

# **RINEYVILLE ELEMENTARY SCHOOL**

## **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

### **SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008 – 2009**

The Rineyville Elementary School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

**Billy Coffey**  
Chairperson, School Council

**November 7, 2008**  
Date

**Christene Kirkwood**  
Chairperson, School Planning Committee

**November 7, 2008**  
Date

**Plan Approved by the School Council:**

**November 7, 2008**  
Date

**School Council Members:**

<b>Chris Kirkwood</b>	<b>Teacher</b>
<b>Erin Jarvis</b>	<b>Teacher</b>
<b>Dawn Stith</b>	<b>Teacher</b>
<b>Jennifer Wiseman</b>	<b>Parent</b>
<b>Tanya Parris</b>	<b>Parent</b>

## EXECUTIVE SUMMARY

**SCHOOL:** Rineyville Elementary

### **Mission Statement:**

The mission of Rineyville School is to recognize that all children can learn and to ensure a lifelong love of learning, a grounding in basic skills, and positive mental, social, and physical health standards through a diverse educational program provided in a stable environment by caring staff and positive community involvement.

## PROCESS OF DEVELOPING THE COMPREHENSIVE PLAN

### **How Planning and Needs Assessment Teams Were Organized**

Planning and needs assessment teams consisted of parents and staff (both certified and classified) organized into committee structures. Also involved in planning and needs assessment were SBDM staff and parent council members. Jimmee Dee Kelly, Director of Curriculum and Assessment, advised and helped analyze data from the school performance report.

### **Members/Representative Groups Who Served on Planning and Needs Assessment Teams**

The following staff members served on needs assessment/planning teams:

**P.D. Committee:** Allison Scherer, Linda Lawson, Sarah Bunnell, Dave Duda, Diana Laslie, Lou Ann Carman, Kelly Miller, Annette Reesor

**Curriculum/Technology Committee:** Pamela Johns, Melissa Lee, Jeanne Crockard, Traci Gillock, Debbie Weiss, Marie VanMeter, Jennifer Wiseman and Tanya Parris, Ralph Tucker, Karen Arant, Scott Patton

**Climate/Student Services Committee:** Peggy Circle, Elaine Watts, Ann Wilkie, Stephanie Lucas, Kelly Miller, Jan Mackey, Ralph Tucker, Joanne Jones, Mitzi Dowdell, Nancy Peden, Sunday Ford, Erin Jarvis, Mitzi Dowdell

**Instructional Committee:** Amanda Johnson, Chris Kirkwood, Dawn Stith, Helene Harris, Crystal Ryan, Pam Read and Connie Vittitow

SBDM Members: Billy Coffey, Erin Jarvis, Chris Kirkwood, Dawn Stith, Jennifer Wiseman and Tanya Parris

### **How Goals and Strategies Were Decided Upon**

At joint work sessions of staff parent representatives, the needs assessment data from the performance levels and disaggregated data from the annual performance report were analyzed to address the needs of the school. The group prioritized needs to be presented to the SBDM council.

### **What Implementation of the Plan is Expected to Achieve:**

Goals of the plan include an increase in the academic index score by an average of two points per year, and increased use of varied instructional strategies. Long-term professional development activities for staff will be provided in the areas of Learning Styles and Curriculum Mapping.

### **What Process was used for Internal Review of the Plan:**

Ample opportunities were provided for comments from stakeholders during the planning stages. The plan was also submitted to the directors of all special programs within the district as well as to the Associate Superintendent for Instructional Services and the Director of Curriculum and Instruction for comment and review.

### **How Public Comment was Secured and What Response was made:**

The plan was presented in phases to SBDM council meetings for review and comments by SBDM members and the public. Meetings were held so that staff members could provide input for the plan. Community members and parents were offered the opportunity to view and provide feedback into the plan via feedback into the plan via feedback forms available in the school office.

### **How Comprehensive Planning will be Ensured in the Future:**

Monitoring of each of the components will be completed on an ongoing basis by component managers, CIA, and by the principal. Implementation/impact checks as well as an annual review of the performance report will be referenced in modifying goals, activities and/or strategies each year.

