

RINEYVILLE ELEMENTARY SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

Assurance Certification SCHOOL YEAR 2009 – 2010

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

December 10, 2009
Date

Dawn Stith
Chairperson, School Planning Committee

December 10, 2009
Date

Plan Approved by the School Council:

December 10, 2009
Date

School Council Members:

Dawn Stith	Teacher
Karen Arant	Teacher
Annette Reesor	Teacher
Jennifer Wiseman	Parent
	Parent

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.

NEEDS ASSESSMENT:

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.

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

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

Professional/ILT Development Committee: Allison Scherer, Linda Lawson, Sarah Bunnell, Lou Ann Carman, Diana Laslie, Kelly Miller, and Annette Reesor.

Curriculum/Technology Committee: Pam Johns, Debbie Weiss, Jeanne Crockard, Jennifer Wiseman, Marie VanMeter, Scott Patton, Karen Arant, and Brandy Kenny.

Climate/Student Services Committee: Peggy Circle, Stephanie Lucas, Elaine Watts, Sunday Ford, Ann Wilkie, Erin Jarvis, Jan Mackey, Ralph Tucker, Dave Duda, Joanne Jones, Mitzi Dowdell, Crystal Ryan, Helene Harris, and Linda Collins.

Instruction/Instructional Materials (Textbooks) Committee: Amanda Johnson, Nikeisha Titus, Chris Kirkwood, Dawn Stith, Nancy Peden, Phyllis Crabtree, Joe Carter, Pam Read, Stephanie Meredith and Toneau Heath.

SBDM Members: Billy Coffey, Dawn Stith, Annette Reesor, Karen Arant, and Jennifer Wiseman.

GOAL AND STRATEGY DEVELOPMENT:

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.

EVALUATION OF THE PLAN:

What Implementation of the Plan is Expected to Achieve:

Goals of the plan include an increase in the academic index score annually and increased use of varied instructional strategies. Long-term professional development activities for staff will be provided in the areas of Everyday Math, Thoughtful Education and the Literacy First Reading process.

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 Elementary Curriculum, Instruction, and Assessment.

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 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.

STAKEHOLDER INVOLVEMENT:**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.

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

Billy Coffey
Principal

December 10, 2009
Date

Hardin County Schools Comprehensive School Improvement Plan**School Name: Rineyville Elementary****Date: December 10, 2009****Action Component: ACADEMIC Achievement****Component Manager: Mr. Billy Coffey, Principal**

Priority Need	Goal
READING Based upon Rineyville Elementary's 2009 NCLB report, the school percent of students scoring proficient and distinguished in Reading was 82.19%. The Annual Measureable Objective (AMO) was 67.04%. Students with disabilities scored 76.83% proficient and above. The school received a YES in Adequate Yearly Progress for these students as well as Free and Reduced Lunch students.	Based on the results of the 2009 Kentucky Core Content Test (KCCT), the state percent of students scoring proficient and above in Reading is set at 73.64%. The school AMO target for next year is 90.40. The school will receive a YES in meeting Adequate Yearly Progress in Reading for all subpopulations. The 2010 Goals for all other "reportable" Sub Groups are: Students with Disabilities: Non-reportable White (Non-Hispanic): 92.22% African American: Non-reportable Asian: Non-reportable Hispanic: Non-reportable LEP: Non-reportable Free-Reduced Lunch: 84.51%
MATH Rineyville Elementary's 2009 NCLB report also indicated that the percent of students scoring proficient and above in Math was 71.23%. The Annual Measureable Objective (AMO) was 51.53%. Students with disabilities scored 62.20% proficient and above. The school received a YES in Adequate Yearly Progress for these students as well as Free and Reduced Lunch students.	Also based on the results of the 2009 Kentucky Core Content Test (KCCT), the state percent of students scoring proficient and above in Math is set at 61.23%. The school AMO target for next year is 78.35. The school will receive a YES in meeting Adequate Yearly Progress in Math for all subpopulations. The 2010 Goals for all other "reportable" Sub Groups are: Students with Disabilities: Non-reportable White (Non-Hispanic): 79.44% African American: Non-reportable Asian: Non-reportable Hispanic: Non-reportable LEP: Non-reportable Free/Reduced Lunch: 68.42%

