

# **KELVIN GROVE SCHOOL**

## **2022–2023 SCHOOL IMPROVEMENT PLAN**

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## IAR/PARCC Data- Math

	3rd	4th	5th	6th	7th	8th
<b>2022</b>	<b>61%</b>	<b>28%</b>	<b>35%</b>	<b>24%</b>	<b>26%</b>	<b>29%</b>
<b>2021</b>	<b>22%</b>	<b>14%</b>	<b>12%</b>	<b>16%</b>	<b>27%</b>	<b>20%</b>
<b>2020*</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>2019</b>	<b>41%</b>	<b>30%</b>	<b>28%</b>	<b>19%</b>	<b>35%</b>	<b>39%</b>
<b>2018</b>	<b>34%</b>	<b>37%</b>	<b>33%</b>	<b>21%</b>	<b>32%</b>	<b>33%</b>
<b>2017</b>	<b>40%</b>	<b>29%</b>	<b>26%</b>	<b>26%</b>	<b>28%</b>	<b>37%</b>
<b>2016</b>	<b>43%</b>	<b>48%</b>	<b>26%</b>	<b>41%</b>	<b>39%</b>	<b>35%</b>
<b>2015</b>	<b>29%</b>	<b>45%</b>	<b>51%</b>	<b>33%</b>	<b>32%</b>	<b>60%</b>

## IAR/PARCC Data- ELA

	3rd	4th	5th	6th	7th	8th
<b>2022</b>	<b>56%</b>	<b>32%</b>	<b>54%</b>	<b>32%</b>	<b>33%</b>	<b>55%</b>
<b>2021</b>	<b>40%</b>	<b>27%</b>	<b>29%</b>	<b>32%</b>	<b>48%</b>	<b>37%</b>
<b>2020*</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>2019</b>	<b>27%</b>	<b>47%</b>	<b>55%</b>	<b>47%</b>	<b>45%</b>	<b>58%</b>
<b>2018</b>	<b>34%</b>	<b>59%</b>	<b>50%</b>	<b>49%</b>	<b>62%</b>	<b>61%</b>
<b>2017</b>	<b>41%</b>	<b>39%</b>	<b>49%</b>	<b>42%</b>	<b>52%</b>	<b>37%</b>
<b>2016</b>	<b>49%</b>	<b>48%</b>	<b>62%</b>	<b>41%</b>	<b>39%</b>	<b>35%</b>
<b>2015</b>	<b>45%</b>	<b>45%</b>	<b>51%</b>	<b>33%</b>	<b>32%</b>	<b>60%</b>

# 2022-2023

Reading				(+/-)
Grade	Spring 22	Fall 22		
(% Avg/Hi Avg/Hi)				
4	72	61		
5	68	64		
6	70	59		
7	38	56		
8	56	44		

Math				(+/-)
Grade	Spring 22	Fall 22		
(% Avg/Hi Avg/Hi)				
4	77	61		
5	65	63		
6	62	66		
7	55	49		
8	56	54		

Language				(+/-)
Grade	Spring 22	Fall 22		
(% Avg/Hi Avg/Hi)				
4	77	70		
5	63	72		
6	72	62		
7	55	54		
8	52	58		

Reading	FY19	FY20	FY21	FY22	FY23
4th					61
5th				68	64
6th			71	70	59
7th		64	57	38	56
8th	63	67	52	56	44

Math	FY19	FY20	FY21	FY22	FY23
4th					61
5th				65	63
6th			54	62	66
7th		56	34	55	49
8th	58	49	21	56	54

Language	FY19	FY20	FY21	FY22	FY23
4th					70
5th				63	72
6th			72	72	62
7th		56	52	55	54
8th	57	57	52	52	58

