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## 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.)

**Improve student reading comprehension through the use of available resources:**

- \* Utilize Literacy Coach early and often – **All grade levels utilized the Literacy Coach throughout the school year.**
- \* Utilize Literacy closet- **100% of classroom teachers used the Literacy Closet materials throughout the school year.**
- \* Attend training opportunities through district cohorts – **100% of certified faculty attended district cohorts, additionally, 32 staff attended 37 professional development conferences.**
- \* Attend book clubs offered through school – **“Spotlight on Comprehension” by Hoyt, “Daily 5” by Bouchey and Moser, and “To Understand” by Ellin Keene**

**Increase student awareness of, motivation for, and performance on annual testing:**

- \* K-2 classes adopt 3-5 class and provide healthy snacks during testing week: **Healthy snacks were delivered to 3-5 classrooms by their K-2 buddies on each day of ISAT testing in the spring.**
- \* K-2 classes create and perform a cheer for 3-5 classes during ISAT Pep Assembly: **An all school pep assembly was held on the Monday prior to ISAT testing.**
- \* Provide an incentive program for 3-5 classes to encourage healthy breakfast and good night sleep during testing week: **Extra free activity was awarded to the classes with the highest percentage of students who met the healthy eating/good sleeping criteria.**
- \* Provide collaboration time for teachers to create QAR posters, Expository writing tools and IEIE tips: **Five different mornings were scheduled allowing teachers to collaborate and create QAR (Question Answer Relationship) posters, and develop expository writing tools, as well as, reading response graphic organizers.**

**Increase the application and show improvement in the area of number sense utilizing Everyday Math curriculum:**

- \* Display student work in a Math Museum: **Everyday Math games were made available to all parents through an interactive bulletin board display in the front hallway of KSS. Similar games across grade levels were taught to students to take home and play with parents and siblings.**
- \* Provide training to special education teachers in the use of math strategies to support special education students. **Cohorts were available to all of the staff, including Special Education staff members.**
- \* Provide support in the form of math manipulatives for every classroom teacher, and training opportunities: **Additional manipulatives and resource materials were purchased for all grade levels-K-5-to be used in the classrooms.**

### Planned Improvements for 2008-2009

#### Goal 1: Reading

**82% of students at each grade level will read at or above grade level according to district grade level expectations by the end of the 08-09 school year. Progress will be measured using Rigby Benchmark Assessments.**

**Goal 2: Writing**

Discuss and analyze 15 pieces of CBM writing data, per grade level, to establish common grade-level guidelines, for the creation of writing rubrics for each grade level in the 2009-2010 school year.

**Goal 3: Data**

Increase discussions of data (CBM, ISEL/Rigby, Math pre-and post, Aims web, etc) from 2-3 times a year to 7-10 times by the conclusion of the 08-09 school year for the purpose of improving student learning.