO to the district in 2025-2026.

Technology

- Giles has continued investing in technology for their students. Giles School is a 1:1 school with each student receiving their own device. We use the google platform and all classrooms are equipped with interactive smartboards.

Community Involvement/Relationships

- Giles engages in many activities with community members and organizations. Giles conducts a yearly canned food drive that brought in over 600 items in the 24-25 school year. Yearly, Giles students participate in Angel Tree Giving and raised over \$3,000 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, Giles has also built and maintained a relationship with the Norridge School Foundation, Norwood Park Township, Ridgewood High School, Triton College, and the Eisenhower Library.

Parent Support and Communication

- The parents and guardians of Norridge District 80 are committed partners in supporting our schools. At Giles, families actively engage by responding to parent and community surveys, and staff maintain regular communication with them throughout the year. Student-led conferences and community events are consistently well attended, reflecting strong collaboration. The PTA also plays a vital role by helping to provide enriching assemblies and experiences for students.

Academic Achievement

- Students at Giles School consistently perform at or above national and state averages. They take an active role in their learning by setting and monitoring personal goals to support growth on both district and state assessments. In addition, students have the opportunity to advance within the Math and English Language Arts departments, allowing them to be challenged and supported based on their individual needs.

Social/Emotional Behavior

- In the 2023-2024 school year we had 1,786 referrals of which 1,271 were minors and 515 were majors. In the 2024-2025 school year, we had 1,488 referrals of which 1,021 were minors and 467 were majors.
- Based on this data, the goal of office discipline referrals in the 2024-2025 will decrease by 10% compared to the school year of 2023-2024, was met.

Fine Arts

- Instrumental Music is a fundamental and award-winning program at Giles School, known for its strong enrollment and broad community support. To further expand the Fine Arts offerings, Art has recently been added to the student course schedule, providing

valuable opportunities for students with artistic talents to receive formal instruction. The Instrumental Music Program is actively working to raise awareness and financial support to enhance resources and experiences for all Giles students. The Giles band program has approximately 175 band students currently in grades 5 through 8 playing musical instruments. Our bands are ability-based and a student becomes a member of the band that best suits his/her learning styles and needs.

- Giles School offers three levels of band: Beginning Band, Cadet Band, and Concert Band. To be eligible for Concert Band, students must demonstrate advanced proficiency by progressing through the method book. All band students participate in full band rehearsals several times a week before school and also attend a weekly pull-out lesson during the school day. These lessons focus on developing individual skills through the method book and preparing music for upcoming performances.
- In the 24-25 School Year, Giles Concert Band earned a Division I Superior honor, the highest honor possible, at the Illinois Grade School Music Association District 7 Organizational Contest on March 15, 2025. The students were awarded 1st place medals they will wear on their uniforms at concerts. A permanent award is hanging in the Giles band room.

Accelerated courses

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

Table 8

Criteria For Math Advancement

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

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

Table 9

Criteria For ELA Advancement

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

6th Grade	97th Percentile	End of 6th Grade 653+	Go to 7th Grade English Language Arts
5th Grade	97th Percentile	End of 5th Grade 640+	Go to 6th Grade English Language Arts

School Challenges

- Academic Achievement
 - The students at Giles School did not achieve our ELA or Math Goals this year.
 - One factor that needs to be considered was the amount of testing at Giles; taking MAP and iReady was a month-long process. Additionally, students may have focused on 1 (such as MAP) over the other (iReady). In the Spring, students took the IAR, Science Assessment, I-Ready and MAP tests. Next year we are not using MAP, we are only using iReady.
- Chronic Absenteeism
 - Giles School had a Chronic Absenteeism rate of 19% in the 2023-2024 school year. Chronic Absenteeism is closely linked to reduced student achievement, social disengagement and feelings of alienation. For the 2023-24 school, our focus was reaching to families who had students who were chronically absent by calling, having meetings and doing home visits.
- Aging Infrastructure
 - The Norridge School District 80 Strategic Plan calls for modernization of classrooms and hallways by updated classroom furniture, painting classroom walls as well as painting the hallways.
- Staffing
 - The emotional development and educational needs of the students would benefit from an increase in the amount of social work made available.
- 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. Shortages are addressed by teachers covering classes during their planning periods. Efforts to improve this situation include increasing substitute teacher pay, reaching out to the community for possible referrals, and utilizing resources such as Indeed.com.
- Language Challenges
 - At Giles, the percentage of English Learners is rising. In the 17-18 school year, 7% of the population was identified as English Learners. In the 22-23 school year, that number rose to 17.6% of the population. In the 24-25 school year, that number rose to 24% 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 a variety of athletic extracurricular opportunities; however, options for academic or interest-based clubs remain limited. While the school does provide some non-athletic extracurricular activities through a partnership with the Norridge Park District, these offerings are modest. Expanding the variety of extracurricular programs would give students more opportunities to explore

academic and personal interests. It would also help engage students who may not participate in athletics, fostering a stronger connection to the school community.

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.

Figure 2

% Students Achievement Performance Level in ELA (IAR Test)

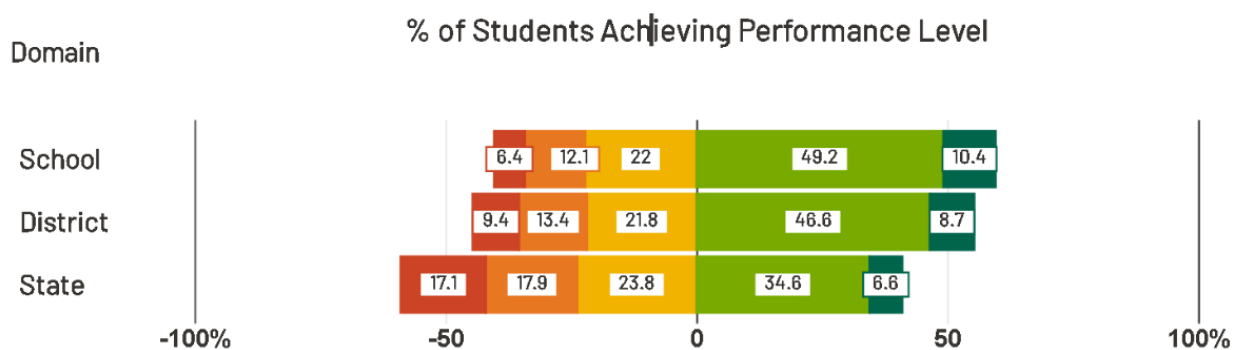


Figure 3

% Students Achievement Performance Level in Math (IAR Test)

