

FREDERICK LAW OLMSTED ACADEMY NORTH

SCHOOL IMPROVEMENT PLAN

YEAR 2009 - 2010

Bill Perkins

Responsible Person

Bill Perkins

Contact Person

Approved :

10/13/2009

Date

Members or Committee:

Bill Perkins

Ron Cheeks

Vanessa Poteet

Eric Mora

2009 - 2010 SCHOOL IMPROVEMENT PLAN

Executive Summary

FREDERICK LAW OLMSTED ACADEMY NORTH

Mission

The mission of Frederick Law Olmsted Academy is Educating Tomorrow's Leaders Today. The Instructional Leadership Team, which included teachers, staff, district support, and administration met and reaffirmed the Vision, Mission, and Belief Statements for Olmsted Academy North. The vision of Frederick Law Olmsted Academy North is Every Child Proficient. 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, reviewed the Standards Indicators on School Improvement (SISI) Document, and our overall work from last school year to meet our objectives. The Instructional Leadership Team took recommendations back to departments 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 prior to approving the CSIP

Goals

The Priority Goals and strategies were identified through feedback from parents, teachers, students, and staff of Olmsted Academy North based on Comprehensive surveys, suggestions from our Parent Involvement Committee, the PTSA, student surveys and focus groups, 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 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 October 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, focus group surveys, staff suggestions, and feedback from parents and students.

Component: Academic Performance/Learning Environment

Component Manager: Bill Perkins

Date: 01/17/2010

Name: FREDERICK LAW OLMSTED ACADEMY NORTH

Priority Need:

In May 2009, 28% of our students scored Proficient/Distinguished on Science as measured on the Kentucky Core Content Test. In May 2009, 22.63% of our students scored Proficient/Distinguished on Social Studies as measured on the Kentucky Core Content Test.

Goal:

By May 2010, 38% of our students will score Proficient/Distinguished in Science as measured on the Kentucky Core Content Test. By May 2010, 33% of our students will score Proficient/Distinguished in Social Studies as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Science CCA #1	10/31/2009	38	23.7
Science CCA #2	01/15/2010	38	22.6
Science CCA #3	02/20/2010	38	
Social Studies CCA #1	10/31/2009	33	66.5
Social Studies CCA #2	01/15/2010	33	63.2
Social Studies CCA #3	02/20/2010	33	
Science CCA #4	04/10/2010	38	
Social Studies CCA #4	04/10/2010	33	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	Science teachers will implement science module-based instruction engaging students' natural curiosity emphasizing critical thinking and problem-solving that share high-level thinking. Curriculum will follow state and district documents and pacing guides as monitored by district/school science personnel.	SciencMaster Teacher	10/01/2009	10/01/2010	\$ 2000 PD	IP	CCAs have not gone up. 100 day is being monitored in 7th grade.
2	Both	All students will complete and staff will implement the Individual Learning Plan at the beginning of 6th grade and for all grades 6-8.	Counselor	10/01/2009	10/01/2010	\$ 0 No Funding	IP	Staff has not implemented due to system of completion. Need PD on ILPs to share information, how to use previous years ILPs access, etc. Done through Computer class but not all students take computers so many complete them outside of classtime. *th graders do use ILPs to help with HS choice.

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 KCCT-like assessments and rubrics aligned with the school curriculum 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	10/01/2009	10/01/2010	\$ 0 No Funding	NI	Summer work for 2010
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	10/01/2009	10/01/2010	\$ 0 No Funding	IP	Some departments not all. No protocol for how to analyze consistently across content areas.
5	Both	Teachers will receive training in the effective implementation of the Classroom Instructional Framework. Training will incorporate techniques for gender specific classrooms. Training was held this summer and will be ongoing during embedded pd and Department Meetings provided by school and district specialists.	Master Teachers	10/01/2009	10/01/2010	\$ 12,000 General Fund	IP	CIF training in EPD. Gender Specific in EPD
6	NA	Classroom instruction will be monitored continuously throughout the year (eg., walk-throughs) for data collection and will be monitored through district KCCT like assessments (CCAs) by administrators with feedback on a whole school profile at faculty meetings.	Principal	10/01/2009	10/01/2010	\$ 200 Title I	IP	Feedback sporadic and not specific. Modified walkthrough to better meet needs of staff. 3 per week for each administrator. The principal does three per day
7	Both	Teachers will receive training and implement technology to improve instructional practices and student achievement as provided by the school's Technology Resource Teacher.	Master Teacher	10/01/2009	10/01/2010	\$ 2000 PD	IP	
8	Both	Staff will receive training in and implement specific test-taking strategies (ORQs and MC) to improve student achievement.	Department Chairs	10/01/2009	10/01/2010	\$ 0 No Funding	IP	Some departments---need to do in EPD or departments

