

# Kenwood School Improvement Plan 2022

## Building Snapshot

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

## Members of School Improvement Leadership Team

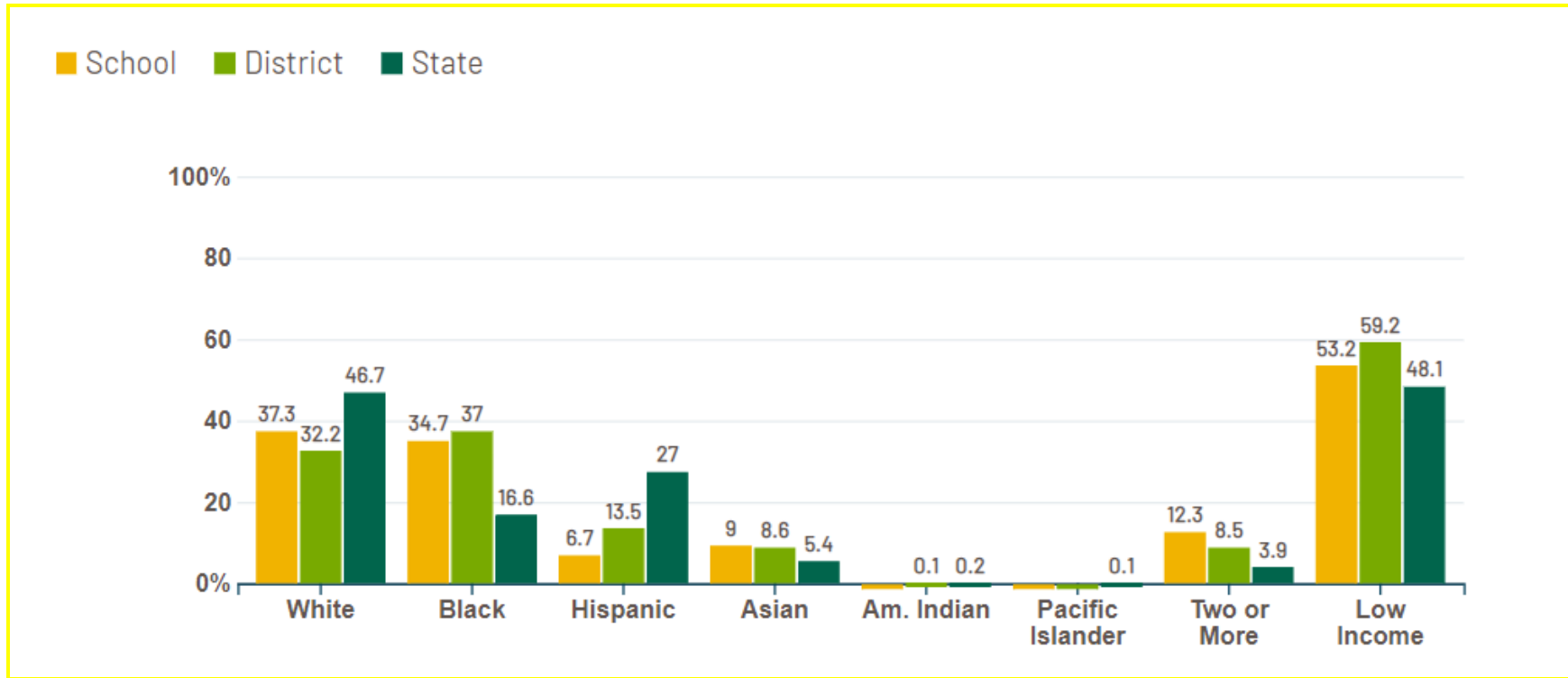
Name	Role
Trevor Nadrozny	Principal
Kelly Koller	Assistant Principal
Melissa Shungu	CRE/Equity Committee Chair
Emily Kuchenbrod	CRE/Equity Committee Substitute Chair
Sarah Zilis	K-2 Teaching and Learning Committee Chair
Jen Tee	3-5 Teaching and Learning Committee Chair
Tabitha Dunn	Technology Committee Chair
Heather Livengood	SEL Committee Chair

Current ISBE Designation	2019 Commendable 2021 Designation not calculated due to COVID 19
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)	

