

**Comprehensive Educational
Plan “Rockverne School”**



***Beverly A. Moore
Johnny Moore
Lynnda Nadien***

***Wendy Niles
Carolyn Rawlins
Anna Ullmann***

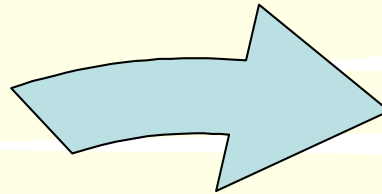
May 15, 2005

Comprehensive District Education Planning

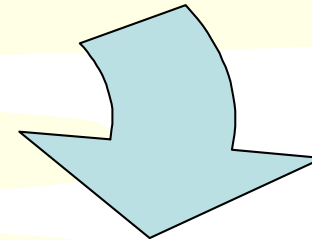
The Journey



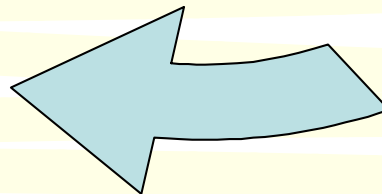
Action



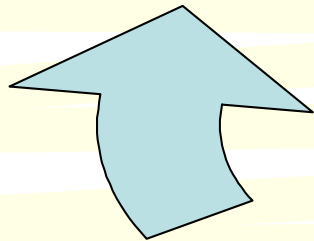
Analysis



Creations



Evaluation



Goal Setting



The Mission of Rockverne School

“Sowing the seeds for change is educational empowerment for individuals to achieve success and reach their maximum potential in order to live a productive life. “

The mission of Rockverne School is to provide an education that empowers individuals to achieve their maximum potential in order to live a productive life. Our school will provide technological tools to succeed in a changing world. Rockverne School will facilitate a systematic plan to set high expectations and a safe and orderly environment for all students and staff.

Elementary Level English Language Arts

| Student Subgroup | 2002-03 | | | | 2003-04 | | | |
|---------------------------------------|--------------|--|-----|-----|--------------|--|-----|-----|
| | Total Tested | Percentages of Tested Students Scoring at Levels | | | Total Tested | Percentages of Tested Students Scoring at Levels | | |
| | | 2-4 | 3-4 | 4 | | 2-4 | 3-4 | 4 |
| Results by Race/Ethnicity | | | | | | | | |
| American Indian/Alaskan Native | 0 | 0% | 0% | 0% | 1 | s | s | s |
| Black | 97 | 98% | 88% | 22% | 102 | 95% | 72% | 21% |
| Hispanic | 14 | 100% | 71% | 29% | 9 | 100% | 78% | 33% |
| Asian or Pacific Islander | 5 | 100% | 80% | 20% | 4 | s | s | s |
| White | 36 | 100% | 78% | 36% | 31 | 100% | 87% | 32% |
| Total | 152 | 97% | 71% | 26% | 147 | 97% | 76% | 25% |
| Small Group Totals (s) | 0 | 0% | 0% | 0% | 5 | 100% | 80% | 60% |
| Results by Disability Status | | | | | | | | |
| General-education students | 125 | 98% | 74% | 30% | 124 | 99% | 82% | 30% |
| Students with disabilities | 27 | 93% | 56% | 7% | 23 | 83% | 39% | 0% |
| Total | 152 | 97% | 71% | 26% | 147 | 97% | 76% | 25% |
| Results by Gender | | | | | | | | |
| Female | 58 | 100% | 79% | 38% | 67 | 99% | 73% | 30% |
| Male | 94 | 96% | 66% | 18% | 80 | 95% | 78% | 21% |
| Total | 152 | 97% | 71% | 26% | 147 | 97% | 76% | 25% |
| Results by English Proficiency Status | | | | | | | | |
| English proficient | 152 | 97% | 71% | 26% | 147 | 97% | 76% | 25% |
| Limited English proficient | 0 | 0% | 0% | 0% | 0 | 0% | 0% | 0% |
| Total | 152 | 97% | 71% | 26% | 147 | 97% | 76% | 25% |
| Results by Income Level | | | | | | | | |
| Economically disadvantaged | 41 | 98% | 59% | 20% | 49 | 96% | 71% | 27% |
| Not disadvantaged | 111 | 97% | 76% | 28% | 98 | 97% | 78% | 24% |
| Total | 152 | 97% | 71% | 26% | 147 | 97% | 76% | 25% |
| Results by Migrant Status | | | | | | | | |
| Migrant family | 0 | 0% | 0% | 0% | 0 | 0% | 0% | 0% |
| Not migrant family | 152 | 97% | 71% | 26% | 147 | 97% | 76% | 25% |
| Total | 152 | 97% | 71% | 26% | 147 | 97% | 76% | 25% |