Based upon Rineyville Elementary's 2009 NCLB report, the school percent of students scoring Novice in Reading was 3.20%.	The school will continue to decrease the Novice levels of proficiency in the spring of 2010 to:				
Based upon Rineyville Elementary's 2009 NCLB report, the school percent of students scoring Novice in Math was 5.93%.	<table> <tr> <td>Reading:</td><td>Math:</td></tr> <tr> <td>3.16 %</td><td>5.83%</td></tr> </table>	Reading:	Math:	3.16 %	5.83%
Reading:	Math:				
3.16 %	5.83%				
Other Academic Indicator	Other Academic Indicator				
Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: 74.28.	Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be: 81.70.				
Our Social Studies Proficiency and Distigished results as reported on our IPR for 2009 was: 72.0.	Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 79.2				
Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 62.66.	Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2010 will be: 68.92				
Program Reviews : To be phased in during the 2009-10 school year.	Program Reviews : Continued progress in the development, implementation and sustainment of quality instructional programs in the areas of : Arts and Humanities, Practical Living/Career Studies and Writing will be an ongoing focus for the 2010 school year.				

BENCHMARK		Projected Data Spring 2010 Mean RIT	Actual Data
Measure—Fall 2009 MAP scores Mean RIT			
Reading Grade 1: 163.6		Reading Grade 1: 171.9	Reading Grade 1:
Reading Grade 2: 177.7		Reading Grade 2: 189.6	Reading Grade 2:
Reading Grade 3: 185.5		Reading Grade 3: 199.0	Reading Grade 3:
Reading Grade 4: 199.3		Reading Grade 4: 205.8	Reading Grade 4:
Reading Grade 5: 208.8		Reading Grade 5: 211.1	Reading Grade 5:
Math Grade 1: 163.7		Math Grade 1: 176.7	Math Grade 1:
Math Grade 2: 179.7		Math Grade 2: 190.8	Math Grade 2:
Math Grade 3: 190.0		Math Grade 3: 202.4	Math Grade 3:
Math Grade 4: 202.3		Math Grade 4: 211.4	Math Grade 4:
Math Grade 5: 212.4		Math Grade 5: 219.2	Math Grade 5:

Action Component: Academic Achievement**Component Manager: Billy Coffey, Principal**

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact Check
1.		1. SBDM council will develop a policy to address an annual curriculum review. Classroom instruction and lesson plans will focus on addressing achievement gaps.	Principal	11/09-12/10	\$0.00			
2.		2. All subgroups of students will have access to and will progress through general curriculum. 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 reducing achievement gaps for special needs students.	Curriculum Committee Chairperson Special Education Facilitator	11/09-12/10	\$0.00			
3.		3. Teachers will utilize instructional practices based on data from MAP testing (grades 1-5), that occurs twice per year, to meet individual student needs. Teacher's lesson plans/checklist and grade level meetings minutes will document that varied	Principal Assistant Principal Media Specialist	11/09-12/10	\$0.00			

		instructional strategies occur.							
4.		<p>4. All 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.</p> <p>Students will be exposed to open response and multiple-choice assessments in K-2 classrooms at least twice per month, 3-5 classrooms weekly, and Special Area classes (grades 3-5 only) quarterly. This will be documented by teacher lesson plans and examples on file.</p>	Principal Assistant Principal Instruction Committee Chairperson	11/09- 12/10	\$200.00/ Instructional Funds				
5.		<p>5. All students grades K-5 will participate in on-demand writing practices.</p> <p>Students will become more proficient in on-demand writing as documented by analysis of student work. K-1 teachers will provide practices in on-demand writing practices once per 9 weeks and 2-5 teachers monthly, as documented by samples on file.</p>	Principal Assistant Principal Instruction Committee Chairperson	11/09- 12/10	\$100.00/ Instructional Funds				
6.		6. All students will utilize graphic organizers when completing open response and	Principal Assistant	11/09- 12/10	\$0.00				