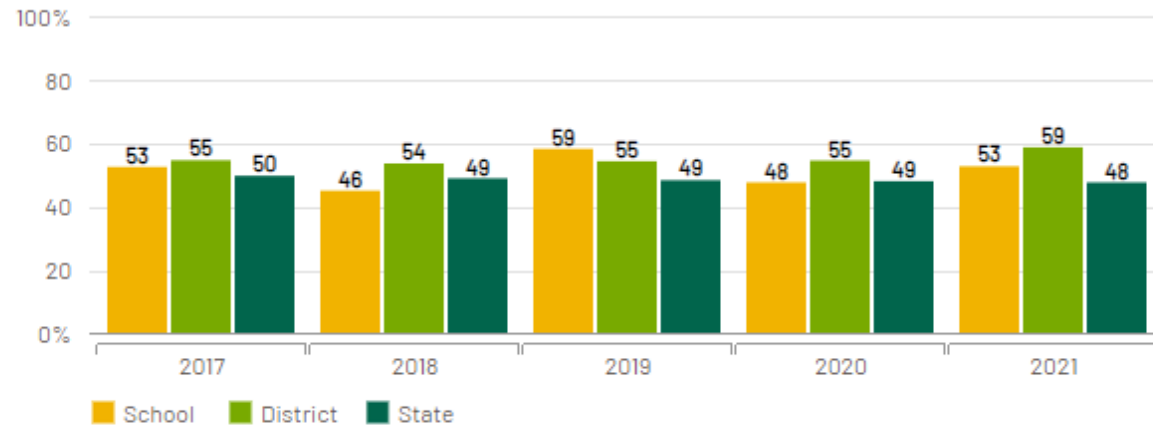
**2021-2022 SIP Dates**

<b>2021-2022 Plan Due</b>	<b>Monitoring Date</b>	<b>Monitoring Date</b>	<b>Monitoring Date</b>	<b>Current plan re-evaluation 2021-2022 Plan Due</b>
<b>Dec 21, 2021</b>	<b>March 20, 2022</b>	<b>July 20, 2022</b>	<b>Nov 20, 2022</b>	<b>Dec ____ 2022</b>
<b>School Improvement Plan Completed</b>	<b>Progress monitoring of goals</b>	<b>Progress monitoring of goals</b>	<b>Progress monitoring of goals</b>	<b>Evaluate and submit new School Improvement Plan</b>

**School Data- Demographic Data 2021**



## Low Income Students



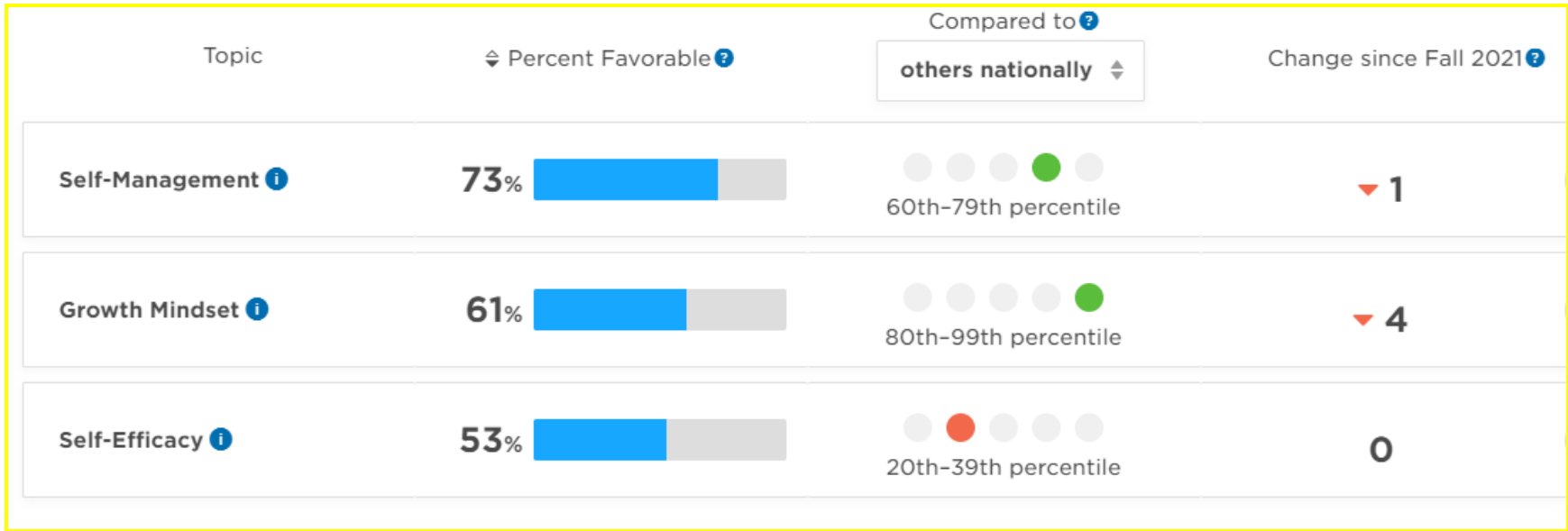
**Fall to Winter MAP Growth, Grades 1st through 5th**

