



School Improvement Plan
2025-2026

Table of Contents

Table of Contents	2
Section 1	3
1.1 School Community	3
1.2 School Improvement Team	32
1.3 Other Information	33
Section 2: Data Collection, Organization and Trends	34
2.1 Data Collection Methods	34
Balanced Assessment Calendar - School Year 2024-2025	34
2.2 Demographic Data	37
2.3 School Assessment Data	40
Section 3: Problem Statements and Hypotheses	54
Section 4: Goals, Strategies and Integrated Action Plans	56
Section 5: Reflection, Evaluation and Refinement	64
5.1 School Improvement Team and Meeting Schedule	64
5.2 Monitoring	64
5.3 Communication Plan	64

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 630 students, and the average classroom size is 24 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

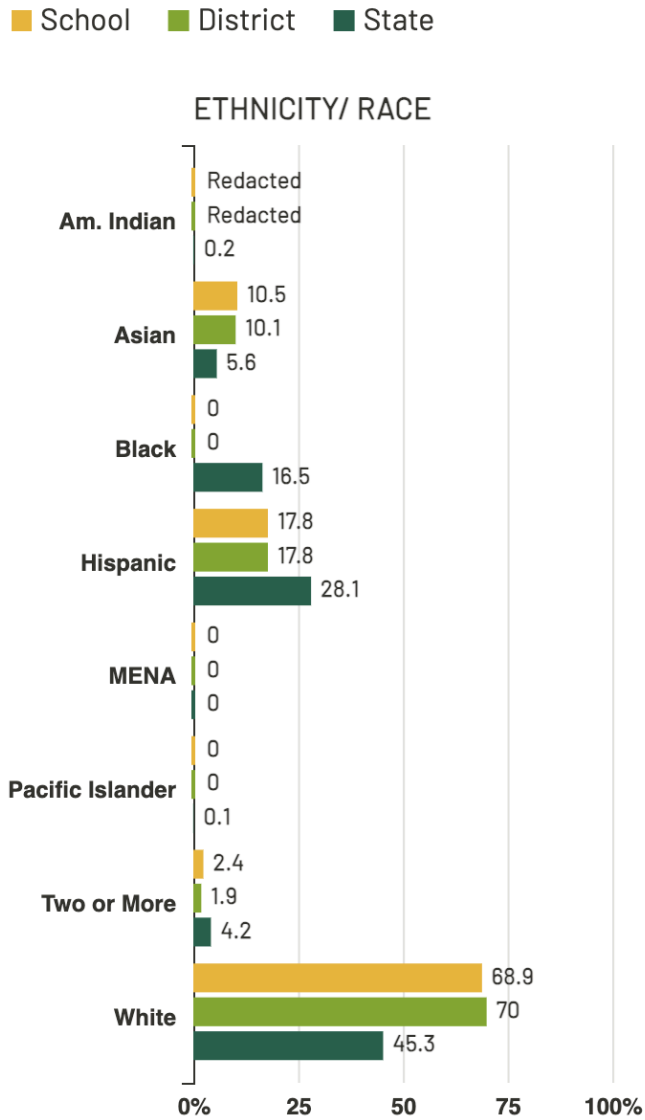
School" by the Illinois State Board of Education based on its summative designation.

Leigh School provides a continuum of educational services and also offers English language instruction to 35% 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, three 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 48% of students classified as low-income. Leigh School employs two Academic Interventionists, who provide targeted academic interventions

during the school day to support these students, the second of which will begin in the school year 2025-2026.

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



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.

3rd/4th Grade English Language Arts

In 3rd and 4th grade, students at our school use Magnetic Reading and Ready Writing to grow as strong readers and writers.

Magnetic Reading helps students build important reading skills by using interesting and engaging texts. Students learn how to understand what they read, figure out the main ideas, and explain their thinking using evidence from the text. They also learn new vocabulary in a natural way, which helps them become more confident readers.

Ready Writing supports students in becoming clear and thoughtful writers. They learn how to plan and organize their ideas, write different types of pieces (like stories, opinion writing, and informative essays), and revise their work to make it even better. Along the way, they also practice grammar and sentence structure.

Together, these programs help students develop strong reading, writing, and thinking skills that they'll use across all subjects. Most

importantly, they build confidence and prepare students to express themselves clearly, both in school and beyond.

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.

At Leigh School, we use Responsive Classroom practices to help create a positive, welcoming environment where every child feels safe, supported, and ready to learn. One of the ways we do this is through Morning Meeting,

a daily routine that helps students build strong relationships with their classmates and start the day on a positive note.

We also add in key lessons from the Second Step program during Morning Meeting. These focus on important life skills like showing empathy, managing emotions, and solving problems in healthy ways. By combining Responsive Classroom with Second Step, we're helping students grow not just academically, but socially and emotionally too.

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 provides 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 was added to our programming 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. Signs 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

- **Leigh School's PBIS program, PRIDE, promotes a strong sense of community and school spirit.**
 - Students earn "paws" for positive behavior and can use them to visit the school store, reinforcing positive choices. The program provides daily opportunities for recognition and is grounded in strong teacher-student relationships. This system helps create a positive climate where students feel seen, valued, and celebrated.
- **One of Leigh School's clear strengths is its Supportive Environment, rated "Strong" on the 2023 5Essentials Report.**
 - Despite some recent declines, the school continues to perform well in key areas like Peer Support for Academic Work, Student-Teacher Trust, and Academic Personalism. These indicators reflect a culture where students support one another and trust the adults around them. This supportive climate is foundational to academic and social success.
- **Leigh School continues to maintain strong attendance, with a five-year average of 94.88%, outperforming the state average of 92.3%.**

- Chronic absenteeism is also below the state average (18.3% vs. 26.3%). While these numbers show relative strength, attendance remains a focus, as both rates were stronger prior to 2020. Continued efforts will be made to build back from pre-pandemic levels.

- **Students at Leigh School benefit from a well-rounded education through consistent access to specials classes.**

- Each week, students participate in physical education twice, and visual art, music, and STEAM once. These opportunities promote creativity, collaboration, and physical wellness. This balance of academic and enrichment learning supports the development of the whole child.

- **All classrooms at Leigh School implement the Second Step curriculum for social-emotional learning.**

- This research-based program helps students build skills in emotion regulation, empathy, conflict resolution, and responsible decision-making. Second Step lessons are embedded into daily routines and contribute to a proactive and supportive learning environment.

- **A strong partnership between Norridge School District 80 and the Norridge Park District provides after-school enrichment programming for students.**

- These on-site programs offer diverse opportunities in athletics and the arts and have become a valued part of the school community. While initially funded through ESSER, they are now fee-based and continue to enrich the student experience.
- **Summer programming in Norridge School District 80 continues to offer valuable extended learning opportunities.**
 - These programs support both academic reinforcement and enrichment, with costs covered for qualifying students through available grants. This initiative ensures students can stay engaged and supported year-round.
- **Leigh School has made significant facility upgrades through a 5-year districtwide plan focused on modernizing learning environments.**
 - New classroom furniture, updated preschool spaces, improved administrative offices, and building-wide refreshes have enhanced both form and function. These updates create more flexible, engaging, and student-centered spaces that support learning.
- **The preschool program at Leigh School has expanded in recent years, strengthening early intervention and family engagement.**
 - Funded by the Preschool for All grant, the program now serves 100 students and allows staff to identify and support

developmental needs early. This investment reflects a deep commitment to high-quality early childhood education.