## **COMMUNICATION PLAN**

### **How will the Comprehensive Plan and Other Important Information be Shared with Stakeholders?**

The principal will present the plan to the staff and SBDM council members; SBDM council meetings are open to community, parents and staff members. Parents will also be informed via the school newsletter about critical components of the document.

### **How will Input Continue to be Gathered from Stakeholders?**

Parents and staff will serve on committees whose focus will be to implement and monitor comprehensive planning goals and activities. Implementation and impact checks will be completed by component managers on a regular basis and reported to the SBDM council. The plan will be available in the school office, with invitations for public comment.

## **ASSURANCE CERTIFICATION**

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the Kentucky Comprehensive Improvement Planning Guidebook. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

**Rineyville Elementary School**

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**Billy Coffey**  
**Principal**

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**November 7, 2008**  
**Date**

**Hardin County Schools Comprehensive School Improvement Plan****School Name: Rineyville Elementary****Date: November 7, 2008****Area of Need: ACADEMIC PERFORMANCE****Component Manager: Chris Kirkwood**

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
As evidenced from the data analysis of student achievement from the 2007 KPR, the school's mid-point accountability index is 91.8 with 5.14% novice compared to a baseline of 63.7 with 34.45% novice. At this rate, the school will be able to make its performance targets each biennium on the way to 100 in 2014. There is a need to improve the achievement of students receiving free/reduced lunches and subgroups of students in Math and Reading (SB 168).	By the end of January 2009, the school will meet or exceed its goal line of 88.4, targeted novice of 13.41 performance, and reduce the achievement gap (SB 168). The scale score difference for students receiving free/reduced lunch and subgroups of students in Math will be reduced to 14.40 points or less (SB 168) by 2008.
<b>Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)</b>	<b>Objectives with Measures of Success</b>
According to the 2002 Scholastic Review report, curriculum, assessment and instruction standards from the SISI documented to be more effectively implemented because of the following reasons:	
<b>Standard 1 (Curriculum):</b>	
<b>A01 Curriculum</b> <ul style="list-style-type: none"><li>• District-wide curriculum maps and pacing guides will address focus on core content.</li><li>• SBDM council will adopt a policy to address an annual curriculum review through assessments tied to curriculum guides.</li></ul>	<b>A01</b> <p>By January 2010, all students will receive instruction from a curriculum that is aligned with the state's Core Content, using appropriate instructional resources. The school will annually assess curriculum implementation and instructional resources to ensure that there are no harmful gaps in the curriculum implementation and instructional resources to ensure no harmful gaps in the curriculum for which students are learning. A review of Standard I will indicate that curriculum alignment and adequate instructional resources are strength.</p>

<b>Standard 2 (Assessment):</b>	
<b>A02 Assessment</b> <ul style="list-style-type: none"> <li>Assessments are limited to an open response format; design of assessments is not authentic; and assessments do not offer students a choice in the ways they may demonstrate their learning.</li> <li>Assessments lack validity and appropriate demonstrations of what students should know and be able to do; there is a lack of collaboration on the design of assessments; policies do not address authentic assessments.</li> </ul>	<b>A02</b> By Fall 2010, all students will experience quarterly classroom assessments aligned with the state's Core Content and are similar to those experienced on state assessments. The measure of success will be based on an analysis of student work at the end of each year until 2009. There will be at least a 5 percent increase in the number of students demonstrating proficient level performance on classroom assessments each year and a 2 pt. increase per year in the academic index.
<b>Standard 3 (Instruction):</b>	
<b>A03 Instruction</b> KPR analyses indicate that there is a need to reduce apprentice scores and increase proficient and distinguished scores in all content areas.	<b>A03</b> By Fall 2010, SBDM policies will be developed and implemented to ensure that varied instructional strategies are used (including effective grouping and instruction tailored to multiple learning styles). Success will be measured by the reduction of novice scores and an increase in proficient scores in all content areas by using Thoughtful Ed strategies.
<b>Standard 4 :</b>	
<b>A04</b> An analysis of disaggregated data on the <u>KPR</u> indicates that the average scale score difference between free and reduced lunch approved and free and reduced lunch not approved is –11 in Math. Continue the success in reduction of subpopulation differences in Reading scores. (SB 168)	By Fall 2010, the average scale score difference between free and reduced lunch approved and free and reduced lunch not approved will be reduced in the content areas of Reading and Math. (SB 168)