Elementary Level

English Language Arts

| Student Subgroup | 2002-03 | | | | 2003-04 | | | |
|---------------------------------------|--------------|--|-----|-----|--------------|--|------|-----|
| | Total Tested | Percentages of Tested Students Scoring at Levels | | | Total Tested | Percentages of Tested Students Scoring at Levels | | |
| | | 2-4 | 3-4 | 4 | | 2-4 | 3-4 | 4 |
| Results by Race/Ethnicity | | | | | | | | |
| American Indian/Alaskan Native | 0 | 0% | 0% | 0% | 1 | 8 | 8 | 8 |
| Black | 57 | 98% | 79% | 32% | 64 | 97% | 73% | 22% |
| Hispanic | 5 | 100% | 80% | 20% | 2 | 8 | 8 | 8 |
| Asian or Pacific Islander | 0 | 0% | 0% | 0% | 3 | 8 | 8 | 8 |
| White | 5 | 100% | 80% | 40% | 7 | 100% | 86% | 43% |
| Total | 67 | 99% | 79% | 31% | 77 | 97% | 77% | 27% |
| Small Group Totals (s) | 0 | 0% | 0% | 0% | 6 | 100% | 100% | 67% |
| Results by Disability Status | | | | | | | | |
| General-education students | 56 | 98% | 80% | 34% | 67 | 100% | 82% | 31% |
| Students with disabilities | 11 | 100% | 73% | 18% | 10 | 80% | 40% | 0% |
| Total | 67 | 99% | 79% | 31% | 77 | 97% | 77% | 27% |
| Results by Gender | | | | | | | | |
| Female | 28 | 100% | 86% | 43% | 44 | 98% | 75% | 27% |
| Male | 39 | 97% | 74% | 23% | 33 | 97% | 79% | 27% |
| Total | 67 | 99% | 79% | 31% | 77 | 97% | 77% | 27% |
| Results by English Proficiency Status | | | | | | | | |
| English proficient | 67 | 99% | 79% | 31% | 77 | 97% | 77% | 27% |
| Limited English proficient | 0 | 0% | 0% | 0% | 0 | 0% | 0% | 0% |
| Total | 67 | 99% | 79% | 31% | 77 | 97% | 77% | 27% |
| Results by Income Level | | | | | | | | |
| Economically disadvantaged | 20 | 100% | 70% | 30% | 33 | 94% | 70% | 24% |
| Not disadvantaged | 47 | 98% | 83% | 32% | 44 | 100% | 82% | 30% |
| Total | 67 | 99% | 79% | 31% | 77 | 97% | 77% | 27% |
| Results by Migrant Status | | | | | | | | |
| Migrant family | 0 | 0% | 0% | 0% | 0 | 0% | 0% | 0% |
| Not migrant family | 67 | 99% | 79% | 31% | 77 | 97% | 77% | 27% |
| Total | 67 | 99% | 79% | 31% | 77 | 97% | 77% | 27% |