School Challenges

- **An area of opportunity for Leigh School is in building a culture of collaborative teaching.**
 - While currently rated as “Very Weak,” this presents a clear opportunity for meaningful growth. Emerging strengths, such as Teacher-Teacher Trust, indicate a solid foundation on which to build. Strengthening collaboration will be a focus of our action steps outlined in Section 4 of this School Improvement Plan.
- **Our Math scores are not growing at the same rate as our ELA scores.**
 - While students are making gains in English Language Arts, math growth has not kept pace; however, we are beginning to see growth in this area. This indicates a need to examine instructional strategies, curriculum alignment, and support structures for students struggling in math. Closing this gap will require focused efforts on foundational skills and consistent, data-informed interventions.
- **Our Multilingual learners need more support, based on exit rates.**
 - Current exit rates for Multilingual Learners show that many students are not reaching English proficiency within the

expected timeline. This past school year, we had 19 students exit from ML services, the largest number in the past 5 years. This suggests a need for stronger language development support and more targeted instruction. Enhanced collaboration between general education and ML staff will be essential to address these needs.

- **Our Social Emotional Support Systems need to continue to be built to support our students' social emotional needs, primarily with a focus on supporting students who need tier 3 social emotional behavioral support.**
 - While foundational SEL systems are in place, more intensive supports are needed for students requiring Tier 3 behavioral and emotional interventions. These students often face challenges that impact their ability to succeed in the classroom. Building out this level of support will be key to creating a more responsive system.
- **We have identified a need for a curriculum review for stronger vertical alignment within our ELA programming.**
 - Currently, there is a gap in the scope and sequence between primary grades and the instructional demands beginning in grade 3. This misalignment can result in students being underprepared for the shift in curriculum focus and expectations

once they are in 3rd grade. A focused review of standards coverage, instructional materials, and pacing guides in K–2 will be critical to ensure a cohesive progression of skills that supports long-term literacy success.

- **Instructional practices vary widely across classrooms, impacting consistency in student learning outcomes.**

- Without a shared understanding of instructional expectations, students may experience different levels of rigor and support depending on their teacher. This variation makes it difficult to ensure all students are getting what they need and to be able to monitor student progress systemically. Strengthening instructional coherence through professional development and collaborative planning will help address this gap.

- **Increasing opportunities for student discourse is an area for growth across grade levels.**

- In many classrooms, instruction is heavily teacher directed, limiting students' opportunities to explain their thinking, engage in academic conversations, and learn from peers. Strengthening student discourse supports deeper understanding and language development, especially for our multilingual learners. Creating intentional structures for discussion across content areas will promote more active and engaged learning.

1.2 School Improvement Team

<u>Name</u>	<u>Position</u>
Sean Rabiola	Principal
Christine Ahrens	Assistant Principal
Wendy High	Kindergarten Teacher
Val McAuley	1st Grade Teacher
Nicole Lee	2nd Grade Teacher
Trish Schultheis	3rd Grade Teacher
Felix Saji	4th Grade Teacher
Patrick Woodward	PE Teacher/ Specials Teacher Representative
Josie Giannini	Interventionist/ Specialist 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

2.1 Data Collection Methods: [Balanced Assessment Calendar - School Year 2025-2026](#)

Beginning of Year Assessments (Fall)

Assessment	SY24-25 Dates	Grades	Approx. Time	Assessment Results Used For
Beginning of Year (BOY)				
ML Screeners	First 30 calendar days of school. Within 14 calendar days of enrollment after 30th day.	K-8 (<i>ML Learners</i>)	Approx. 60-90 minutes	Determine eligibility for ML 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"> Understand each kindergartner's abilities, strengths, and challenges To inform local planning and school readiness efforts To provide statewide data on children's readiness to inform state planning and school readiness efforts
PETE	First month of school (August 25-28)	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.
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"> Gives every student an aspirational, attainable goal to reach grade-level standards Provides data that always informs teaching and learning Connects seamlessly to instructional resources that support the needs of all students
iReady Math Diagnostic	August 26th- September 6th	K-5	Untimed	<ul style="list-style-type: none"> Gives every student an aspirational, attainable goal to reach grade-level standards Provides data that always informs teaching and learning Connects seamlessly to instructional resources that support the needs of all students
SAEBRS and/or mySAEBRS	mySAEBRS: First Thursday- August 28 SAEBRS: Week of September 15	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 Early Reading Composite & CBMR (Fluency)	September 2 through September 16th	K-1 & 2-5	3-10 minutes per student	Measures progress and growth on reading fluency.

Middle of Year Assessments (Winter)

Assessment	SY24-25 Dates	Grades	Approx. Time	Assessment Results Used For
Middle of Year (MOY)				
ACCESS	Test Window: January 17, 2024- March 5, 2024	K-8	4 tests Varies (Individual)	IL School Report Card
PETE	November and March	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.
Teaching Strategies GOLD	Dec/Jan	PS	Varies (Individual)	Measures progress and growth for each individual student in Reading.
iReady Reading Diagnostic	January 6th through January 16th	K-8	Untimed	<ul style="list-style-type: none"> • Gives every student an aspirational, attainable goal to reach grade-level standards • Provides data that always informs teaching and learning • Connects seamlessly to instructional resources that support the needs of all students
iReady Math Diagnostic	January 6th through January 16th	K-4	Untimed	<ul style="list-style-type: none"> • Gives every student an aspirational, attainable goal to reach grade-level standards • Provides data that always informs teaching and learning • Connects seamlessly to instructional resources that support the needs of all students
SAEBRS and/or mySAEBRS	mySAEBRS: December 10th- early release SAEBRS: December 3rd/4th	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 Early Reading Composite & CBMR (Fluency)	January 6th through January 16th	K-1 & 2-5	3-10 minutes per student	Measures progress and growth on reading fluency.

