

Kenwood School Improvement Plan 2020-2021

Building Snapshot

School Name	Kenwood Elementary School
School Address	1001 Stratford Drive, Champaign, IL
Principal Name	Trevor Nadrozny

Members of School Improvement Leadership Team

Name	Role
Trevor Nadrozny	Principal
Kelly Koller	Assistant Principal
Melissa Shungu	CRE/Equity Committee Chair
Natalia Van Camp	Administrative Intern
Nate Lyons	3-5 Teaching and Learning Committee Chair
Sarah Zilis	K-2 Teaching and Learning Committee Chair
Tabitha Dunn	Technology Committee Chair
Heather Livengood	SEL Committee Chair

Current ISBE Designation	Commendable
ISBE Designated Student group(s) (choose one or more from: All Students, White, Black, Hispanic, Two or More Races, Asian, Hawaiian/Pacific Islander, Native American, English Learners (ELL), Children with Disabilities (CWD), and/or Low Income)	

2020-2021 SIP Dates

2020-2021 Plan Due	Monitoring Date	Monitoring Date	Monitoring Date	Current plan re-evaluation 2021-2022 Plan Due
Jan. 15, 2021	April 30, 2021	June 30, 2021	Oct. 30, 2021	Dec 1, 2021
School Improvement Plan Completed	Progress monitoring of goals	Progress monitoring of goals	Progress monitoring of goals	Evaluate and submit new School Improvement Plan

School Data

[Kenwood School Improvement Data](#)

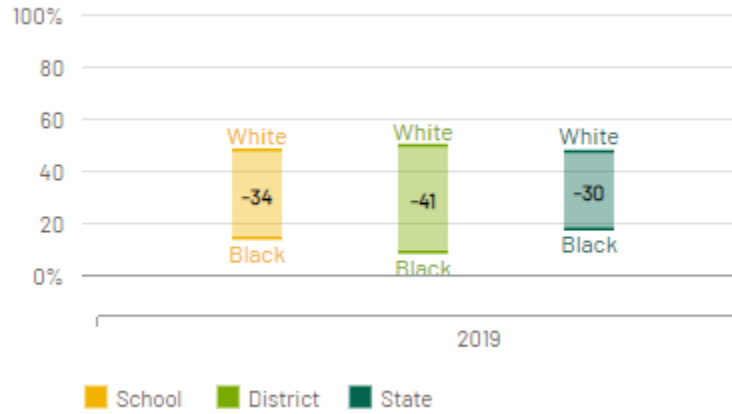
Achievement Gap Analysis

Examine the achievement gaps on the Illinois Report Card. <https://www.illinoisreportcard.com/> (School name--Academic progress--Achievement Gap)

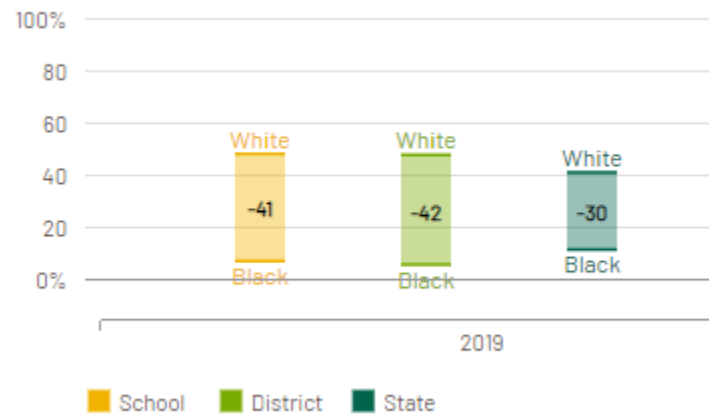
Unit 4 Elementary Schools Achievement Gaps compared to other Unit 4 Elementary Schools. Middle Schools compared to other Unit 4 Middle Schools and Urbana, Springfield, Danville, and Decatur. High School compared to other Unit 4 High Schools and Danville, Urbana, Bloomington, and Decatur.

School	ELA % of Gap between Black/White	MATH % of Gap between Black/White
Barkstall	24%	45%
Bottenfield	47%	47%
Carrie Busey	46%	46%
Dr. Howard	41%	45%
Garden Hills	18%	28%
International Prep Academy	55%	45%
Robeson	28%	29%
Southside	42%	55%
Stratton	30%	44%
BT Washington	81%	84%
Westview	13%	31%

Summary - ELA - Black and White



Summary - Mathematics - Black and White



Identify the Black/White achievement gaps

Content	% of Gap between Black/White
ELA Kenwood	34%
Math Kenwood	41%

Identify the SPED achievement gaps

Content	% of Gap between SPED
ELA Kenwood	21%
Math Kenwood	22%

Identify the Emerging Bilingual/White achievement gaps

Content	% of Gap between Emerging Bilingual/White
ELA Kenwood	NA
Math Kenwood	NA

Rank your school based on the achievement gaps of other (elementary, middle, high schools)

Our school has the 7th largest achievement gap between black/white students of the elementary schools in ELA

Our school has the 9th largest achievement gap between black/white students of the elementary schools in Math

Data Analysis and Needs Assessment

The Data analysis and needs assessment identifies the schools strengths, weaknesses, opportunities, and threats related to school improvement. An analysis of the data is conducted to identify the root cause of the weaknesses.