Area of Need **ACADEMIC PERFORMANCE**

**Strategies/Activities** *(Activity or Strategic Sequence of Activities to Achieve Objectives)*

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
<b>A1</b>	a. SBDM council will develop a policy to address an annual curriculum review.	a. Classroom instruction and lesson plans will focus on addressing achievement gaps and the school's scores in sub-domain areas will remain at or above the state mean.	Principal	11/08	1/10	\$0.00	N/A
	b. All subgroups of students will have access to and will progress through the general curriculum.	b. Teacher lesson plans and student schedules will reflect access to the general curriculum for all students, as documented by principal observations. Instruction will focus on lessening achievement gaps for special needs students.	Curriculum Committee Chairperson	11/08	1/10	0.00	N/A
	c. Students in K-5 with greatest academic needs will have access to daytime ESS program, with priority being given to free/reduced lunch students in Reading, Writing and Math (SB 168).	c. Teachers will have ESS Assistants provide instruction to small groups in targeted areas (SB 168)	Curriculum Committee Chairperson	11/08	1/10		Instructional Funds

	d. Teachers will evaluate all students in grades 2 – 5 on MAP at least twice a year and results utilized. Data for students receiving free/reduced lunch will be disaggregated in order to provide differentiated instruction and targeted small group skills instruction in Reading and Math (SB 168).	d. Teacher's lesson plans/checklist and grade level meeting will document that varied instructional strategies occur. Students will make appropriate gains.	CIA	11/08	1/10	\$0.00	
<b>A2</b>	a. All subgroups of students will complete open response questions (utilizing rubrics) with an expectation of proficiency and multiple choice (utilizing test-taking strategies) as part of classroom assessments.	a. Students will be exposed to open response and multiple-choice assessments in K-2 classrooms at least twice per month, and 3-5 classrooms weekly, documented by teacher lesson plans and examples on file. The academic index will rise at least 2.0 pts. per year.	Instruction Committee Chairperson	11/08	1/10	\$200.00	Printing (Instructional)
	b. All subgroups of students will utilize graphic organizers when completing open response questions.	b. Students will be exposed to open response and multiple-choice assessments in K-2 classrooms at least twice per month, and 3-5 classrooms weekly, as documented by teacher lesson plans and examples on file.	CIA	11/08	1/10	0.00	N/A

<b>A3</b>	a. Classroom instruction will assure that varied instructional strategies, including hands-on activities and technology, are utilized for all students' grades, preschool - fifth in all content areas.	a. Teacher checklists will document that varied instructional strategies and/or integration of technology occur during at least 30% of the instructional day in all classrooms. The academic index score will rise at least 2.0 pts. per year.	Instruction Committee Chairperson	11/08	1/10	0.00	N/A
	b. The focus of the Title I Program at Rineyville will be collaborative instruction in the areas of reading, writing and math.	c. The academic index scores in reading, writing and math will rise at least 2.0 points per year. Title I assistant will collaborate with P3 teachers at least 4 times per week; Title I teacher will collaborate with 4, 5 teachers at least two times per week.	Title I resource teacher	11/08	1/10	\$54,500	Annually, Title I funds
	c. Title I and Special Education programs will purchase developmentally appropriate materials to assist in reading, writing and/or math skills across the curriculum.	d. The academic index score in reading, writing and math will rise at least 2.0 points per year. On a daily basis, at least 60% of the staff will utilize supplemental materials obtained from Title I and Special Education in classroom instruction as documented by teacher checklists.	Title I resource teacher	11/08	1/10	\$2,000	Annually, Title I funds
	d. All subgroups of students in grades K-5 will participate in on-demand, writing	e. Students will become more proficient in on-demand writing as documented by analysis	Instruction Committee Chairperson	11/08	1/10	\$100	Annually; printing Instructional Funds