End of Year Assessments (Spring)

Assessment	SY24-25 Dates	Grades	Approx. Time	Assessment Results Used For
End of Year (EOY)				
Illinois Assessment of Readiness (IAR)	Window: Early March - Mid April Testing Dates: ELA: March 9-13 2026 Math: March 16-20, 2026	3-8	Total: 6 hours Math: 3 hours ELA: 2.5 hours (grade 3) 3 hours (grade 4-8)	IL School Report Card
DLM-AA	March 9 - May 20, 2026	3-11 (some students w/IEP)	Varies (Individual)	IL School Report Card
Illinois Science Assessment (ISA)	Window: March 1- April 30, 2025 Testing Dates April 21-30, 2025	5, 8	3 hours	IL School Report Card
PETE	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.
Teaching Strategies GOLD Spring	April/May	PS	Varies (Individual)	Measures progress and growth for each individual student in Reading.
iReady Reading Diagnostic	Leigh- May 11th-18th, 2026 Giles- April 28, 2026	K-8	Untimed	<ul style="list-style-type: none"> • Gives every student an aspirational, attainable goal to reach grade-level standards • Provides data that always informs teaching and learning • Connects seamlessly to instructional resources that support the needs of all students
iReady Math Diagnostic	Leigh- May 11th-18th, 2026	K-4	Untimed	<ul style="list-style-type: none"> • Gives every student an aspirational, attainable goal to reach grade-level standards • Provides data that always informs teaching and learning • Connects seamlessly to instructional resources that support the needs of all students
SAEBRS or mySAEBRS	Giles: Week of May 11th Leigh: Week of May 11th	K-8	3-10 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 Early Reading Composite & CBMR (Fluency)	May 11th- 21st	K-1 & 2-5	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	23-24 SY
	%	%	%	%	%	%
Attendance	95.7	96.6	97.6	93.9	94.7	93.5
Chronic Absenteeism	7	3	2	17.3	22.7	18.3
Mobility Rate	4	2	3	4.6	3%	3.4
White	74.2	72.2	69.5	69.5	69	68.9
Black	0.3	0.2	0	0	0	0
Hispanic	17.1	16.8	19.1	16.5	17.2	17.8
Asian	6.9	9	9.5	11.3	11.3	10.5
American Indian	0.5	0.2	0	0	redacted	Redacted
Two or More	1	1.7	1.8	2.6	2.5	2.4
Enrollment Data						
Student Enrollment	18-19 SY	19-20 SY	20-21 SY	21-22 SY	22-23 SY	23-24 SY
	#	#	#	#	#	#
School Population	609	543	545	568	647	627
Pre-school	24	14	22	42	89	93
Kindergarten	102	95	99	106	88	71
Grade 1	108	96	96	114	125	106
Grade 2	120	108	99	98	127	102
Grade 3	115	118	109	104	99	125
Grade 4	140	112	120	104	119	130

Table 2: Student Demographics Receiving ML Services

	2018-19 SY		2019-20 SY		2020-21 SY		2021-22 SY		2022-23 SY		2023-24 SY	
	#	%	#	%	#	%	#	%	#	%	#	%
Total Enrollment	609		543		545		568		610		618	
Total English Language Limited (ELL)	146	24	130	24	141	26	158	28	175	32	189	30.5%
Spanish	17	12.32 %	13	10.66 %	21	15.33 %	23	16.79 %	32	18.29%	33	17.4%
Polish	65	47.10 %	16	13.11%	57	41.61 %	61	44.53 %	70	40.00 %	72	38%
Ukrainian	17	12.32 %	60	49.18 %	18	13.14 %	20	14.60 %	30	17.14%	43	22.7%
Other	39	28.26 %	33	27.05 %	41	29.93 %	54	39.42 %	43	24.57 %	45	23.8%

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	2023-24 SY
	%	%	%	%	%	%
Total Special Education*	13	11	12	16	14	15.5
Autism	13	n/a	20	21	24	24.5
Developmental Delay	34	n/a	38	38	27	27.3
Emotionally Disability	3	n/a	1			

Intellectual Disability	0	n/a	1	1	2	1.8
Multiple Disabilities	0	n/a	0	0	0	n/a
Other Health Impairment	3	n/a	8	15	15	12.7
Specific Learning Disability	27	n/a	7	5	13	14.5
Speech or Language Impairment	19	n/a	24	20	20	18.2

Table 4: Staff Demographics

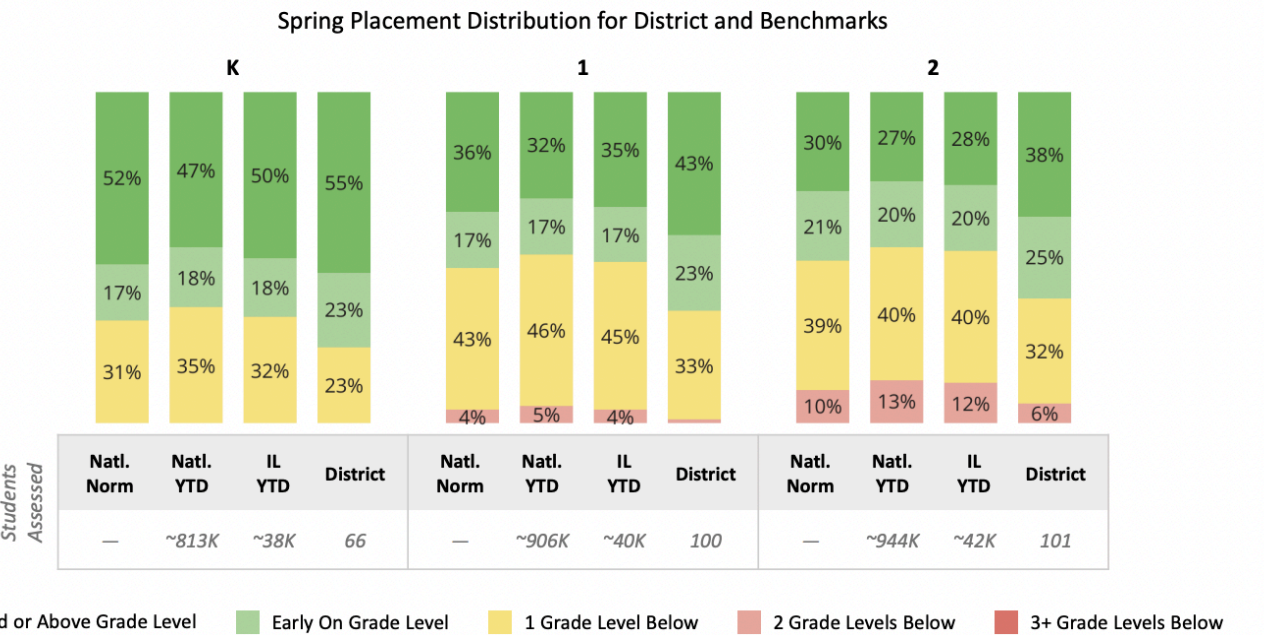
	2018-19 SY	2019-20 SY	2020-21 SY	2021-22 SY	2022-23 SY	2023-24 SY
Total Full Time Classroom Teachers	40	37	39	37	41	41
Average Years Teaching	13.81	11.51	10.7	11.38	11.23	13.21
# Teachers New to Building	27	6	5	5	7	5
# First Year Teachers	3	4	4	2	1	0
% with B. A. Degree	39.50%	38.90%	41.10%	42.20%	39.90%	47%
% with M.A. & Above	60.5 %	61.10%	39.60%	57.80%	60.10%	53%
# with Emergency or Provisional Certificates	0	0	0	0	2.80%	0
# Teachers Working Out of Field	0	0	0	0	1.60%	0
% Teacher Attendance	67.5 %	74.40%	78%	87.20%	56.80%	59.50%
% White Teachers	89.2 %	89.60%	81.90%	85.20%	78.3%	80.49%
% Black Teachers	*	*	*	*	*	*
% Asian Teachers	*	*	1.60%	1.60%	2.40%	*
% Hispanic Teachers	*	*	*	*	*	*
% Race Unknown	21.7 %	13.50%	18.70%	13.20%	*	19.51%
% Male Teachers	10.8 %	10.40%	16.50%	16.20%	7.30%	7.30%
% Female Teachers	78.3 %	86.50%	81.30%	83.80%	92.70%	92.70%

