

FREDERICK LAW OLMSTED ACADEMY NORTH
SCHOOL IMPROVEMENT PLAN
Year 2011 - 2012

Bill Perkins

Responsible Person

Bill Perkins

Contact Person

Approved Date:

10/11/2011

Members or Committee:

Connie Simmons

Ron Cheeks

Joe Stivers

Danielle Minnis

Bill Perkins

2011 - 2012 SCHOOL IMPROVEMENT PLAN
Executive Summary
FREDERICK LAW OLMSTED ACADEMY NORTH

Mission

The Instructional Leadership Team, which included teachers, district support, and administration met and reaffirmed the Vision, Mission, and Belief Statements for Olmsted Academy North. The Principal's Advisory Council had voice on the mission/vision statement. As well, Mr. Perkins invited the community for input on our mission/vision statement. The vision of Frederick Law Olmsted Academy North is Every Child Proficient. The mission of the school is Educating tomorrow's leaders today. The beliefs of Olmsted Academy North are as follows: We Believe . . . In never giving up on a child; in a gender specific, academically challenging environment; all of our young men can be leaders.; all students' creativity and individuality will be nurtured; all staff will be positive role models; and in a safe learning environment for all.

Needs Assessment

Our needs assessment was conducted by first having the Instructional Leadership Team analyze data from the KCCT, reviewed implementation and Impact checks, Comprehensive School Survey results, TELL Survey data, results from an Academic Review, and our overall work from last school year to meet our objectives. The Instructional Leadership Team took recommendations back to departments or role groups for suggestions. Finally, the Instructional Leadership team made recommendations for the CSIP to the SBDM Council. The SBDM Council worked to get feedback from all stakeholders through open meetings prior to approving the CSIP

Goals

The Focus Goals and strategies were identified through feedback from parents, teachers, students, and staff of Olmsted Academy North based on Comprehensive surveys,using the Standards Indicators for School Improvement(SISI), suggestions from our Parent Involvement Committee, the PTSA, student surveys, TELL Survey data, Academic Review results, suggestions from the various academic departments, KCCT results, and feedback from our Instructional Leadership Team, discipline data, and attendance data.

Evaluation

The Instructional Leadership Team and the SBDM Council will review the plan on an ongoing basis. The effectiveness of the plan will be determined by a progress review of the CSIP in February, April, and September of each year. As well as through data analysis of CASCADE scores and non-cognitive data after each grading period to assess student performance. The ongoing review of student performance will ensure that the strategies are being implemented and are impacting student performance.

Stakeholders

Parents, students, teachers, district personnel, and support staff were all involved in each step to form our plan. These individuals served on our Instructional Leadership Team, PTSA cabinet, SBDM Committees, and our Academic Departments. Additionally, we looked at the results from the comprehensive school surveys, TELL survey results, Academic Review data, staff suggestions, and feedback from parents and students.

Component: Academic Performance/Learning Environment

Component Manager: Bill Perkins

Last Updated: 11/20/2011

School: FREDERICK LAW OLMSTED ACADEMY NORTH

Priority Need:

In May 2011, 40.72% of 7th grade students scored Proficient/Distinguished on Science on the Kentucky Core Content Test. In May 2011, 38.86% of our 8th grade students scored Proficient/Distinguished on Social Studies as measured on the Kentucky Core Content Test.

Goal:

