

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

In 2008, Kaneland High School saw an increase in its reading scores of 3.2 points over its 2007 scores. Success in this area is due primarily to the implementation of several school-wide initiatives. Staff from all subject areas received training in “Reading across the Curriculum” and “6+1 Writing Traits”, and the English Department fully implemented Sustained Silent Reading (SSR) in all of its classes. In addition, a school wide “Reading for Information” question of the day was administered to freshman through junior level students in all subject areas.

One area for improvement at KHS is math. The 2008 data reflected a decline in math scores from 2007. The 2008-2009 school improvement plan will specifically address this area.

KHS has established four school improvement goals for 2008-2009.

The first of these involves the development of curriculum maps. These maps will be created in departmental cohorts and will be aligned to the Illinois Learning Standards. “Power standards” for all courses will be identified, and both horizontal and vertical curriculum articulation will occur among all teachers and subjects within each department.

The second goal for KHS is to use the curriculum maps to develop pre and post local assessments for all courses. These assessments will provide data that will facilitate the continual re-alignment of the curriculum to the learning standards, provide a basis to measure student learning in each course, and identify students in need of additional support.

The third KHS goal is to pilot four PLC (Professional Learning Community) and RtI (Response to Intervention) subgroups. The PLC groups will create a framework for the future development of school-wide PLC's. These will provide teachers with an enhanced opportunity to exchange ideas, collaborate, and assist one another in the development of their skills. PLC's will also play a vital role in the identification of students in need of intervention services. The RtI subgroups will develop a protocol for providing support and services to students who are in need of intervention.

The final KHS goal is to create standardized chapter and unit level formative local assessments in Algebra I and Geometry. This will allow math teachers to receive continuous student achievement data so that they can make rapid course adjustments and provide immediate, targeted support to struggling students.