# Total Paraprofessionals	8	8	11	14	20	20
# Classroom Instructional Paraprofessionals	7	8	11	14	20	20
# Total Under-qualified paraprofessionals	1	1	4	5	7	5
# Total Counselors	0	0	0	0	0	0
# Total Librarians	0	0	0	1	1	1
# Total Social Workers/Psychologists	3.5	3.5	3.5	2.5	3.5	4.68
# Total Other Staff	9	12	12	11	12	13
***Districtwide						

2.3 School Assessment Data

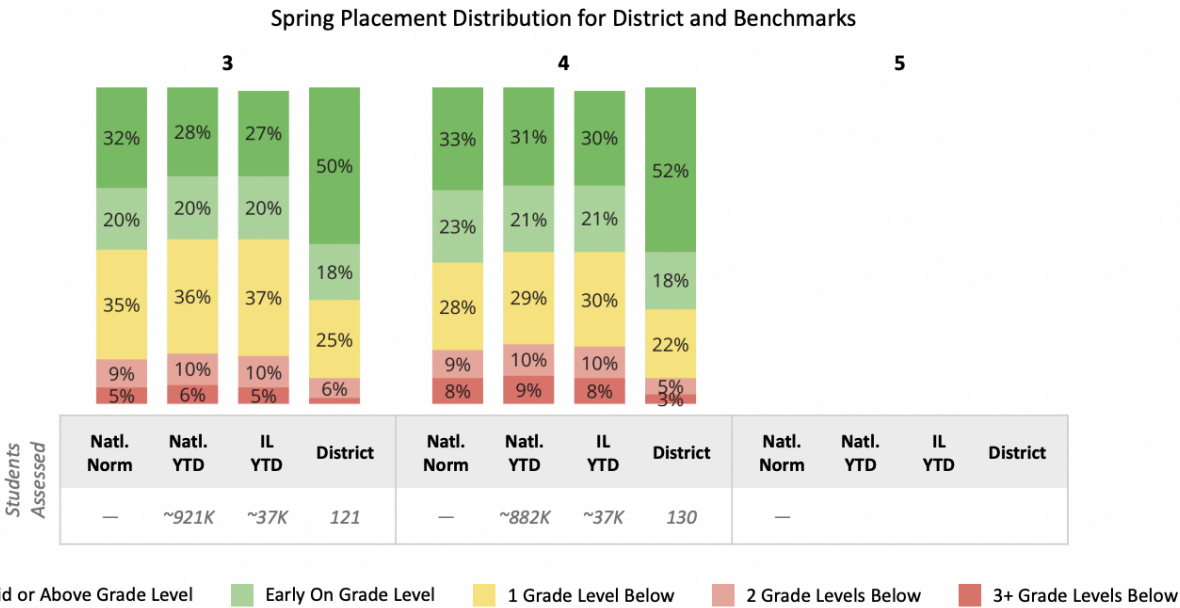
Table 5: iReady Math Data

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



Natl. Norm: i-Ready National Norms Spring 22-23 Natl. YTD: National Year-to-Date Spring 24-25 IL YTD: IL Year-to-Date Spring 24-25

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



Natl. Norm: i-Ready National Norms Spring 22-23 Natl. YTD: National Year-to-Date Spring 24-25 IL YTD: IL Year-to-Date Spring 24-25

Mathematics

Percent of Students Placing **Mid or Above Grade Level**, District Spring 24-25 compared to 22-23 National Norms

	K		1		2		3		4		5		6		7		8	
	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.
Number and Operations	42%	50%	40%	48%	37%	42%	41%	56%	50%	70%								
Algebra and Algebraic Thinking	47%	53%	50%	58%	32%	29%	42%	61%	40%	52%								
Measurement and Data	53%	52%	41%	46%	40%	45%	43%	55%	41%	55%								
Geometry	61%	61%	47%	53%	39%	56%	29%	42%	27%	48%								
Students Assessed	66		100		101		121		130									

Above National
>5% pts

Above National
0-5% pts

Below National
1-5% pts

Below National
>5% pts

Mathematics

Median Percentage of Typical Growth Achieved by Baseline Placement Level

	K	1	2	3	4	5	6	7	8	All Students
--	---	---	---	---	---	---	---	---	---	--------------

Mid or Above Grade Level	Median % Typical Growth	126%					126%
	Students Assessed	10					10
Early On Grade Level	Median % Typical Growth	112% 113%					112%
	Students Assessed	13 30					43
One Grade Level Below	Median % Typical Growth	128%	110%	127%	137%	113%	123%
	Students Assessed	56	81	61	72	63	333
Two Grade Levels Below	Median % Typical Growth	139% 121% 137% 139%					134%
	Students Assessed	14 31 20 17					82
Three or More Grade Levels Below	Median % Typical Growth	117%					117%
	Students Assessed	14					14
<div><div></div> >=100%<div></div> 80-99%<div></div> 60-79%<div></div> 0-59%</div>							