By May 2012, 83% of our 7th grade students will score Proficient/Distinguished in Science as measured on the Kentucky Core Content Test. By May 2012, 81% of our students will score Proficient/Distinguished in Social Studies as measured on the Kentucky Core Content Test.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Science CCA #1		11/17/2011	83	31
Science CCA #2		1/19/2012	83	
Science CCA #3		2/23/2012	83	
Science CCA #4		4/3/2012	83	
Social Studies SSPA#1		11/17/2011	81	50.8
Social Studies SSPA #2		1/19/2012	81	
Social Studies SSPA #3		2/23/2012	81	
Social Studies SSPA #4		4/3/2012	81	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	Science teachers will implement inquiry based instruction. Curriculum will follow state and district documents and pacing guides as monitored by district/school science personnel.	Sc. Master Teacher	10/1/2011	10/1/2012	\$0 No Funding		
2	NA	All students will complete and staff will implement the Individual Learning Plan at the beginning of 6th grade and for all grades 6-8.	Coun. for all grades	10/1/2011	10/1/2012	\$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
3	Both	Teachers will design and implement authentic, formative, and KCAS-like assessments with rubrics aligned with the standards to assess student proficiency in all content areas. Results will be used to modify, inform, and share specific feedback to all staff to increase student achievement by assessing and monitoring student progress (where are they, prior knowledge, how do we know, next steps, etc) with the assistance of school/district specialists.	Master Teachers	10/1/2011	10/1/2012	\$0 No Funding		
4	Both	Teachers will receive training in and regularly analyze student work each month in Department Meetings by content areas provided by district and school content specialists. Teachers will use this data for next steps in instruction.	Master Teachers	10/1/2011	10/1/2012	\$0 No Funding		
5	Both	Classroom instruction will be monitored continuously throughout the year by walkthroughs, district assessments (CCAs, SSPAs, RPAs, or MPAs) via feedback that is specific to teachers. Trends will be analyzed throughout the year	AP's and MT	10/1/2011	10/1/2012	\$0 No Funding		
6	NA	Teachers will receive training and implement technology to improve instructional practices and student achievement as provided by the school's Technology Master Teacher	MT	10/1/2011	10/1/2012	\$0 No Funding		
7	Both	Staff will receive training in and implement specific test-taking strategies (ORQs and MC) to improve student achievement and increase proficient/distinguished scores and reduce novice scores.	Teachers	10/1/2011	10/1/2012	\$0 No Funding		
8	Both	The CARE/Climate Committee will review/revise implementation of CARE program yearly to ensure a safe, orderly environment (i.e to improve common area and classroom management). FLOAN will continue to adopt the behavior philosophy of CARE for Kids. This will be monitored by the committee and administrators by looking at referral/suspension data to identify students for intervention.	Admin Team	10/1/2011	10/1/2012	\$0 No Funding		
9	NA	We will design and implement school-wide rewards/recognition for academic achievement and student attendance and achievement (i.e celebrations, t-shirts, discount cards, awards, student of the week). These include FRYSC luncheons to honor students, high attendance day incentives, the Leadership Cup, Student of the week program, Attendance Cup, festivals throughout the year that recognize student work, honor roll celebrations, team awards celebrations, and the Unbridled Learning Scholars Program.	Counselors	10/1/2011	10/1/2012	\$3000 PTSA \$4000 Activity Funds		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
10	Both	Opportunities will be organized to promote effective parent involvement in the school (i.e., monthly parent nights, parent literacy nights, fall festival, concerts by the band/orchestra, student recognition nights to coincide with academic events, communication with parents through fliers, signs, the PTSA, our parent newsletter the Colts Corner, and through our website.	Committee	10/1/2011	10/1/2012	\$4000 General Fund \$5000 Title I - Parent Invol. \$2000 PTSA		
11	Both	The school will provide incentives for attendance (in addition to the district's high attendance days). School will develop a school wide attendance plan and share with all stakeholders to improve attendance. Committee will meet and monitor monthly.	Committee	10/1/2011	10/1/2012	\$3000 PTSA		
12	Both	The Family Resource Youth Services Center Coordinator and Counselors will provide counseling to individuals and/or groups to improve student self-esteem, develop mediation and anger management skills, peer mediation training, student recognition program, and honor roll assemblies and other programs for student recognition. FRYSC Coordinator will work with community agencies to provide student-centered activities after school in order to prevent retentions and drop outs.	FRYSC Coor	10/1/2011	10/1/2012	\$0 No Funding		
13	NA	All staff will receive initial training on writing strategies (i.e., writing across the curriculum, exemplar models of student writing, portfolios of student work, writing rubrics) provided by school and district writing specialists.	Teacher	10/1/2011	10/1/2012	\$0 No Funding		
14	NA	All teachers will continue to receive training in the use of three kinds of writing (writing to learn, writing to demonstrate learning, and writing to publish) to deepen students' content knowledge and as a natural outcome of the content being studied.	Teacher	10/1/2011	10/1/2012	\$0 No Funding		
15	NA	All teachers will analyze and evaluate students' skills in writing (on-demand and/or other portfolio-appropriate writing) and provide feedback to students based on criteria/standards and rubrics.	Teachers	10/1/2011	10/1/2012	\$0 No Funding		
16	NA	Principal will continue to implement a New Teacher Cadre Program for all beginning/new teachers	Principal	10/1/2011	10/1/2012	\$0 No Funding		
17	Both	The school will provide notification to parents on the progress of meeting academic goals at parent meetings and through the website and newsletters	Principal	10/1/2011	10/1/2012	\$0 No Funding		
18	NA	Opportunity Room Instructor will be provided for behavior interventions during the school day through At Risk Allocation	Principal	10/1/2010	10/1/2011	\$25000 At-Risk Allocation		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
19	NA	A success coach will ensure that 20 students with the highest of suspensions will be reduced through mentoring opportunities	Coach	10/1/2011	10/1/2012	\$35000 IDEA		
20	NA	The Program Review Committee will monitor the implementation of a school program review each 12 weeks throughout the year and set a benchmark goal for Olmsted North for next year in Arts and Humanities, Practical Living, and Writing	Committee	10/1/2011	10/1/2012	\$0 No Funding		
21	NA	Staff will analyze the JCPS Technology assessment data, digital technology portfolio review, and other school data as necessary to discover the extent to which our students are meeting state standards	Master Teacher	10/1/2011	10/1/2012	\$0 No Funding		
22		We will work systematically to discover and correct the causes of and barriers to high performance and the extent to which technology utilization is a factor	Master Teacher	10/1/2011	10/1/2012	\$0 No Funding		

