

# KELVIN GROVE SCHOOL

## 2019-2020 SCHOOL IMPROVEMENT PLAN

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## IAR/PARCC Data- Math

	3rd	4th	5th	6th	7th	8th
2019	41%	30%	28%	19%	35%	39%
2018	34%	37%	33%	21%	32%	33%
2017	40%	29%	26%	26%	28%	37%
2016	43%	48%	26%	41%	39%	35%
2015	29%	45%	51%	33%	32%	60%

## IAR/PARCC Data- ELA

	3rd	4th	5th	6th	7th	8th
2019	27%	47%	55%	47%	45%	58%
2018	34%	59%	50%	49%	62%	61%
2017	41%	39%	49%	42%	52%	37%
2016	49%	48%	62%	41%	39%	35%
2015	45%	45%	51%	33%	32%	60%

## IAR Grade Level Results 18-19

Grade	3rd									
Content Area	Reading 27% State=37%					Math 41% State=41%				
	PL 1	PL 2	PL 3	PL 4	PL 5	PL 1	PL 2	PL 3	PL 4	PL 5
D91	14.2%	26.9%	31.7%	25.3%	1.5%	9.5%	20.6%	28.5%	31.7%	9.5%
State Avg.	23%	18%	23%	33%	4%	15%	20%	25%	33%	8%
Grade	4th									
Content Area	Reading 47% State=36%					Math 30% State=33%				
	PL 1	PL 2	PL 3	PL 4	PL 5	PL 1	PL 2	PL 3	PL 4	PL 5
D91	10.6%	21.2%	21.2%	34.8%	10.6%	13.6%	22.7%	33.3%	30.3%	0.0%
State Avg.	17%	20%	26%	29%	7%	17%	21%	29%	30%	3%
Grade	5th									
Content Area	Reading 55% State=37%					Math 28% State=30%				
	PL 1	PL 2	PL 3	PL 4	PL 5	PL 1	PL 2	PL 3	PL 4	PL 5
D91	2.8%	19.7%	22.5%	45.0%	9.8%	4.2%	36.6%	30.9%	23.9%	4.2%
State Avg.	13%	21%	27%	34%	3%	14%	30%	27%	25%	5%
Grade	6th									
Content Area	Reading 47% State=35%					Math 19% State=25%				
	PL 1	PL 2	PL 3	PL 4	PL 5	PL 1	PL 2	PL 3	PL 4	PL 5
D91	6.8%	18.9%	27.5%	44.8%	1.7%	10.3%	32.7%	37.9%	17.2%	1.7%
State Avg.	13%	21%	31%	30%	5%	16%	31%	28%	22%	3%
Grade	7th									
Content Area	Reading 45% State=42%					Math 35% State=30%				
	PL 1	PL 2	PL 3	PL 4	PL 5	PL 1	PL 2	PL 3	PL 4	PL 5
D91	11.9%	17.8%	25.0%	32.1%	13.0%	2.3%	23.8%	39.2%	32.1%	2.3%
State Avg.	15%	18%	25%	30%	12%	11%	28%	32%	25%	5%
Grade	8th									
Content Area	Reading 58% State=39%					Math 39% State=32%				
	PL 1	PL2	PL 3	PL 4	PL 5	PL 1	PL2	PL 3	PL 4	PL 5
D91	1.3%	12.1%	28.3%	44.5%	13.5%	13.5%	27.0%	20.2%	35.1%	4.0%
State Avg.	17%	18%	25%	32%	7%	26%	22%	20%	28%	4%

**2018-2019**

Grade	Reading			(+/-)	Math			(+/-)	Language			(+/-)
	Fall	Winter	Spring		Fall	Winter	Spring		Fall	Winter	Spring	
	(% Avg/Hi Avg/Hi)				(% Avg/Hi Avg/Hi)				(% Avg/Hi Avg/Hi)			
4	52	64	63	11	63	59	58	-5	66	59	57	-9
5	67	73	74	7	66	52	54	-12	74	73	67	-7
6	53	51	61	8	47	58	55	8	60	79	55	-5
7	69	67	73	4	57	54	60	3	68	65	68	0
8	88	86	78	-10	65	70	66	1	85	86	85	0