Table 8: iReady Math Students Meeting Growth from Fall to Spring

How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth

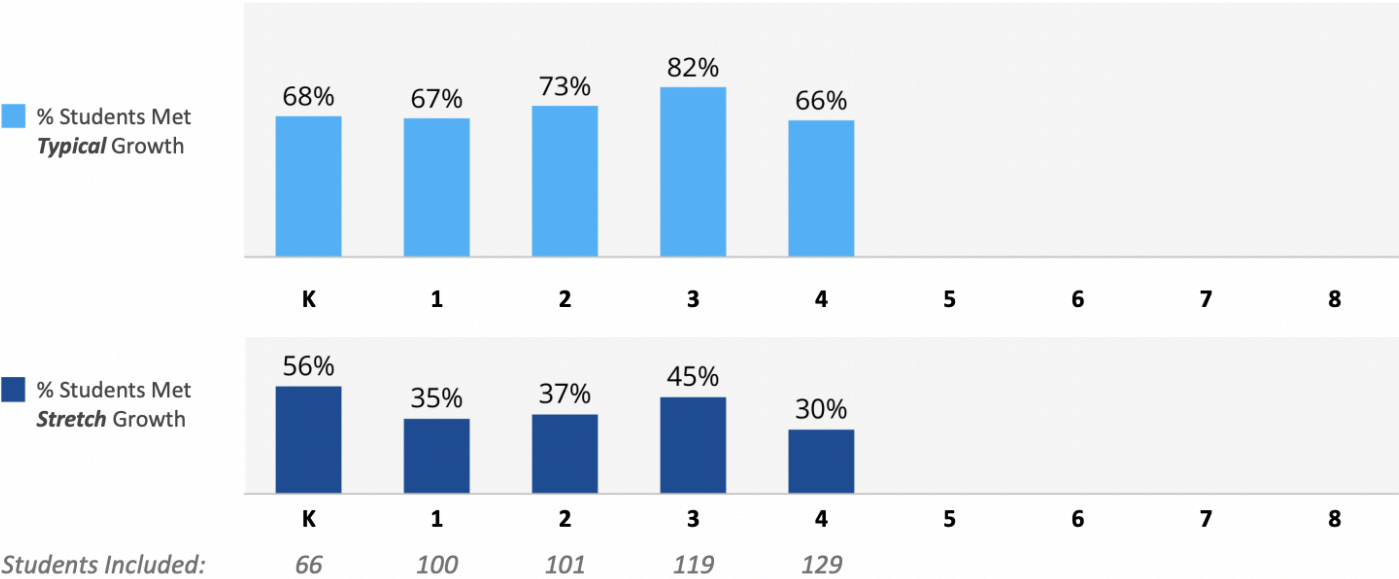
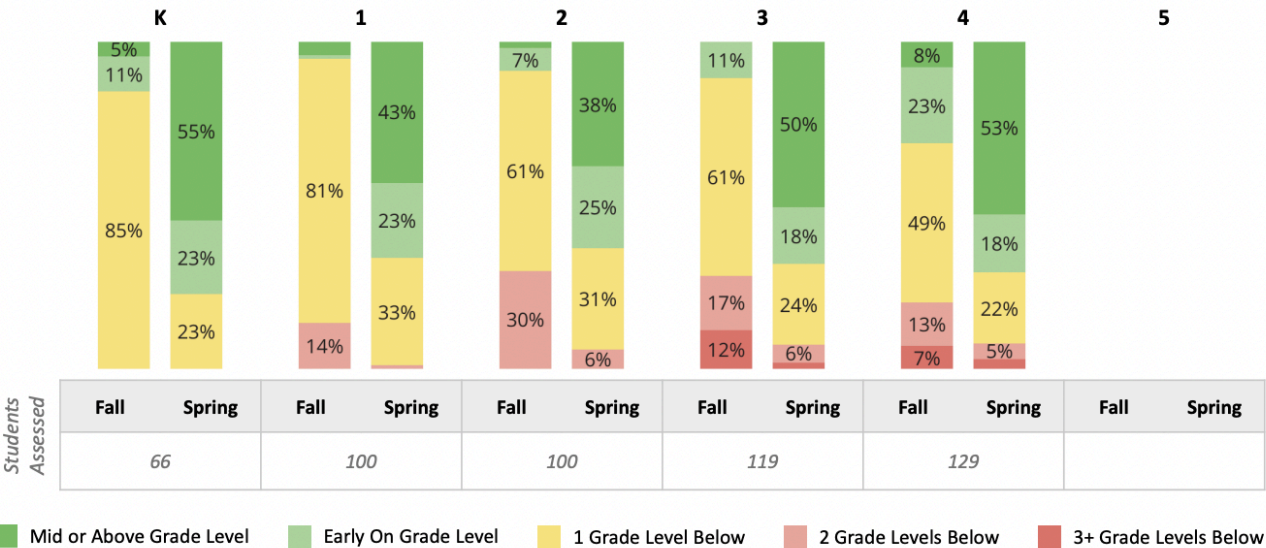


Table 9: iReady Math Data

How Have Relative Placements Changed From Fall to Spring?

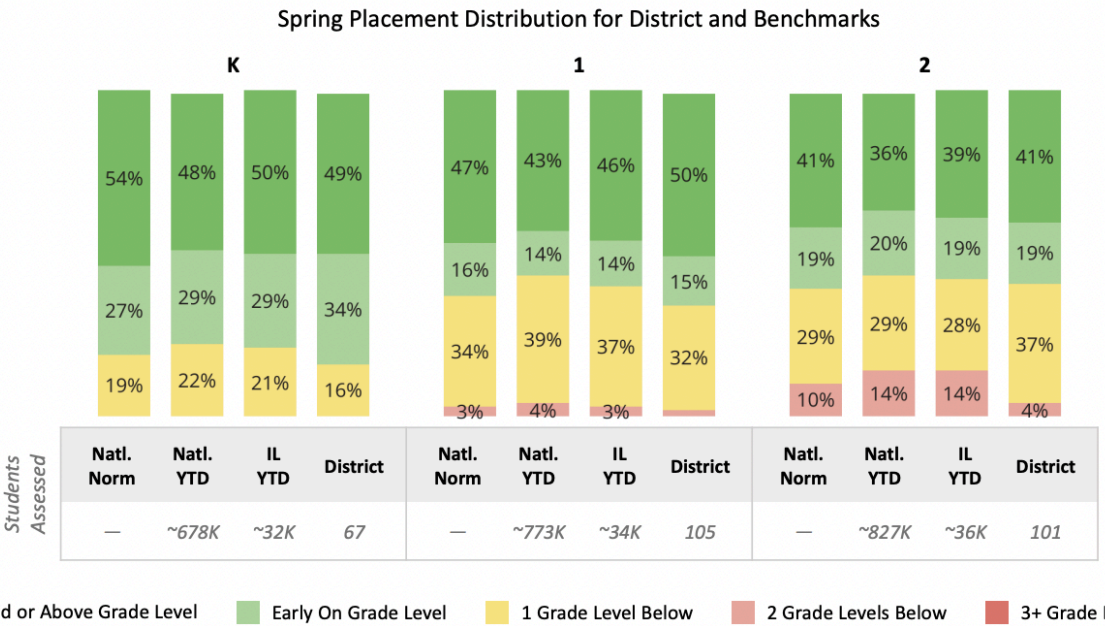
Placement Distribution, Fall 24-25 to Spring 24-25



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.