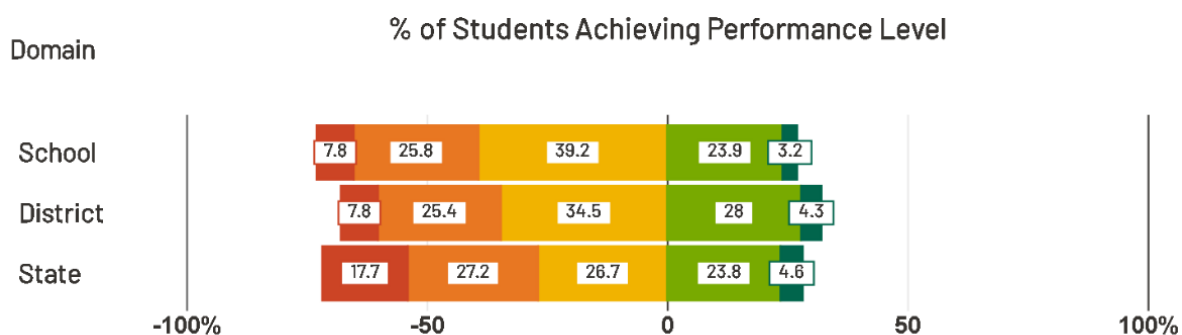


Table 10

NWEA Map Math Data

5th grade Math MEA N RIT	Winter 2019-2020	Winter 2020-2021	Spring 2020-2021	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022	Fall 2022-2023	Winter 2022-2023	Spring 2022-2023	Fall 2023-2024	Winter 2023-2024	Spring 2023-2024	Fall 2024-2025	Winter 2024-2025	Spring 2024-2025
Grade 5	218.2	215.5	218.7	209.3	213.5	218	210.8	211.4	213.3	207.8	212.3	215.5			
Norm	214.70	214.70	218.75	209.13	214.70	218.75	209.13	214.70	218.75	209.13	214.70	218.75	No MAP Data for 2024-2025		
Above/Below Norm	3.50	0.80	-0.05	0.17	1.20	0.75	1.67	3.30	-5.45	-1.50	-2.40	-3.25			
6th grade Math MEA N RIT	Winter 2019-2020	Winter 2020-2021	Spring 2020-2021	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022	Fall 2022-2023	Winter 2022-2023	Spring 2022-2023	Fall 2023-2024	Winter 2023-2024	Spring 2023-2024	Fall 2024-2025	Winter 2024-2025	Spring 2024-2025
Grade 6	223.1	222.1	225.5	222.3	225.3	229.1	224.1	220.1	224.2	216.4	219.8	224	214	219	223
Norm	219.56	219.56	228.88	214.75	219.56	228.88	214.75	219.56	228.88	214.70	219.50	222.88	214.75	219.56	222.88
Above/Below Norm	3.54	2.54	2.62	7.55	5.74	6.22	9.35	0.54	1.32	1.65	0.24	1.12	-0.75	-0.56	0.12
7th grade Math MEA N RIT	Winter 2019-2020	Winter 2020-2021	Spring 2020-2021	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022	Fall 2022-2023	Winter 2022-2023	Spring 2022-2023	Fall 2023-2024	Winter 2023-2024	Spring 2023-2024	Fall 2024-2025	Winter 2024-2025	Spring 2024-2025
Grade 7	229.3	229.2	233.6	222.3	225.3	229.1	224.1	227.4	229.6	223.1	227.4	231.8	223	227	230
Norm	224.04	224.04	226.73	220.21	224.04	226.73	220.21	224.04	226.73	220.21	224.04	226.73	220.21	224.04	226.73
Above/Below Norm	5.26	5.16	6.87	2.09	1.26	2.37	3.89	3.36	2.87	2.89	3.36	5.07	2.79	2.96	3.27

Norm															
8th grade Math MEA N RIT	Winter 2019	Winter 2020	Spring 2020	Fall 2021	Winter 2021	Spring 2021	Fall 2022	Winter 2022	Spring 2022	Fall 2023	Winter 2023	Spring 2023	Fall 2024	Winter 2024	Spring 2024-2025
	-2020	-2021	-2021	-2022	-2022	-2022	-2023	-2023	-2023	-2024	-2024	-2024	-2025	-2025	-2025
Grade 8	240.8	241	241.7	231	233.1	238.8	229.8	234.2	237.8	230.2	234.6	239	225	233	237
Norm	228.12	228.12	230.30	224.92	228.12	230.30	224.92	228.12	230.30	224.92	228.12	230.30	224.92	228.12	230.3
Above/Below Norm	12.68	12.88	11.40	6.08	4.98	8.50	4.88	6.08	7.50	5.28	6.48	8.70	0.08	4.88	6.7

Table 11**NWEA Math Making Expected Gains**

Math Making Expected Gains	Winter 2020-2021 to Winter 2021-2022	Winter 2021-2022 to Winter 2022-2023	Winter 2022-2023 to Winter 2023-2024	Spring 2022-2023 to Spring 2023-2024	Spring 2023-2024 to Spring 2024-2025
	%	%	%	%	%
5th	53	47	38	36	
6th	61	79	65	85	55
7th	48	70	63	73	52
8th	55	71	73	86	64
Overall	54	62	59	70	55

Table 12**NWEA Math RIT Score by Instructional Area**

5th Grade Math Mean by Instructional Area	Norm(Base d on 2020 Norms)	Overall Mean RIT	At/Below Norm	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall 2018-2019	209.13	213.20	4.07	212.70	212.20	212.70	215.40

Winter 2018-2019	214.70	215.60	0.90	212.90	217.60	212.90	219.40
Spring 2018-2019	218.75	221.80	3.05	219.10	222.90	219.60	225.90
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
Spring 2022-2023	218.75	213.3	-5.45	214.3	215	213.7	210.2
Fall 2023-2024	209.13	207.8	1.33	208	208.5	209.6	202.9
Winter 2023-2024	214.7	212.3	2.4	211.1	215.4	212.3	207.7
Spring 2023-2024	218.75	215.5	3.25	215.8	216.3	217.1	210.6
Fall 2024-2025							
Winter 2024-2025							
Spring 2024-2025							