**Kenwood Elementary Growth, SY17-18 Through 21-22**

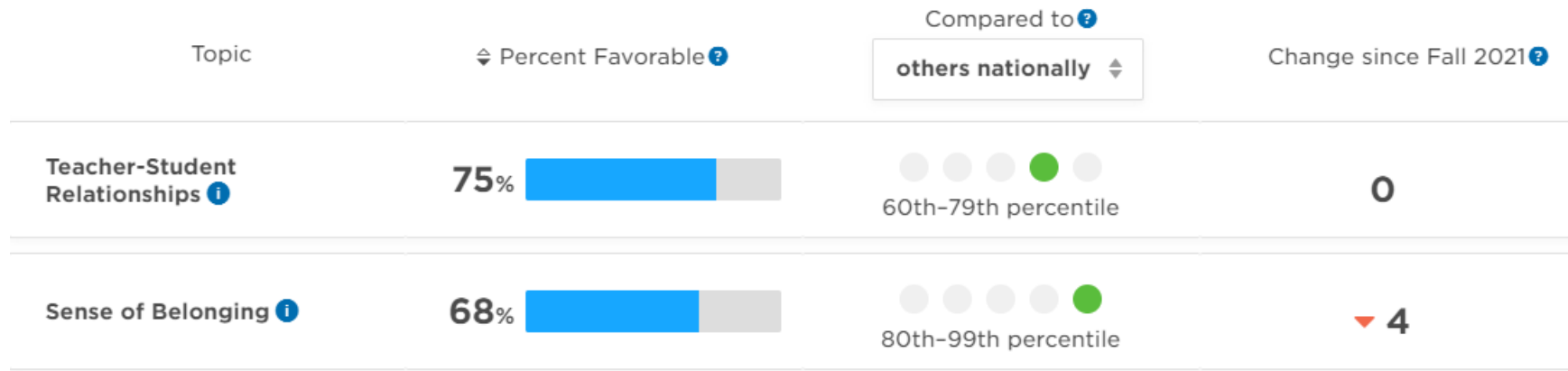
<b>Mathematics</b>			These charts are all populated based on the number of students that took both the Fall and Winter MAP Tests within each given school year.	<b>Reading</b>		
<b>Met Projected Goal Attainment</b>		<b>Math</b>		<b>Met Projected Goal Attainment</b>		<b>ELA</b>
<b>All Students</b>				<b>All Students</b>		
<b>Students</b>	<b>Year</b>	<b>Percent</b>		<b>Students</b>	<b>Year</b>	<b>Percent</b>
148	2017-2018	54.0%		113	2017-2018	49.1%
164	2018-2019	57.7%		155	2018-2019	55.4%
169	2019-2020	58.1%		180	2019-2020	61.4%
138	2021-2022	56.1%		128	2021-2022	48.3%
<b>African American/Black Students</b>				<b>African American/Black Students</b>		
<b>Students</b>	<b>Year</b>	<b>Percent</b>		<b>Students</b>	<b>Year</b>	<b>Percent</b>
35	2017-2018	47.9%	27	2017-2018	43.5%	
46	2018-2019	54.8%	34	2018-2019	42.5%	
51	2019-2020	60.0%	55	2019-2020	64.7%	
53	2021-2022	60.9%	41	2021-2022	46.6%	
<b>White Students</b>			<b>White Students</b>			
<b>Students</b>	<b>Year</b>	<b>Percent</b>	<b>Students</b>	<b>Year</b>	<b>Percent</b>	
64	2017-2018	54.7%	48	2017-2018	49.5%	
67	2018-2019	56.8%	72	2018-2019	61.0%	
71	2019-2020	57.3%	78	2019-2020	62.9%	
49	2021-2022	52.1%	54	2021-2022	53.5%	
<b>EL Learners</b>			<b>EL Learners</b>			
<b>Students</b>	<b>Year</b>	<b>Percent</b>	<b>Students</b>	<b>Year</b>	<b>Percent</b>	
8	2017-2018	57.1%	5	2017-2018	45.5%	
12	2018-2019	66.7%	10	2018-2019	55.6%	
15	2019-2020	71.4%	14	2019-2020	66.7%	
7	2021-2022	53.8%	7	2021-2022	50.0%	
<b>SPED Students</b>			<b>SPED Students</b>			
<b>Students</b>	<b>Year</b>	<b>Percent</b>	<b>Students</b>	<b>Year</b>	<b>Percent</b>	
21	2017-2018	55.3%	15	2017-2018	44.1%	
25	2018-2019	52.1%	25	2018-2019	53.2%	
28	2019-2020	49.1%	30	2019-2020	52.6%	
24	2021-2022	61.5%	18	2021-2022	43.9%	
<b>Low SES Students</b>			<b>Low SES Students</b>			
<b>Students</b>	<b>Year</b>	<b>Percent</b>	<b>Students</b>	<b>Year</b>	<b>Percent</b>	
63	2017-2018	50.0%	44	2017-2018	42.7%	
81	2018-2019	50.6%	74	2018-2019	47.1%	
72	2019-2020	51.1%	83	2019-2020	58.0%	
61	2021-2022	54.5%	53	2021-2022	46.5%	

**Panorama Data:**

**Winter 2021 Panorama Student Social Emotional Learning Survey**



## Winter 2021 Panorama Student Support and Environment Survey



### ACCESS Score Report Data 2021

\*Due to COVID-19 pandemic only students attending in-person learning were tested on ACCESS. Therefore, percentages below are not accurate for describing the true academic performance of each student group.

