

Louisville Reach Academy



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The Mission and Vision of the Louisville Reach Academy

Mission: The teachers, staff, parents, and community members of the Louisville Reach Academy are committed to offering quality education for every learner. Our design creates a school where the needs of our students, parents and community are met; where students achieve at high levels and students are prepared to be members of the 21st century workforce. With a shared vision, the school community provides experiences that benefit the physical, social, emotional, and academic needs of the students and their families. Our primary goal is to create a school that is seen as a hub of services for students, parents and the community. Opportunities for students to experience success are provided by appropriate, challenging curriculum in a safe, caring environment that will effectively impact student achievement. Through a unified effort, the Louisville Reach Academy will work toward the development of independent, responsible and productive citizens.

Vision: Our vision for our School of Innovation is to create a school in which the needs of our students, parents, and community are met; where students achieve at high levels, and students are prepared to be members of the 21st century workforce. Our primary goal is to create a school that is seen as a hub of services for students, parents, and the community. Our secondary goal is to put structures in place to enable teachers and administrators to have the autonomy to make decisions that will effectively impact student achievement.

Executive Overview

This year-round school would serve students in kindergarten through eighth grade and be a hub of services for students, families, and the surrounding community. Our campus would include opportunities for medical, dental, and government services. As well as family therapy, adult education, job shadowing, and family education workshops. Other features include smaller class sizes, technology based learning by providing iPads for each student, and a fully operational greenhouse to promote health, entrepreneurial, and

<i>Full Service Community School</i> educational opportunities.	<ul style="list-style-type: none"> • Location for JCPS Adult Ed/National Center for Families Learning • Medical, dental, health and government services provided • Periodic educational family dinners and field trips • Limit of student proximity to the school to enable families to truly utilize school provided resources • Weekly “lunch buddies”; community members that consistently provide mentoring to students • Job shadowing program for 7th and 8th graders
<i>Hours of Operation</i>	<ul style="list-style-type: none"> • Classroom/ECE/ESL teacher day: 8:00-3:45 • Special area teacher day: 8:00-2:45 • Instructional Assistants: 9:00-5:00 • Intervention and Enrichment Monday-Thursday 3:45-5:00 (5:00-6:00 optional) -This time will be organized by instructional assistants and will utilize Study Island, SuccessMaker, and Lexia -This provides families with high quality afterschool care in a safe and constructive program • Year Round balanced school calendar
<i>21st Century Learning</i>	<ul style="list-style-type: none"> • 1:1 student ratio for iPads • Web based texts, instructional resources, and behavior management to differentiate for each student • SmartBoard/Document Camera for each classroom • Technology lab
<i>Class sizes</i>	<ul style="list-style-type: none"> • Kindergarten-Second: 1:15 ratio • Third-Eighth: 1:20 ratio • ESL cap to match that of ECE
<i>Staffing</i>	<ul style="list-style-type: none"> • 3 instructional coaches one for K-2, one for 3-5, one for 6-8 • Increased instructional assistants, trained in enrichment and intervention
<i>Enrichment</i>	<p>Special Areas: Art, Music (Instruments), Physical Education, Science Engineering (Lego/Math Science), Character Education</p> <ul style="list-style-type: none"> • WIN (What I Need) Intervention/Enrichment time embedded in school day
<i>School Greenhouse</i>	<ul style="list-style-type: none"> • Promoting healthy eating through Science and Math skills by using an outdoor classroom • Garden to Cafeteria: Students will grow food to sell and/or use for school family dinners • Youth Farmers Market: Students will run the farmers market to demonstrate healthy meal preparation in partnerships with local chefs and develop community leadership

JCPS School Report Card Data

By providing community resources and family support strategies to those who live within a residence area for our school; we will support students in a K-8 environment to increase student achievement.

Our team began by looking at school report card data for the bottom fifteen schools in Jefferson County Public Schools (JCPS). We compared school report card data from these schools to that of the top fifteen middle and elementary schools. From this analysis our school of innovation came into view.