	practices.	of student work and by an increase in the writing academic index of 2.0 pts. per year. K-1 teachers will provide practices in on-demand writing practice once per 9 weeks and 2-5 teachers bi-monthly, as documented by samples on file.					
	e. Teachers will have a letter and feature article posted in classrooms.	e. Teachers will have a letter and feature article posted in classroom.	Instruction Committee Chairperson	11/08	1/10		
	f. ESL students will be provided assistance in oral and written language skills.	g. ESL students will improve in English proficiency (both written and oral) as documented by individual progress reports.	District Migrant Program Director	11/08	1/10	0.00	District migrant funds
	g. Provide access to computer lab after school four afternoons for one hour for tutorial and enrichment programs.	h. Academic index scores in reading, writing and math will rise at least 2.0 pts. per year.	Principal	11/08	1/10		Instructional Assistant .5
<b>A4</b>	a. All teachers will include extra small group instruction of basic skills in the content areas of Math and Reading, with a focus on students receiving free/reduced lunch (SB 168).	a. The discrepancy between free and reduced approved and free and reduced not approved scores in Math and Reading will decrease by 2.0 pts. per year. (SB 168)	Principal	11/08	1/10	0.00	
	b. ESS will target students needing assistance in reading, writing and math.	b. 80% of students who attend ESS will increase their reading or math level, as documented by MAP or Success Maker.	ESS coordinator	11/08	1/10	\$14,000	Annually; ESS funds

	c. The Literacy First Process will be utilized to ensure that preschool – P3 students will be engaged in developmentally appropriate literacy activities.	c. 80% of students in P3 who have completed at least 4 years of the Literacy First process will score in at least the 70 <sup>th</sup> percentile in reading on state assessments.	Principal; Title I Resource Teacher	11/08	1/10	\$0.00	
	d. A Math Wall of Fame will be developed to recognize students who have mastered basic Math facts.	d. Teachers will place students' names on bulletin board as math facts are mastered.	Instruction Committee	11/08	1/10	\$0.00	
	e. Classroom teachers will utilize holey cards, computer programs, buddy math, daily oral math, number munchers, classroom instruction on use of calculator, use of adopted math textbook in all grade levels. School wide activities will include Math Word Walls for each grade level, Math Bees and Quizmo or Quick Recall Math.	e. The Academic Index in Mathematics will rise at least 2.0 pts. per year.	Teachers	11/08	1/10	\$0.00	
	f. Family Resource Center will provide Family Fun Night Math.	f. The Academic Index in Math will rise at least 2.0 Pts. per year.	FRC	11/08	1/10		Title I/ESS/FRC Funds

	g. ESS/Title One will target lower level achieving students, especially those receiving free/reduced lunch in Math basic skills (SB 168).	g. The Academic Index in Mathematics will rise at least 2.0 pts. per year.	ESS/Title One	11/08	1/10		Title I/ESS Funds
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**Hardin County Schools Comprehensive School Improvement Plan****School Name:** Rineyville Elementary School**Date:** November 7, 2008**Area of Need:** LEARNING ENVIRONMENT**Component Manager:** Dawn Stith

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
According to the 2002 scholastic review report, the school needs to expand communication with families. Interviews and observations from the scholastic review also indicate a need to provide appropriate professional development opportunities that address long range planning needs.	By the end of each accountability cycle by 2010, an evaluation (self or otherwise) will indicate that standards 4, 5, and 6 are areas of strength.
<b>Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)</b>	<b>Objectives with Measures of Success</b>
<b>Standard 4: School Culture</b>	
<b>B01 School Culture</b> <ul style="list-style-type: none"><li>• The scholastic review team's survey of parents indicated that they were unaware of comprehensive planning and open SBDM meetings.</li><li>• Parent surveys suggest that more varied forms of communication are needed.</li></ul>	<b>B01</b> By January 2010, parents will be notified of open SBDM meetings and comprehensive planning activities. The school office as well as teachers will keep records of varied forms of communication. Increased parental awareness of classroom and school activities will be documented by parental surveys.
<b>Standard 5: Community Support</b>	
<b>B02 Effective Learning Community</b> <ul style="list-style-type: none"><li>• The scholastic review team report indicates that the school makes limited use of grouping strategies and that the staff lacks training in using active learning materials.</li></ul>	<b>B02</b> By January 2010, the staff will attend Professional Development addressing learning styles, grouping strategies and active learning materials. Professional development agendas, sign-in sheets, teacher lesson plans and principal observations will document successful implementation.