KENWOOD					
Active MLLs - Composite by Grade					
Current Grade	Entering 1.0-1.9	Emerging 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.7	TOTAL
Kindergarten	1	0	2	2	5
1st	1	1	1	0	3
2nd	1	3	0	0	4
3rd	1	0	1	0	2
4th	0	0	4	1	5
5th	0	0	3	1	4

<b>Total</b>	<b>4</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>23</b>		
<b>Active MLLs Literacy Composite by Grade</b>							
<b>Current Grade</b>	<b>1.0-1.9</b>	<b>2.0-2.9</b>	<b>3.0-3.9</b>	<b>4.0-4.8</b>	<b>Bridging/Reaching 4.8-6.0</b>	<b>No Lit Comp.</b>	<b>TOTAL</b>
<b>Kindergarten</b>	N/A	N/A	N/A	N/A	N/A	5	<b>5</b>
<b>1st</b>	0	1	0	0	0	2	<b>3</b>
<b>2nd</b>	1	3	0	0	0	0	<b>4</b>
<b>3rd</b>	0	1	0	1	0	0	<b>2</b>
<b>4th</b>	0	0	5	0	0	0	<b>5</b>
<b>5th</b>	0	1	2	1	0	0	<b>4</b>
<b>Total</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>23</b>

*\*Students with no Literacy Composite did not take ACCESS 2021. Most recent EL Assessment - WIDA Model for K assesses only speaking and listening.*

<b>Active MLLs Oral Composite by Grade</b>						
<b>Current Grade</b>	<b>Entering 1.0-1.9</b>	<b>Emerging 2.0-2.9</b>	<b>Developing 3.0-3.9</b>	<b>Expanding 4.0-4.7</b>	<b>Bridging/Reaching 4.8-6.0</b>	<b>TOTAL</b>
<b>Kindergarten</b>	1	0	2	2	0	<b>5</b>
<b>1st</b>	0	1	2	0	0	<b>3</b>
<b>2nd</b>	1	2	0	0	1	<b>4</b>
<b>3rd</b>	1	0	1	0	0	<b>2</b>
<b>4th</b>	0	1	2	2	0	<b>5</b>
<b>5th</b>	0	0	1	2	1	<b>4</b>
<b>Total</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>23</b>

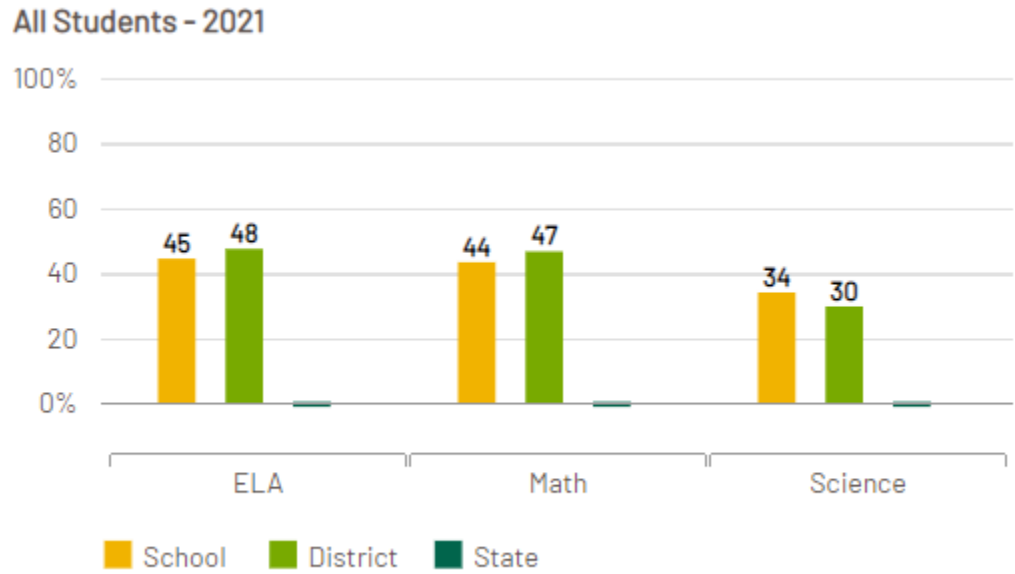
*Data from most recent EL Proficiency Assessment (WIDA Model for K, WIDA Screener, ACCESS 2020, Provisional ACCESS 2021).*

*NOTE: When students reach a composite of 4.8 or better, they are exited and no longer considered MLL, though we do monitor them for a period of two years.*