Elementary Level Mathematics

| Student Subgroup | 2002-03 | | | | 2003-04 | | | |
|---------------------------------------|--------------|--|-----|-----|--------------|--|------|-----|
| | Total Tested | Percentages of Tested Students Scoring at Levels | | | Total Tested | Percentages of Tested Students Scoring at Levels | | |
| | | 2-4 | 3-4 | 4 | | 2-4 | 3-4 | 4 |
| Results by Race/Ethnicity | | | | | | | | |
| American Indian/Alaskan Native | 0 | 0% | 0% | 0% | 1 | s | s | s |
| Black | 58 | 100% | 84% | 31% | 62 | 100% | 89% | 23% |
| Hispanic | 5 | 100% | 80% | 60% | 2 | s | s | s |
| Asian or Pacific Islander | 0 | 0% | 0% | 0% | 3 | s | s | s |
| White | 5 | 100% | 60% | 60% | 7 | 100% | 71% | 57% |
| Total | 68 | 100% | 82% | 35% | 75 | 100% | 88% | 27% |
| Small Group Totals (s) | 0 | 0% | 0% | 0% | 6 | 100% | 100% | 33% |
| Results by Disability Status | | | | | | | | |
| General-education students | 57 | 100% | 91% | 40% | 67 | 100% | 94% | 30% |
| Students with disabilities | 11 | 100% | 36% | 9% | 8 | 100% | 38% | 0% |
| Total | 68 | 100% | 82% | 35% | 75 | 100% | 88% | 27% |
| Results by Gender | | | | | | | | |
| Female | 29 | 100% | 83% | 31% | 42 | 100% | 83% | 19% |
| Male | 39 | 100% | 82% | 38% | 33 | 100% | 94% | 36% |
| Total | 68 | 100% | 82% | 35% | 75 | 100% | 88% | 27% |
| Results by English Proficiency Status | | | | | | | | |
| English proficient | 68 | 100% | 82% | 35% | 75 | 100% | 88% | 27% |
| Limited English proficient | 0 | 0% | 0% | 0% | 0 | 0% | 0% | 0% |
| Total | 68 | 100% | 82% | 35% | 75 | 100% | 88% | 27% |
| Results by Income Level | | | | | | | | |
| Economically disadvantaged | 20 | 100% | 90% | 30% | 32 | 100% | 88% | 19% |
| Not disadvantaged | 48 | 100% | 79% | 38% | 43 | 100% | 88% | 33% |
| Total | 68 | 100% | 82% | 35% | 75 | 100% | 88% | 27% |
| Results by Migrant Status | | | | | | | | |
| Migrant family | 0 | 0% | 0% | 0% | 0 | 0% | 0% | 0% |
| Not migrant family | 68 | 100% | 82% | 35% | 75 | 100% | 88% | 27% |
| Total | 68 | 100% | 82% | 35% | 75 | 100% | 88% | 27% |

Elementary Level Mathematics

| Student Subgroup | 2002-03 | | | | 2003-04 | | | |
|---------------------------------------|--------------|--|------|-----|--------------|--|------|-----|
| | Total Tested | Percentages of Tested Students Scoring at Levels | | | Total Tested | Percentages of Tested Students Scoring at Levels | | |
| | | 2-4 | 3-4 | 4 | | 2-4 | 3-4 | 4 |
| Results by Race/Ethnicity | | | | | | | | |
| American Indian/Alaskan Native | 0 | 0% | 0% | 0% | 1 | s | s | s |
| Black | 98 | 99% | 81% | 27% | 100 | 98% | 86% | 27% |
| Hispanic | 15 | 100% | 80% | 27% | 9 | 100% | 100% | 33% |
| Asian or Pacific Islander | 5 | 100% | 100% | 40% | 4 | s | s | s |
| White | 36 | 100% | 83% | 56% | 32 | 100% | 94% | 66% |
| Total | 154 | 99% | 82% | 34% | 148 | 99% | 89% | 36% |
| Small Group Totals (s) | 0 | 0% | 0% | 0% | 5 | 100% | 100% | 20% |
| Results by Disability Status | | | | | | | | |
| General-education students | 127 | 99% | 90% | 40% | 125 | 100% | 94% | 42% |
| Students with disabilities | 27 | 100% | 44% | 4% | 21 | 90% | 57% | 0% |
| Total | 154 | 99% | 82% | 34% | 148 | 99% | 89% | 36% |
| Results by Gender | | | | | | | | |
| Female | 60 | 100% | 82% | 27% | 65 | 100% | 88% | 28% |
| Male | 94 | 99% | 82% | 38% | 81 | 98% | 90% | 42% |
| Total | 154 | 99% | 82% | 34% | 148 | 99% | 89% | 36% |
| Results by English Proficiency Status | | | | | | | | |
| English proficient | 154 | 99% | 82% | 34% | 148 | 99% | 89% | 36% |
| Limited English proficient | 0 | 0% | 0% | 0% | 0 | 0% | 0% | 0% |
| Total | 154 | 99% | 82% | 34% | 148 | 99% | 89% | 36% |
| Results by Income Level | | | | | | | | |
| Economically disadvantaged | 42 | 100% | 83% | 21% | 49 | 100% | 90% | 31% |
| Not disadvantaged | 112 | 99% | 81% | 38% | 97 | 98% | 89% | 38% |
| Total | 154 | 99% | 82% | 34% | 148 | 99% | 89% | 36% |
| Results by Migrant Status | | | | | | | | |
| Migrant family | 0 | 0% | 0% | 0% | 0 | 0% | 0% | 0% |
| Not migrant family | 154 | 99% | 82% | 34% | 148 | 99% | 89% | 36% |
| Total | 154 | 99% | 82% | 34% | 148 | 99% | 89% | 36% |