## Grade-Level Mean RIT vs District Mean RIT

	Reading		Math		Language	
	National	District	National	District	National	District
4th	196.7	194.8	199.5	200.3	197.3	197.7
5th	204.5	206.3	209.1	209.0	204.2	206.3
6th	210.2	206.7	214.7	214.2	209.4	209.6
7th	214.2	209.4	220.2	215.8	212.6	209.0
8th	218.0	212.1	224.9	221.6	215.5	213.3

Students At or Above Grade-Level Mean RIT						
	Reading		Math		Language	
	Spring	Fall	Spring	Fall	Spring	Fall
4th	25	24	27	26	27	27
5th	25	27	23	26	26	25
6th	33	26	31	29	36	31
7th	15	24	21	21	22	27
8th	27	20	29	29	26	29

# in <21%

Math

Gen Ed IEP/504

# in <21%

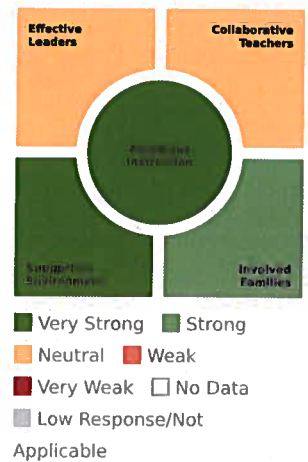
Math

Gen Ed IEP/504

4th	6	8	3	6
5th	3	3	5	2
6th	11	7	2	5
7th	10	6	5	6
8th	11	8	7	8

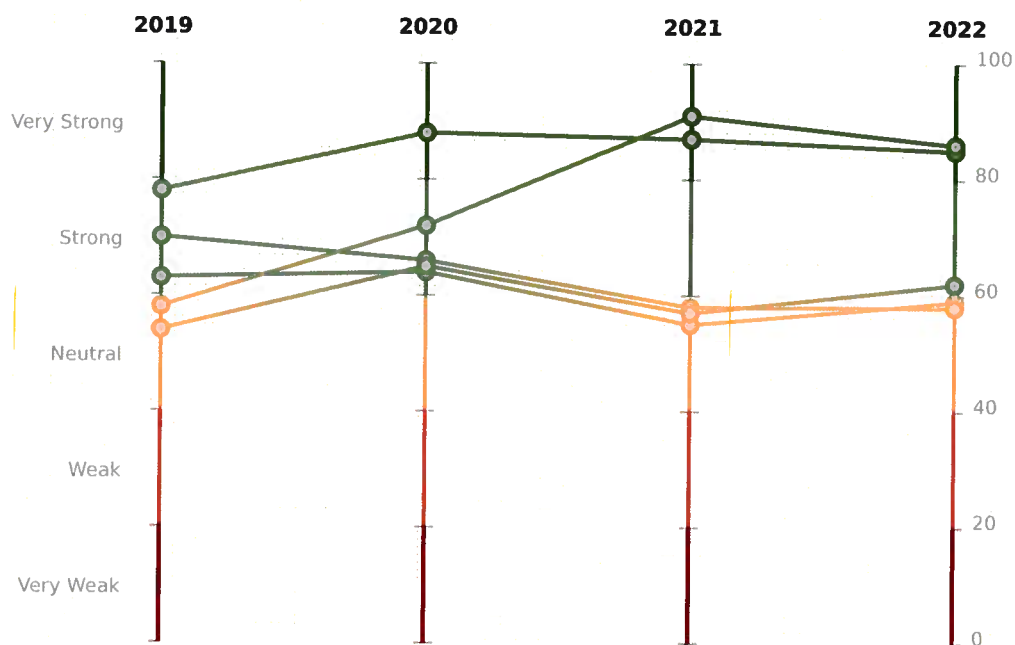
9/14/22

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



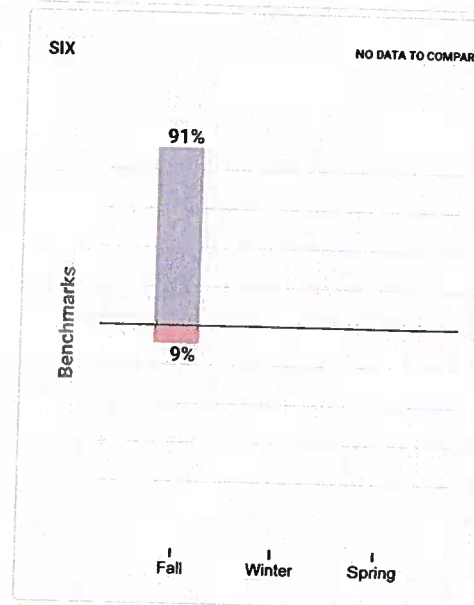
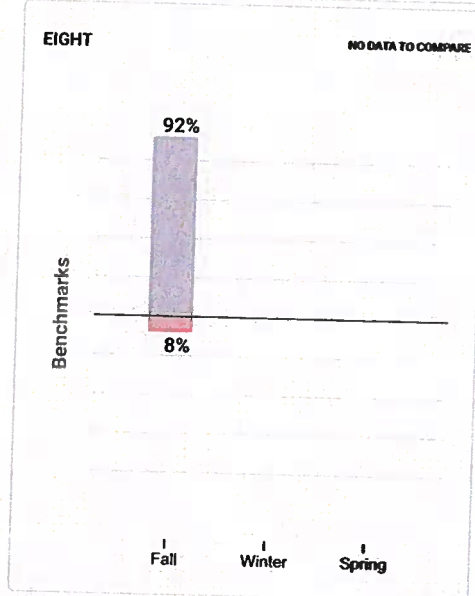
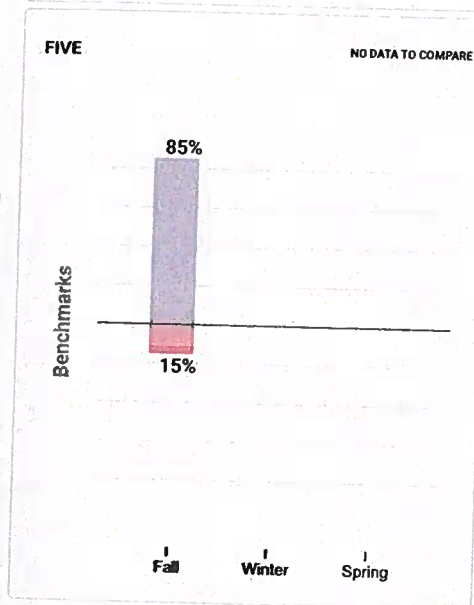
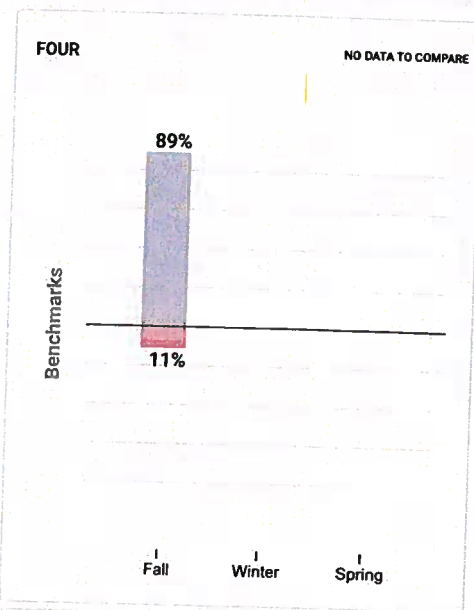
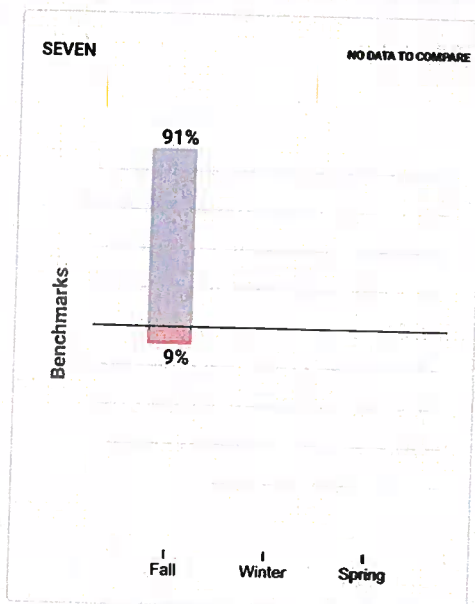
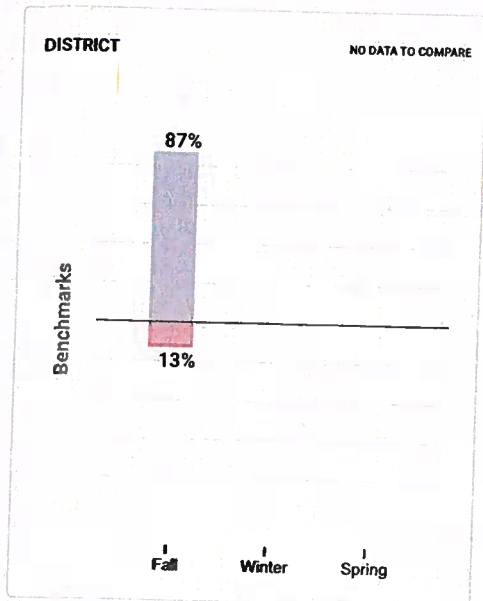
## The 5Essentials