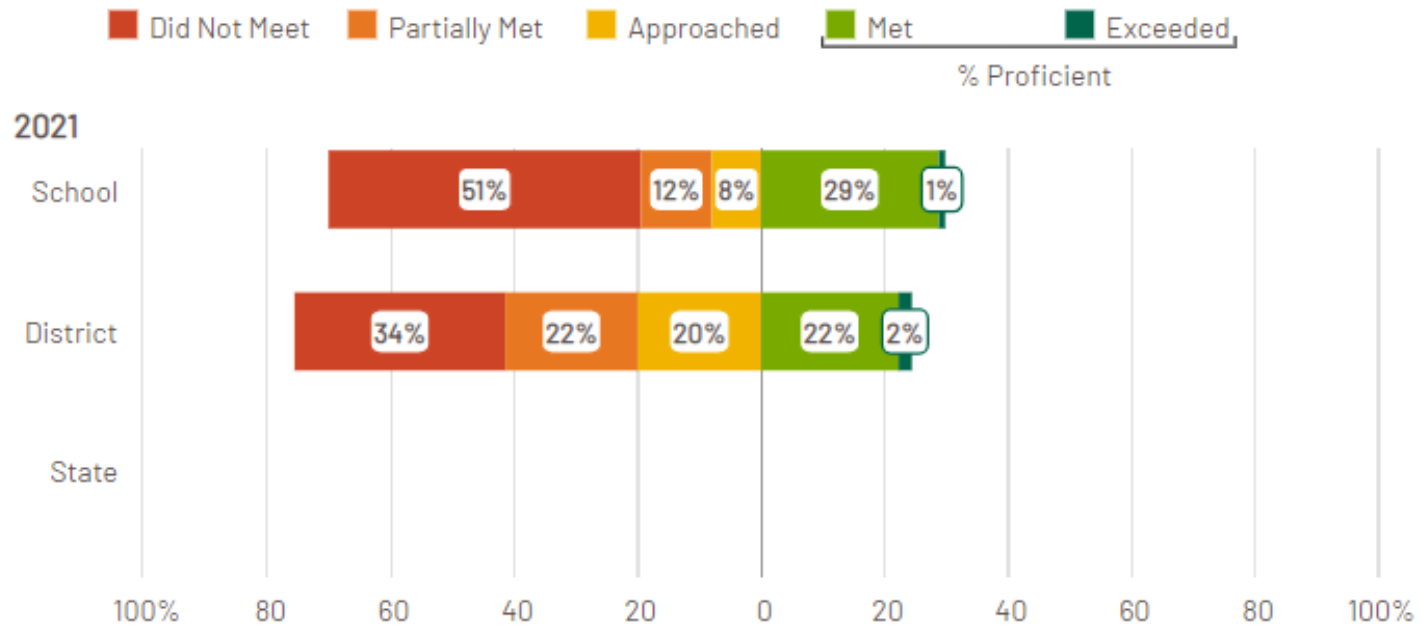
**Kenwood School IAR Information:**

**Participation Rate\*:**

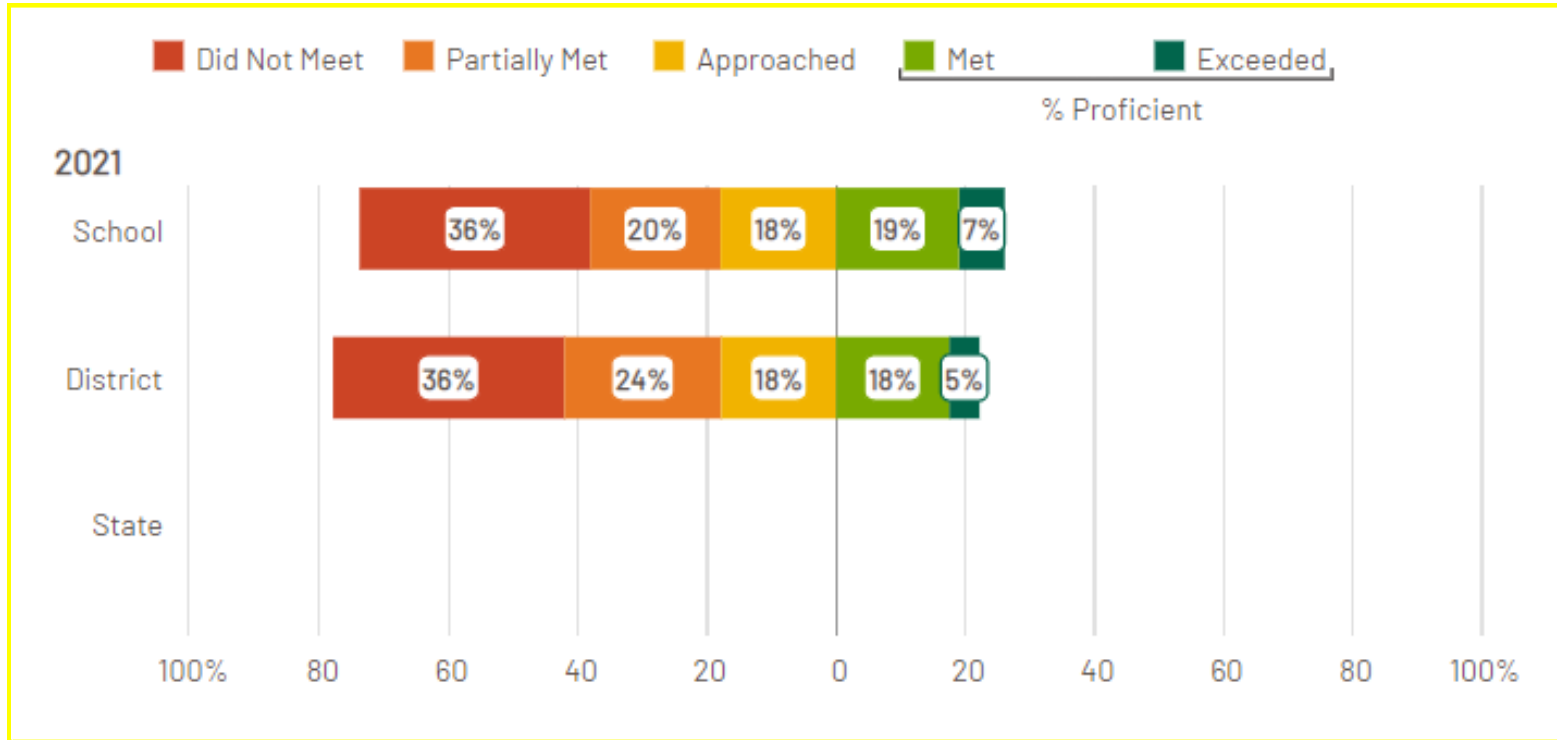


**\*Due to the COVID-19 pandemic only students attending in-person learning were tested on IAR. Therefore, percentages below are not accurate or valid for describing the true academic performance of each student group.**