Component: Math

Component Manager: Bill Perkins

Last Updated: 11/20/2011

School: FREDERICK LAW OLMSTED ACADEMY NORTH

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Math was 32.93 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished will increase by 22.36 for a total percentage of all students scoring proficient or distinguished in Math of 55.29 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Math MPA #1 percentage of P/D		11/19/2011	55.29	44
Math MPA #2 percentage of P/D		1/19/2012	55.29	
Math MPA #3 percentage of P/D		2/23/2012	55.29	
Math MPA #4 percentage of P/D		4/3/2012	55.29	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	All math teachers will receive research-based instructional professional development (i.e., hands-on activities, inquiry-based instruction, gender specific, rigor, and analysis of student work) to improve competency in teaching math to improve student achievement as provided by school and district math specialists.	MTs	10/1/2011	10/1/2012	\$0 No Funding		
2		Follow up training to make sure everyone is getting and implementing Math teaching strategies.	Teacher	10/1/2011	10/1/2012	\$0 No Funding		

Component: Math

Component Manager: Bill Perkins

Last Updated: 11/20/2011

School: FREDERICK LAW OLMSTED ACADEMY NORTH

Priority Need:

In May 2011, the percentage of students scoring Novice in Math was 33 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring Novice in Math will decrease by 9.33 for a total percentage of all students scoring novice in Math of 23.67 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Math MPA #1 percentage of novice		11/17/2011	23.6	28.3
Math MPA #2 percentage of novice		1/19/2012	23.6	
Math MPA #3 percentage of novice		2/23/2012	23.6	
Math MPA #4 percentage of novice		4/3/2012	23.6	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Before and during school ESS intervention programs will utilize SuccessMaker, Understanding Math, Cognitive Tutor, and collaborative daytime ESS personnel to improve student achievement in math by reducing novice through district and school staff.	ESS Coordinator	10/1/2011	10/1/2012	\$\$20000 ESS		
2	Both	Math teachers will identify novice math students through formative assessments, MAP results, district Diagnostic and Proficiency assessments. Math teachers will design individual student plans for targeted/differentiated intervention strategies (i.e., ESS, computer software) to improve math achievement as monitored by database input.	MT	10/1/2011	10/1/2012	\$10000 Title I		

