

FREDERICK LAW OLMSTED ACADEMY NORTH  
SCHOOL IMPROVEMENT PLAN

Year 2010 - 2011

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Bill Perkins

Responsible Person

Bill Perkins

Contact Person

**Approved Date:**

10/12/2010

**Members or Committee:**

Ron Cheeks

Vanessa Poteet

Danielle Minnis

Heather Sheeley

**2010 - 2011 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 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, 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**

**Last Updated: 3/20/2011**

**School: FREDERICK LAW OLMSTED ACADEMY NORTH**

**Priority Need:**

In May 2010, 18.45% of students scored Proficient/Distinguished on Science on the Kentucky Core Content Test. In May 2010, 27.56% of our students scored Proficient/Distinguished on Social Studies as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, 48% of our students will score Proficient/Distinguished in Science as measured on the Kentucky Core Content Test. By May 2011, 42% of our students will score Proficient/Distinguished in Social Studies as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Science CCA #1	11/11/2010	48	37.4
Science CCA #2	1/15/2011	48	31
Science CCA #3	2/20/2011	48	37
Science CCA #4	4/10/2011	48	
Social Studies CCA #1	11/11/2010	42	55.8
Social Studies CCA #2	1/15/2011	42	50.2
Social Studies CCA #3	2/20/2011	42	50
Social Studies CCA #4	4/10/2011	42	

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.	Sc. Master Teacher	10/1/2010	10/1/2011	\$0 No Funding	I	
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	10/1/2010	10/1/2011	\$0 No Funding	IP	6th-grade started in January 7th-Finished 8th-Spring
3	Both	Teachers will design and implement authentic, formative, and KCCT-like assessments with 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	10/1/2010	10/1/2011	\$0 No Funding	IP	Assessments Analysis of work partial

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
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	10/1/2010	10/1/2011	\$0 No Funding	IP	Need to work on individualizing next steps for instruction
5	Both	Teachers will receive training in the effective implementation of the Classroom Instructional Framework. Training will incorporate techniques for gender specific classrooms. Teachers will receive training in the effective implementation of the classroom instructional framework creating lesson plans and daily agendas.	Master Teachers	10/1/2010	10/1/2011	\$0 No Funding	IP	Some classes lack measurable objectives and goals
6	Both	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, RPAs, or MPAs) by administrators with feedback that is specific to teachers. Trends will be analyzed throughout the year	AP's and MT	10/1/2010	10/1/2011	\$0 No Funding	IP	Have not analyzed specific trends with entire staff
7	NA	Teachers will receive training and implement technology to improve instructional practices and student achievement as provided by the school's Technology Master Teacher and STC.	STC	10/1/2010	10/1/2011	\$0 No Funding	I	
8	Both	Staff will receive training in and implement specific test-taking strategies (ORQs and MC) to improve student achievement and reduce novices.	Department Chairs	10/1/2010	10/1/2011	\$0 No Funding	IP	Need more coaching at ORQ's
9	Both	The Administrative Team and 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 administrators and Team Leaders by looking at referral/suspension data to identify students for intervention.	TL and Admin Team	10/1/2010	10/1/2011	\$0 No Funding	I	
10	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, CARE awards, festivals throughout the year that recognize student work, honor roll celebrations, team awards celebrations, and the KCCT Scholars Program.	Counselors	10/1/2010	10/1/2011	\$3000 PTSA	I	
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, the PTSA, our quarterly parent newsletter Colts Corner, and through our website).	Committee	10/1/2010	10/1/2011	\$4000 Title I - Parent Invol. \$8000 General Fund	I	Call the scholl of social work at UL for assistance for parent programs to assist them in adult education opportunities