**English Language Learner
100% Exempt-due to NYSSELAT**

Initial data analysis revealed all ELL students were exempt from the fourth grade ELA.

The ELL learners did not impact on the final scores due to exemptions.



School Wide Goals Grades K-4 Action Plan

The action plan is a working document that clearly and briefly describes the objectives and activities to be undertaken for each particular goal.

Actions will focus on the implementation of high quality curriculum and instruction aligned with the State Standards for ALL students.

Rockverne

English/Language Arts

Data Sources Reviewed: NYS Grade 4 Assessment

All Tested Students

| Year | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total Tested |
|---------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| | # Students | % Students | # Students | % Students | # Students | % Students | # Students | % Students | |
| 2002-03 | 5 | 3% | 40 | 26% | 65 | 43% | 21 | 28% | 152 |
| 2003-04 | 4 | 3% | 78 | 53% | 28 | 19% | 37 | 25% | 147 |

Summary of Data Analysis/Findings – Grade 4 ELA

A comparative analysis of Grade 4 NYS ELA assessment results, over the two year period from 2002 to 2004, indicates the following:

All Tested Students

- The percent of students in level 1 remained constant while the percent of students in level 2 increased by 27%.
- There was a decrease of 24% of the students performing at level 3 and a decrease of 3% of students performing at level 4.

Rockverne

English/Language Arts

Data Sources Reviewed: NYS Grade 4 Assessment

Special Education Students

| Year | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total Tested |
|---------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| | # Students | % Students | # Students | % Students | # Students | % Students | # Students | % Students | |
| 2002-03 | 2 | 7% | 9 | 38% | 12 | 48% | 2 | 7% | 27 |
| 2003-04 | 4 | 17% | 10 | 44% | 9 | 39% | 0 | 0% | 23 |

Summary of Data Analysis/Findings – Grade 4 ELA

An analysis of Grade 4 NYS ELA assessment results, over the two year period from 2002 to 2004, indicates the following:

Special Education Students

- The percent of students in level 1 increased by 10% and the percent of students in level 2 increased by 6%.
- The percent of students in level 3 decreased by 9% and level 4 decreased by 7%.

English/Language Arts

Data Sources Reviewed: NYS Grade 4 Assessment

A review of Rockvern data indicates a gap across the grades in the following literacy skills:

- Inferences
- Character analysis
- Fact and Opinion
- Drawing Conclusions
- Using Context Clues
- Identifying the Main Idea
- Figurative Language
- Author's purpose
- Recalling Details

A review of student portfolios and teacher observation reveals that students are demonstrating weakness in writing.