Identification of Strengths, Weaknesses and Opportunities

Rank order the identified areas of strength (3-5) from a review of your school data.

What do you do well? Where are your students achieving? What factors enable your school to achieve its objectives?

Strengths	Data Source
66% of all students were proficient on the State Science Assessment as compared to the District (42%)	Illinois Report Card – Science Assessment
Black students' scores have continued to trend upwards for the past three years from 19% (2017), 29% (2018), to 39% (2019).	Illinois Report Card – Science Assessment
All students had Growth Percentile of 58% in ELA IAR higher than both the district (49%) and state (50%).	Illinois Report Card – Growth Percentile
Black students had a Growth Percentile of 54% in ELA IAR compared to the District (43%) and State (44%).	Illinois Report Card – Growth Percentile
Black students had the following School Conditional Growth percentiles in Math: Second grade (65%), Fourth grade (90%) and Fifth grade (95%).	Winter MAP 2019 – Conditional Growth Percentile
Black students had the following School Conditional Growth percentiles in ELA: Second grade (99%), Fourth grade (93%) and Fifth grade (99%) in Math.	Winter MAP 2019 – Conditional Growth Percentile
Supportive environment is very high on the State Climate survey (peer support, student/teacher trust)	5 Essentials Survey Data
Risk ratio is defined as the risk of receiving at least one referral compared to all other students. For Black students the risk ratio has decreased from 2.3 (2018/19) to 1.85 (2019/20).	PBIS/SWIS Data
The percent of Black students receiving a referral has decreased from (48.61%) 2018-19 to (34.29%) 2019-20.	PBIS/SWIS Data

Rank order the identified areas of weakness (3-5) from a review of your school data
 What are you not doing well? Where are your students struggling the most academically?

Weaknesses	Data Source
In ELA, a 34% achievement gap between Black and White students compared to the District (30%) and State (30%)	Illinois Report Card – Achievement Gap
In Math, a 41% achievement gap between Black and White students compared to the District (30%) and State (30%)	Illinois Report Card – Achievement Gap
In 3 rd grade Math, Black students scored 12% in School Conditional Growth Percentile, and were at the 16 th percentile.	Winter MAP 2019 – School Conditional Growth Percentile
Of the 105 Black students enrolled in 2019/20, 36 students have received referrals (34%).	PBIS/SWIS Data

Rank order the identified areas of opportunities (3-5) from a review of your school data. What are positive external factors that can assist the school in improving or moving forward? What are eschool specific emerging trends or opportunities to improve?

Opportunities	Data Source
The implementation of high yield strategies in Math and Reading.	IAR and MAP
The use of Title I funds to provide additional supports during and after school.	IAR and MAP
CS/CT: Partnering with the University of Illinois Computer Science Department	Computer Science /Computational Thinking Focus

School Improvement Plan

Identify 2-3 SMART Goals and an Equity Goal for 2020-2021 school year. (**Schools identified as underperforming or lowest performing must include at least 1 goal from the IQFSR standards.)

SMART GOAL #1

<p>School SMART Goal #1</p> <p>A. During the 2021/22 school year, 44% of all students will score at or above proficient in ELA as measured on the IAR assessment and 25% of our Black students will score at above proficient in ELA as measured on the IAR assessment.</p> <p>B. During the 2021/22 school year, 45% of all students will score at or above proficient in Math as measured on the IAR assessment and 22% of our Black students will score at above proficient in Math as measured on the IAR assessment.</p>		
<p>OBJECTIVES</p>	<p>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET)</p> <p>WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</p>	<p>STUDENT PERFORMANCE MEASURE</p> <p>HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</p>
<p>A. Teachers will utilize high yield teaching strategies to support student learning.</p> <p>B. Ongoing professional development for research based high yield teaching strategies will be provided to expand teachers' current practices.</p>	<p>1. 100% of teachers will implement research based high yield instructional strategies as evidenced by walkthrough data.</p> <p>2. 100% of teachers will participate in professional development opportunities provided throughout the year and adopt those practices into their classrooms as evidenced by attendance at professional development meetings.</p>	<p>65% of our 1-5th grade students will score at or above the 21st percentile on MAP in the Fall of 2021.</p>

