

KELVIN GROVE SCHOOL

2015–2016 SCHOOL IMPROVEMENT PLAN

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MAP Benchmark Scores 2014-15

Grade	Reading			(+/-)	Math			(+/-)	Language			(+/-)
	Fall (% Avg/Hi Avg/Hi)	Winter (% Avg/Hi Avg/Hi)	Spring (% Avg/Hi Avg/Hi)		Fall (% Avg/Hi Avg/Hi)	Winter (% Avg/Hi Avg/Hi)	Spring (% Avg/Hi Avg/Hi)		Fall (% Avg/Hi Avg/Hi)	Winter (% Avg/Hi Avg/Hi)	Spring (% Avg/Hi Avg/Hi)	
4	72	81	79	7	58	54	73	15	73	77	82	9
5	71	69	71	0	58	51	63	5	78	79	74	-4
6	68	62	63	-5	60	57	58	-2	64	68	69	5
7	58	59	59	1	52	52	46	-6	54	65	60	6
8	78	74	80	2	60	70	61	1	82	74	74	-8

FY15 6/2/2015

5Essentials Overview

5Essentials Predicts School Improvement

School improvement is challenging work. Without broad strength across a school, schools often struggle to improve. The evidence on the five essentials and their measurement using teacher and student surveys is comprehensive. Researchers at the University of Chicago used 20 years of evidence to define five essential components of organization and climate related to improving schools. These researchers showed that schools strong on these Essentials are more likely to:

- improve student learning and attendance year after year;
- graduate students from high school;
- improve student ACT scores;
- get students into college; and
- keep their teachers.

Schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning.

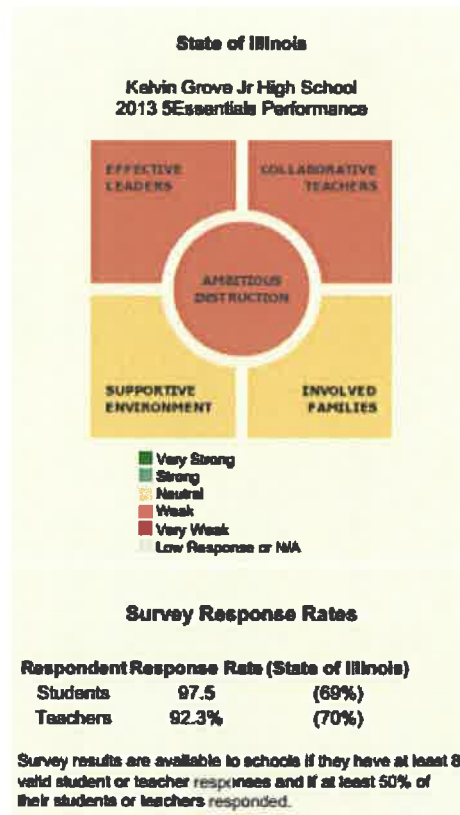
5Essentials at Kelvin Grove Jr High School

Kelvin Grove Jr High School completed the 2013 Illinois 5Essentials Survey in 2013. The results of these surveys indicate that *Kelvin Grove Jr High School is Not Yet Organized For Improvement* for improvement.

Each of the Essentials provides a different lens into the organizational and learning conditions at Kelvin Grove Jr High School and provides guidance on how a school can organize its work:

- **Ambitious Instruction:** Classes are challenging and engaging. *Weak*
- **Effective Leaders:** Principals and teachers implement a shared vision for success. *Weak*
- **Collaborative Teachers:** Teachers collaborate to promote professional growth. *Weak*
- **Involved Families:** The entire staff builds strong external relationships. *Neutral*
- **Supportive Environment:** The school is safe, demanding, and supportive. *Neutral*

2013 survey results for Kelvin Grove Jr High School. Produced by UChicago Impact.