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
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.	Committee	10/1/2010	10/1/2011	\$3000 PTSA	I	
13	Both	All staff will coach students to proficient/distinguished in ORQs using the SRE strategy except for CRE for Science and SWE for Math.	Master Teachers	10/1/2010	10/1/2011	\$0 No Funding	IP	Need to keep coaching students so they understand how to score a 4
14	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	10/1/2010	10/1/2011	\$0 No Funding	IP	Need to form groups for counseling services
15	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.	Teachers	10/1/2010	10/1/2011	\$0 No Funding	I	
16	NA	Teachers will design a Service Learning project. All students will complete projects and incorporate them into their ILP's	Leaders	10/1/2010	10/1/2011	\$0 No Funding	IP	Not all teams have completed yet
17	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	10/1/2010	10/1/2011	\$0 No Funding	I	
18	NA	All teachers will analyze students' samples of writing to learn and writing to demonstrate learning to monitor students' content knowledge.	Master Teachers	10/1/2010	10/1/2011	\$0 No Funding	IP	Need follow up with students on work for next steps
19	NA	Language arts 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 that are consistent with KY Program of Studies.	Teachers	10/1/2010	10/1/2011	\$0 No Funding	IP	Need feedback follow up with students
20	NA	Principal will continue to implement a New Teacher Cadre Program for all beginning/new teachers	Principal	10/1/2010	10/1/2011	\$0 No Funding	I	
21	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	10/1/2010	10/1/2011	\$2000 Title I - Parent Invol.	I	
22	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	I	

**Component: Math**

**Component Manager: Bill Perkins**

**Last Updated: 3/20/2011**

**School: FREDERICK LAW OLMSTED ACADEMY NORTH**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Math was 26.8 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring proficient or distinguished will increase by 41.88 for a total percentage of all students scoring proficient or distinguished in Math of 68.68% as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Math MPA #1	11/11/2010	68.68	41
Math MPA #2	1/15/2011	68.68	38
Math MPA #3	2/20/2011	68.68	38
Math MPA #4	4/10/2011	68.68	

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	10/1/2010	10/1/2011	\$5000 Title I	IP	Teachers have received training on summative and formative assessments, strategies for learning, and positive classroom environments

**Component: Math**

**Component Manager: Bill Perkins**

**Last Updated: 3/20/2011**

**School: FREDERICK LAW OLMSTED ACADEMY NORTH**

**Priority Need:**

In May 2010, the percentage of students scoring Novice in Math was 43.33 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring Novice in Math will decrease by -9.58 for a total percentage of all students scoring novice in Math of 33.75 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Math MPA #1	11/10/2010	33.75	20
Math MPA #2	1/15/2011	33.75	23
Math MPA #3	2/20/2011	33.75	22
Math MPA #4	4/10/2011	33.75	

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	10/1/2010	10/1/2011	\$26000 ESS	I	Daytime ESS teacher is working with selected Math teachers
2	Both	Math teachers will identify novice math students through formative assessments, district Diagnostic and Proficiency assessments. Math teachers will 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.	MT	10/1/2010	10/1/2011	\$0 No Funding	I	Teachers are maintaining spreadsheets of student scores. They have written intervention plans identifying students, why those were selected, a pre and post test to measure progress

**Component: Math**

**Component Manager: Bill Perkins**

**Last Updated: 3/20/2011**

**School: FREDERICK LAW OLMSTED ACADEMY NORTH**

**Priority Need:**

In May 2010, 0 out of 6 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, ALL NCLB subgroups will reach their NCLB Math proficiency target of 68.68 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Math MPA #1 (White Non Hispanic)	11/10/2010	68.68	47.25
Math MPA #2 (White Non Hispanic)	1/15/2011	68.68	40.28
Math MPA #3 (White Non Hispanic)	2/20/2011	68.68	40.28
Math MPA #4 (White Non Hispanic)	4/10/2011	68.68	
Math MPA #1 (African American)	11/10/2011	68.68	35.94
Math MPA #2 (African American)	1/15/2011	68.68	28.74
Math MPA #3 (African American)	2/20/2010	68.68	28.74
Math MPA #4 (African American)	4/10/2011	68.68	
Math MPA #1 (Free/Reduced Lunch)	11/10/2011	68.68	43.09
Math MPA #2 (Free/Reduced Lunch)	1/15/2011	68.68	36.68
Math MPA #3 (Free/Reduced Lunch)	2/20/2011	68.68	36.68
Math MPA #4 (Free/Reduced Lunch)	4/10/2011	68.68	
Math MPA #1 (LEP)	11/10/2011	68.68	44.54
Math MPA #2 (LEP)	1/15/2011	68.68	45.83
Math MPA #3 (LEP)	2/20/2011	68.68	45.83
Math MPA #4 (LEP)	4/10/2011	68.68	
Math MPA #1 (ECE)	11/10/2010	68.68	29.51
Math MPA #2 (ECE)	1/15/2011	68.68	22.76
Math MPA #3 (ECE)	2/20/2011	68.68	22.76
Math MPA #4 (ECE)	4/10/2011	68.68	
Math MPA #1 (Hispanic)	11/10/2010	68.68	54.41
Math MPA #2 (Hispanic)	1/15/2011	68.68	51.47
Math MPA #3 (Hispanic)	2/20/2011	68.68	51.47
Math MPA #1 (Hispanic)	4/10/2011	68.68	