How is Kelvin Grove Jr High School performing on each of the 5Essentials in 2022?



Essentials	Performance Across Years				
	2019	2020	2021	2022	
Supportive Environment	58	72	91	86	Very Strong
Ambitious Instruction	78	88	87	85	Very Strong
Involved Families	54	65	57	62	Strong
Effective Leaders	63	64	55	59	Neutral
Collaborative Teachers	70	66	58	58	Neutral

	<b>Essential Area</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>Change from Previous Year</b>	<b>3 Yr Avg</b>
	Supportive Environment	72	91	86	-5	83
	Ambitious Instruction	88	87	85	-2	87
	Collaborative Teachers	66	58	58	0	61
	Involved Families	65	57	62	5	61
	Effective Leaders	64	55	59	4	59
	<b>Measures</b>					
Supportive Environment	Peer support for academic work	63	99	92	-7	85
	Student-teacher trust	85	99	99	0	94
	Academic personalism	85	99	86	-13	90
	Safety	53	66	65	-1	61
Ambitious Instruction	Academic Press	87	99	78	-21	88
	English instruction	71	81	75	-6	76
	Math instruction	97	99	99	0	98
	Quality of student discussion	95	67	87	20	83
Collaborative Teachers	Quality professional development	55	53	50	-3	53
	Teacher-teacher trust	78	73	73	0	75
	Collaborative practices	67	60	48	-12	58
	Collective responsibility	86	72	77	5	78
	School commitment	45	31	42	11	39
Involved Families	Teacher-parent trust	47	48	61	13	52
	Parent influence on decision making	99	87	83	-4	90
	Parent involvement in school	48	36	42	6	42
Effective Leaders	Program coherence	55	73	64	-9	64
	Teacher influence	59	50	55	5	55
	Teacher-principal trust	50	31	40	9	40
	Instructional leadership	92	64	77	13	78



## mySAEBRS Data- Total Behavioral Concerns

Percentage of students self-rating with at least some risk

	4th		5th		6th		7th		8th	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
22-23	11%		15%		14%		11%		9%	
21-22	15%	15%	7%	11%	13%	24%	17%	16%	9%	9%
20-21	21%	18%	18%	16%	22%	18%	22%	16%	16%	19%

## mySAEBRS Data- Emotional Concerns

Percentage of students self-rating with at least some risk

	4th		5th		6th		7th		8th	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
22-23	13%		17%		19%		21%		17%	
21-22	17%	13%	17%	18%	18%	22%	21%	21%	16%	17%
20-21	81%	63%	77%	75%	83%	76%	75%	53%	61%	65%

# KELVIN GROVE JR HIGH SCHOOL (4 - 8)

LOCKPORT SD 91



Possible 2021 data impact due to COVID-19



## Student Attendance

This graph shows the average daily attendance at this school.