Elementary School*	State Percentile Rank	Rank within JCPS	Race	F/R	ESL Population	ECE Population	# of Parents voting in SBDM elections	Volunteer hours
<u>Group A Schools</u>								
Blue Lick	3 rd	129/144	65% w 25%aa	87%	2.6%	12.6%	14 (3.4%)	100
Roosevelt Perry	3 rd	131	24% w 61%aa	96%	17.2%	10.4%	8	1200
Jacob	1 st	135	36%w 52%aa	94%	1.7%	12.6%	68 (11%)	398
King	1 st	137	8%w 81%aa	95%	14.2%	10.8%	110 (23%)	123
Foster	1 st	138	14%w 81%aa	86%	.7%	11.3%	2 (.34%)	3000
Mill Creek	1 st	139	28%w 62%aa	89%	4.2%	17.1%	267 (59%)	3680
<u>Group B Schools</u>								
Greathouse	99 th	2	65%w 20%aa	23%	4.7%	7.1%	200 (38%)	1500
Stopher	99 th	5	69%w	16%	1.6%	10.8%	150 (20%)	1616
Brandeis	94 th	6	36%w 41%aa	34%	12.1%	7.1%	350 (71%)	1900
Schaffner	93 rd	7		43%	1%	5.2%	124 (21%)	2500
Carter	91 st	9	57%w 36%aa	50%	1.4%	7.3%	100 (17%)	360
Chenoweth	88 th	10	63%w 27%aa	51%	1.9%	14.1%	48 (9%)	6200
Dunn	88 th	11	72%w 15%aa	25%	1.8%	11.7%	232 (38%)	
Norton	88 th	12	65%w 20%aa	26%	1.7%	11.9%	19 (3%)	10750
Farmer	85 th	14	68%w 15%aa	35%	10.2%	11.3%	59 (8%)	1725

The scores of concern in each criteria area are highlighted in red.

*More schools are listed from the higher end of the scoring range due to some schools having special program selection criteria that the majority of schools do not have.

JCPS School Report Card Data

Middle School	State Percentile Rank	Rank within JCPS	Race-	F/R	ESL Population	ECE Population	# of Parents voting in SBDM elections	Volunteer hours
<u>Group A Schools</u>								
Frost	1 st	144/144	47%w 49%aa	92%	.4%	18.4%	1 (.2%)	995
Myers	1 st	143	32%w 53%aa	86%	11.8%	23.2%	250 (35%)	600
Olmsted North	2 nd	141	35%w 45%aa	93%	18.7%	19.1%	2 (.31%)	0
Knight	2 nd	140	61%w	81%	2.7%	20.5%	0	275
			28%aa					
Stuart	4 th	136	61%w 32%aa	85%	1.6%	14.3%	146 (14.5%)	
Thomas Jeff	4 th	134	34%w 41%aa	89%	16.6%	17.2%	30 (3.51%)	6050
Conway	7 th	133	55%w 38%aa	80%	.2%	13%	40 (4.32%)	1800
Moore	7 th	132	53%w 33%aa	76%	4%	14%	6 (.34%)	65
Lassiter	7 th	130	53%w 30%aa	88%	6.2%	14.4%	159 (21%)	858
<u>Group B Schools</u>								
Barrett	97 th	8	67%w 27%aa	27%	.3%	3%	435 (69%)	7000
Brown	95 th	13	59%w 32%aa	29%	.1%	6.2%	190 (26%)	16096
JCTMS	86 th	28	58%w 36%aa	40%	.1%	4.2%	30 (3%)	2100
Meyzeek	80 th	33	47%w 33%aa	48%	.7%	10%	86 (7%)	472
Noe	77 th	35	53%w 38%aa	55%	5.5%	7.9%	72 (5%)	5224
Crosby	71 st	42	62%w 29%aa	41%	.9%	9.8%	80 (6%)	2800

Report Card Data Results

We analyzed several school criteria including the schools state percentile rank, their rank within JCPS, race groups, free and reduced lunch percentages, percent of ESL students, percent of ECE students, number of parents voting in SBDM elections, and the number of volunteer hours in a school. We elected to analyze these learning environment categories because we feel this is what separates schools. All schools across the district are teaching the same standards and usually the same curriculum. So what sets these schools apart besides their performance levels? We know from district data there is a significant gap between performances of different race groups, yet when comparing school data, the make-up of school populations is generally consistent. However, regardless of race, the percentages of free and reduced lunch students were typically 30% points higher than those who performed higher. These schools also generally had lower parent involvement on SBDM and fewer volunteer hours.