Component: Math

Component Manager: Bill Perkins

Last Updated: 11/20/2011

School: FREDERICK LAW OLMSTED ACADEMY NORTH

Priority Need:

In May 2011, 0 out of 6 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2012, ALL NCLB subgroups will reach their NCLB Math proficiency target of 79.12 as measured on the Kentucky Performance Rating of Educational Progress (K-PREP).

Benchmark				
Measure	Subgroup	Date	Projected Data	Actual Data
Math MPA #1 (White Non Hispanic)		11/17/2011	79.12	49
Math MPA #2 (White Non Hispanic)		1/19/2012	79.12	
Math MPA #3 (White Non Hispanic)		2/23/2012	79.12	
Math MPA #4 (White Non Hispanic)		4/3/2012	79.12	
Math MPA #1 (African American)		11/17/2011	79.12	35.03
Math MPA #2 (African American)		1/19/2012	79.12	
Math MPA #3 (African American)		2/23/2012	79.12	
Math MPA #4 (African American)		4/3/2012	79.12	
Math MPA #1 (Free/Reduced Lunch)		11/17/2012	79.12	44.5
Math MPA #2 (Free/Reduced Lunch)		1/19/2012	79.12	
Math MPA #3 (Free/Reduced Lunch)		2/23/2012	79.12	
Math MPA #4 (Free/Reduced Lunch)		4/10/2012	79.12	
Math MPA #1 (LEP)		11/17/2011	79.12	42.28
Math MPA #2 (LEP)		1/15/2012	79.12	
Math MPA #3 (LEP)		2/23/2012	79.12	
Math MPA #4 (LEP)		4/3/2012	79.12	
Math MPA #1 (ECE)		11/17/2011	79.12	25.27
Math MPA #2 (ECE)		1/19/2012	79.12	
Math MPA #3 (ECE)		2/23/2012	79.12	
Math MPA #4 (ECE)		4/3/2012	79.12	
Math MPA #1 (Hispanic)		11/17/2011	79.12	51
Math MPA #2 (Hispanic)		1/19/2012	79.12	
Math MPA #3 (Hispanic)		2/23/2012	79.12	
Math MPA #4 (Hispanic)		4/3/2012	79.12	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	All staff on collaboration teams will receive intentional and focused training in collaboration and differentiated instruction from school and district specialists throughout the year.	MT's	10/1/2011	10/1/2012	\$5000 IDEA		
2	Both	To demonstrate skills attained during trainings at department meetings and embedded PD student work will be submitted to analyze. To show evidence of skills and knowledge used in math collaboration instruction for special populations to improve math achievement.	MT's	10/1/2011	10/1/2012	\$0 No Funding		