6th Grade Math Mean by Instructional Area	Norm(Base d on 2020 Norms)	Overall Mean RIT	At/Below Norm	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall 2018-2019	214.75	217.20	2.45	220.20	218.70	216.90	213.20
Winter 2018-2019	219.56	220.60	1.04	222.10	222.70	219.80	218.20

Spring 2018-2019	222.88	225.70	2.82	224.90	227.80	225.90	224.50
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	228.88	223.7	0.82	222.7	225.9	222.7	223.2
Fall 2022-2023	214.75	217.4	2.65	219.4	217.7	216.1	216.3
Winter 2022-2023	219.56	220.1	0.54	222.4	222.5	217.9	217.7
Spring 2022-2023	222.88	224.2	1.32	224.3	225.7	223.4	223
Fall 2023-2024	214.75	216.4	-1.65	222.5	215.1	213.4	211.5
Winter 2023-2024	219.56	219.8	-0.24	224.3	221.7	216.7	213
Spring 2023-2024	222.88	224	1.12	224.7	226.6	225.3	217.2
				Operations and Algebraic Thinking	The Real and Complex Number Systems	Geometry	Statistics and Probability
Fall 2024-2025	214.75	214	-0.75	220	212	211	211
Winter 2024-2025	219.56	219	-0.56	220	220	217	212
Spring 2024-2025	222.88	223	0.12	224	224	224	216

7th Grade Math Mean by Instructional Area	Norm(Base d on 2020 Norms)	Overall Mean RIT	At/Below Norm	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall 2018-2019	220.21	223.60	3.39	222.70	227.20	223.20	221.20

Winter 2018-2019	224.02	227.20	3.16	227.90	231.70	225.30	223.70
Spring 2018-2019	226.73	232.00	5.27	229.40	234.10	230.10	234.00
Fall 2019-2020	220.21	224	3.79	223.1	227	224.2	222.2
Winter 2019-2020	224.04	229.3	5.26	230.3	234	226.5	226.5
Winter 2020-2021	224.04	229.2	5.16	231.3	236.5	223.8	225.4
Spring 2020-2021	226.73	233.6	6.87	233	236.3	231.1	234.2
Fall 2021-2022	220.21	222.1	1.89	221	226	221	221
Winter 2021-2022	224.04	225.3	1.26	225.1	228.3	224.5	223.4
Spring 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
Spring 2022-2023	226.73	229.6	2.87	229.5	230	229.5	229
Fall 2023-2024	220.21	223.1	-2.89	224.1	221.8	223.3	222.8
Winter 2023-2024	224.04	227.4	-3.36	227.7	231.1	226.3	224.3
Spring 2023-2024	226.73	231.8	5.07	230.8	232.1	233	232.7
				Operations and Algebraic Thinking	The Real and Complex Number Systems	Geometry	Statistics and Probability
Fall 2024-2025	220.21	223	2.79	223	223	223	221
Winter 2024-2025	224.04	227	2.96	226	231	227	224
Spring 2024-2025	226.73	230	3.27	229	232	231	228

8th Grade Math Mean by Instructional Area	Norm(Base d on 2020 Norms)	Overall Mean RIT	At/Below Norm	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall 2018-2019	224.92	229.80	4.88	229.50	231.80	229.80	228.40
Winter 2018-2019	228.12	234.60	6.48	237.30	235.70	232.30	233.00
Spring 2018-2019	230.30	239.00	8.70	240.20	241.00	237.30	237.30
Fall 2019-2020	224.92	233.1	8.18	231.2	236.6	230.7	233.8
Winter 2019-2020	228.12	240.8	12.68	241.2	246.3	236.5	239
Winter 2020-2021	228.12	241	12.88	243.8	247.7	237.4	235
Spring 2020-2021	230.3	241.7	11.4	244.2	247	238.5	237.3
Fall 2021-2022	224.92	231.5	6.58	230	235	230	231
Winter 2021-2022	228.12	233.1	4.98	236	233.6	231.3	231.5
Spring 2021-2022	230.3	238.8	8.5	238.9	239.8	237.9	238.1
Fall 2022-2023	224.92	229.8	4.88	230	231.7	228.5	229
Winter 2022-2023	228.12	234.2	6.08	237.5	234.4	231	233.9
Spring 2022-2023	230.3	237.8	7.5	238	238.3	238.5	235.9
Fall 2023-2024	224.92	230.2	-5.28	232.3	234.7	225.8	227.8
Winter 2023-2024	228.12	234.6	-6.48	238.3	235.6	230.6	233.4
Spring 2023-2024	230.3	239	8.7	240.3	239.7	238.9	237.3
				Operations and Algebraic Thinking	The Real and Complex Number Systems	Geometry	Statistics and Probability
Fall 2024-2025	224.92	225	0.08	226	229	221	225
Winter 2024-2025	228.12	233	4.88	235	236	229	232
Spring	230.3	237	6.7	237	238	239	236

2024-2025							
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Legend:

Above the Mean RIT
Below the Mean RIT

Table 13**NWEA Reading Data**

5th grade Reading MEAN RIT	Fall 2019 -2020	Winter 2020 9-2021	Spring 2021 0-2022	Fall 2022 1-2023	Winter 2022 1-2023	Spring 2022 1-2023	Fall 2022 2-2023	Winter 2022 3-2023	Spring 2022 3-2023	Fall 2023 3-2024	Winter 2023 4-2024	Spring 2023 4-2024	Fall 2024 -2025	Winter 2024 -2025	Spring 2024 -2025
Grade 5	207.8	211.5	213.8	207.1	211.4	214.6	207.2	210.4	211.4	203.4	210.7	210.1			
Norm	204.48	209.12	209.12	210.98	204.48	209.12	210.98	204.48	209.12	210.98	204.48	209.12	No MAP Data for 2024-2025		
Above/ Below Norm	3.32	2.38	2.88	2.82	2.62	2.28	3.62	2.72	1.28	0.42	-1.08	1.58	-0.80		