		on-demand questions. Students will be exposed to the DAD model graphic organizer for use with open-response questions and the SPAT model for use with on-demand writing. Documentation will be provided in teacher lesson plans and examples will be kept on file.	Principal Classroom teachers						
7.		7. Classroom instruction will assure that varied instructional strategies, including hands-on activities and technology, instructional methods that address learning styles, grouping strategies, and active learning are utilized for all students' grades Pre-K through 5 th in all content areas. 7. Teacher checklists will document that varied instructional strategies and/or integration of technology occur during at least one lesson during the instructional day in all classrooms.	Instruction Committee Chairperson	11/09-12/10	\$0.00				
8.		8. The focus of the Title I Program at Rineyville will be collaborative instruction in the areas of reading, writing, and math. Title I assistants and/or teacher will collaborate with K-5	Title I Resource Teacher	11/09-12/10	\$56,650.00/ Title I Funds				

		teachers at least 2 times per week.							
9.		9. Title I and Special Education programs will purchase developmentally appropriate materials to assist in reading, writing, and/or math skills across the curriculum.	Title I Resource Teacher Special Education Facilitator	11/09-12/10	\$3,000.00/ Title I Funds \$1,190.00/ Special Education Funds				
10.		10. Teachers will have a letter and feature article posted in classrooms.	Instruction Committee Chairperson	11/09-12/10	\$50.00/ Activity Fund				
11.		11. ESL students will be provided assistance in oral and written language skills.	ESL Staff	11/09-12.10	District migrant funds				
12.		12. Provide access to computer lab after school four afternoons for one hour for tutorial and enrichment programs for grades 3-5.	Principal	11/09-12/10	\$2,000.00/ ESS Funds				
13.		13. Teachers will utilize a differentiated computer-based program weekly. (Examples: Success Maker, Compass Learning.)	Media Specialist	11/09-12/10	\$0.00				
14.		14. 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)	Principal	11/09-12/10	\$0.00				
15.		15. Students in grades K-5 with greatest academic needs will have access to daytime	ESS coordinator	11/09-12/10	\$2,200.00/ ESS Funds				

		ESS program, with priority being given to free/reduced lunch students in Reading, Writing, and Math (SB 168)							
16.		Teachers will have ESS Assistants provide instruction to small groups of students in targeted areas.							
16.		16. The Literacy First Process will be utilized to ensure that PreK-3 rd grade students will be engaged in developmentally appropriate literacy activities.	Principal	11/09-12/10	\$0.00				
17.		17. A Math Wall of Fame will be developed to recognize students who have mastered basic Math facts grades PreK-5. Teachers will place students' names on bulletin board as math facts are mastered and recognition will be given on daily school announcements.	Literacy Resource Specialist Instruction Committee	11/09-12/10	\$0.00				
18.		18. Classroom teachers will utilize Everyday Math games and activities, holey cards, computer programs, buddy math, daily oral math, number munchers, classroom instruction on use of calculator, and use of adopted math textbook in all grade levels. School-wide activities will include Math Word Walls	Classroom teachers	11/09-12/10	\$0.00				

		for each grade level, Math Bees and Quizmo or Quick Recall Math.								
19.		19. Scrimmage testing will take place twice each school year for grades 3-5.	Assistant Principal Guidance Counselor	11/09-12/10	\$50.00/ Instructional Fund					
20.		20. Students will participate in buddy classroom activities in the areas of math and/or reading monthly.	Principal	11/09-12/10	\$0.00					
21.		21. Students grades 3-5 will use daily agendas books to support organizational skills.	Principal	7/10-12/10	\$1,000.00/ Instructional Fund					

Hardin County Schools Comprehensive School Improvement Plan

School Name: Rineyville Elementary

Action Component: Learning Environment/Efficiency

Date: December 2009

Component Manager: Mr. Billy Coffey, Principal

Priority Need:

An analysis of the 2009 School Climate Survey revealed that school culture, discipline, and instruction, and efficiency standards from the SSI document have been developed and implemented but still need to be monitored to ensure continued effectiveness.