Component: Reading

Component Manager: Bill Perkins

Last Updated: 11/20/2011

School: FREDERICK LAW OLMSTED ACADEMY NORTH

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Reading was 35.89 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished will increase by 21.37 for a total percentage of all students scoring proficient or distinguished in Reading of 57.26 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Reading RPA #1 Percentage of P/D		11/17/2011	57.26	35.8
Reading RPA #2 Percentage of P/D		1/27/2012	57.26	
Reading RPA #3 Percentage of P/D		4/6/2012	57.26	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Language Arts teachers will identify the reading levels, strengths, needs of all students through formative assessments, district assessments, and MAP testings and use differentiated instruction in a variety of intervention situations including one-to-one conferencing in independent reading, small group and large group classroom instruction, and computer software to improve reading skills and prepare students for college and career readiness	LA Master Teacher	10/1/2011	10/1/2012	\$\$10,000 Title I		
2	Both	All teachers will implement the School-wide Read-aloud program and monitor each student's engagement in listening, speaking in complete sentences, and especially in writing in order to increase comprehension vocabulary, and the use of reading strategies.	LA Master Teachers	10/1/2011	10/1/2012	\$0 No Funding		
3	Both	All teachers will receive training in implementing Writing to Demonstrate Learning strategies, such a SRE, to increase students' proficiency in demonstrating content knowledge and skills in reading.	LA Master Teachers	1/6/2011	12/20/2012	\$0 No Funding		
4	Both	Language arts teachers will receive training in implementing formative assessment, including writing-to-learn strategies and the development of rubrics, to assess each student's use of reading strategies and to inform instruction.	LA Master Teachers	10/1/2011	10/1/2012	\$0 No Funding		
5	Both	Language Arts teachers will receive training in effective implementation of independent reading to increase students' proficiency in reading	LA Master Teachers	10/1/2011	10/1/2012	\$0 No Funding		
6	Both	Supplement library materials to add visuals (posters, pictures, etc.) to demonstrate a community of readers and to update the selection of magazines and books to reflect the school's gender-specific and diverse ethnic population.	Media Specialist	10/1/2011	10/1/2012	\$0 No Funding		
7	Both	All teachers will receive training in deconstructing KCAS standards into meaningful, measureable, specific, kid-friendly learning targets to plan lessons and implement instruction	Teacher	10/1/2011	10/1/2012	\$0 No Funding		
8	Both	All teachers will receive training in writing and implementing units of study based on the new KCAS standards	Teachers	10/1/2011	10/1/2012	\$0 No Funding		
9		All teachers will receive training in the analysis of student work(formative and summative) to inform and guide instruction	Teachers	10/1/2011	10/1/2012	\$0 No Funding		

Component: Reading**Component Manager: Bill Perkins****Last Updated: 11/20/2011****School: FREDERICK LAW OLMSTED ACADEMY NORTH****Priority Need:**

In May 2011, the percentage of students scoring Novice in Reading was 24 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring Novice in Reading will decrease by 6.33 for a total percentage of all students scoring novice in Reading of 17.67 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Reading RPA #1 Percentage of Novice		11/17/2011	17.67	29
Reading RPA #2		1/27/2012	17.67	
Reading RPA #3 Percentage of Novice		4/6/2012	17.67	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Language Arts teachers will identify novice students through formative and KCCTS-like assessments and design targeted/differentiated instruction in a variety of intervention situations, including independent reading and teacher conferencing, individual and small group instruction, computer software, and the use of Title I funds for tutoring.	Teacher	1/6/2011	12/20/2012	\$15000 Title I		
2	Both	All teachers will receive training in implementing Writing to Demonstrate Learning strategies, such as SRE, to increase the novice reader's proficiency in demonstrating content knowledge and skills in reading.	Teachers	10/1/2011	10/1/2012	\$0 No Funding		
3	Both	Language Arts teachers will receive training in implementing formative assessment, including Writing to Learn, to inform instruction and to monitor novice students' use of KCAS standards in Literacy and Informational texts	Teachers	10/1/2011	10/1/2012	\$0 No Funding		
4	Both	Supplement library materials to add visuals (posters, pictures, etc.) to demonstrate a community of readers and to update the selection of magazines and books to reflect the school's gender-specific and diverse ethnic population.	Specialist	10/1/2010	10/1/2011	\$0 No Funding		

Component: Reading**Component Manager: Bill Perkins****Last Updated: 11/20/2011****School: FREDERICK LAW OLMSTED ACADEMY NORTH****Priority Need:**

In May 2011, 0 out of 6 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2012, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 86.4 as measured on the Kentucky Performance Rating of Educational Progress (K-PREP).