Needs Assessment

By providing community resources and family support strategies to those who live within a reside area for our school; we will support students in a K-8 environment to increase student achievement. Our team began by looking at school report card data for the bottom fifteen schools in Jefferson County Public Schools (JCPS). We compared school report card data from these schools to that of the top fifteen middle and elementary schools. From this analysis our school of innovation came into view. We analyzed several school criteria including the schools state percentile rank, their rank within JCPS, race groups, free and reduced lunch percentages, percent of ESL students, percent of ECE students, number of parents voting in SBDM elections, and the number of volunteer hours in a school. We elected to analyze these learning environment categories because we feel this is what separates schools. All schools across the district are teaching the same standards and usually the same curriculum. So what sets these schools apart besides their performance levels? We know from district data there is a significant gap between performances of different racial groups, yet when comparing school data, the make-up of school populations is generally consistent. However, regardless of race, the percentages of free and reduced lunch students were approximately 30 percentage points lower than non free and reduced lunch students. Schools with a higher free and reduced lunch population generally had lower parent involvement on SBDM and fewer volunteer hours.

How does this translate for JCPS as district where countless resources are poured into schools that see minimal improvements, if any? What are the areas and resources that have been overlooked in the past? Our school of innovation uses current school research with new hypothesizes to model a true school of innovation. We propose a school with an extended school year that enrolls students kindergarten through eighth grade, within a decided upon reside area. This school will then become a major hub of that particular community, who not only addresses the needs of the students but the family and community as well. This will be accomplished by having necessary government agencies, medical services, mental health services, adult education opportunities, as well as family time opportunities. It is the goal of the school to break down the barriers between the school, families, and the community in order to support the needs of the children

Louisville Reach Academy *Signature Design Component*

The Louisville Reach Academy's *Signature Design Component* providing a hub of services to meet the needs of students and their families. The Louisville Reach Academy will support neighborhood collaborations by continuing to develop positive communication, relationships, and trust. We are committed to strengthening the community by enhancing the lives of families and children through quality life enriching experiences that offer life=long opportunities for success.

Innovative services that will be provided at LRA will include:

Health

- Medical partnership with Norton/Kosair
- Dental partnership with Dr. Emily Brown DMD
- Mental Health Partnership with University of Louisville Kent School of Social Work

Family Learning

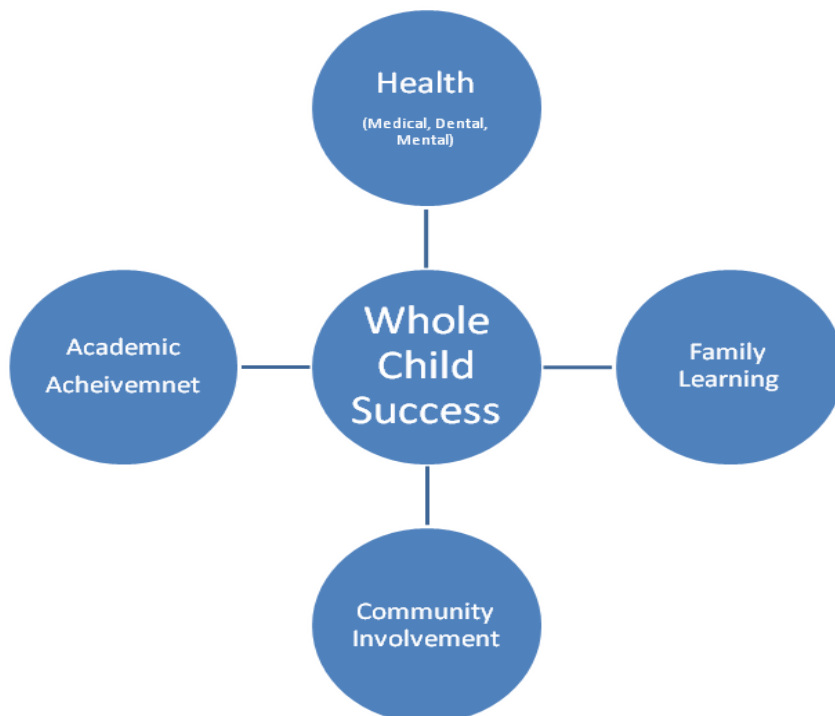
- Partnership with the National Center for Families Learning