<b>Standard 6: Professional Development</b>	
<b>B03 Professional Development</b> <ul style="list-style-type: none"> <li>• According to the scholastic review report, the school needs to address long range planning for professional development</li> <li>• The scholastic review report also indicated the lack of staff training in analyzing student work, in learning styles, in rubrics, in open response questions, and scoring portfolios.</li> <li>• Teachers report lack of knowledge to independently update web pages.</li> </ul>	<b>B03</b> By January 2009, the school will develop long range training in analyzing student work, in learning styles, in rubrics, in writing open response questions, and in web page development. Successful completion will be documented by meeting agenda and sign-in sheets, notes from meetings, teacher lesson plans and principal observations. Through the use of MAP, Thoughtful Ed strategies and Curriculum Guide, teachers will address individual needs, higher order thinking skills and be aligned with state standards.

Area of Need: **LEARNING ENVIRONMENT**

**Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)**

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
<b>B1</b>	a. The SBDM schedule and school events will be posted on the school marquee, web page calendar, local newspaper, monthly calendar that is sent home with students, and reminder notices in Tues. Communicators.	a. Parent surveys will indicate that at least 50% of parents are aware of the SBDM council, that the meetings are open to the public, and when and where meetings are held.	Media Specialist	11/08	1/10	\$100.00	Annually – printing Instruction
	b. A weekly school communication packet will be sent home with students to include information about upcoming events, classroom activities and comprehensive planning.	b. Parent surveys will document that at least 50% of parents receive weekly communication packets and utilize them in planning for their children's success in school.	Student Services Chairperson	11/08	1/10	\$1000	Instruction
	c. An annual school report card and a quarterly school newsletter will be sent to each child's home.	c. At least 50% of parents will report on surveys that they have received and read the annual school report card and quarterly school newsletter.	Principal/ Media Specialist	11/08	1/10	\$200.00	Annually; Instruction
	d. The Media Specialist will update school web site and teachers will update classroom pages quarterly.	d. At least 50% of parents who have computers in home will report on surveys that they have viewed school and classroom web sites.	Media Specialist	11/08	1/10	\$0.00	

	e. Migrant, Family Resource Center, ESS, Title I and preschool staff will provide parent involvement activities that will address academic goals.	e. Migrant, Family Resource Center, ESS, Title I and preschool staff will provide at least three parent involvement activities per year that address academic goals.	ESS & Migrant Coordinators; FRC Director; Preschool Teacher, Title I	11/08	1/10	\$500 \$500 \$600 \$250	Instr Fund Activity Title I ESS
	f. The Migrant program will inform parents of migrant children 3 – 5 years old and not enrolled in school of developmentally appropriate summer enrichment activities.	f. Migrant staff will provide summer programs to assist in removing barriers to learning which focus on academic goals. The achievement gap for migrant students will be reduced annually.	Migrant Program Director	11/08	1/10		District Funds
	g. The Family Resource Center director and Preschool teacher will collaborate to provide parent education programs regarding school readiness for parents of all preschool children.	g. The Family Resource Center director and Preschool teacher will contact 100% of preschool parents to encourage attendance of at least two school readiness programs for parental involvement activities. Cradle school will be provided if funding allows.	FRC Director; Preschool Teacher	11/08	1/10	\$300 \$100	FRC Preschool

<b>B2</b>	a. Teachers use a variety of student centered instructional strategies (e.g., learning styles, grouping strategies and active learning).	a. Principal and consultant observations as well as teacher checklists will document that varied instructional strategies are utilized by at least 60% of the staff on a daily basis. The academic index will rise at least 2.0 pts. per year.	Curriculum Committee Chairperson	11/08	1/10	\$0.00	N/A
<b>B3</b>	a. The school will provide Professional Development on Differentiation/Learning Styles with follow-up.	a. Lesson plans will show where differentiation takes place in all subject areas to increase student performance.	P.D. Committee Chairperson	11/08	1/10	\$200	Annually; PD Funds; Printing
	b. The school will provide Professional Development on student motivation with follow-up.	b. Teachers will utilize various motivational strategies, such as teacher/buddy program, encouragement talks, etc.	P.D. Committee Chairperson	11/08	1/10	\$200	Annually; PD Funds Printing
	c. The school will provide Professional Development follow-up in the development and upkeep of web pages.	c. The Media Specialist and teachers will update school web site and classroom pages quarterly.	Media Specialist PD Committee Chairperson	11/08	1/10		PD Funds
	d. The school will provide Professional Development with follow-up in the Thoughtful Education process.	d. The staff will utilize varied instructional strategies on a daily basis, as advised in the Thoughtful Ed training, as documented by teacher checklists. The academic index score in all content areas will rise at least 2 points per year.	Professional Development Chairperson	11/08	1/10		PD Funds