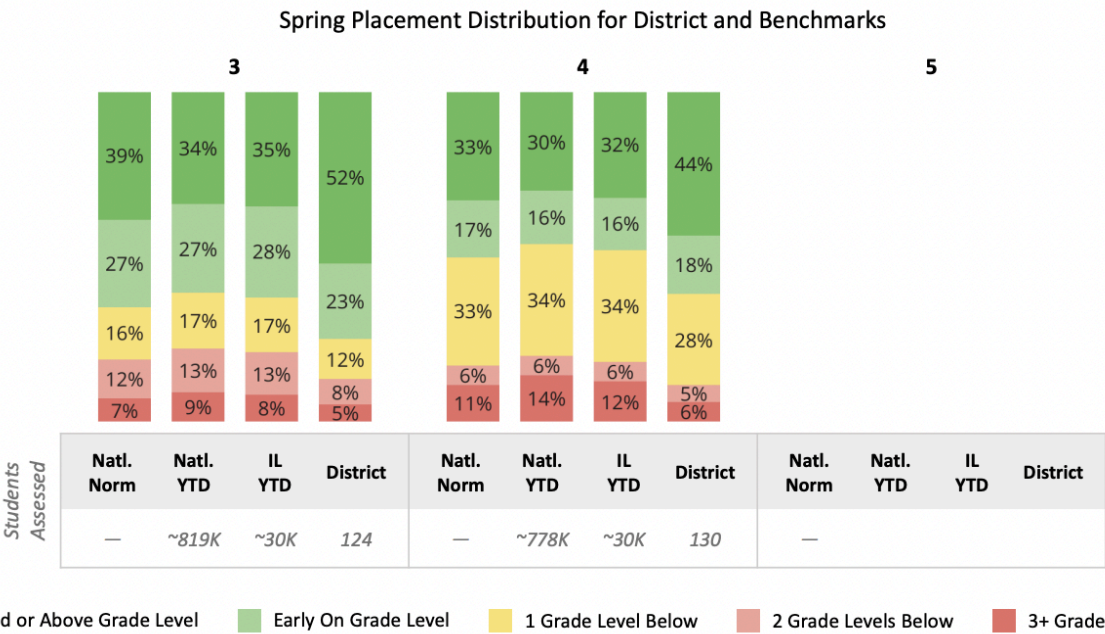
Table 10: iReady Reading Data

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



Natl. Norm: i-Ready National Norms Spring 22-23 Natl. YTD: National Year-to-Date Spring 24-25 IL YTD: IL Year-to-Date Spring 24-25

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



Natl. Norm: i-Ready National Norms Spring 22-23 Natl. YTD: National Year-to-Date Spring 24-25 IL YTD: IL Year-to-Date Spring 24-25

Table 11: iReady Reading Data

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

Spring Placement Distribution for District and Benchmarks

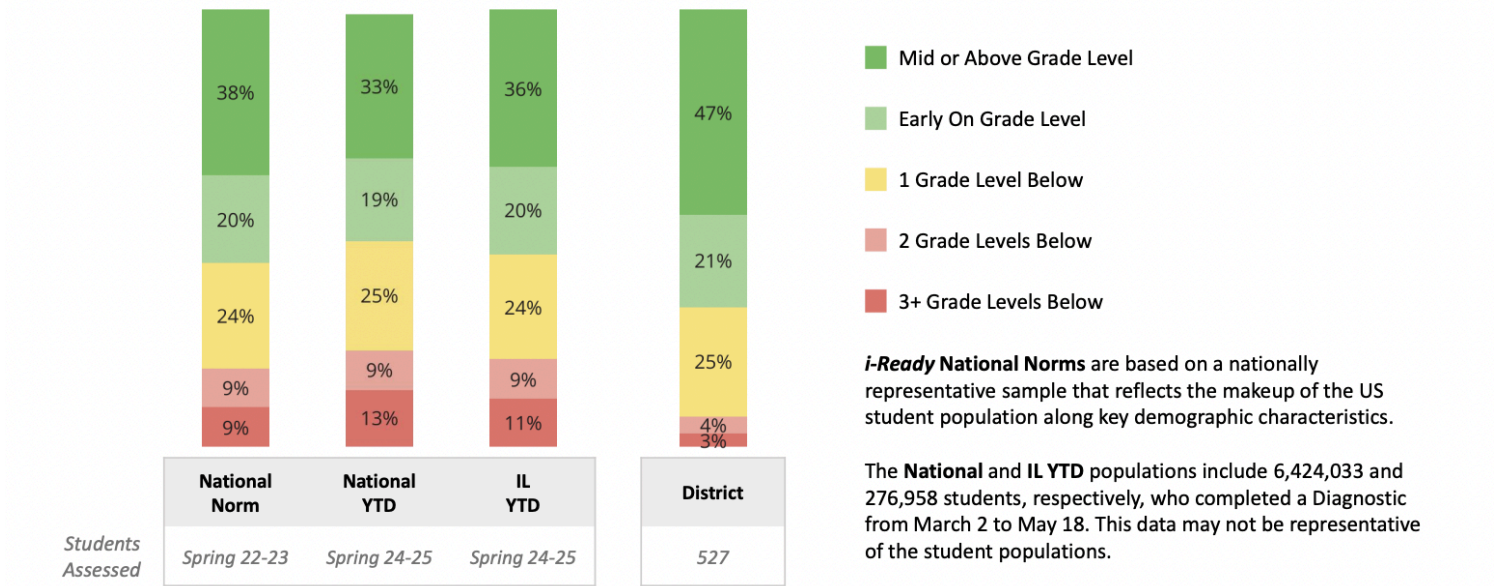


Table 12: iReady Reading Data

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	6	7	8	All Students
Mid or Above Grade Level	Median % Typical Growth		115%	162%	112%	171%					127%
	Students Assessed		10	10	19	24					63
Early On Grade Level	Median % Typical Growth				177%	224%					185%
	Students Assessed				39	17					56
One Grade Level Below	Median % Typical Growth	129%	120%	128%	187%	170%					135%
	Students Assessed	54	74	50	28	65					271
Two Grade Levels Below	Median % Typical Growth		111%	149%	167%	102%					148%
	Students Assessed		11	32	21	10					74
Three or More Grade Levels Below	Median % Typical Growth				136%	182%					152%
	Students Assessed				15	13					28

>=100%

80-99%

60-79%

0-59%

Table 13: iReady Reading Data

Reading

How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Mid or Above Grade Level**, District Spring 24-25 compared to 22-23 National Norms