# IAR ELA 2021



# IAR Math 2021



## Achievement Gap Analysis

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

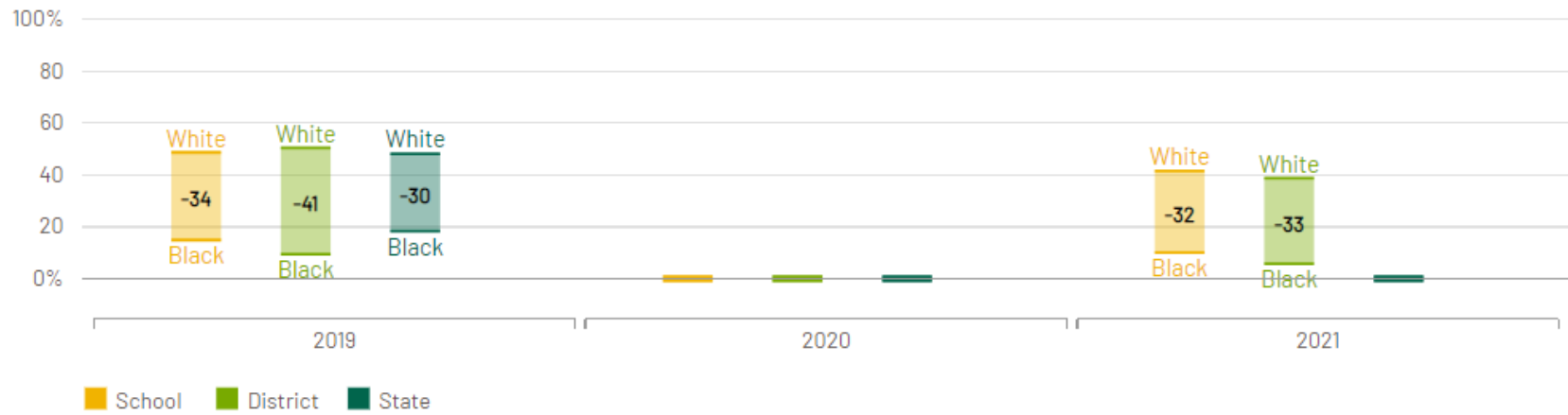
Unit 4 Elementary Schools Achievement Gaps compared to other Unit 4 Elementary Schools. Middle Schools compared to other Unit 4 Middle Schools and Urbana, Springfield, Danville, and Decatur. High School compared to other Unit 4 High Schools and Danville, Urbana, Bloomington, and Decatur.

**\*Due to the COVID-19 pandemic only students attending in-person learning were tested on IAR. Therefore, percentages below are not accurate or valid for describing the true academic performance of each student group.**

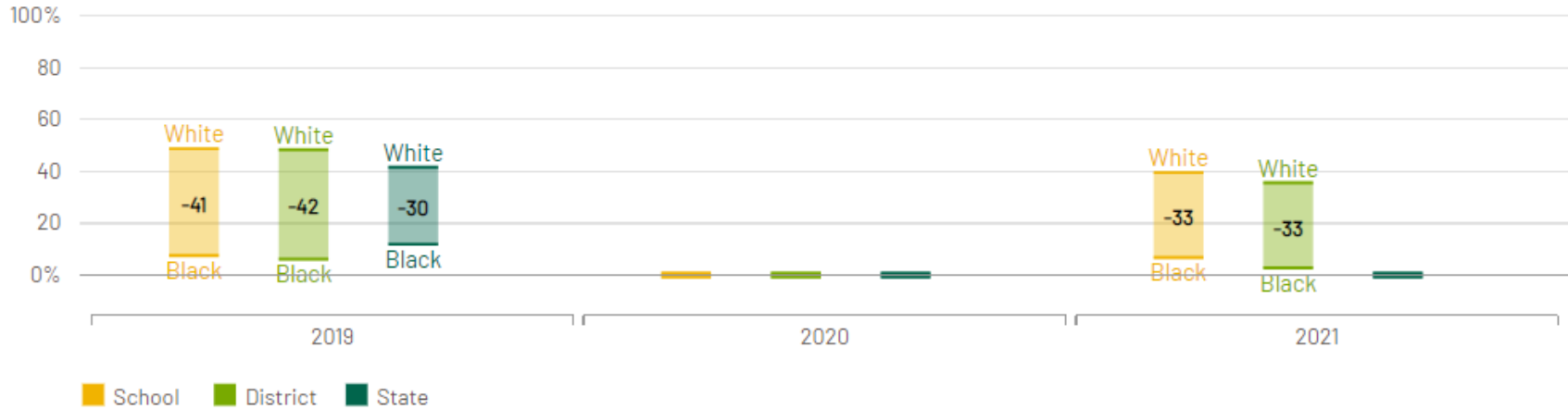
<b>School</b>	<b>White % Achieve</b>	<b>Black % Achieve</b>	<b>ELA % of Gap between Black/White</b>	<b>White % Achieve</b>	<b>Black % Achieve</b>	<b>MATH % of Gap between Black/White</b>
<b>Barkstall</b>	<b>51%</b>	<b>10%</b>	<b>41%</b>	<b>43%</b>	<b>2%</b>	<b>41%</b>
<b>Bottenfield</b>	<b>44%</b>	<b>19%</b>	<b>25%</b>	<b>49%</b>	<b>12%</b>	<b>27%</b>
<b>Carrie Busey</b>	<b>55%</b>	<b>27%</b>	<b>28%</b>	<b>56%</b>	<b>27%</b>	<b>29%</b>
<b>Dr. Howard</b>	<b>44%</b>	<b>4%</b>	<b>40%</b>	<b>54%</b>	<b>0%</b>	<b>54%</b>
<b>Garden Hills</b>	<b>0%</b>	<b>8%</b>	<b>0%</b>	<b>N/A</b>	<b>0%</b>	<b>N/A</b>
<b>International Prep Academy</b>	<b>15%</b>	<b>N/A</b>	<b>N/A</b>	<b>40%</b>	<b>N/A</b>	<b>N/A</b>
<b>Kenwood</b>	<b>42%</b>	<b>10%</b>	<b>32%</b>	<b>40%</b>	<b>7%</b>	<b>33%</b>
<b>Robeson</b>	<b>41%</b>	<b>8%</b>	<b>33%</b>	<b>42%</b>	<b>5%</b>	<b>37%</b>