6th grade Reading MEAN RIT	Fall 2019 -2020	Winter 2020 9-2021	Spring 2021 0-2022	Fall 2022 1-2023	Winter 2022 1-2023	Spring 2022 1-2023	Fall 2022 2-2023	Winter 2022 3-2023	Spring 2022 3-2023	Fall 2023 3-2024	Winter 2023 4-2024	Spring 2023 4-2024	Fall 2024 -2025	Winter 2024 -2025	Spring 2024 -2025
Grade 6	210.8	216.2	219.3	213.7	216.9	218.7	212.6	215.1	218.1	212.6	215.9	218.3	210	214	213
Norm	210.17	213.81	213.81	215.36	210.17	213.81	215.36	210.17	213.81	215.36	210.17	213.81	210.17	213.81	215.36

Above /Below Norm	0.63	2.39	1.19	3.94	3.53	3.09	3.34	2.43	1.29	2.74	2.43	2.09	2.94	-0.17	0.19	-2.36
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7th grade Reading MEAN RIT	Fall 2019 -202 0	Wint er 201 9-20 20	Wint er 2020 -202 1	Spr ing 202 0-20 21	Fall 202 1-20 22	Wint er 202 1-20 22	Spr ing 202 1-20 22	Fall 202 2-20 23	Wint er 2022 -202 3	Spr ing 2022 -202 3	Fall 202 3-20 24	Wint er 2023 -202 4	Spr ing 2023 -202 4	Fall 2024 -202 5	Wint er 2024 -202 5	Spr ing 2024 -202 5
Grade 7	217	220. 6	221. 4	222. 7	217. 9	221. 6	222. 2	217. 9	221. 1	222. 1	218. 4	222	220. 6	218	221	222
Norm	214. 20	217. 09	217. 09	218. 30	214. 20	217. 09	218. 36	214. 20	217. 09	218. 36	214. 20	217. 09	218. 36	214. 2	217. 09	218. 36
Above /Below Norm	2.80	3.51	4.31	4.34	3.70	4.51	3.84	3.70	4.01	3.74	4.20	4.91	2.24	3.8	3.91	3.64

8th grade Reading MEAN RIT	Fall 2019 -202 0	Wint er 201 9-20 20	Wint er 2020 -202 1	Spr ing 202 0-20 21	Fall 202 1-20 22	Wint er 202 1-20 22	Spr ing 202 1-20 22	Fall 202 2-20 23	Wint er 2022 -202 3	Spr ing 2022 -202 3	Fall 202 3-20 24	Wint er 2023 -202 4	Spr ing 2023 -202 4	Fall 2024 -202 5	Wint er 2024 -202 5	Spr ing 2024 -202 5
Grade 8	222. 8	228	228	228. 3	224. 1	227. 7	228. 9	222. 8	228. 4	230. 2	222. 3	226. 3	228. 3	222	226	228
Norm	218. 01	220. 52	220. 52	221. 66	218. 01	220. 52	221. 66	218. 01	220. 52	221. 66	218. 10	220. 52	221. 66	218. 01	220. 52	221. 66
Above /Below Norm	4.79	7.48	7.48	6.64	6.09	7.18	7.24	4.79	7.88	8.54	4.29	5.78	6.64	3.99	5.48	6.34

Table 14

NWEA Reading Making Expected Gains

Reading Making Expected Gains	Winter 2018-2019 to Winter 2019-2020	Winter 2019-2020 to Winter 2020-2021	Winter 2020-2021 to Winter 2021-2022	Winter 2021-2022 to Winter 2022-2023	Winter 2022-2023 to Winter 2023-2024	Spring 2022-2023 to Spring 2023-2024	Spring 2023-2024 to Spring 2024-2025
	%	%	%	%	%	%	%

5th	41	52	50	48	62	58	
6th	61	48	60	75	63	72	55
7th	58	51	70	66	72	46	59
8th	69	70	72	77	72	72	60
Overall	57	56	63	64	67.25	62	58

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	Literacy Text Language, Craft and Structure	Informational Text: Key Ideas and Details	Information Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2018-2019	204.48	208.20	3.72	209.00	208.10	208.60	208.60	207.10
Winter 2018-2019	209.12	211.00	1.88	210.80	210.80	211.40	211.20	211.40
Spring 2018-2019	210.98	211.20	0.22	210.20	209.80	211.50	211.40	213.10
Fall 2019-2020	204.48	207.8	3.32	207.2	208.4	207.4	207.9	208.4
Winter 2019-2020	209.12	211.5	2.38	211.1	211.5	211.9	211.1	212.1
Winter 2020-2021	209.12	212	2.88	211.2	213.6	211.4	210.9	213.5
Spring 2020-2021	210.98	213.8	2.82	212.5	214.1	213.9	214.1	215.2
Fall 2021-2022	204.48	207.3	2.82	207		206		209
Winter 2021-2022	209.12	211.4	2.28	211.2		212.1		211
Spring 2021-2022	210.98	214.6	3.62	214.7		214.6		215
Fall 2022-2023	204.48	207.2	2.72	207.5		207.2		207
Winter 2022-2023	209.12	210.4	1.28	209.8		211.1		210.2
Spring 2022-2023	210.98	211.4	0.42	211		211.4		211.9
Fall 2023-2024	204.48	203.4	-1.08	203.8		203.1		202.9
Winter 2023-2024	209.12	210.7	1.58	210.1		211.1		210.8
Spring 2023-2024	210.98	210.1	-0.88	210.3		210.5		209.8