Reading	FY15	FY16	FY17	FY18	FY19	Math	FY15	FY16	FY17	FY18	FY19	Language	FY15	FY16	FY17	FY18	FY19
4th					63	4th					58	4th					57
5th				78	74	5th				67	54	5th				72	67
6th			76	66	61	6th			78	60	55	6th			65	66	55
7th		70	64	60	73	7th		51	48	47	60	7th		60	68	63	68
8th	79	77	68	82	78	8th	73	66	60	69	66	8th	82	77	72	79	85

	Reading			# in <21%	IEP/504	Math			# in <21%	IEP/504
	National	District	National			District	National	District		
4th	205.9	205.4	213.5	211.9	2	10	4	8	4	8
5th	211.8	215.1	221.4	219.9	6	3	11	5	11	5
6th	215.8	214.3	225.3	221.0	11	4	11	4	11	4
7th	218.2	219.7	228.6	227.5	6	7	8	5	8	5
8th	220.1	225.5	230.9	232.6	4	1	9	1	9	1

6/3/19

**2019-2020**

Grade	Reading		(+/-)	Math		(+/-)	Language		(+/-)
	Spring (% Avg/Hi Avg/Hi)	Fall		Spring (% Avg/Hi Avg/Hi)	Fall		Spring (% Avg/Hi Avg/Hi)	Fall	
4	50			57			52		
5	63	59		58	59		57	57	
6	74	66		54	49		67	62	
7	61	59		55	53		55	55	
8	73	63		60	51		68	68	

Reading	FY16	FY17	FY18	FY19	FY20	Math	FY16	FY17	FY18	FY19	FY20	Language	FY16	FY17	FY18	FY19	FY20
	4th						50	4th						57	4th		
5th				63	59	5th				58	59	5th				57	57
6th			78	74	66	6th			67	54	49	6th			72	67	62
7th			76	61	59	7th		78	60	55	53	7th		65	66	55	55
8th			64	60	73	8th		51	47	60	51	8th		60	68	63	68

Reading	Math		Language	# in <21% Gen Ed	IEP/504	# in <21% Gen Ed	IEP/504
	National	District					
4th	198.2	195.4	198.8	10	4	8	3
5th	205.7	202.4	205.6	10	11	6	10
6th	211.0	210.9	210.7	9	6	11	7
7th	214.4	213.5	214.0	6	3	7	5
8th	217.2	217.6	216.2	7	6	6	10

9/18/19







## Kelvin Grove Jr High School Dashboard Summary

Overall in 2019, Kelvin Grove Jr High School is well-organized for improvement.

The overall performance score is comprised of each of the 5Essential scores. Schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark.

### Where is Kelvin Grove Jr High School performing the highest?



Classroom Disruptions	99
Socialization of New Teachers	99
Reflective Dialogue	98
Math Instruction	86
Student-Teacher Trust	86

### What has improved most for Kelvin Grove Jr High School?



Academic Personalism	58 + 26
Student-Teacher Trust	86 + 24
Academic Press	77 + 23
Reflective Dialogue	98 + 22
Peer Support for Academic Work	49 + 20