<b>Southside</b>	<b>36%</b>	<b>5%</b>	<b>32%</b>	<b>41%</b>	<b>5%</b>	<b>36%</b>
<b>Stratton</b>	<b>7%</b>	<b>5%</b>	<b>2%</b>	<b>21%</b>	<b>4%</b>	<b>18%</b>
<b>BT Washington</b>	<b>46%</b>	<b>0%</b>	<b>46%</b>	<b>39%</b>	<b>0%</b>	<b>39%</b>
<b>Westview</b>	<b>17%</b>	<b>0%</b>	<b>17%</b>	<b>17%</b>	<b>0%</b>	<b>17%</b>

Summary - ELA - Black and White



**Summary - Mathematics - Black and White**



**Identify the SPED achievement gaps**

Content	% of Gap between SPED
ELA	29%
Math	14%

**Identify the Emerging Bilingual/White achievement gaps**

Content	% of Gap between Emerging Bilingual/White
ELA	NA (no sub group)
Math	NA (no sub group)

**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 and Weaknesses**

List 3-5 areas of strength from the review of your school data.

What do you do well? Where are your students achieving?

Due to COVID previous data from the IAR 2019 was used as it reflects test scores for all students.

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

List 3-5 areas of weakness from the 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 <sup>rd</sup> grade Math, Black students scored 12% in School Conditional Growth Percentile, and were at the 16 <sup>th</sup> 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



**SMART GOAL #1 - EQUITY GOAL**

<b>School SMART Goal # 1 - 100% of teachers/staff are provided the opportunity to engage in 2-3 differing forms/content of CRT professional development 3 times</b>		
<b>OBJECTIVES</b>	<b>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</b>	<b>STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</b>
A. All teachers, TAs, and clerical staff will participate in differentiated professional development to create a building-wide culturally responsive climate for black students.	<p>1. 100 % of teachers, TAs, and clerical staff will actively engage in 2-3 differing forms and/or content of CRT professional development 3 times.</p> <p>Examples are whole group delivery, content specific small groups, book studies, action-oriented activities, CRT strategies, mindset activities, work-embedded activities, and webinars/modules.</p>	<p>1. Baseline data will be collected from students in the form of the Panorama survey and/or other available instruments. Once baseline data is determined, progress will be reviewed.</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 To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1. In consultation with district administration, all staff will engage in 2 equity modules (along with pre/post activities) designed to address root cause, implicit bias, and equity.	Indicator of Success – 100% of staff engage in Modules D, E (Attendance)	Responsibility – Principal	Timeline - Jan 4, March 16, May prior to May 24			
2. Teachers will continue to use culturally relevant literature or instructional materials to support conversations and/or dialogue about equity and race as it relates to African American students.	Monthly log of book read or materials/projects used with class	Classroom and Specials teachers	Monthly Book topics			

**SMART GOAL #2**

**School SMART Goal #2**

- A. During the 2022/2023 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.
- B. During the 2022/2023 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.

<b>OBJECTIVES</b>	<b>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</b>	<b>STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</b>
A. Teachers will utilize nonlinguistic representation by designing flexible pathways, differentiated supports and multiple means for students to demonstrate skill development and mastery of essential skills.	<ol style="list-style-type: none"> <li>1. 100% of teachers will implement research based high yield instructional strategies as evidenced by observation data.</li> <li>2. 100% of teachers will participate in professional development opportunities provided throughout the year and adopt those practices into their classrooms as evidenced by a professional development exit slip</li> </ol>	65% of our 1st -5th grade students will score at or above the 21st percentile on MAP in the Fall of 2022.