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.	MT	10/1/2010	10/1/2011	\$0 No Funding	I	Staff is collaborating on unit planning, assessment, data analysis, and intervention software

**Component: Reading**

**Component Manager: Bill Perkins**

**Last Updated: 3/20/2011**

**School: FREDERICK LAW OLMSTED ACADEMY NORTH**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Reading was 29.35 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring proficient or distinguished will increase by 50.25 for a total percentage of all students scoring proficient or distinguished in Reading of 79.6% as measured on the Kentucky Core Content Test.

**Benchmark**

<b>Measure</b>	<b>Date</b>	<b>Projected Data</b>	<b>Actual Data</b>
Reading RPA #1	11/11/2010	79.6	41
Reading RPA #2	1/15/2011	79.6	46
Reading RPA #3	2/20/2011	79.6	45
Reading RPA #4	4/10/2011	79.6	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	All staff will continue to receive training on the use of gender-specific reading strategies that are proven effective with adolescent males	LA Master Teachers	10/1/2010	10/1/2011	\$2000 Title I	IP	
2	Both	Language Arts teachers will identify apprentice-level 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 teacher intervention time.	LA Master Teachers	10/1/2009	10/1/2010	\$5000 Title I	I	
3	Both	All teachers will implement the School-wide Read-aloud program and monitor each student's engagement in listening, speaking, and writing as they focus on targeted reading strategies.	LA Master Teachers	10/1/2009	10/1/2010	\$5000 Title I	I	
4	Both	All teachers will receive training in implementing Writing to Demonstrate Learning strategies, such as SRE, to increase students' proficiency in demonstrating content knowledge and skills in reading.	LA Master Teachers	1/6/2009	12/20/2009	\$1500 Title I	I	
5	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	10/1/2010	10/1/2011	\$0 No Funding	I	
6	Both	Language Arts teachers will receive training in effective implementation of independent reading to increase students' proficiency in reading	LA Master Teachers	10/1/2010	10/1/2011	\$1500 Title I	NI	
7	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	10/1/2010	10/1/2011	\$8000 General Fund	IP	

**Component: Reading****Component Manager: Bill Perkins****Last Updated: 3/20/2011****School: FREDERICK LAW OLMSTED ACADEMY NORTH****Priority Need:**

In May 2010, 0 out of 6 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 79.60 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Reading RPA #1 (White non Hispanic)	11/11/2010	79.6	43.42
Reading RPA #2 (White non Hispanic)	1/15/2011	79.6	47.6
Reading RPA #3 (White non Hispanic)	2/20/2011	79.6	48
Reading RPA #4 (White non Hispanic)	4/10/2011	79.6	
Reading RPA #1 (African American)	11/11/2010	79.6	34.56
Reading RPA #2 (African American)	1/15/2011	79.6	42
Reading RPA #3 (African American)	2/20/2011	79.6	43
Reading RPA #4 (African American)	4/10/2011	79.6	
Reading RPA #1 (LEP)	11/11/2010	79.6	38.33
Reading RPA #2 (LEP)	1/15/2011	79.6	44
Reading RPA #3 (LEP)	2/20/2011	79.6	44
Reading RPA #4 (LEP)	4/10/2011	79.6	
Reading RPA #1 (ECE)	11/11/2010	79.6	29.55
Reading RPA #2 (ECE)	1/15/2011	79.6	32
Reading RPA #3 (ECE)	2/20/2011	79.6	32
Reading RPA #4 (ECE)	4/10/2011	79.6	
Reading RPA #1 (Free and Reduced Lunch)	11/11/2010	79.6	38.67
Reading RPA #2 (Free and Reduced Lunch)	1/15/2011	79.6	44
Reading RPA #3 (Free and Reduced Lunch)	2/20/2011	79.6	44
Reading RPA #4 (Free and Reduced Lunch)	4/10/2011	79.6	
Reading RPA #1 (Hispanic)	11/11/2010	79.6	40.28
Reading RPA #2 (Hispanic)	1/15/2011	79.6	55
Reading RPA #3 (Hispanic)	2/20/2011	79.6	55
Reading RPA #4 (Hispanic)	4/10/2011	79.6	