### Where is Kelvin Grove Jr High School performing the lowest?



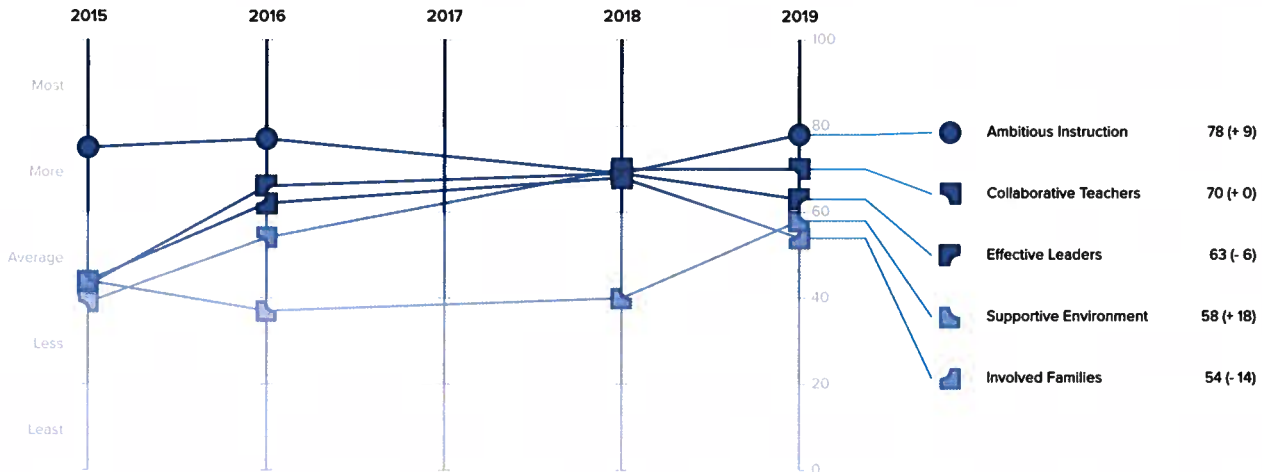
Rigorous Study Habits	23
Grit	24
Course Clarity	33
Classroom Rigor	34
Safety	37

### What has decreased most for Kelvin Grove Jr High School?



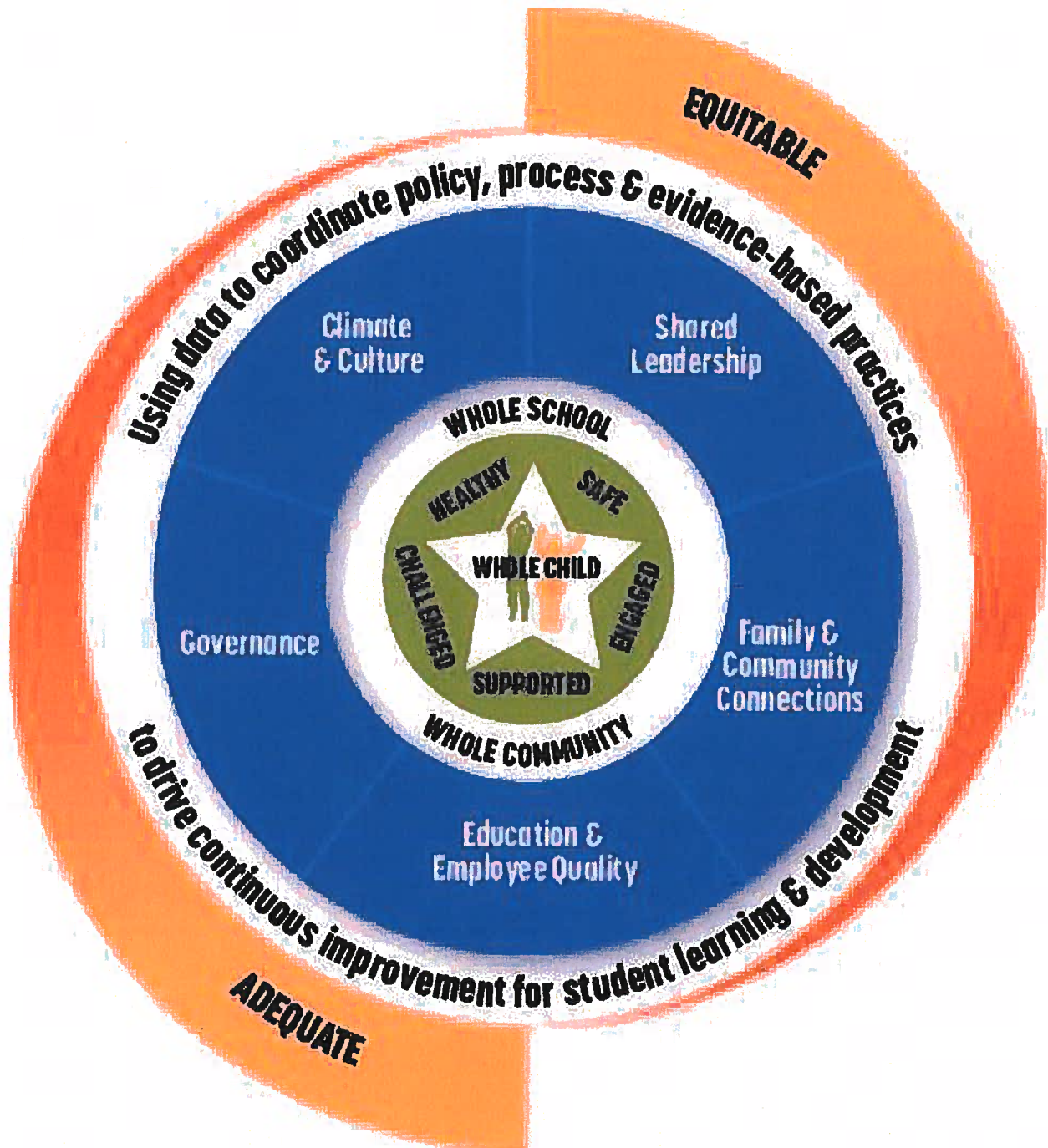
Parent Influence on Decision Making in Schools	63 - 32
Innovation	55 - 22
Rigorous Study Habits	23 - 21
Parent Involvement in School	40 - 15
Teacher Influence	56 - 15