6th Grade Reading Mean by Instructional Area	Norm(Based on 2020 Norms)	Overall Mean RIT	At/Below Norm	Literary Text Key Ideas and Details	Literacy Text Language, Craft and Structure	Informational Text: Key Ideas and Details	Information Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2018-2019	210.17	213.30	3.13	212.80	214.90	212.60	213.00	213.30
Winter 2018-2019	213.81	215.80	1.99	215.60	215.30	216.30	215.70	215.80
Spring 2018-2019	215.36	219.10	3.74	219.10	218.50	218.90	220.80	218.70
Fall 2019-2020	210.17	210.8	0.63	209.6	210.7	210.6	211.5	212.1
Winter 2019-2020	213.81	216.2	2.39	214.9	216.5	216.8	216	217.3
Winter 2020-2021	213.81	215	1.19	215.1	216	212.3	214.3	217.4
Spring 2020-2021	215.36	219.3	3.94	219.6	218.9	218	219.5	220.4
Fall 2021-2022	210.17	213.7	3.53	214		214		214
Winter 2021-2022	213.81	216.9	3.09	216.1		217.2		217.2
Spring 2021-2022	215.36	218.7	3.34	219		218.6		218.4
Fall 2022-2023	210.17	212.6	2.43	212.4		212.7		212.5
Winter 2022-2023	213.81	215.1	1.29	214.6		215.9		214.6
Spring 2022-2023	215.36	218.1	2.74	217.8		218.9		217.9
Fall 2023-2024	210.17	212.6	2.43	211.6		213		213.4
Winter 2023-2024	213.81	215.9	2.09	215.9		216.5		215.1
Spring 2023-2024	215.36	218.3	2.94	217.4		219.7		217.9
				Literary Text	Informational Text	Vocabulary		

Fall 2024-2025	210.17	210	-0.17	210	209	209		
Winter 2024-2025	213.81	214	0.19	214	214	214		
Spring 2024-2025	215.36	213	-2.36	215	215	216		

7th Grade Reading Mean by Instructional Area	Norm(Ba sed on 2020 Norms)	Overall Mean RIT	At/Belo w Norm	Literary Text Key Ideas and Details	Literacy Text Language, Craft and Structure	Information al Text: Key Ideas and Details	Information Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2018-2019	214.20	216.60	2.40	215.70	217.70	217.20	216.10	216.60
Winter 2018-2019	217.09	219.70	2.61	219.80	219.90	219.70	219.00	220.40
Spring 2018-2019	218.36	221.60	3.24	220.30	221.40	221.50	222.60	222.40
Fall 2019-2020	214.2	217	2.8	216	216.8	217.5	217.1	218
Winter 2019-2020	217.09	220.6	3.51	218.7	221	220.7	221	221.8
Winter 2020-2021	217.09	221.4	4.31	219.7	221.5	219.9	221.8	224.4
Spring 2020-2021	218.36	222.7	4.34	222.1	222	222.8	222.1	224.7
Fall 2021-2022	214.2	217.9	3.7	218		218		218
Winter 2021-2022	217.09	221.6	4.51	221.7		221.8		221.2
Spring 2021-2022	218.36	222.2	3.84	221.6		222.5		222.4
Fall 2022-2023	214.2	217.9	3.7	218.5		217.6		217.6
Winter 2022-2023	217.09	221.1	4.01	219.8		221.9		221.6
Spring 2022-2023	218.36	222.1	3.74	222		222.6		221.8

Fall 2023-2024	214.2	218.4	4.2	217.1		218.7		218.8
Winter 2023-2024	217.09	222	4.91	222.3		223		220.6
Spring 2023-2024	218.36	220.6	2.24	219.9		220.8		220.9
				Literary Text	Information al Text	Vocabulary		
Fall 2024-2025	214.2	218	3.8	217	218	218		
Winter 2024-2025	217.09	221	3.91	221	221	221		
Spring 2024-2025	218.36	222	3.64	223	223	222		

8th Grade Reading Mean by Instructional Area	Norm(Ba sed on 2020 Norms)	Overall Mean RIT	At/Belo w Norm	Literary Text Key Ideas and Details	Literacy Text Language, Craft and Structure	Information al Text: Key Ideas and Details	Information Text: Language, Craft and Structure	Vocabulary: Acquisition and Use
Fall 2018-2019	218.01	222.60	4.59	223.20	222.30	221.70	222.00	224.20
Winter 2018-2019	220.52	226.70	6.18	226.50	227.30	226.90	227.00	226.20
Spring 2018-2019	221.66	228.70	7.04	227.70	228.60	227.10	230.10	229.90
Fall 2019-2020	218.01	222.8	4.79	220.8	222.4	222.8	222.9	225.1
Winter 2019-2020	220.52	228	7.48	225.4	229.1	229.5	228.4	227.5
Winter 2020-2021	220.52	228	7.48	225.8	227.3	226.3	227.6	233.2
Spring 2020-2021	221.66	228.3	6.64	228.2	226.5	227.5	228.2	230.9
Fall 2021-2022	218.01	224.5	6.49	223		226		224
Winter 2021-2022	220.52	227.7	7.18	228		228.6		226.8
Spring 2021-2022	221.66	228.9	7.24	228.5		229.6		228.6

Fall 2022-2023	218.01	222.8	4.79	222	222.8	223.9
Winter 2022-2023	220.52	228.4	7.88	228.8	229	227.5
Spring 2022-2023	221.66	230.2	8.54	230.5	231.2	229.1
Fall 2023-2024	218.01	222.3	4.29	221.9	223.1	221.6
Winter 2023-2024	220.52	226.3	5.78	226.1	227.3	225.5
Spring 2023-2024	221.66	228.3	6.64	228.8	228.6	227.5
				Literary Text	Information al Text	Vocabulary
Fall 2024-2025	218.01	222	3.99	222	222	222
Winter 2024-2025	220.52	226	5.48	226	226	225
Spring 2024-2025	221.66	228	6.34	228	228	228