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)
Conduct a K-2 literacy evaluation in consultation with the Teaching and Learning Department in preparation for the development of a literacy framework.	Initial Framework Developed (Spring) and Pilot Teaching and Learning Developed Feedback Instrument (Fall) and data shared	Principal and K-2 Literacy Committee Rep	Spring and Fall with Fall having monthly schoolwide data sharing	[]	[]	[]
Ongoing Professional Development to introduce the research based high yield instructional strategies with all teachers.	Professional Development with teachers, Agenda, Attendance Sheet.	T & L Committee	Jan 2021	[]	[]	[]
Identify 2-3 research based high yield instructional strategies connected to Danielson Framework in	Teachers will	Teachers, T & L	Feb 2021	[]	[]	[]

consultation with Teaching and Learning Department.	develop a list of high yield practices to implement in lessons.	Committee, Principal				
Teachers will implement high yield teaching strategies through ongoing professional development.	50 walkthroughs (elementary)	T & L Committee, Principal	Fall semester with monthly schoolwide data sharing	[[[[[[
The Teaching and Learning Committee will develop a bank of resources that identify examples of and uses of high yield strategies.	Bank of resources	T & L Committee, Principal	Beginning Spring semester, ongoing	[[[[[[
Grade Level Meetings will be conducted that focus on Reading strategies, looking at data, and looking at student work.	Agenda and meeting minutes, Reading levels, RIT scores through Exact Path	Classroom teachers, Coaches, Interventionist, and Administration	Monthly grade level collabs, and after each MAP administration (Fall, Winter, Spring)	[[[[[[
Intervention support for students below the 20 th percentile on MAP with an emphasis on Black students through a combination of in school and after school intervention support utilizing a variety of research based interventions.	Winter 2021	Principal, Title funded intervention	Review of student RIT data between MAP	[[[[[[

		support, Interventionists, coaches, classroom teachers.	benchmarks . (Fall to Winter, or Winter to Spring). Review of AIMSweb benchmarks at the beginning, middle and end of intervention support.			
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SMART GOAL #2

<p>School SMART Goal #2 By 2022, Kenwood teachers will collaborate to develop an assessment tool to measure students ability to apply CS/CT skills and competencies to mathematical practices related to {Making sense of and perseveres in Problem solving} as measured by the report card to create a measurable growth target by 2023. By 2023, we will establish a target score from the previous baseline for our 3rd, 4th and 5th grade students to demonstrate a secure ability to apply CS/CT skills and competencies to mathematical practices related to {Making sense of and perseveres in Problem solving} as measured by the report card}.</p>		
OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<p>A. Teachers will implement weekly CS/CT sessions to support student learning of CS / CT.</p> <p>B. Ongoing professional development for CS / CT strategies will be provided to expand teachers' current practices.</p>	<p>1. 100% of teachers will implementing weekly coding blocks by Dec 1 as evidenced by observations.</p>	<p>Student growth in CS/CT will be measured according to the checklist on the Standards Based Report Card.</p>

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)
Ongoing Professional Development with Instructional coach to expand CS/CT strategies with all teachers.	Professional Development with teachers, Attendance, Agenda	Instructional Coach, Principal, Technology Committee	Institute days, Jan 2022			
Grade Level Meetings will be conducted that focus on CS/CT practices with a focuses on lesson preparation and planning.	Agenda and meeting minutes, lesson plans.	Classroom teachers, Instructional Coach, and Administration	Quarterly grade level collabs, and quarterly code coaching.			
Develop an assessment tool to explore the correlation between the CS/CT skills and Mathematical practices as measured by the (District & Kenwood) report card.	Assessment Tool development	Classroom teachers, Instructional coach	21/22 SY			

Collect data on student proficiency in the report card category of Makes sense and preserves in problem solving to establish a baseline.	Database of student grades for Math Practices component through Google Form	Classroom teachers, District IT	4 th quarter 20/21 SY report card			
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EQUITY GOAL

Equity Goal Action Steps to Improve Academic Achievement of Black Students at Kenwood Elementary School				
Action Step Details Including Specific Activities and/or Strategies	Timeline (Specific dates, weeks, quarters, months, semester, year)	Responsibility (Person, Team, Committee, or Department)	Measurements of Success and Specific Review Dates	Progress based on Timeline and/or Review Dates
<p>Teachers will use culturally relevant literature or instructional materials to support conversations and/or dialogue about equity and race as it relates to African American students.</p> <ol style="list-style-type: none"> 1. Reflection of lessons with colleagues <ol style="list-style-type: none"> a. Once a quarter- share out in faculty meetings b. Once a month google form reflection 2. System for monthly books and lesson plans <ol style="list-style-type: none"> a. CRE book list created for each grade level (CRE Committee) b. Kenwood Weekly Memo - reminder of lessons plans with links and google reflection form 	Monthly Book topics	Classroom and Specials teachers	Teachers will upload lessons onto a google document and a reflection on the lesson.	<p>Review of data with the Equity team on a monthly basis.</p> <p><i>Faculty Meetings</i></p>