### Essential Performance Trends





# The Illinois State Board of Education Illinois Quality Framework



## Quality Framework for Illinois School Districts (18-19)

<b>Standard</b>	FAMILY & COMMUNITY ENGAGEMENT: In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, and academic growth.		
<b>Indicator</b>	STUDENT ADVOCATES: Educators communicated regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of the whole child.		
<b>Description</b>	EMERGING: Evidence suggests district/school personnel sometimes partner with some relevant community agencies to provide supports to meet the needs of the whole child.		
<b>Current Implementation</b>	COMMUNITY & DISTRICT RELATIONS: Develop an active mentor program that engages both parents and the community-at-large.		
<b>Strategic Plan</b>			
	<b>Task No.</b>	<b>Task</b>	<b>Timeline</b>
	1	Clothing drive/flea market with the First Church of the Nazarene	Ongoing for 2019-2020
	2	Holiday support for KG families with: Lockport Women's Club, Shepherd of the Hill, St. Joseph's Church, Legacy Vineyard Church, Rotary Club, and Lockport Police Dept.	Ongoing for 2019-2020
	3	Nature Club Garden: Community composting with D91 residents	Ongoing for 2019-2020
	4	Partner with Lockport Police Dept Community Outreach Unit to educate parents and students on dangers of vaping, social media, truancy, etc.	September 2019-May 2020
	5	Partner with Silver Oaks Behavioral Health to provide outpatient and counseling services for students and families	October 2019-May 2020
			<b>Person(s) Responsible</b>
			Kathi Henderson
			Kathi Henderson
			Brittany Schaller & Nature Club Participants
			PLSIPSC, Principal, Ofc. Szmargalski & Ofc. Brauch
			Social Worker, PLSIPSC, Principal