5Essentials Overview

5Essentials Predicts School Improvement

School improvement is challenging work. Without strength in multiple areas, schools often struggle to improve. Researchers at the University of Chicago Consortium on Chicago School Research used 20 years of evidence to define five essential components of organization and climate related to improving schools. What they found is compelling. These researchers showed that schools strong on these Essentials are more likely to:

- improve student learning and attendance year after year;
- graduate students from high school;
- improve student ACT scores;
- get students into college; and
- keep their teachers.

In fact, schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning.

5Essentials at Kelvin Grove Jr High School

Kelvin Grove Jr High School completed the 2015 Illinois 5Essentials in 2015. The results of these surveys indicate that **Kelvin Grove Jr High School is moderately organized for improvement.**

Each of the Essentials provides a different lens into the organizational and learning conditions at Kelvin Grove Jr High School and provides guidance on how a school can organize its work:

- **Ambitious Instruction:** Classes are challenging and engaging. *Strong*
- **Effective Leaders:** Principals and teachers implement a shared vision for success. *Neutral*
- **Collaborative Teachers:** Teachers collaborate to promote professional growth. *Weak*
- **Involved Families:** The entire staff builds strong external relationships. *Neutral*
- **Supportive Environment:** The school is safe, demanding, and supportive. *Neutral*



Survey Response Rates

Respondent Response Rate (State of Illinois)

Students	88.7	(70%)
Teachers	99.9%	(76%)

Survey results are available to schools if they have at least 8 valid student or teacher responses and if at least 50% of their students or teachers responded.

IIIA05-Instruction

IIIA05-Instruction						
Indicator Description	All teachers maintain a record of each student's mastery of specific learning objectives.					
Current Implementation	Students are benchmarked using a variety of assessments including: MAP, Common Assessments, Aimsweb, and classroom formative assessments. Teachers have access to the data from the assessments and are differentiating the instruction based on the results.					
Ideal Implementation	Teachers will be able to analyze, report, and track data. Teachers will be able to define strategies for creating meaning from the data and develop individualized plans for each student.					
Task No.	Task	Timeline	Budget	Source	Person Responsible	
1	Teachers will develop classroom goals.	2014-15: Teachers tracked student data, reported information via report cards, quarterly, and were visually displayed in the classrooms. October 2015-May 2016	\$0	N/A	All Teachers, Mr. Jennings	
2	Creation of student academic goals; each student will develop an academic goal for the school year. Teachers will conference quarterly with each student to create an academic goal and to monitor progress toward its completion. Professional development on reading and interpreting MAP scores.	February 2015: Teachers utilized to make curricular decisions and differentiate activities. September 2015- May 2016	\$1,000	Local PD	Mr. Jennings & Mrs. Koziol	
3	Train new staff on MAP reports. Teachers will utilize MAP data for student growth pilot program. Professional development in creating flexible grouping.	February 2015: After analyzing MAP data on students, flexible grouping was created once a week for math and reading in 4th grade September 2015- May 2016	\$1,000	Local PD	Dr. Donna McCaw	
	Flexible grouping being expanded to 5th grade math.				All Teachers	

TL1-Instruction

Indicator Description	All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to higher levels of learning.					
Current Implementation	Teachers are documenting standards in their lesson plans using a variety of strategies to have students master core concepts utilizing higher level questioning. Teachers are enhancing students' ability to think critically.					
Ideal Implementation	Teachers will utilize various assessments to form flexible groups within the classroom and continue to engage students in tiered activities.					
Task No.	Task	Timeline	Budget	Source	Person Responsible	
1	Raising Student Achievement Conference	December 8-9, 2014: Teachers shared relevant instructional strategies, technologies, and motivational techniques from breakout sessions during faculty meetings. October 2015-May 2016	\$1,035	ROE Mini-Grant	Jennings, Peil, Lindstrom, Waxweiler	
2	Next Generation Science Standards	August 2014-May 2015: Science curriculum- implemented NGSS standards 4-8 August 2015-May 2016	\$3,000	Local Professional Development	4th, 5th, and JH Science Teachers	
3	Science teachers will ensure curricular fidelity by tracking standards covered using a curriculum checklist NGSS Quarterly Common Assessments have multi-step questions to evoke students to think critically	September 2014-May 2015: Type II and III assessments were modified to include more rigor. March 2016	\$0	N/A	4th, 5th, and JH Science Teachers	All Teachers
4	Common assessment data will be analyzed in association with student growth measures and teacher's SLO's.	September 2014-May 2015: Results to be determined from PARCC results.	\$1,200	Local Funds	Tier 1 interventionists	