Goal:

Rineyville Elementary School Culture Plan

Action Component: Learning Environment/Efficiency**Component Managers: Mr. Billy Coffey, Principal
Ms. Stephanie Lucas, Assistant Principal**

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact Check
1.		1. Teachers will communicate with parents within the first 3 weeks of student enrollments to present positive support, ideas, and expectations. Parent surveys will indicate parents are receiving positive communication from teachers.	Principal Assistant Principal Guidance Counselor Classroom teachers	11/09-12/10	\$0.00			
2.		2. Behavior feedback to parents includes positive actions of students, as well as areas of concern. Parent surveys will indicate parents are receiving positive communication from teachers, as well as areas of concern.	Principal Assistant Principal Classroom teachers	11/09-12/10	\$0.00			
3.		3. Collaboration meetings with classroom teachers to ensure support from administration concerning both academic and discipline	Principal Assistant Principal Guidance Counselor	11/09-12/10	\$0.00			

		concerns. Teachers will become more proactive in their approach to discipline and academic concerns. There will be a decrease in discipline referrals.	Classroom teachers						
4.		4. Administration is available for "time" or rewards for improved student behavior.	Principal Assistant Principal	11/09-12/10	\$0.00				
5.		5. Grade level meetings will take place twice monthly. More effective collaboration with teammates and staff will result in a reduction of instructional gaps. Evidence from meeting agendas.	Principal Assistant Principal	11/09-12/10	\$0.00				
6.		6. Vertical meetings will take place three times per year. More effective collaboration with teammates and staff will result in a reduction of instructional gaps. Evidence from meeting agendas.	Principal Assistant Principal	11/09-12/10	\$0.00				
7.		7. Classified assistants will be assigned to work	Principal	11/09-12/10	\$0.00				

		with target students grades 1-3.	Assistant Principal Classified assistants Teachers (grades 1-3)						
8.		8. Students will be recognized monthly for Student of the Month Bulletin boards with student pictures will be displayed monthly and a reward party will be held monthly.	Guidance Counselor	11/09- 12/10	\$150.00/ PTA Funds				
9.		9. Students' writings will be chosen quarterly to be recognized on the Writing Wall of Fame. Bulletin boards with student writing pieces will be displayed quarterly. Students will be recognized at a breakfast with the principal.	Principal Classroom teachers	11/09- 12/10	\$0.00				
10.		10. Students will be recognized for learning basic math facts. Bulletin boards will display student names as math facts are learned.	Instructional Committee Chairperson	11/09- 12/10	\$0.00				

		Daily announcements will recognize students as they learn facts.								
11.		11. Attendance celebrations will be held monthly to recognize classes with most 100% days and highest average attendance.	Family Resource Director	1/10-12/10	\$250.00/ PTA Funds					
12.		12. A cafe' corner will be created in the school cafeteria to provide a space for teachers to eat lunch with/build positive relationships with students. A special focus will be placed on "at-risk" students.	Climate/Student Services Chairperson	11/09-12/10	\$0.00					
13.		13. A plan will be developed for buddy classrooms to "Adopt a Hallway" in the school building for cleaning of the school. Buddy classrooms will work together to clean specific school areas to build school pride and develop responsibility.	Climate/Student Services Committee Chairperson	11/09-12/10	\$0.00					
14.		14. Celebrations of success will be held on a regular basis throughout the school year. This will include, but not be limited to Fred Board,	Principal Assistant Principal	11/09-12/10	\$0.00					

		Everyday Fred's Board, staff birthday potlucks monthly, secret pal, and secret bus drivers.							
15.		15. Classified staff will participate in team meetings.	Assistant Principal	11/09-12/10	\$0.00				
16.		16. The SBDM schedule of meetings will be posted on the school web page calendar, local newspaper, and monthly calendar that is sent home to students. 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	11/09-12/10	\$100.00/Annually; Printing (Instructional Funds)				
17.		17. A weekly school communication packet will be sent home with students to include information about upcoming school events, classroom activities, and comprehensive planning. Parent surveys will document that at least 50% of parents receive weekly communication packets and utilize them	Climate/Student Services Chairperson	11/09-12/10	\$1,000.00/ Instructional Funds				