Regular attendance is critical in ensuring excellent student performance. Students who do not attend school regularly may fall behind in one or more subjects, and may struggle to complete assignments.

- [Why Does Attendance Matter?](#)
- [School Attendance Issues to Consider \(Great Schools Article\)](#)
- [10 Facts about School Attendance](#)
- [The Importance of Being in School \(A Report on Absenteeism\)](#)

2021 ▾

Snapshot

Trends

Demographics ▾

☐ Show Data Table

☐ Sort by Year

Demographic

Year

All

2021

88.5

2020

96.5

2019

94.8

2018

94.3

0%

20

40

60

80

100%

# KELVIN GROVE JR HIGH SCHOOL (4 - 8)

LOCKPORT SD 91



Possible 2021 data impact due to COVID-19



## Chronic Absenteeism: By Demographics

This graph shows the percentage of students who miss 10% percent or more of school days per year either with or without a valid excuse.

Illinois law defines "chronic absentee" as a student who misses 10 percent of school days within an academic year with or without a valid excuse. That's 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

- [Finding effective solutions to truancy \(University of Wisconsin - Madison\)](#)
- [Truancy Reduction: Keeping Kids in School \(Department of Justice\)](#)
- [Student Absenteeism](#)

2021 ▾

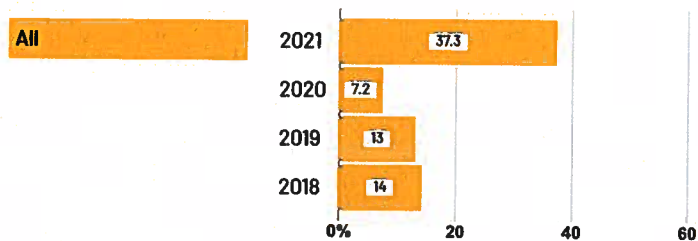
Snapshot

Trends

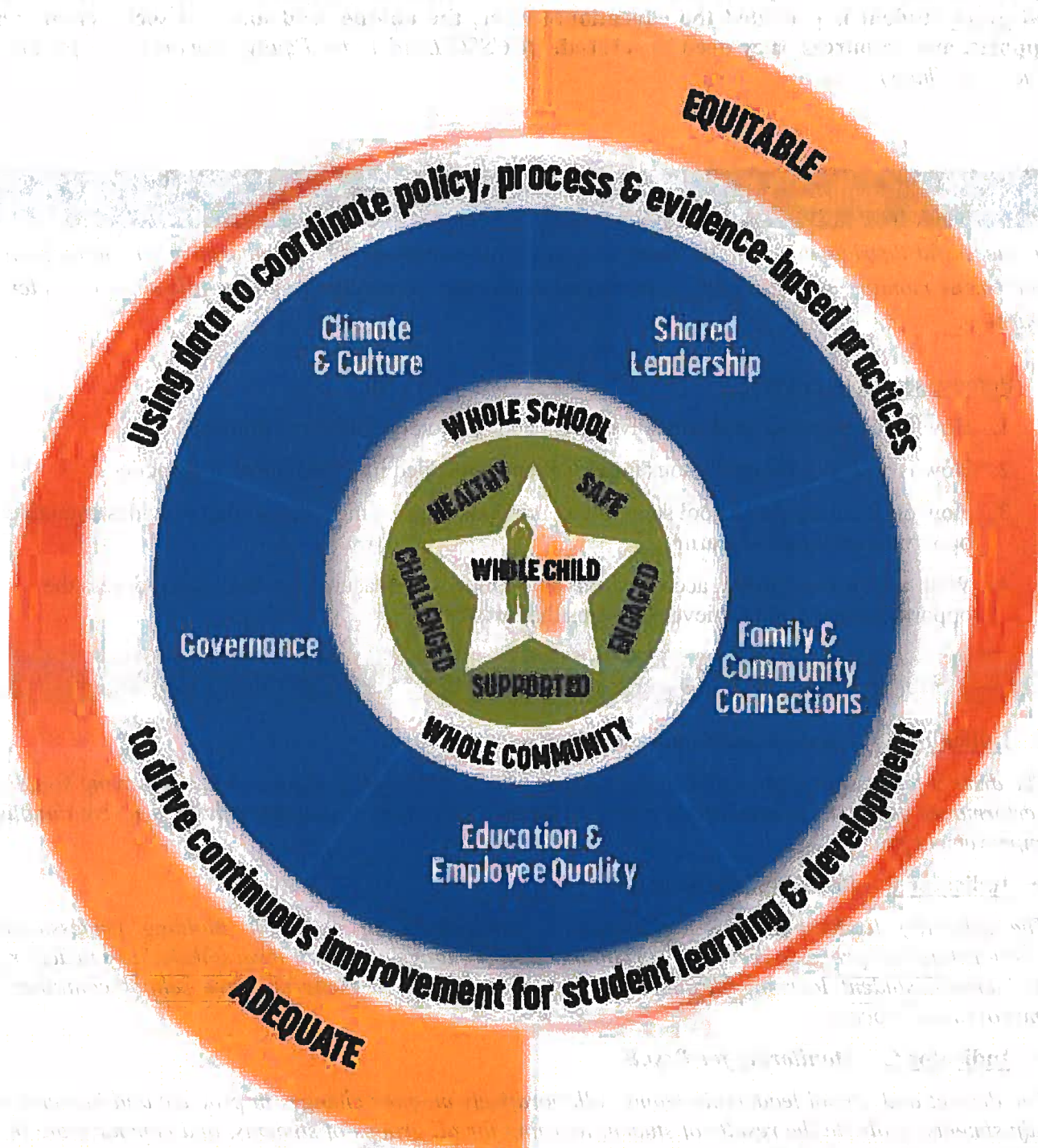
Demographics ▾

Demographic

Year



# The Illinois State Board of Education Illinois Quality Framework



### **Parent Involvement: 5Essentials**

**Parents are active participants in their child's schooling.**

1. Class parties for Halloween, Christmas, and Valentine's Day