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

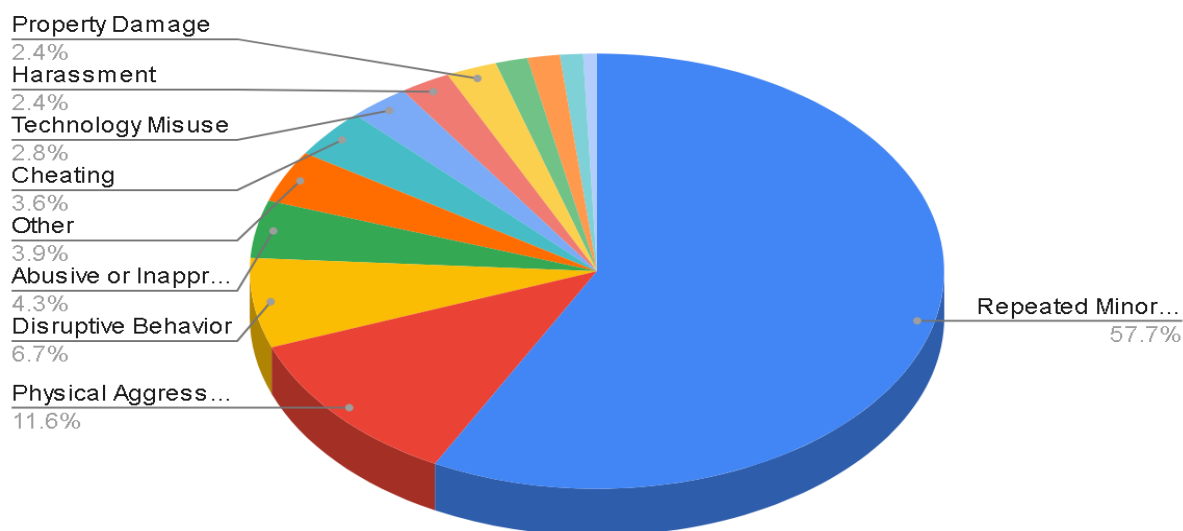
Legend:

Above the Mean RIT
Below the Mean RIT

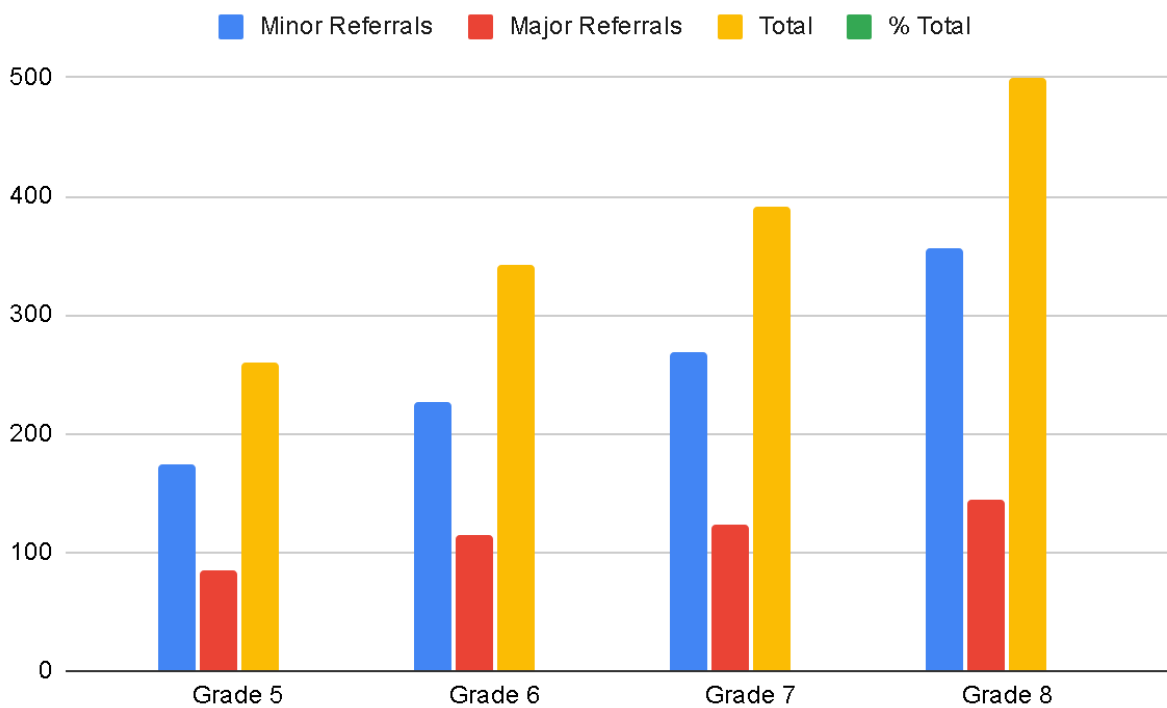
2.3 Behavior Data

Figure 4

School Year 2024-2025 Major Referrals by Problem Behavior



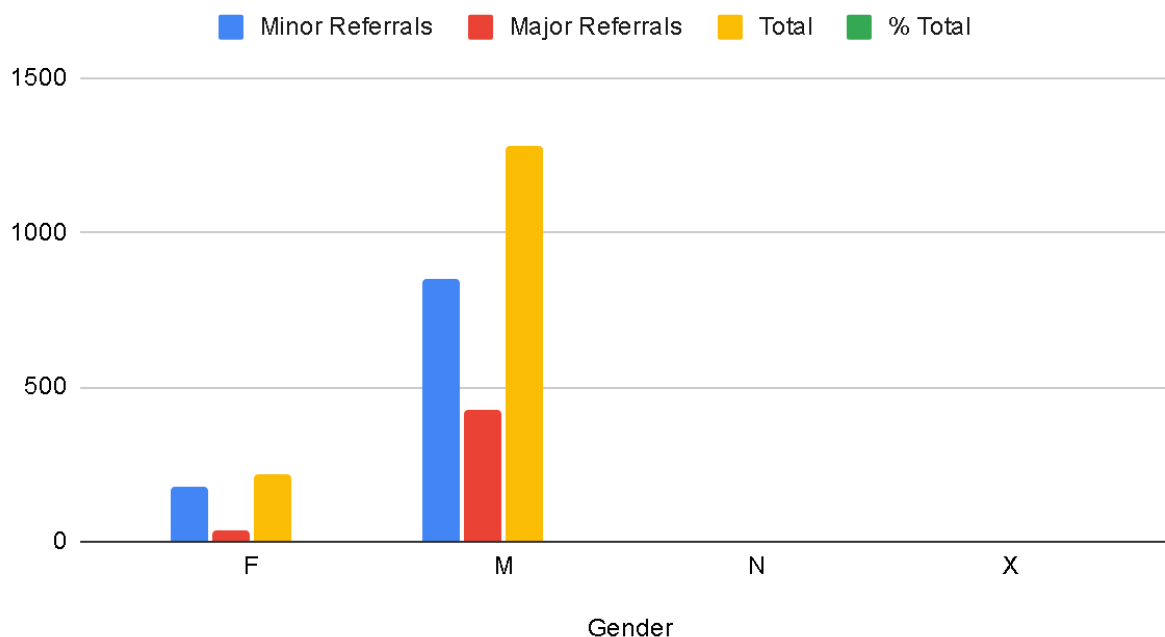
Repeated Minor Referrals	<u>269</u>	57.60%
Physical Aggression	<u>54</u>	11.56%
Disruptive Behavior	<u>31</u>	6.64%
Abusive or Inappropriate Language	<u>20</u>	4.28%
Other	<u>18</u>	3.85%
Cheating	<u>17</u>	3.64%
Technology Misuse	<u>13</u>	2.78%
Harassment	<u>11</u>	2.36%
Property Damage	<u>11</u>	2.36%
Inappropriate Location	<u>7</u>	1.50%
Illegal Substance	<u>7</u>	1.50%
Bullying	<u>5</u>	1.07%
Theft	<u>3</u>	0.64%