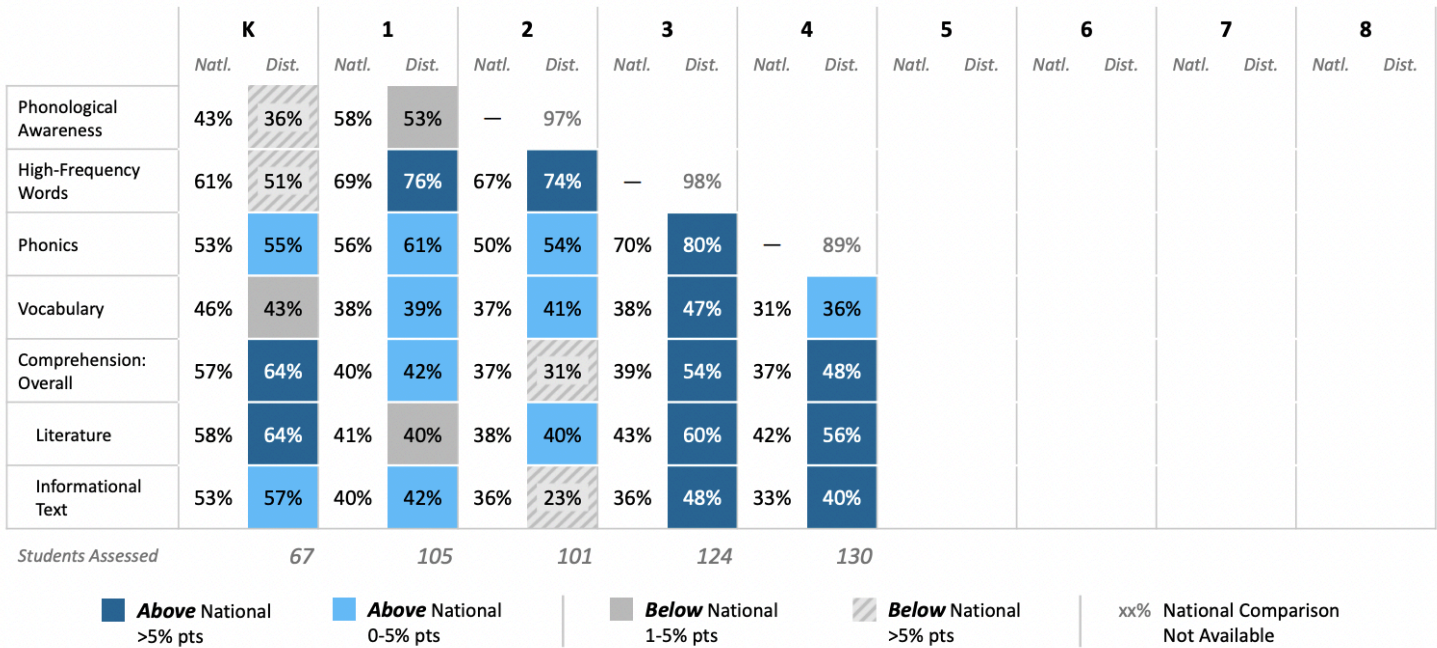


Table 15: iReady Reading Students Meeting Growth from Fall to Spring

Reading

How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth

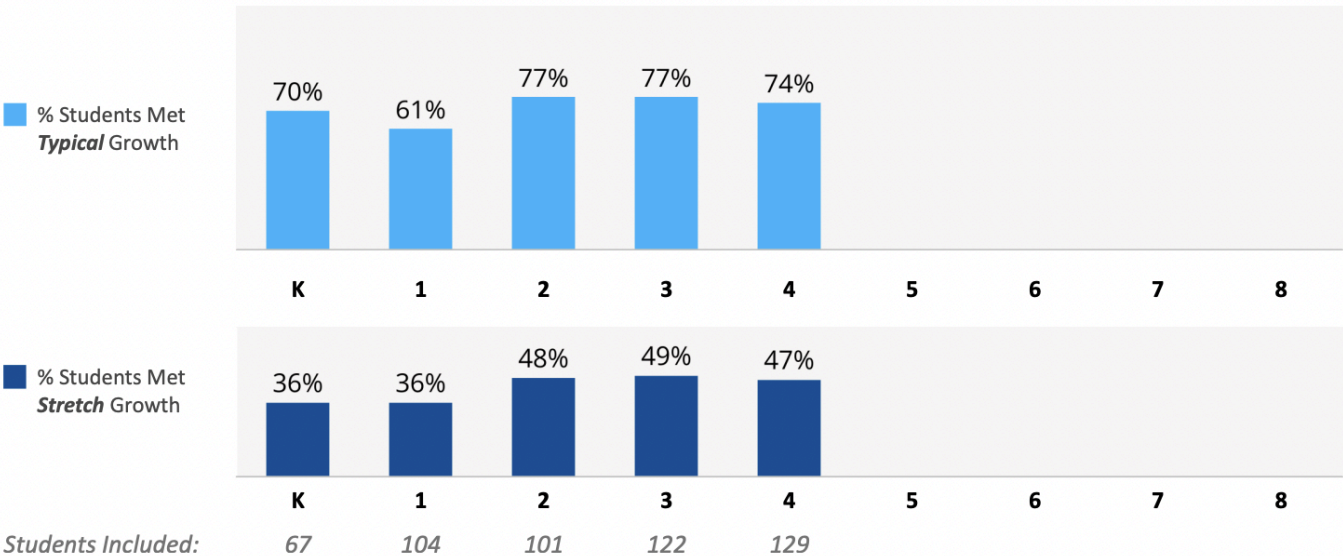
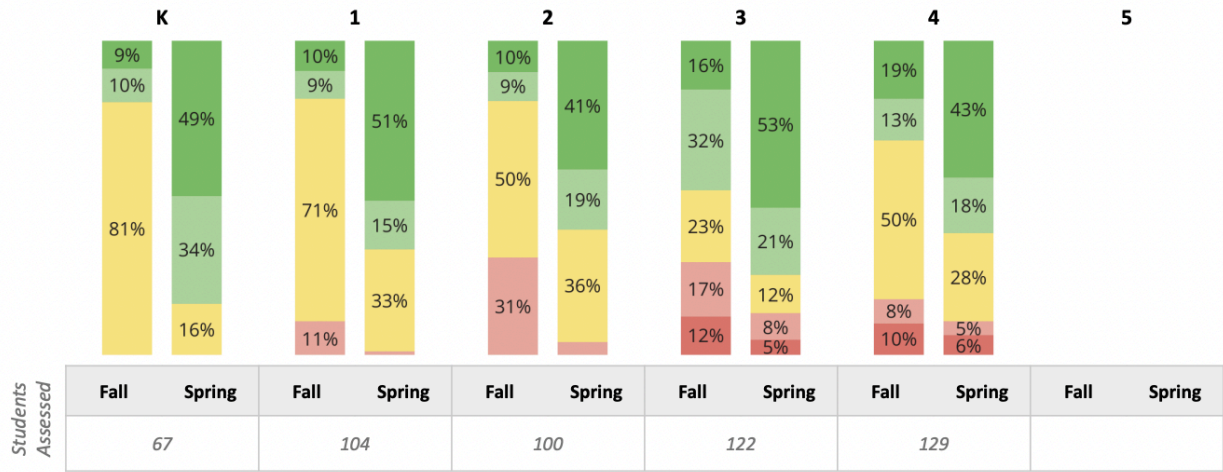


Table 16: iReady Reading Overall Growth from Fall to Spring

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



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

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 56% of our students making expected gains in Math.

In our most recent iReady Math data, 72% of our students made expected gains.

<u>Priority Hypotheses</u>	<u>Data Source 1</u>	<u>Data Source 2</u>	<u>Data Source 3</u>
Chronic absenteeism is disrupting learning continuity and reducing student growth in math.	Attendance	iReady Diagnostic	Teacher Feedback
A need for targeted instructional strategies to support Multilingual Learners with grade-level math content.	Classroom Assessments	iReady Diagnostic	Teacher Feedback
Lack of differentiation in the area of Math.	Classroom Assessments	iReady Diagnostic	Teacher Feedback
Curriculum sequence and pacing	Classroom Assessments	iReady Diagnostic	Teacher Feedback
Inconsistent use of targeted interventions across classrooms	Classroom Assessments	iReady Diagnostic	Teacher Feedback

limits progress for students performing below grade level in math.			
Gaps in foundational math skills (i.e. Math fluency) in the early grades are impacting long-term student growth and achievement.	Classroom Assessments	iReady Diagnostic	Teacher Feedback

Problem Statement:

Over a three year period, we have averaged 58% of our students making expected gains in Reading.

During the current school year, 72% of students are making their expected growth target according to iReady Reading data.