2. Donuts with Dear Ones
3. 4th & 5th Grade Gallery Walks
  - a. "Superhero" and Native American Diorama projects
4. Bingo
5. Parent/Community member volunteers for academic groups

### **Absenteeism: IL School Report Card**

**Regular attendance is critical in ensuring excellent student performance. Chronic absentees are at risk for academic and social problems.**

1. Creation of an attendance committee at KG
  - a. Members include: Mrs. Carrescia, Miss Kubik, Ms. Lacasse, Mrs. Dragosh, Dr. Richardson, and Mr. Jennings
  - b. Meet two times a month
  - c. Created tiered interventions for absenteeism, tardiness, and truancy
  - d. Attendance incentive programs
  - e. Meetings with the Will Co. truancy officers

### **Shared Leadership: ISBE Illinois Quality Framework**

**In successful schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.**

1. School Level Teams (Indicator B)
  - a. Grade level teams meeting with Curriculum Coordinator, Rtl representatives, and administration on a weekly basis to review curriculum, state (IAR & ISA) and district level (MAP) academic data, SAEBRS, and student Rtl (IXL) goal progress.
2. Student Leadership (Indicator D)
  - a. Creating culture from student leadership
    - i. Student Council & Junior Beta members leading building celebrations including Veteran's Day and Pep Assemblies
    - ii. Twelve Days of Christmas celebration
    - iii. Student feedback-Students of the Month Breakfast
    - iv. Students participating in building level committees