## Quality Framework for Illinois School Districts (18-19)

<b>STUDENT LEARNING &amp; DEVELOPMENT:</b> In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.			
<b>CLASSROOM ENVIRONMENT:</b> Instructional staff and district/school leadership collaborate to provide an instructional environment that actively engages all students by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.			
<b>ACCOMPLISHED:</b> Evidence suggests instructional staff and district/school leadership consistently ensure that district curriculum is rigorous and emphasizes high level thinking/reasoning.			
<b>PROGRAMS &amp; SERVICES:</b> As district funds allow, grow the gifted program to include mathematics and elementary grades.			
<b>Strategic Plan</b>			
<b>Task No.</b>	<b>Task</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
1	Enrich 8th grade math curriculum with HS Algebra standards, gather student data on curricular standards, determine feasibility of Accelerated 8th grade Math for FY20	November 2018-January 2019	Erin Holland, John Jennings, Rich Kelly, Heidi Waxweiler, Brittany Yunker, and Marcie Stateman
2	Summer curriculum work for creation of Accelerated 8th grade math, implement one section of Acc. 8th grade math	July 2019-May 2020	Erin Holland, John Jennings, and Rich Kelly
3	Analyze student achievement data for pilot Enriched 8th grade mathematics section for feasibility of expansion to 6th & 7th grades	January 2020-June 2020	Erin Holland, John Jennings, and Rich Kelly
4	Summer curriculum work for creation of Enriched 6th & 7th grade math, implement one section of Enriched 6th & 7th grade math	June 2020-August 2020	Erin Holland, John Jennings, Rich Kelly, Heidi Waxweiler, Colton Burdette, and Marcie Stateman

## Quality Framework for Illinois School Districts (18-19)

<b>Standard</b>	<p><b>CONTINUOUS IMPROVEMENT:</b> In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.</p> <p><b>PROCESSES &amp; STRUCTURE:</b> The school's leadership team establishes a well-defined structure for building professional relationships and processes necessary to collaboratively engage all school-level stakeholders in actions to increase student learning through the implementation of a comprehensive school continuous improvement process.</p> <p><b>EMERGING:</b> Evidence suggests school leadership team includes limited stakeholder membership.</p> <p><b>COMMUNITY &amp; DISTRICT RELATIONS:</b> Articulate opportunities for involvement and participation within the District to the community.</p>			
<b>Indicator Description</b>				
<b>Current Implementation</b>				
<b>Strategic Plan</b>				
	<b>Task No.</b>	<b>Task</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
	1	Rotate support personnel into monthly meeting schedule for leadership team to receive input	January 2019-May 2019	Leadership Team, John Jennings
	2	Hold Parent Coffees three times per year, including parent representatives from each grade level, to share ideas for improvement and school improvement plan	January 2019-May 2019	Leadership Team, John Jennings
	3	Hold two Parent Coffees this year, including parent representatives from each grade level, to share ideas for improvement and school improvement plan	January 2020-May 2020	Leadership Team, John Jennings

## Quality Framework for Illinois School Districts (18-19)

<b>Standard</b>			
SHARED LEADERSHIP: In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.			
TEACHER LEADERSHIP: The teachers actively model and foster a positive school environment in which educators and students feel valued and are challenged to be engaged and grow.			
<b>Indicator Description</b>			
EMERGING: Evidence suggests some teachers promote partially positive classroom and school environments.			
<b>Current Implementation</b>			
PROGRAMS & SERVICES: Identify options the district may consider to enhance its engagement of students while fostering learning.			
<b>Strategic Plan</b>			
<b>Task No.</b>	<b>Task</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
1	Students of the Month from each grade level throughout the entire grade level	September 2018-May 2019	Grade level teachers, Michelle Levato, John Jennings
2	Teacher professional development: Promoting a Positive and Supportive Environment for our Students	January 7, 2019	Grade level teachers, Erin Holland, John Jennings
3	Students create positive learning environment posters with Advisory teachers in preparation of 5-Essentials survey administration	December 2018-January 2019	Leadership Team, Advisory Teachers
4	Advisory Period for implementation of SEL curriculum, goal setting, and conferencing with students	September 2018-May 2019	Grade level teachers, Erin Holland, John Jennings