<u>Priority Hypotheses</u>	<u>Data Source 1</u>	<u>Data Source 2</u>	<u>Data Source 3</u>
Inconsistencies in curriculum programs and instructional structures across grade levels may lead to gaps	iReady Reading	Curriculum Based Assessments	Teacher Feedback
A need for targeted instructional strategies to support Multilingual Learners with grade-level ELA content.	ACCESS	Teacher Feedback	Demographic Data

Vocabulary remains an area of weakness, impacting performance across all reading domains.	iReady Reading	Classroom Based Assessments	Teacher Feedback
Inconsistent use of targeted interventions across classrooms limits progress for students performing below grade level in ELA.	Demographic Data	Teacher Feedback	MTSS data/ Branching Minds
Students who do not meet growth targets often struggle with executive functioning skills that impact engagement.	iReady Reading	MTSS data/ Branching Minds	Teacher Feedback
High performing students are not consistently challenged with enrichment tasks, leading to a plateau in stretch growth.	iReady Reading	Classroom Based Assessments	Teacher Feedback

Problem Statement:

We have been assessing our school systems for social and emotional behavioral support based on the Tiered Fidelity Inventory.

In the spring of 2025, Leigh scored a 68% on the PBIS Tiered Fidelity Inventory.

There was a score of 0 for the Tier 3 portion of the Tiered Fidelity Inventory.

<u>Priority Hypotheses</u>	<u>Data Source 1</u>	<u>Data Source 2</u>	<u>Data Source 3</u>
Inconsistent classroom implementation of Tier 1 expectations and reinforcement systems contributes to	SAEBRS	GLPS Agendas	Branching Minds office discipline referrals
Staff implementation of Tier 2 supports, such as Check-In/Check-Out or targeted social skills groups, is inconsistent, resulting in unmet needs for students requiring additional behavioral interventions.	SAEBRS	GLPS Agendas	Branching Minds office discipline referrals
Chronic absenteeism and weak school to home communication lead to lower engagement and more frequent behavioral challenges.	SAEBRS	GLPS Agendas	Branching Minds office discipline referrals
Ongoing professional learning in behavior supports, SEB practices, and trauma informed approaches is needed to ensure consistent implementation across staff.	SAEBRS	GLPS Agendas	Teacher Feedback

Section 4: Goals, Strategies and Integrated Action Plans

Improvement Goal 1: Math Focus		
75% of the students who met their stretch growth this past school year, will meet their stretch growth a second time, as measured by the iReady Math diagnostic assessment from Fall 2025 to Spring 2026.		
Data Source:		
iReady Diagnostic Curriculum Based Assessments		
Specific Action:		
Increase overall student proficiency in Math.		
<u>Specific Steps</u>	<u>Timeline</u>	<u>Person/ Group Responsible</u>
Collaborate in PLCs to plan instruction, align curriculum pacing, create common assessments, and build out math proficiency scales K–4.	Weekly	All Teachers
Develop individualized math goals and monitor using BOY, MOY, and EOY diagnostic data.	Ongoing	All Math Teachers
Use flexible grouping and differentiated instruction to address varying student needs; plan small group instruction based on proficiency scales.	Ongoing	Grade Level PLCs
Partner with ML teachers during PLCs to co-plan scaffolded lessons for ML students; offer PD on planning intentionally for MLs in math.	Monthly Collaboration	Grade Level PLCs & ML Team
Conduct professional development on: a) comparing FastBridge and iReady for	Trimester PDs	Admin & Intervention

instructional decisions, b) best practices for Tier 2 math supports, and c) supporting ML students.		Team
Provide intervention support aligned with MTSS, targeting fluency and foundational gaps in early grades.	Beginning of Year and Ongoing	Academic Intervention Committee
Create and follow a fidelity monitoring schedule; ensure student plans, goals, and data are current with each intervention cycle.	Trimester Cycle Reviews	Academic Intervention Committee

Improvement Goal 2: ELA Focus 75% of the students who met their stretch growth this past school year, will meet their stretch growth a second time, as measured by the iReady Reading diagnostic assessment from Fall 2025 to Spring 2026.		
Data Source: iReady Diagnostic Fastbridge Curriculum Based Assessments		
Specific Action: Increase overall student proficiency in Reading.		
<u>Specific Steps</u>	<u>Timeline</u>	<u>Person/ Group Responsible</u>
Collaborate in PLCs to align ELA curriculum, build out proficiency scales, and continue to develop formative and summative assessments.	Weekly	All Teachers
Develop individual reading goals and monitor student growth with diagnostic and curriculum data (iReady, FastBridge).	BOY, MOY, EOY	All ELA Teachers
Conduct a curriculum review to evaluate the current K–2 ELA program and identify	Begin Fall 2025	Admin & ELA Committee

next steps for 2026–2027 curriculum decision-making.		
Deliver small group instruction based on student proficiency levels using flexible groupings and aligned tasks for remediation and enrichment.	Ongoing	Grade Level PLCs
Collaborate with ML teachers in planning ELA lessons that support vocabulary development, comprehension, and access to grade level content.	Monthly Collaboration	Grade Level PLCs & ML Team
Provide PD on: a) FastBridge and iReady assessments, b) best practices for Tier 2 ELA interventions, and c) supporting ML learners.	Trimester PDs	Admin & Intervention Team
Develop a schoolwide academic vocabulary list and instructional routines to support vocabulary development and align with ML collaboration.	Trimester 1	ML Team & PLCs
Create and follow a fidelity monitoring schedule; ensure student plans, goals, and data are current with each intervention cycle.	Ongoing	Academic Intervention Committee

Improvement Goal 3: Social Emotional Behavioral Focus

Based on the PBIS Tiered Fidelity Inventory, Leigh is currently at sustaining level for Tier 1 and Tier 2. However, Leigh scored a 0 out of 26 for Tier 3.

By the end of the school year 2025-2026, the Tier 3 portion of the Tiered Fidelity Inventory will increase to a score of 10 out of 26.

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>
Identify Tier 3 gaps using TFI rubric; prioritize implementation of simple, high impact strategies.	Fall 2025	PBIS Tier 2/3 Committee
Provide PD to staff on Tier 3 supports, including progress monitoring, individualized plans, wraparound supports, and SEB groups.	Winter-Spring 2026	PBIS Tier 2/3 Committee
Develop and use a fidelity checklist for Tier 3 supports and determine fade out criteria for individualized interventions.	Winter-Spring 2026	PBIS Tier 2/3 Committee
Strengthen Tier 1 routines: review expectations, acknowledgements, behavior definitions and conduct informal observations.	Each Trimester	PBIS Tier 1 Committee
Reinforce Tier 2 practices; improve fidelity of CICO and social skills groups, review entry/exit criteria and interrater reliability amongst staff.	Each Trimester	PBIS Tier 2/3 Committee
Add stakeholder roles to Tiered Teams (e.g., nurse, potential parent) and train on effective data-based decision making.	Fall 2025	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 2026.
- 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>

Wikipedia (2024), the free encyclopedia

Illinois Report Card (2024) John V. Leigh School

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