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	10/1/2010	10/1/2011	\$0 No Funding	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	10/1/2010	10/1/2011	\$0 No Funding	I	

**Component: Reading**

**Component Manager: Bill Perkins**

**Last Updated: 3/20/2011**

**School: FREDERICK LAW OLMSTED ACADEMY NORTH**

**Priority Need:**

In May 2010, the percentage of students scoring Novice in Reading was 32 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring Novice in Reading will decrease by -6.75 for a total percentage of all students scoring novice in Reading of 25.25 as measured on the Kentucky Core Content Test. We will move 79% of students into the Proficient category.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Reading RPA #1	11/11/2010	25.25	19
Reading RPA #2	1/15/2011	25.25	14
Reading RPA #3	2/20/2011	25.25	14
Reading RPA #4	4/10/2011	25.25	

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.	LA MT	1/6/2010	12/20/2011	\$0 No Funding	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	10/1/2010	10/1/2011	\$0 No Funding	I	
3	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	10/1/2010	10/1/2011	\$0 No Funding	I	
4	Both	Language Arts teachers will receive training in implementing formative assessment, including Writing to Learn, to inform instruction and monitor novice students' use of reading strategies	Teachers	10/1/2010	10/1/2011	\$0 No Funding	I	
5	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	\$8000 General Fund	IP	Posters of readers are complete and some are up. Other items still are in the process

**Component: SBDM**

**Component Manager: Bill Perkins**

**Last Updated: 1/8/2011**

**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

**Goal:**

By 1/15/2011, the SBDM Council will receive a score of (4) on the district's Level of Efficiency revised rubric for SBDM Councils.

**Benchmark**

<b>Measure</b>	<b>Date</b>	<b>Projected Data</b>	<b>Actual Data</b>
SBDM Efficiency Self Assessment	11/15/2010	3	4
SBDM Efficiency Self Assessment	6/1/2011	4	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	10/1/2010	10/1/2011	\$0 No Funding	I	Audit from the district reported that all policies required are in place and review is continuing to happen as evidenced in meeting minutes
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	10/1/2010	10/1/2011	\$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	Principal	10/1/2010	10/1/2011	\$0 No Funding	I	
4	NA	School council members will receive training required under KRS 160.345 provided by district personnel.	Principal	10/1/2010	10/1/2011	\$0 No Funding	I	All members are trained as reported by the district SBDM audit
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	10/1/2010	10/1/2011	\$0 No Funding	I	First I and I check and review will occur at January Meeting
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	10/1/2010	10/1/2011	\$0 No Funding	I	
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	10/1/2010	10/1/2011	\$0 No Funding	NI	Will occur when budget allocations are revealed to the school in February
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	10/1/2010	10/1/2011	\$0 No Funding	I	Audit from the district revealed this is happening on a regular basis
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	10/1/2010	10/1/2011	\$0 No Funding	I	

**Component: Student Recovery Program****Component Manager: Bill Perkins****Last Updated: 1/18/2011****School: FREDERICK LAW OLMSTED ACADEMY NORTH****Priority Need:**

In May 2010, 32 percent of FLOAN students were reading at the novice level on KCCT. Additionally, 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 2009-10 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 2009-10 school year. Finally, these forty students failed a total of 21 classes during the 2009-10 school year.

**Goal:**

By May of 2011, 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 2009-10, 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**

<b>Measure</b>	<b>Date</b>	<b>Projected Data</b>	<b>Actual Data</b>
Students passing course recovery for reading	1/15/2011	75	100
Students passing course recovery for reading	6/1/2011	100	
Attendance report	1/15/2011	25	47
Discipline report	1/15/2011	25	0
Discipline report	6/1/2011	50	
Semester grades	1/15/2011	25	98
Semester grades	6/1/2011	50	
Attendance report	6/1/2011	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	10/1/2010	6/1/2011	\$8000 Student Recovery Program	I	
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	10/1/2010	6/1/2011	\$12000 Student Recovery Program	I	
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	10/1/2010	6/1/2011	\$0 No Funding	I	Results will be available for first semester after January 14
4	Both	Develop a set on interventions and mentor the SRP students to closely monitor student performance/progress in their assigned classrooms	SRPstaff	10/1/2009	6/1/2010	\$0 No Funding	I	