Benchmark				
Measure	Subgroup	Date	Projected Data	Actual Data
Reading RPA #1 (White non Hispanic)		11/17/2011	86.4	41.6
Reading RPA #2 (White non Hispanic)		1/27/2012	86.4	
Reading RPA #3 (White non Hispanic)		4/6/2012	86.4	
Reading RPA #1 (African American)		11/17/2011	86.4	26.24
Reading RPA #2 (African American)		1/27/2012	86.4	
Reading RPA #3 (African American)		4/6/2012	86.4	
Reading RPA #1 (LEP)		11/17/2011	86.4	32.14
Reading RPA #2 (LEP)		1/27/2012	86.4	
Reading RPA #3 (LEP)		4/6/2012	86.4	
Reading RPA #1 (ECE)		11/17/2011	86.4	16
Reading RPA #2 (ECE)		1/27/2012	86.4	
Reading RPA #3 (ECE)		4/6/2012	86.4	
Reading RPA #1 (Free and Reduced Lunch)		11/17/2011	86.4	34.24
Reading RPA #2 (Free and Reduced Lunch)		1/27/2012	86.4	
Reading RPA #3 (Free and Reduced Lunch)		4/6/2012	86.4	
Reading RPA #1 (Hispanic)		11/17/2011	86.4	50
Reading RPA #2 (Hispanic)		1/27/2012	86.4	
Reading RPA #3 (Hispanic)		4/6/2012	86.4	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	All staff on collaboration teams will receive training from school and district specialists throughout the year during department meetings and embedded PD in collaboration methods and specific language arts instruction for special populations to improve reading/writing achievement.	ECE/ESL Master Teach	10/1/2011	10/1/2012	\$0 No Funding		
2	Both	All teachers will receive training in implementing Writing to Demonstrate Learning strategies, such as SRE, to increase the novice reader's proficiency in demonstrating content knowledge and skills in reading.	Teachers	10/1/2011	10/1/2012	\$0 No Funding		

Component: SBDM

Component Manager: Bill Perkins

Last Updated: 11/13/2011

School: FREDERICK LAW OLMSTED ACADEMY NORTH

Priority Need:

The Council resumed functioning in January, 2009. The need exists for Olmsted North to have the most efficient SBDM Council in the commonwealth to serve the students and families of our school with fidelity

Goal:

By 1/15/2012, the SBDM Council will receive a score of (4) on the district's Level of Efficiency revised rubric for SBDM Councils.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
SBDM Efficiency Self Assessment Score		11/15/2011	3	
SBDM Efficiency Self Assessment Score		6/1/2012	4	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	The school council will develop all necessary policies required by KRS 160.345 (specifically) Curriculum Policy with district assistance.	Principal	10/1/2011	10/1/2012	\$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2	Both	With the support of district personnel, the school council will develop and/or review best practice policies in the areas of: Assessment, Protection of instructional time, Analysis of student work, Homework, Rigorous instruction, School efficacy and student performance, Equity and diversity, Professional development, Budget, Communication, Extended School Services (ESS), Equal access to common academic core, Community involvement, Disaggregation and analysis of achievement.	Principal	10/1/2011	10/1/2012	\$0 No Funding		
3	Both	With the support of district personnel, the school council will annually review bylaws and all policies and revise as needed. Specific additions or revisions needed are as follows: Instructional practices (specifically to address needs of diverse population), Technology, Determination of curriculum, Assignment of students to classes, Assignment of instructional and non-instructional staff time, Determination of school schedule, School space, Discipline and Classroom Management, Extracurricular programs, Alignment of state standards, Consultation for hiring personnel	Principal	10/1/2011	10/1/2012	\$0 No Funding		
4	NA	School council members will receive training required under KRS 160.345 provided by district personnel.	Principal	10/1/2011	10/1/2012	\$0 No Funding		
5	NA	The School Council will review and revise the CSIP using disaggregated data and provide evidence of analysis in Council minutes and agendas.	Principal	10/1/2011	10/1/2012	\$0 No Funding		
6	NA	SBDM standing committees will meet on a regular basis and operate with an agenda. Minutes of each committee meeting will be kept. Committees will report to the SBDM Council on a monthly basis.	Principal	10/1/2011	10/1/2012	\$0 No Funding		
7	NA	SBDM will review allocation of funds. SBDM will communicate with all staff (through faculty, team, department and committee meetings to seek input from all stakeholders). Evidence will be documented in SBDM meeting minutes.	Principal	10/1/2011	10/1/2012	\$0 No Funding		
8	NA	All council and committee minutes and agendas will be forwarded to the SBDM office on a monthly basis and shared with all staff and made available to parents at PTSA meetings, on line, and available in the Main Office.	Principal	10/1/2011	10/1/2012	\$0 No Funding		
9	NA	Council minutes will reflect the following decisions of the Council: Consultation, Budget approval, Approval of the Comprehensive School Plan and student achievement.	Principal	10/1/2011	10/1/2012	\$0 No Funding		