## Quality Framework for Illinois School Districts (18-19)

<b>Standard</b>	EDUCATOR & EMPLOYEE QUALITY: In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.		
<b>Indicator</b>	SUPPORT PERSONNEL PROFESSIONAL DEVELOPMENT: All support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance.		
<b>Description</b>	EMERGING: Evidence suggests some professional learning opportunities are coordinated to improve academic, physical, social, emotional, and behavioral programming needs.		
<b>Current Implementation</b>	STUDENT ACHIEVEMENT & CURRICULUM: Develop and provide targeted, individualized, professional development experiences for educators focusing on instructional strategies and student engagement.		
<b>Strategic Plan</b>			
	<b>Task No.</b>	<b>Task</b>	<b>Timeline</b>
	1	Academic Support Personnel meet with curriculum coordinator on a weekly basis to discuss ways to support learners in classroom and through RtI process	August 2018-May 2019
	2	Training of Academic Support Personnel on classroom observation protocols to gather RtI data on students	October 2018-December 2018
	3	Complete needs assessment for support personnel and find relevant professional development opportunities through ELN, Infinitec, and IPA	January 2019
		<b>Person(s) Responsible</b>	
		Erin Holland, Academic Support Personnel	
		Erin Holland	
		Erin Holland, John Jennings	



## Quality Framework for Illinois School Districts (19-20)

<b>Standard</b>	<p><b>STUDENT &amp; LEARNING DEVELOPMENT:</b> In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.</p> <p><b>CLASSROOM ENVIRONMENT:</b> Instructional staff and district/school leadership collaborate to provide an instructional environment that actively engages all students by using effective, varies, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.</p> <p><b>ACCOMPLISHED:</b> Instructional staff and school leadership consistently ensure that instruction empowers students to take responsibility for their own learning.</p>			
<b>Indicator Description</b>	<p><b>STUDENT ACHIEVEMENT &amp; CURRICULUM:</b> Individualize student learning experiences by offering enrichment and remediation, as needed, while putting students to the forefront in the positions of active learners.</p>			
<b>Current Implementation</b>				
<b>Strategic Plan</b>				
	<b>Task No.</b>	<b>Task</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
	1	Develop list of Academic Learning Behaviors and indicator descriptions, implementation with 1st Trimester report cards	September 2019	Leadership Team
	2	Students self-assess, teachers will conference with students regarding their progress during advisory	Oct-Nov 2019	Homeroom Teachers
	3	Students participate in parent-teacher conferences	November 2019	Grade Level Teachers