**Hardin County Schools Comprehensive School Improvement Plan****School Name:** Rineyville Elementary School**Date:** November 7, 2008**Area of Need:** EFFICIENCY**Component Manager:** Erin Jarvis

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
There is a need to nurture a learning culture and leadership capacity; to maximize the use of resources to support learning and to develop and monitor a school improvement plan that is focused on teaching and student learning.	At the end of 2010; the CSIP process will be implemented, monitored, and evaluated with input from all stakeholders. Documentation will include implementation and impact checks, component meetings, reports to the school council, and needed revisions to the comprehensive plan.
<b>Causes and Contributing Factors (Both Positive and Negative; Based on Needs Assessment)</b>	<b>Objectives with Measures of Success</b>
<b>Standard 7: Leadership</b>	
<b>CO1 Leadership</b> <ul style="list-style-type: none"><li>The scholastic review report suggested that time and the opportunity for review of student work be provided to the staff.</li></ul>	<b>CO1 Provide time for staff to review student work as a group as documented by meeting notes and scores of student work.</b>
<b>Standard 8: Organizational Structure</b>	
<b>CO2 Use of Resources</b> <ul style="list-style-type: none"><li>Concerns expressed by scholastic review audit team indicate a need to analyze student learning styles as part of an ongoing planning process.</li></ul>	<b>CO2 By January 2010, all staff will receive professional development training in learning styles and will implement strategies in the classroom as documented by professional development agendas, sign-in sheets, and notes from professional development follow-up, teacher lesson plans and principal observations.</b>
<b>Standard 9: Comprehensive and Effective Planning</b>	
<b>CO3 Comprehensive School Improvement Plan</b> <ul style="list-style-type: none"><li>Staff expressed a desire to complete an annual review of the KPR and to utilize data from this review and from analyzing student work and their learning styles to modify the comprehensive plan on an ongoing basis.</li></ul>	<b>CO3 By January 2010, a review of the KPR data will be completed and modifications to the comprehensive plan will be implemented as needed. Evidence of completion will include meeting agendas, committee meeting notes and implementation and impact checks.</b>

Area of Need: **EFFICIENCY**

**Strategies/Activities** *(Activity or Strategic Sequence of Activities to Achieve Objectives)*

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Student Performance &amp; Classroom Practice</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Amount of Funding</b>	<b>Fund Source</b>
<b>C01</b>	a. Teachers will review student work and share teaching strategies as a group.	a. Teachers will meet twice every month to analyze student work samples and/or share teaching strategies. Academic index scores in all content areas will rise at least 2.0 pts. per year.	PD Committee Chairperson	11/08	1/10	\$500	Annually, PD Funds
<b>C02</b>	a. All subgroups of students, grades 3 - 5 will be assessed to determine their individual learning styles and instruction will reflect student needs.	a. At least 70% of P3 – 5 <sup>th</sup> grade teachers will utilize student assessments to design instruction, as documented by teacher lesson plans and principal observations. Student scores on all content area indexes will rise at least 2.0 pts. per year.					Instruction General

<b>CO3</b>	a. All stakeholders will review yearly test scores and the need for change in the comprehensive plan.	a. Sign-in sheets & agendas will document that yearly review meetings are held. At least one adaptation to the school's comprehensive plan will be made each year to address identified needs; principal observations and teacher records will indicate that changes in instructional practices occur as per specified in new activities.	Principal Guidance Counselor	11/08	1/10	0	N/A
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