The Gap

English/Language Arts

The Rockvern vertical team decided that the following literary skills are a priority in addressing the gaps that exist in English/Language Arts after reviewing the district's data:

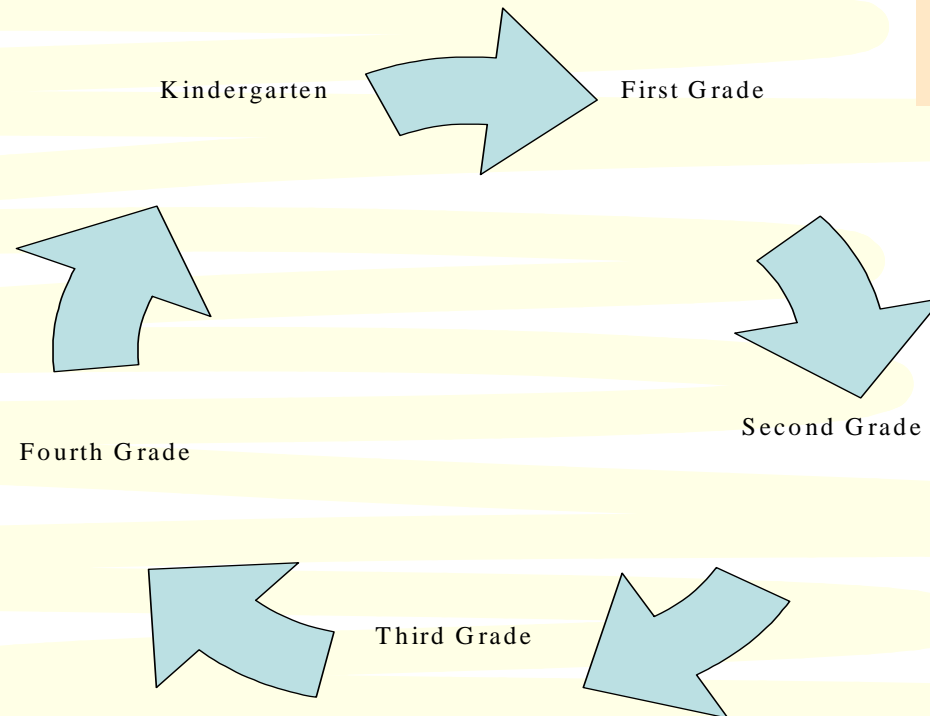
- Inferences
- Character analysis
- Fact and Opinion
- Drawing Conclusions
- Using Context Clues
- Identifying the Main Idea
- Figurative Language
- Author's purpose
- Recalling Details

A review of student portfolios and teacher observation reveals that students are demonstrating weakness in writing.

Data Sources for prioritizing the gaps

- New York State 4th Grade ELA assessments
- Rockvern Benchmark Tests in Open Court
- Unit/Teacher-Made/Grade Level Tests
- Item Skills Analysis
- Student Portfolios
- Classroom Performance
- Teacher Observations

Programs Implemented to Improve the Curriculum Alignment



Rockverne

Standard and Assessment

Success

Improving our efforts in implementing standard - based education. We have spent a lot of time and effort developing resources and documents to support our implementation.

Areas of Improvement

Work together in grade level teams to prioritize the content standards that will have the greatest impact on future students success.

Work with grade level colleagues in refining and calibrating our assessments.

Rockverne

Teaching and Learning

Success

Our parents and teachers are excited and supportive of the 90 minute literacy block that includes reading and writing.

Areas of Improvement

Little time was devoted to shared reading, guided reading, and student discussion of books.

The intervention program is not closely linked to the identified needs of the individual struggling students.

Rockverne

Staffing and Professional Development

Success

The Rockverne staff and community feel generally the staff is dedicated and caring with a very supportive principal.

Approximately 95% of teachers have their masters.

Areas of Improvement

There is lack of long - range professional development plan that is focused on identified needs of teachers that builds capacity with follow-up in classroom coaching over time.

Not all teachers believe that all students have the ability to learn the materials they are expected to teach

Rockverne

School Climate, Governance and Funding

Success

According to surveys, students feel safe at Rockverne, with almost every student demonstrating appropriate behavior.

According to surveys the school is constantly kept clean and adequately maintained.

Areas of Improvement

The library and computer lab are small and inadequate to support the instructional program for the students at Rockverne

Rockverne

Parent and Community Involvement

Success

Rockverne is getting better at communicating to parents in their primary language - written/oral.

Areas of Improvement

Structured communication opportunities are mostly one sided from school to home.