		in planning for their children's success in school.							
18.		<p>18. An annual school report card and a quarterly school newsletter will be sent to each child's home.</p> <p>At least 50% of parents will report on surveys that they have received and read the annual school report card and quarterly school newsletters.</p>	Principal Media Specialist	11/09-12/10	\$200.00/Annually; (Instruction)				
19.		<p>19. The school website will be updated quarterly.</p> <p>At least 50% of parents who have computers in their home will report on surveys that they have viewed the school website.</p>	Media Specialist	11/09-12/10	\$0.00				
20.		<p>20. Teachers will update classroom web pages quarterly.</p> <p>At least 50% of parents who have computers in their home will report on surveys that they have viewed classroom websites.</p>	Teachers	11/09-12/10	\$0.00				

21.		<p>21. Migrant, Family Resource Center, ESS, Title I, and preschool staff will provide parent involvement activities that will address academic goals.</p> <p>At least three parent involvement activities will be held per year that address academic goals.</p>	<p>District Migrant Advocate</p> <p>ESS Coordinator</p> <p>Family Resource Director</p> <p>Title I Coordinator</p> <p>Preschool Staff</p>	11/09-12/10	<p>\$500/ Instructional Fund</p> <p>\$500/ Activity Fund</p> <p>\$600 Title I Fund</p> <p>\$1,000.00/ Family Resource Center</p>				
22.		<p>22. The Migrant program will inform parents of migrant children 3 to 5 years old and not enrolled in school of developmentally appropriate summer enrichment activities.</p>	<p>District Migrant Advocate</p>	11/09-12/10	<p>District Migrant Funds</p>				
23.		<p>23. The Family Resource Center director and Preschool staff will collaborate to provide parent education programs regarding school readiness for parents of all preschool children.</p> <p>The Family Resource Center director and preschool staff will contact 100% of preschool parents to</p>	<p>Family Resource Director</p> <p>Preschool Staff</p>	11/09-12/10	<p>\$300.00/ Family Resource Center</p> <p>\$100 Preschool</p>				

		encourage attendance of at least two school readiness programs for parental involvement activities. Cradle school will be provided if funding allows.							
24.		24. The Family Resource Center director and Preschool staff will implement activities that facilitate successful transitions for preschool students.	Family Resource Director Preschool Staff	11/09-12/10	\$0.00				
25.		25. The school staff will implement activities that facilitate successful transitions for primary students moving to intermediate and fifth grade students transitioning to middle school.	Assistant Principal Guidance Counselor Teachers	11/09-12/10	\$150.00/ Activity Fund				
26.		26. The school will provide Professional Development follow-up in the Everyday Math process. The staff will utilize varied instructional strategies on a daily basis to increase student performance in math as indicated on teacher checklists.	Professional Development Chairperson	11/09-12/10	\$0.00				

27.		27. The school will provide Professional Development follow-up in the Literacy First process grades PreK-3. The staff will utilize varied instructional strategies on a daily basis to increase student performance in reading as indicated on teacher checklists.	Professional Development Chairperson	11/09-12/10	\$6,500.00/ P.D. Funds			
28.		28. The school will provide Professional Development follow-up for Compass Learning.	Professional Development Chairperson	11/09-12/10	District PD Funds			
29.		29. The school will provide Professional Development follow-up in the Thoughtful Education process. The staff will utilize varied instructional strategies on a daily basis, as advised in the Thoughtful Education training, as documented by teacher checklists	Professional Development Chairperson	11/09-12/10	\$0.00			
30.		30. The school will create a teaching/learning culture that will attract highly-qualified staff.	Principal	11/09-12/10	\$0.00			
31.		31. The school will hold	Principal	11/09-	\$200.00/			

		an annual parent volunteer orientation and an annual parent volunteer appreciation celebration. One parent volunteer orientation will be held by November of each school year; A volunteer appreciation celebration will be held every spring of each school year.	Parent Volunteer Coordinator	12/10	Title I Funds for Orientation \$200.00/ Title I Funds for Appreciation Celebration			
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