Figure 5***School Year 2024-2025 Referrals by Grade***

Grade	Minor Referrals	Major Referrals	Total	% Total
Grade 5	175	85	260	17.40%
Grade 6	227	115	342	22.89%
Grade 7	269	123	392	26.24%
Grade 8	356	144	500	33.47%

Figure 6***School Year 2024 - 2025 Referrals by Gender***

Minor Referrals, Major Referrals, Total and % Total



Gender	Minor Referrals	Major Referrals	Total	% Total
F	176	39	215	14.39%
M	851	428	1279	85.61%
N	0	0	0	0
X	0	0	0	0

2.4 Perception Data

The 5Essentials Survey is administered to school districts in Illinois once every school year. It collects data from students, staff, and families that are part of the school community. The data provides an opportunity for individuals to share their perspectives on essential conditions for learning. The rating scale ranges from weak to very strong, measured by least implementation to most implementation. The most recent survey data is from 2025.

For 2025, 95.5% of students and 78.4% of teachers completed the 5Essentials Survey. Effective Leaders, Ambitious Instruction, Supportive Environment and Involved Families scored in the neutral area and Collaborative Teachers scored in the weak area. Refer to Figure 9 below for a complete picture of the 5Essentials Survey Data from 2025.

Figure 7

5Essentials Survey Data from 2025

Effective Leaders	Neutral
Supportive Environment	Neutral
Collaborative Teachers	Neutral
Ambitious Instruction	Neutral
Involved Families	Neutral



Section 3 Problem Statements and Hypotheses

3.1 Patterns of Strengths and Problems

Table 16

Patterns of Strengths

Patterns of Strengths	Bullet Data Upon Which Conclusion is Drawn
1. According to the IL State Report Card, Giles School is made up of highly effective and qualified teachers with 53% 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. We are a one to one ratio of Chromebook to student	• Norridge School District 80 Website
4. 100% of teachers can communicate with parents at their grade level.	• District Provided Email and Phone Number
5. From Spring of 2024 to Spring of 2025: 63% of 6th-grade students made expected gains in Reading 63% of 7th-grade students made expected gains in Reading 76% of 8th-grade students made expected gains in Reading	• Table 14- MAP/NWEA Reading Data
6. From Spring of 2024 to Spring of 2025: 67% of 6th-grade students made expected gains in Math 57% of 7th-grade students made expected gains in Math 72% of 8th-grade students made expected gains in Math	• Table 11 - MAP/NWEA Math Data
7. The teacher retention rate at Giles School is	• Illinois School Report Card

84.8%.	Table 6 - Educator Data
8. 175 students are active in our Instrumental Music program.	Data collected by registration fees
9. Thirteen students are participating in accelerated programs in Math and Reading.	- Table 8 - Criteria for Math Advancement - Table 9 - Criteria for ELA Advancement

Table 17***Pattern of Problems***

Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
1. Giles School had a Chronic Absenteeism rate of 19% in the 2023-2024 school year.	Table 1 - Student Attendance Data
2. Giles has taken on many projects to update the school's infrastructure, there are still many more projects underway or needed in the future. Building and grounds is a problem that is continuously being addressed due to aging facilities.	District 80 Strategic Plan
3. The need for more teaching staff is crucial to offer more opportunities to students who have	- Table 6 - Educator Data - Staffing Plan 2024/2025

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.	
4. 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
5. At Giles, the percentage of English Learners is rising. In the 17-18 school year, 7% of the population was identified as English Learners. In the 24-25 school year, that number rose to 24.5% of the population.	• Table 4 - Student Sub Group Enrollment • Table 5 - Student Sub Groups by Percent by Total Student Body
6. Giles school offers some 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
7. In recent years, Giles school has followed several different building schedules. The	• Building Schedule Plan 2023/2024

yearly changes in schedule has been a result of change in staffing, lack of staff, and changes in class offerings.	Collective Bargaining Agreement
8. On the NWEA MAP Reading data from Spring 24 to Spring 25, 68% of our students in grade 6-8 made expected growth.	Table 14 - NWEA Reading Making Expected Gains
9. On the NWEA MAP Math data from Spring 24 to Spring 25, 67% of our students made expected growth.	Table 11 - NWEA Math Making Expected Gains

3.2 Hypotheses

Table 18

Hypothesis 1

Problem Statement: On the iReady Math for 5th grade and NWEA Map for 6-8th grade data from Fall 2024 to Spring 2025, 57% of our students made expected growth.			
Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3
iReady used as Tier 3 Intervention with pull out groups	Staff Observations	iReady	NWEA
Identified students are invited to Tier 3 interventions after school	Staff observations	iReady	NWEA

Students who are chronically absent lack appropriate instruction in Math.	Attendance Data	iReady	
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Table 19***Hypothesis 2***

Problem Statement: On the iReady Reading for 5th grade and NWEA Map for 6-8th grade data from Fall 2024 to Spring 2025, 65% 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 multilingual do not have the vocabulary or fluency skills within the English language to be successful.	Staff Observations	ML Pull Out	Access Testing
Students who are chronically absent lack appropriate instruction in reading.	Attendance Data	iReady	

Table 20***Hypothesis 3***

Problem Statement: Decrease the number of referrals filed from school year 2023-2024 to
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school year 2024-2025.			
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 and behavioral management within the school.	Administration Observations	Staff Observations	
Identify at risk students and provide them with support from our mental health professionals.	PBIS Data	Staff Observations	MySaebrs