Need to provide more carefully planned parent involvement and education programs.

Rockverne

Data and Evaluation

Success

Data is collected

Areas of Improvement

Data that is collected needs to be instrumental in making decisions for students.

Decisions regarding instruction, curriculum, program, personnel needs to be more aligned with student data.

Rockverne Key Indicators

Achievement and Implementation Gaps

The Rockverne school district collected and analyzed a variety of data to assess the instructional program. The following summarizes where the district gaps are in relation to key indicators.

Student Achievement Data

Reading is the lowest score for all students except in second grade where language and spelling are lower.

The number of students in level 3 and level 4 drops substantially in Language Arts in fourth grade.

Mathematics is the highest score at all grade levels. Computation scores are high, concepts and application are lower.

Limited English Proficient students scored at the lowest levels in all subjects at all grade levels.

Implementation Data

No technology was being used during reading

On-going student achievement data was not consistently recorded and analyzed

No on - going professional development based on identified needs of teachers to improve their skills

Little evidence that teachers are working together as grade level teams to look at student work against the standards or to learn from one another how they might improve their instructional strategies, or their articulation across the grade level

Rockverne

Identified Priorities

Improving student performance in literacy with an emphasis in grade 4 students with intensive intervention with level 1 & 2.

Improve students in mathematics

Improve students in science

Rockverne

Prioritizing the Gap

A review of reading achievement data for two years indicate a downward decline particularly in grade 4. The findings of the data analysis has led Rockverne to strategically focus on improving student achievement in Reading/ Language Arts, so that we can substantially move students out of level 1 and 2 into level 3 and 4.

A summary by the Rockverne Vertical Team indicated that 4th grade students are having difficulty with English/Language Arts particularly in the following areas:

- " Inferences
- " Character Analysis
- " Fact and Opinion
- " Drawing Conclusions
- " Using Context Clues
- " Identifying the Main Idea
- " Figurative Language
- " Author's Purpose
- " Recalling Details

A review of student portfolios and teacher observation reveals that students are demonstrating weakness in writing.

Rockverne

Rational for Prioritizing the Gap

Following a needs assessment process the Rockverne Vertical team:

1. Met with all certified and classified staff to discuss priorities for improvement.
2. Needs were categorized into major topic areas.
3. Discussion was held to ensure consensus on the prioritized needs.

Rockverne

Data Source

Data sources for prioritizing the gaps

New York State 4th Grade ELA assessments

Rockverne Benchmark Tests in Open Court

Unit/Teacher-Made/Grade Level Tests

Item Skills Analysis

Student Portfolios

Classroom Performance

Teacher Observations

Parent / Teacher / Student Survey

Program Implementation - process used in planning, delivering, and assessing the effectiveness of the program.

Although Rockverne is working to institute consistent use of multiple assessments at each grade level, there is not adequate data at this time to evaluate student progress based on these measures.

Sowing The Seeds for Change



The Special Education Program at Rockverne School will provide a full range of instructional services. Services can be limited to full regular education placement with consultation monitoring. It the goal of the Special Education staff to provide appropriate levels of educational service to all Special Education students in the least restricted environment.

The Special Education staff works with the regular education classroom teacher to assist in planning and providing appropriate accommodation, which encourage and supports the student and teacher in participating in regular classroom education.

Progress and Promise



Students are required to write a summary of short stories from their in class reading and film viewing. Students do research in topics and write speeches for presentation to their class as well as a research paper.



Parent Partnership

- ◆ Assist parents to understand the educational goals, the state's content and performance standards, state and local assessments, and other information that will help them work with the school to improve their Child's achievement.

- ◆ Literacy Nights
- ◆ Math Days and Nights
- ◆ Muffins for Mom
- ◆ Donuts for Dad
- ◆ Safety Patrol
- ◆ Super Citizen
- ◆ Parent Workshops to understand standardize testing requirements

Kindergarten: The Beginning.....