Component: Student Recovery Program

Component Manager: Bill Perkins

Last Updated: 11/20/2011

School: FREDERICK LAW OLMSTED ACADEMY NORTH

Priority Need:

In May 2011, 24 percent of FLOAN students were reading at the novice level on KCCT. Additionally, these 40 students were identified as needing extreme social and academic interventions based on grades, attendance, and behavior. These forty students were responsible for 55 referrals to the office and 32 suspensions from school during the 2010-11 school year. These forty students were absent a total of 451 days of school for an average of 11 days of school a piece during the 2010-11 school year. Finally, these forty students failed a total of 21 classes during the 2010-11 school year.

Goal:

By May of 2012, 30(75%) of the forty targeted SRP students will score passing in reading and math course recovery. The forty students will reduce disciplinary referrals, suspensions, and absences by 50%. Finally, of the forty students failing classes in 2010-11, there will be a 50% reduction in the number of classes failed and/or successfully completing their grade level curriculum at the end of the school year.

Benchmark				
Measure	Subgroup	Date	Projected Data	Actual Data
Students passing course recovery for reading		1/19/2012	75	
Students passing course recovery for reading		6/1/2012	100	
Percentage of SRP Students Absent		1/19/2012	25	
Percentage of SRP Students Absent		6/1/2012	50	
Percentage of SRP students with referrals		1/19/2012	25	
Percentage of SRP students with referrals		6/1/2012	50	
Percentage of students failing classes		1/15/2012	25	
Percentage of students failing classes		6/1/2012	50	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Provide a lab instructor after school and during the school day one day a week for the 40 SRP students needing extra time/help with work.	Lab Instructor	10/1/2011	6/1/2012	\$4000 General Fund		
2	Both	Develop and implement an intervention program that targets improving student behavior by regularly monitoring student progress and mentoring those SRP students for a high number of disciplinary actions during the 2011/12 school year by using a collaboration model during the day where one of the SRP committee member goes out and checks on students and meets with those children's teachers.	SRP Committee	10/1/2011	6/1/2012	\$0 No Funding		
3	Both	Develop a system where a part time clerical person tracks the work throughout the year of these 40 students and coordinates mailings and calls home to link home and school.	Principal	10/1/2011	6/1/2012	\$10000 At-Risk Allocation		
4	Both	Have Behavior Coach monitor 8th grade students with the highest incidents, have Success Coach track 20 highest recidivist in 6th and 7th, and have ECE support person part time for students that need a lot of support with behavior. Additionally, track and work with 40 of our most intensive students not being serviced by the above three to work and provide mentoring, frequent updates to parents about progress, frequent checks from the committee and teachers on student performance, and the tutoring opportunities	Committee	10/1/2011	6/1/2012	\$25000 Student Recovery Program		