## Quality Framework for Illinois School Districts (19-20)

	<p><b>FAMILY &amp; COMMUNITY ENGAGEMENT:</b> In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, and academic growth.</p> <p><b>STUDENT PERSONAL DEVELOPMENT:</b> The district and school leverage existing resources to provide a coordinated system of support for the whole child.</p>																				
<p><b>Standard</b></p>																					
<p><b>Indicator Description</b></p>	<p><b>ACCOMPLISHED:</b> Evidence suggests school personnel frequently provide multiple and diverse methods for caregivers to develop knowledge and skills linked to learning and healthy developmental outcomes for students including activities, print materials, online resources, and direct communication with staff members.</p> <p><b>PROGRAMS &amp; SERVICES:</b> Implement enrichment programs by engaging the larger community and maximizing local resources.</p>																				
<p><b>Current Implementation</b></p>																					
<p><b>Strategic Plan</b></p>																					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Task No.</th> <th style="width: 50%;">Task</th> <th style="width: 20%;">Timeline</th> <th style="width: 20%;">Person(s) Responsible</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Engage students during Advisory in lessons focused on Angela Duckworth's research on Grit</td> <td style="text-align: center;">November 2019</td> <td style="text-align: center;">7th period Teachers</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Utilize former and current KG students to present personal stories of Grit to 6-8 grades and 4/5 grades</td> <td style="text-align: center;">January 2020</td> <td style="text-align: center;">Leadership Team</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Parent Night: Local resident/athlete presenting to students and parents involving determination to succeed</td> <td style="text-align: center;">Spring 2020</td> <td style="text-align: center;">Leadership Team</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Creation of common building wide academic goal in reading and math for IAR</td> <td style="text-align: center;">January 2020</td> <td style="text-align: center;">Leadership Team &amp; Grade Level Teams</td> </tr> </tbody> </table>	Task No.	Task	Timeline	Person(s) Responsible	1	Engage students during Advisory in lessons focused on Angela Duckworth's research on Grit	November 2019	7th period Teachers	2	Utilize former and current KG students to present personal stories of Grit to 6-8 grades and 4/5 grades	January 2020	Leadership Team	3	Parent Night: Local resident/athlete presenting to students and parents involving determination to succeed	Spring 2020	Leadership Team	4	Creation of common building wide academic goal in reading and math for IAR	January 2020	Leadership Team & Grade Level Teams
Task No.	Task	Timeline	Person(s) Responsible																		
1	Engage students during Advisory in lessons focused on Angela Duckworth's research on Grit	November 2019	7th period Teachers																		
2	Utilize former and current KG students to present personal stories of Grit to 6-8 grades and 4/5 grades	January 2020	Leadership Team																		
3	Parent Night: Local resident/athlete presenting to students and parents involving determination to succeed	Spring 2020	Leadership Team																		
4	Creation of common building wide academic goal in reading and math for IAR	January 2020	Leadership Team & Grade Level Teams																		

## Quality Framework for Illinois School Districts (19-20)

<b>Standard</b>	CONTINUOUS IMPROVEMENT: In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.			
<b>Indicator Description</b>	FOCUSED AND COHERENT DIRECTION: The district leadership team establishes a coherent and collaborative approach for improving student performance based on the established vision/goals and implements a comprehensive district continuous improvement process.			
<b>Current Implementation</b>	ACCOMPLISHED: Evidence suggests actionable goals with specified targets are written based on data.			
<b>Strategic Plan</b>	STUDENT ACHIEVEMENT & CURRICULUM: Identify and address achievement gaps exhibited on local and state assessments.			
	<b>Task No.</b>	<b>Task</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
	1	Use of common assessments, K-8, three times per year. Focus on mathematical explanation on assessment, analyze data with grade level teams in preparation of IAR	Sept 2019-March 2020	Curriculum Coordinator, Mathematics teachers
	2	Professional Development in 'productive struggle.' Increase mathematical rigor allowing students to demonstrate resilience in completing more complex problems in math	Oct 2019-Jan 2020	Curriculum Coordinator, Mathematics teachers

## Quality Framework for Illinois School Districts (19-20)

<b>Standard</b>	CULTURE & CLIMATE: In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.		
<b>Indicator Description</b>	SAFE & ENGAGING LEARNING COMMUNITY: The school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community.		
<b>Current Implementation</b>	ACCOMPLISHED: Evidence suggests district and school climate consistently supports the physical, cultural, and socio-economic needs of all students and staff.		
<b>Strategic Plan</b>	PROGRAMS & SERVICES: Identify options the district may consider to enhance its engagement of students while fostering learning.		
	<b>Task No.</b>	<b>Task</b>	<b>Timeline</b>
	1	Provide professional development training in Happiness Advantage Program	October 1-4, 2019
	2	Provide ongoing professional development for staff and students on seven principles of Happiness Advantage	November 19, 2019-May 2020
	3	Provide incentives for students and staff in conjunction with Happiness Advantage training	November 2019-May 2020
		<b>Person(s) Responsible</b>	
		PLSIPSC	
		PLSIPSC	
		PLSIPSC, Superintendent	