TL9-Instruction

TL9-Instruction						
Indicator Description	All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills.					
Current Implementation	The district has invested heavily into technology giving teachers the ability to use an array of devices to enhance instruction.					
Ideal Implementation	Teachers will utilize the current technologies available to enrich and/or reinforce the current curriculum. Students will be comfortable with online assessment procedures and conduct proper research using the internet.					
Task No.	Task	Timeline	Budget	Source	Person Responsible	
1	Bi-monthly training on Google Platform provided on Thursday mornings	November 2014-May 2015: Performed Trainings at MG and KG September 2015-May 2016	\$0	N/A	Various Kelvin Grove Staff	
2	Weekly technology class for Grades 4 and 5 30 minute of instruction weekly Continue practice programs to track 1. WPM typing 2. Code.org 3. Digital Citizenship	August 2014-May 2015: Taught typing, digital citizenship, and Google Mail, Docs, Slides and Drive. August 2015-May 2016	\$0	N/A	Mrs. Lakics	
3	Technology teacher will provide students with instruction on PARCC assessment tools.	November 2014: Every homeroom- Navigate tools 4/5- 2 sessions 60 minutes 6-8- 1 session 45 minutes Student PARCC survey indicated students felt prepared and able to navigate online tools. March 2016	\$0	N/A	Mrs. Lakics	
	Students will receive a refresher course before next administration of the PARCC assessment.				Mrs. Lakics	

CL11-School Culture

Indicator Description	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel.				
Current Implementation	Currently the administration has provided a fitness center for school personnel to use during their free time, gift of "time" for a school improvement day, and the Sunshine Club has been set up to promote unity among the staff.				
Ideal Implementation	This year the school will focus on the physical and social health of all staff personnel. Staff that are socially involved together promotes a more collegial atmosphere lending itself to a more productive, collaborative environment with all staff. Providing opportunities to foster camaraderie creates a better working and learning environment.				
Task No.	Task	Timeline	Budget	Source	Person Responsible
1	Sunshine Club will plan social events and luncheons on a quarterly basis.	November 2015-May 2016	\$0	N/A	Various Kelvin Grove Staff
2	Staff "work out" days to promote physical health on two days a week after school.	December 2015-May 2016	\$0	N/A	Sally Anderson
3	Staff will be given the opportunity to plan and collaborate on future instruction.	1/8/2016	\$0	N/A	All Staff

5-Essentials: Supportive Environment

Indicator Description	Academic Personalism: Teachers connect with students in the classroom and support them in achieving academic goals.					
Current Implementation	Based upon 6th-8th grade student responses on the 5-Essentials survey, Kelvin Grove teachers received a score of 38 on academic personalism. As a result, the school fell into the performance category of weak. At least 16% of students responded that they disagreed with the five different indicators of academic personalism.					
Ideal Implementation	Students are comfortable communicating with teachers in regards to their academic concerns; teachers make themselves available before and after school or at various times throughout the school day. Teachers provide specific feedback to students.					
	Task No.	Task	Timeline	Budget	Source	Person Responsible
	1	Creation of student academic goals: each student will develop an academic goal for the school year. Teachers will confer quarterly with each student to create an academic goal and to monitor progress toward its completion.	October 30, 2015-May 27, 2016	\$0	N/A	Homeroom Teachers