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
9	Both	The Administrative Team and CARE/CHAMPS/Foundations Committee will review/revise implementation of CARE/CHAMPS/Foundations 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 administrators/CARE/CHAMPS Committee by looking at referral/suspension data to identify students for intervention.	Admin Team	10/01/2009	10/01/2010	\$ 0 No Funding	IP	Haven't looked at any data as a staff. Committee will be revisiting school behavior plan and continue meeting to provide feedback to staff. No data reviewed as a committee to identify students for intervention
10	NA	We will design and implement a 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, Colts of the week for attendance, festivals throughout the year that recognize student work, and the KCCT Scholars Program.	Principal	10/01/2009	10/01/2010	\$ 3000 PTSA	IP	Attendance Plan complete but rewards still in development and not fully implemented but other things have been done.
11	Both	Opportunities will be organized to promote effective parent involvement in the school (i.e., monthly parent nights, parent literacy workshops, fall festival, concerts by the band/orchestra, student recognition nights to coincide with academic events, communication with parents through fliers, signs, newspaper, PTSA newsletter, and through our website).	Parent Invol. Comm	10/01/2009	10/01/2010	\$ 7,000 Title I - Parent Invol.	I	See Paula Cathey, website, and Colts Corner publication
12	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.	Attendance Committee	10/01/2009	10/01/2010	\$ 2000 PTSA	IP	Folders, pencils, certificates, shirts, lanyards, and ice cream
13	Both	All staff will coach students to proficient/distiguated in ORQs and writing (portfolios and on demand) using strategies such as: live scoring, one more point, coach to four, and analyzing student work.	Master Teachers	10/01/2009	10/01/2010	\$ 0 No Funding	NI	No training on specific strategies
14	Both	Teachers will develop unified lesson plans (across grade levels and content areas) that provide rigor and relevance for teaching curriculum and instructional strategies.	Administrators	10/01/2009	12/20/2010	\$ 0 No Funding	IP	Some content grades have done this.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
15	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.	Counselor/FR YSC Coor	10/01/2009	10/01/2010	\$ 0 No Funding	IP	Peer mediation, teams do student recognition each 6 weeks, outside mentors for two groups, KCCT scholars. Need to do more with student academic rewards. School wide honor roll assemblies.

Component: Math

Component Manager: Bill Perkins

Date: 01/17/2010

Name: FREDERICK LAW OLMSTED ACADEMY NORTH

Priority Need:

In May 2009, the number of students scoring on the Proficient/Distinguished level was 25.9% as measured on the Kentucky Core Content Test.

Goal:

By May 2010 the number of Proficient/Distinguished scorers in Math will increase by 32.35 points for a total of 58.25% Proficient/Distinguished scorers measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Math CCA #1	11/11/2009	58.25	44.6
Math CCA #2	01/15/2010	58.25	43.8
Math CCA #3	02/20/2010	58.25	
Math CCA #4	04/10/2010	58.25	

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.	Math MTs	10/01/2009	10/01/2010	\$ 0 No Funding	I	

Priority Need:

In May 2009, the percentage of students scoring Novice in Math was 45.8 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, the percentage of students scoring Novice in Math will decrease by -13.6 for a total percentage of all students scoring novice in Math of 32.20 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Math CCA #1	11/11/2009	32.20	23.7
Math CCA #2	01/15/2010	32.20	21
Math CCA #3	02/20/2010	32.20	
Math CCA #4	04/10/2010	32.20	

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 and Plato and collaborative daytime ESS personnel to improve student achievement in math by reducing novice through district and school staff.	ESS Coordinator	10/01/2009	10/01/2010	\$ 15000 ESS	IP	Successmaker is being used for intervention program. Plato is being in used in ISAP
2	Both	Math teachers will identify novice math students through formative assessments and Core Content Assessments and design individual student plans for targeted/differentiated intervention strategies (i.e., ESS, computer software, KCCT Coach books)to improve math achievement as monitored by database input	Math MT	10/01/2009	10/01/2010	\$ 0 No Funding	I	

Priority Need:

In May 2009, no identified groups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2010, ALL NCLB subgroups will reach their NCLB Math proficiency target of 58.25% as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Math CCA #1 (White Non Hispanic)	11/11/2009	58.25	52.81
Math CCA #2 (White Non Hispanic)	01/15/2010	58.25	49.06
Math CCA #3 (White Non Hispanic)	02/20/2010	58.25	
Math CCA #1 (African American)	11/11/2009	58.25	37.30
Math CCA #2 (African American)	01/15/2010	58.25	37.8
Math CCA #3 (African American)	02/20/2010	58.25	
Math CCA #1 (Free/Reduced Lunch)	11/11/2009	58.25	45.32
Math CCA #2 (Free/Reduced Lunch)	01/15/2010	58.25	44
Math CCA 3 (Free/Reduced Lunch)	02/20/2010	58.25	
Math CCA #1 (ECE)	11/11/2009	58.25	28.48
Math CCA #2 (ECE)	01/15/2010	58.25	30.26
Math CCA #3 (ECE)	02/20/2010	58.25	
Math CCA #1 (LEP)	11/11/2009	58.25	51.26
Math CCA #2 (LEP)	01/15/2010	58.25	46.61
Math CCA #3 (LEP)	02/20/2010	58.25	
Math CCA #4 (White Non Hispanic)	04/10/2010	58.25	
Math CCA #4 (African American)	04/10/2010	58.25	
Math CCA #4 (Free/Reduced Lunch)	04/10/2010	58.25	
Math CCA #4 (ECE)	04/10/2010	58.25	
Math CCA #4 (LEP)	04/10/2010	58.25	

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 math instruction for special populations to improve math achievement.	Math MT	10/01/2009	10/01/2010	\$ 0 No Funding	I	

Component: Reading**Component Manager:** Bill Perkins**Date:** 01/17/2010**Name:** FREDERICK LAW OLMSTED ACADEMY NORTH**Priority Need:**

In May 2009, the number of students scoring Proficient/Distinguished was 26.4 % as measured on the Kentucky Core Content Test.

Goal:

By May 2010 our school's number of students reading at the Proficient/Distinguished level will increase by 46 for a total Reading Index of 72 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Reading CCA #1	11/11/2009	72	33.1
Reading CCA #2	01/15/2010	72	34.3
Reading CCA #3	02/20/2010	72	
Reading CCA #4	04/10/2010	72	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	All staff will receive initial training on specific reading strategies (i.e., reading and writing in content areas, male gender specifics, best practices, differentiated instruction, Ruby Payne) provided by school and district reading specialists for implementation in the classroom.	LA Master Teachers	10/01/2009	10/01/2010	\$ \$10000 Title I	I	Beginning of the year ideas and monthly EPD that includes reading and writing
2	Both	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.	LA Master Teachers	10/01/2009	10/01/2010	\$ 1000 PD	I	Beginning of the year and monthly EPD
3	Both	All staff will participate in monthly follow up training in Embedded PD sessions on reading/writing strategies provided by school and district specialists.	LA Master Teachers	10/01/2009	10/01/2010	\$ 0 No Funding	I	
4	Both	All staff will implement a balanced literacy approach (reading, writing, speaking and listening are integrated) through all content areas as monitored by administration, Language Arts Master Teacher and district literacy team.	LA Master Teachers	10/01/2009	10/01/2010	\$ 0 No Funding	IP	Beginning to integrate reading and writing strategies

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
5	Both	All Language Arts teachers will implement and monitor daily intervention programs and strategies to improve student achievement in reading (i.e., tiered reading programs, SuccessMaker Reading, Fast ForWord, differentiated instruction) as monitored by administration, Language Arts Master Teacher and district literacy team.	LA Master Teacher	01/06/2009	12/20/2009	\$ 12000 ESS \$ 2000 Title I - PD \$ 5000 Title I	IP	Starting to get going know where students are and now have resources to begin the interventions.

Priority Need:

In May 2009, the percentage of students scoring Novice in Reading was 32.7 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, the percentage of students scoring Novice in Reading will decrease by -9.23 for a total percentage of all students scoring novice in Reading of 23.47 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Reading CCA #1	11/11/2009	23.47	21.4
Reading CCA #2	01/15/2010	23.47	17.8
Reading CCA #3	02/20/2010	23.47	
Reading CCA #4	04/10/2010	23.47	

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 Core Content assessments and design individual student plans for targeted/differentiated intervention strategies (i.e., ESS, computer software, KCCT Coach books) to improve reading achievement as monitored by database input.	LA MT, Counselors	01/06/2010	12/20/2010	\$ 12000 ESS \$ 2000 General Fund \$ 3000 Title I	IP	Is in process--novice students identified, coach books, PAS mini-tests, technology resources are distributed.