Section 4 Goals, Strategies, and Integrated Action Plan

Table 21

Improvement Goal 1

Improvement Goal 1: 70% of students will make their individual growth goal based on iReady Math for grades 5-8.
Data Source: iReady Math (Grades 5-8)
Specific Action: Increase percentage of students making expected gains on iReady in Math for

grades 5-8 from Fall 2025 to Spring 2026.		
<u>Specific Steps</u>	<u>Timeline</u>	<u>Person/ Group Responsible</u>
Engage the Building Leadership Team to facilitate professional learning communities which will meet monthly, focused around the four PLC questions, while promoting reflective dialogue and collaboration. The administrative team would be responsible for setting up guidelines and expectations. A <i>Professional Learning Community</i> is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.	Ongoing	Admin & BLT
Teachers will meet regularly throughout the school year to engage in conversations on teaching practices and common formative and summative assessment results	Ongoing	Admin & Math team
Teachers will meet regularly throughout the school year to review progress monitoring data to drive tiered instruction	Ongoing	Admin & Math team
The advancement committee will review data from coursework and Fall and Winter I-Ready assessments to determine if a student is eligible for advancement. Students	Ongoing Meeting after Fall and Winter Testing	Admin & Advancement Committee

who meet expectations and criteria will be notified after Winter testing and proceed according to the plan.		
As part of the IEP annual review, students may qualify for a Foundations class to assist their understanding and growth in mathematics based on performance on assessments and in the classroom. The Foundation class provides an option for students that is between the Co-Taught structure and Self-Contained.	Ongoing	Special Education Department Annual Review Team
At the end of each intervention cycle, grade level meetings (GLPS) will continue to focus on the progress of individual students. We will also continue to strengthen our collection of research-based strategies.	Ongoing	Principal Grade Level Teams
Interventions will use data to provide tiered (II and III) supports. The interventionist will support staff through the PLC and problems solving process.	Ongoing	Admin Interventionist
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	Admin Team and grade level teams

Table 22***Improvement Goal 2***

Improvement Goal 2: 70% of our students will make their individual growth goal based on iReady Reading for grades 5-8 from Fall 2025 to Spring 2026.		
Data Source: iReady Reading (Grades 5-8)		
Specific Action: Increase the percentage of students meeting or exceeding expected gains on the iReady Reading Test.		
<u>Specific Steps</u>	<u>Timeline</u>	<u>Person/ Group Responsible</u>
Engage the Building Leadership Team to facilitate professional learning communities which will meet monthly, focused around the four PLC questions, while promoting reflective dialogue and collaboration. 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.	Ongoing	Admin & BLT
At the end of each intervention cycle, grade level meetings (GLPS) will continue to focus on the progress of individual students. We will also continue to strengthen our collection of research-based strategies.	Ongoing	Principal Grade Level Teams
Provide targeted instruction and skills practice using the	Ongoing	ELA Team

priority standards.		
Support ML students in core classes and provide bilingual support in students' native language (Polish, Ukrainian, and Spanish).	Ongoing	ML Team
Provide support to ML parents through Bilingual Parent Advisory Committee (BPAC) and informative evening presentations.	Fall 2024 and Ongoing	ML Team
Teachers and administrators will receive further professional development in the implementation of best practices including, but not limited to curricular alignment to the CCSS with a focus on implementing Power Standards.	Ongoing	Administration Team
Continue a 7th/8th grade writing class, to increase student knowledge in targeted areas, according to schoolwide/classroom data.	Ongoing	ELA Team
Interventions will use data to provide tiered (II and III) supports. The interventionist will support staff through the PLC and problems solving process.	Ongoing	Admin Interventionist

Table 23***Improvement Goal 3***

Improvement Goal 3: Office discipline referrals in school year 2025-2026 will decrease by 10% in comparison to school year 2024-2025.

Data Source: Office Discipline Referrals (from PBIS Rewards)		
Specific Action: Decrease the number of office referrals by establishing relationships through the advisory teachers supported by Administration. In addition, continue discussions on what it means to be GilesMade and reinforce the PRIDE Building Matrix.		
<u>Specific Steps</u>	<u>Timeline</u>	<u>Person/ Group Responsible</u>
Teachers will be provided professional development on behavior regulation, de-escalation, and behavior management.	Ongoing	Admin Team
Every Monday and Friday students will self-assess in PBIS Rewards their current thoughts and feelings. Staff will monitor and provide support as needed.	On-going	All Staff
Students who are Identified as “at risk” will receive support from the mental health professionals.	Ongoing	Mental Health Team
During collaboration, student behavior data is reviewed and Behavior Improvement Plans are created.	Ongoing	Behavior GLPS
Second Step Program and Common Sense Digital Citizenship Curriculum Curriculums will be used to educate the students on what it means to be ‘Giles Made’.	Ongoing	All Staff
Promote positive behaviors by awarding PBIS points and	Ongoing	All Staff

incentives.		
Teach and reteach each trimester the PRIDE Building Matrix with all staff and students. Additional reteaching will occur as needed based on the increase of incidents during a particular time of the year.	Ongoing	All Staff
Families are informed according to our district communication policy regarding classroom behaviors that result in a referral by relevant staff members.	Ongoing	All Staff
School Resource Officer to build relationships with students and families while supporting the school staff.	Ongoing	Admin Team, Staff, Community

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:

- ☐ Wednesday, August 12, 2024
- ☐ Wednesday, September 18, 2024
- ☐ Wednesday, October 9, 2024
- ☐ Wednesday, October 16, 2024
- ☐ Wednesday, November 20, 2024
- ☐ Wednesday, December 11, 2024
- ☐ Wednesday, December 18, 2024
- ☐ Wednesday, January 15, 2025

- ☐ Wednesday, January 26, 2025
- ☐ Wednesday, February 12, 2025
- ☐ Wednesday, March 19, 2025
- ☐ Wednesday, April 16, 2025
- ☐ Wednesday, May 7, 2025
- ☐ Wednesday, June 4, 2025

5.2 Monitoring

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

5.3 Communication Plan

The James Giles School Improvement Team will present our initial plan to the Board of Education, District Administration, Faculty, Staff and Community Stakeholders in June of 2025. 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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