<p>We will work with our equity team to lead professional development and also lead discussions that focus on supporting culturally relevant teaching practices related to African American students.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Continue PD during SIP/faculty meetings from CRE committees • End of the year- Book Stu 	<p>Monthly faculty meetings</p>	<p>Equity team members comprised of staff members.</p>	<p>Teachers will complete exit slips at the conclusion of professional development. Equity team will reflect on exit slips to help plan for future PD.</p>	<p>Monthly faculty meetings throughout the year beginning in October as well as during quarterly meetings.</p> <p><i>Faculty Meetings</i></p> <p><i>Quarterly Meetings</i></p>
<p>Targeting African American students for interventions and support who are struggling to engage during classroom instruction</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • More intentional communication with families • Frequent communication with teachers 	<p>1st semester of instruction</p>	<p>Check in/Check Out implemented by volunteers from staff consisting of teachers and paraprofessionals.</p>	<p>Target is to support 15 students by:</p> <p>Assigning support person</p> <ol style="list-style-type: none"> 1. Goal setting 2. Monitoring goals 	<p>Monthly review of progress of targeted students.</p> <p><i>Faculty Meetings</i></p>
<p>In consultation with district administration, all staff will engage in 3 equity modules (along with pre/post activities) designed to address root cause, implicit bias, and equity.</p>	<p>Timeline - Jan 4, March 16, May prior to May 24</p>	<p>Responsibility – Principal</p>	<p>Indicator of Success – 100% of staff engage in Modules A, B, C (Attendance)</p>	<p>Review Dates – April 30 and June 30</p>

Unit 4 Strategic Plan and Board Resolution Non-Negotiables Annual Confirmation

School SIP team that promotes shared leadership in development of the SIP	SIP Plan that has 2-3 SMART goals with action steps	Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training	K-2 Literacy Plan incorporated in the SIP plan for elementary schools	Implementation of two elements of the Danielson Framework included in the SIP plan
Yes	Yes	Yes	Yes	Yes

BUDGET

BUDGET	Timeline		Source of Funds	Accountability	Budget					
	Start Date	Completion Date	What funding source is being used?	Person(s) Responsible/	Salary Stipend or Sub costs	Benefits (x .2501_	Supplies	Other Services	Capital Outlay	TOTAL
School Improvement Team Committee and Subcommittee Chair Stipends (Leave)	10/2020	6/2021	Title II	Principal, Committee chairs	\$32.50 x 40 hrs x 5 chairs = \$6500	\$1,625.65				\$8125.65
Equity Plan – During school Intervention support.	10/2021	1/2022	Title I	Principal	\$32.50 x 9 weeks x 2 interv	\$1755.70	\$500.00			\$4,011.40

					ention ist x 3 hrs.x 4 days/ week = \$7,02 0.00					
Equity Plan – After school Intervention support	10/2021	1/2022	Title I	Principal	$\$32.50 \times 9 \text{ weeks} \times 2 \text{ interventionists} \times 1.5 \text{ hrs.} \times 2 \text{ days/week} = \1755	\$438.93	\$500.00	Buses - \$100/b us/day x 18 days = \$1800. 00		\$3,993.93
CS/CT Budget	8/2021	5/2022	Magnet	Instructional Coach	Stipen ds and sub costs \$7800 .00		Suppli es - \$6000. 00	Buses/ Confer ences – \$2,200		\$16,000
TOTAL										\$32,130.98

ADDITIONAL SCHOOL SPECIFIC INFORMATION

System Needs Assessment Response

This section is only for schools designated as underperforming or lowest performing from ISBE's summative designations.

Complete the Illinois Quality Framework Supporting Rubric on IWAS. One SMART goal for the School Improvement plan must be identified from the IQFSR.

Summarize your findings from the Illinois Quality Framework Supporting Rubric

Standard	Overall Rating	Identified as a priority? Y/N
Standard I: Continuous Improvement		[Choose an item.]
Standard II: Culture and Climate		[Choose an item.]
Standard III: Shared Leadership		[Choose an item.]
Standard IV: Governance, Management, and Operations		[Choose an item.]
Standard V: Educator and Employee Quality		[Choose an item.]
Standard VI: Family and Community Engagement		[Choose an item.]
Standard VII: Student and Learning Development		[Choose an item.]

Provide a rationale for selecting the standard identified as a priority, explaining how focusing on the standard will improve the school system.

Additional information that School Improvement Leadership Team would like to include in the plan (example Magnet)