Priority Need:

In May 2009, 0 out of 5 NCLB identified groups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2010, ALL NCLB identified groups will reach their NCLB Reading proficiency target of 72% as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Reading CCA #1 (White non Hispanic)	11/11/2009	72	37.9
Reading CCA #2 (White non Hispanic)	01/15/2010	72	35.93
Reading CCA #3 (White non Hispanic)	02/20/2010	72	
Reading CCA #1 (African American)	11/11/2009	72	29.79
Reading CCA #2 (African American)	01/15/2010	72	32.72
Reading CCA #3 (African American)	02/20/2010	72	
Reading CCA #1 (LEP)	11/11/2009	72	28.81
Reading CCA #2 (LEP)	01/15/2010	72	26.25
Reading CCA #3 (LEP)	02/20/2010	72	
Reading CCA #1 (Free/Reduced Lunch)	11/11/2009	72	33.81
Reading CCA #2 (Free/Reduced Lunch)	01/15/2010	72	33.33
Reading CCA #3 (Free/Reduced Lunch)	02/20/2010	72	
Reading CCA #1 (ECE)	11/11/2009	72	21.21
Reading CCA #2 (ECE)	01/15/2010	72	21.74
Reading CCA #3 (ECE)	02/20/2009	72	
Reading CCA #4 (White Non Hispanic)	04/10/2010	72	
Reading CCA #4 (African American)	04/10/2010	72	
Reading CCA #4 (LEP)	04/10/2010	72	
Reading CCA #4 (Free and Reduced Lunch)	04/10/2010	72	
Reading CCA #4 (ECE)	04/10/2010	72	

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.	LA MT,dept chair,ESL	01/06/2010	12/20/2010	\$ 0 No Funding	NI	Planning PD with district ECE staff but hasn't happened yet Jan. 2010

Component: SBDM**Component Manager:** Bill Perkins**Date:** 01/18/2010**Name:** 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

Goal:

By 10/1/2010, the SBDM Council will receive a score of (4) on the district's Level of Efficiency revised rubric for SBDM Councils.

Benchmark

Measure	Date	ProjectedData	ActualData
SBDM Efficiency Self Assessment	01/14/2010	3	4
SBDM Efficiency Self Assessment	10/30/2010	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.	SBDM	10/01/2009	10/01/2010	\$ 0 No Funding	I	Done and policy review was completed by the district
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.	SBDM	10/01/2009	10/01/2010	\$ 0 No Funding	I	
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	SBDM	10/01/2009	10/01/2010	\$ 0 No Funding	I	
4	NA	School council members will receive training required under KRS 160.345 provided by district personnel.	SBDM	10/01/2009	10/01/2010	\$ 0 No Funding	I	All school members trained with terms starting in January 2010

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
5	NA	The School Council will review and revise the CSIP using disaggregated data and provide evidence of analysis in Council minutes and agendas.	SBDM	10/01/2009	10/01/2010	\$ 0 No Funding	I	
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.	SBDM	10/01/2009	10/01/2010	\$ 0 No Funding	I	All committee members meet and share minutes with all
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	10/01/2009	10/01/2010	\$ 0 No Funding	I	
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	10/01/2009	10/01/2010	\$ 0 No Funding	I	
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	10/01/2009	10/01/2010	\$ 0 No Funding	I	

Component: Student Recovery Program**Component Manager:** Bill Perkins**Date:** 02/22/2010**Name:** FREDERICK LAW OLMSTED ACADEMY NORTH**Priority Need:**

In May 2009, 37.23 percent of FLOAN students were reading at the novice level on CATS.. Additionally, 40 students were identified as needing extreme social and academic interventions based on grades, attendance, and behavior. These forty students were responsible for 32 referrals to the office and 26 suspensions from school during the 2008/09 school year. These forty students were absent a total of 348 days of school for an average of 9 days of school a piece during the 2008/09 school year. Finally, these forty students failed a total of 33 classes during the 2008/09 school year.

Goal:

By May of 2010, 30(75%) of the forty targeted SRP students will score at an Apprentice or above in reading course recovery. The forty students will reduce disciplinary referrals, suspensions, and absences by 50% Finally, of the forty students failing classes in 2008/09, 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	Date	ProjectedData	ActualData
Students passing course recovery for reading	01/15/2010	70	61
Students passing course recovery for reading	06/01/2010	100	
Attendance report	01/15/2010	25	61
Discipline report	01/15/2010	25	57
Discipline report	06/01/2010	50	
Semester grades	01/15/2010	25	50
Semester grades	06/01/2010	50	
Attendance report	06/01/2010	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 one day a week for the 40 SRP students needing extra time/help with work.	Lab Instructor	10/01/2009	06/01/2010	\$ \$4000 General Fund	I	Instructors stay one day a week to provide extra time to students
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 2009/10 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	10/01/2009	06/01/2010	\$ \$13000 Student Recovery Program \$ \$57000 At-Risk Allocation	I	Instructors checks on students weekly and check with teachers

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
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	10/01/2009	06/01/2010	\$ \$13000 Student Recovery Program	I	Information is send out each six weeks on these students
4	Both	Develop a set on interventions and mentor the SRP students to closely monitor student performance/progress in their assigned classrooms	SRPstaff	10/01/2008	06/01/2009	\$ \$57000 At-Risk Allocation \$ \$13000 Student Recovery Program	I	Done by the instructors each week