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 To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
Use the <a href="#">K-5 Core Curriculum Guide for Literacy</a> to support pacing, collaboration, planning, and assessment.	<ul style="list-style-type: none"> <li>- Instructional Practice Review data</li> <li>- Collaboration meeting notes</li> <li>- Wonders odd unit assessments</li> </ul>	Principal, AP(s), Teachers	3rd Quarter Spring 2022 4th Quarter Spring 2022 1st Quarter Fall 2022 2nd Quarter Fall 2022			
Implement the daily 90 minute literacy block + 30 minutes of writing based on the <a href="#">K-5 Literacy Timeframe Planning Guide</a> : 25 minutes of whole-group foundational skills/word work, 30 minutes of whole-group grade-level comprehension, 30 minutes of targeted small-group instruction, and 30 minutes of writing every day.	<ul style="list-style-type: none"> <li>-Fall building schedule</li> <li>-Instructional Practice Review data</li> <li>-Collaboration meeting notes</li> </ul>	Principal, AP(s), Teachers	Tentative Fall Building Schedule submitted to Deputy Superintendent May 2022  1st Quarter Fall 2022 2nd Quarter Fall 2022			

Ongoing Professional Development to focus on the high yield instructional strategies of nonlinguistic representation and cooperative learning with all teachers for classroom implementation.	Professional Development with teachers, Agenda, Exit Slip, Collaboration	T&L Committee, teachers, administration, coaches	Ongoing			
Creation of Kenwood's Marzano High Yield Strategies Vertical Planning Document	Completed spreadsheet	Teachers, administration, coaches, T&L committee	May 2022			
Collaborations will be conducted that focus on student data and student work.	Data days, grade level collaboration agenda and meeting minutes, MAP data, ILPs	Classroom teachers, Coaches, Interventionist, and Administration	Monthly			
Teachers will implement cooperative learning by providing students with meaningful opportunities for ownership over what, how, when, and where they	Planning for instruction,	Teachers, Administration	Spring 2022			

learn.	Walk through data					
Ongoing professional development for research based high yield teaching strategies will be provided to expand teachers' current practices.	Data days, grade level collaboration agenda and meeting minutes	Classroom teachers, Coaches, Interventionist, and Administration	Monthly			

**SMART GOAL #3**

**School SMART Goal #3** By August 2022, Kenwood teachers will collaborate to develop and create a rubric to assess students ability to apply CS/CT skills and competencies as measured by the report card to bring consistency and objectivity to grading practices supporting our magnet theme.

<b>OBJECTIVES</b>	<b>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</b>	<b>STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</b>
<p>A. Students will participate in weekly CS/CT sessions to support learning of CS/CT.</p> <p>B. Ongoing professional development for CS / CT strategies will be provided to expand teachers' current practices.</p>	<p>100% of students will be receiving weekly coding blocks by Dec 1 as evidenced by observations.</p>	<p>Student growth in CS/CT will be measured according to the checklist to influence and support the development and creation of a rubric of 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 To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1. CS/CT Professional Development to expand strategies for teachers.	Professional Development with teachers, Attendance, Agenda	Instructional Coach, Principal, Technology Committee	Institute days, Jan 2022			
2. Meetings will be conducted that focus on CS/CT practices with a focus on lesson preparation and planning.	Agenda and meeting minutes, lesson plans.	Classroom teachers, Instructional Coach, and Administration	Monthly			
3. Develop a rubric to assess students ability to apply CS/CT skills and competencies as measured by the report card.	Rubric development	Classroom teachers, Instructional	May 2022			



		onal coach				
4. Pilot rubric use during the Fall 2022 grading period. Gather feedback and input to make adjustments for Spring and Fall.	Rubric Data	Classroom teachers	Fall 2022			

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

<b>School SIP team that promotes shared leadership in development of the SIP</b>	<b>SIP Plan that has 2-3 SMART goals with action steps</b>	<b>Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training</b>	<b>K-2 Literacy Plan incorporated in the SIP plan for elementary schools</b>	<b>Implementation of 2-3 high yield instructional strategies</b>
<b>(Yes)</b>	<b>(Yes)</b>	<b>(Yes)</b>	<b>(Yes)</b>	<b>(Yes)</b>

**BUDGET**

Additional Budget Information

Description	Timeline		Source of Funds	Accountability	Budget				
	Start Date	Completion Date			What funding source is being used? (Choose from: Title I, Title II, SIP, Building Budget, Magnet, or Other)	Person(s) Responsible	Salary Stipend or Sub costs	Benefits (x .2501)	Supplies (allowable for SIP grant schools otherwise building funds will be used)
School Improvement Team Committee and Subcommittee Chair Stipends (Leave)	8/2021	6/2022	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.	1/2022	5/2022	CARES	Principal	\$32.50 x 450 hrs =	\$3,657.71			\$18,282.71

					\$14,625				
TOTAL									\$26,408.36