Examine the initial data from the Pre-Kindergarten screening to form flexible groups

Formulate Action Plans

Provide Ongoing Feedback-

Daily, Weekly, Equitably and Consistently

Improves Student Achievement

Assessment Data from ELP Administration October

By January form Guided Reading Groups based on ELP data

Classroom Assessments should be linked to NYS Standards

All classroom centers should be content related

Ongoing Assessment of Student Performance

Examine data/assessments at all grade level meetings

Discuss what is working!

Monitor Progress Carefully

Utilize Portfolios and Writing Folders

Reassess in the Spring to determine flexible groups for grade one and document student progress over time.

Pass cohort data on to the next grades teacher

Meet to determine goals and placement

Grade One: The journey begins....

- **Developmental skills**

Reading Recovery-Lowest Cohort

ELA Block Time: 3 hours

1 hour of Writing

Shared Writing Rubrics

Model '4' Paper

Guided Reading Groups

Utilize all Data from ELP/DRA and Unit Assessments-Examine,

Determine and Design

Organize Students by ELA Levels

Grade Two and Three Proficiency and Beyond

**Constructive Data Analysis-
Student Data from Multiple Sources
'Cohort Data'**

**Comparing Student to Student
Proficiency this year and last year?**

**Block ELA Time
1 Hour Writing
NYS Assessments
DRA's and ELP's
Parent Workshops
Understand the Rubric**

Grade Four-The Assessment
There will be no students performing at Level One

Target-Level One Students
Implement-Daily Writing

Understand and use rubric

Model '4' paper

Professional Development

Common Planning Time

Balanced Literacy-Cumulative

AIS-Reading Intervention

Title I

Literacy Volunteers

Disregate Data-Ongoing

Rockverne

School Goal: All students will be performing at level 3 & 4

| | |
|-----------------------------|--|
| Objective | Implement 90 minute literacy block that includes writing workshop |
| Target Population | Grade 4: Levels 1&2 |
| Major Task/Activities | Balanced literacy, daily writing, on going professional development , model rubric |
| Frequency and Duration | read aloud 1x per day, balanced literacy block 90 minutes per day |
| Interval of Periodic Review | Assessments will be given Sept., Nov., Jan Running Records will be given monthly, unit test weekly, ELAP |
| Person Responsible | Curriculum Director, Reading Teacher |

Rockverne

School Goals: All students will be performing at Level 3& 4

| | |
|-----------------------------|---|
| Objective | To provide enrichment for students performing at levels 3 and 4 |
| Target Population | Grade 4: Levels 3 & 4 |
| Major Task/Activities | items analysis, portfolios, content area integration, technology, on going professional development |
| Frequency and Duration | read aloud 1x per day, balanced literacy block 90 minutes per day |
| Interval of Periodic Review | rubrics, C.R.I, unit tests, portfolios |
| Person Responsible | Curriculum Director |



Rockverne's School of Academic Rigor & Support Self-Assessment

The aim of this program is to instill confidence for the students to develop the necessary skills to transition into and participate in a regular education.

***Word attack skills
Oral reading strategies
Critical Thinking
Drawing Inferences
Silent reading***

Reading along with a tape

Tape record their oral reading of essays and short stories, which allows the teacher to evaluate the students readability

Rockverne

Funding Sources

State Programs

- Special Education
- Gifted and Talented Education
- Economic Impact Aid
- School Improvement Program
- Grants

Federal Programs

- Title I

Local Programs

- Tax Levy

Rockverne

Key Indicators

- Standards and Assessment
- Teaching and Learning
- Parent and Community Involvement
- School Climate, Governance and Funding
- Data and Evaluation



CDEP- Vertical Team

Committee Members

Principal

2 Assistant Principals

1 Classroom Teacher

1 AIS Reading Specialist

1 AIS Math Specialist

1 Science Specialist

2 ELL Specialists

1 Special Education/Resource Room

4 Parents

2 Community Members

4 Paraprofessionals

1 Custodian

1 Art Teacher

1 Music Teacher

1 Phys. Ed. Teacher

1 Bilingual Teacher

Rockverne

Evaluation

Rockverne needs to engage in program alignment to provide students with a comprehensive program.

Rockverne wants students to have learning opportunities in all critical areas to meet state standards.

We want to constantly re-look, re-vamp our comprehensive plan to create a coordinated instructional program.