Community Involvement

- Green School Initiative to provide healthy food and eating to their families and community, teach responsibility and pride, and build math, science, and economics skills
- Utilize Louisville Linked to pair students with mentors and educational opportunities, as well as communications classes to teach job related skills to students, parents, and community members

Academic Achievement

- Standards based instruction
- Systematic web of interventions to support students
- STEAM focused itinerant classes



Medical Services

The Louisville Reach Academy will partner with Norton Healthcare to provide school-based telemedicine using AMD Global Telemedicine. The overall mission of the organization is to apply innovative technologies to improve access to health care. Often times schools are the only place for students to receive health care. Providing school-based telemedicine will keep children in school, parents at work, and build a medical “home” for the families.

AMD Global Telemedicine has two projects under way the MY Health-e-Schools school-based Telemedicine program; and the Homegrown Healthcare project focused on developing rural health care providers. “MY Health-e-Schools program has made it easy for children to be seen by a healthcare provider without having to leave school for an appointment, and we support their outstanding use of telemedicine technology in this endeavor,” commented Steve Normandin, President of AMD Global Telemedicine.

Telemedicine utilizes state of the art technology to assist the school system in attending to the physical needs of its students. The telemedicine connection is a secure, two-way video link with the child and the trained school professional on one end, and a medical provider on the other. During a telemedicine visit, a child can be screened, examined, diagnosed, treated, and monitored. Special equipment give the medical provider the ability to examine the child's ears, eyes, nose, throat, lungs, skin, etc. A child can be seen through telemedicine for the following concerns: cuts/abrasions, rashes, pink eye, coughs/colds, strep throat, ear aches, and/or flu-like symptoms. Telemedicine is the way of the future and will engage parents, guardians, and caregivers. We will need to obtain parent consent to treat each child at the Louisville Reach Academy.

Below are the strategies that we will use to achieve this partnership:

- On-site school nurse/clinician or trained school professional utilizing KHC Pediatric Nurse Triage Program for first level of patient care. 75% of patient cases utilizing this program are treated with self-care and the physician is not involved.
- Seasonal on-site services in collaboration with nearby physician offices-school physicals and vaccines
- Technology Platform
- Physician/Nurse Practitioner available:
 - Sick visit consultation based on KHC Pediatric Nurse Triage Program outcome-provide consultation note to Primary Care Physician/Medical home to stay informed.
 - Well-visits/Annual Exams with nearby Pediatric & Family Practice Physician offices in the designated zip codes: 40207, 40214, 40229, 40291, 40214, and 40208.



Date: July 11, 2014

To: Kristen Thomas

From: Dr. Josh Honaker
System VP Norton Medical Group

Jennifer Murley
Director Healthcare Informatics

Re: School of Innovation – Louisville Reach Academy

Norton Healthcare (NHC) is committed to partnering with Jefferson County Public Schools (JCPS) on the Louisville Reach Academy as part of the School of Innovation competition. NHC understands the importance of keeping students in their learning environment and providing assistance with managing the student's healthcare to avoid missing valuable learning time.

NHC agrees to develop a school-based telemedicine program alongside of JCPS stakeholders. This proposed program will consist of the following:

- Management fee of \$25,000 - includes two levels of care available to JCPS students while attending school to avoid the need to leave school and receive care, thus missing valuable learning time. The care will consist of access to trained pediatric nurses utilizing Dr. Barton Schmitt's triage protocols as part of the Pediatric Triage Program Monday-Friday during school hours of operation. This initial intake call by a trained pediatric nurse will provide treatment guidance as recommended by Dr. Schmitt's triage protocols. If the student requires further assessment by a licensed pediatrician, upon parent/guardian approval, a pediatrician will provide a "hands-on" assessment utilizing the telemedicine technology and provide treatment recommendation. The pediatrician will bill insurance as available for this patient visit.
- Assistance with identifying a medical home for the student for ongoing healthcare needs if one doesn't exist with a NHC physician practice in the school area.

The proposed program will be further defined upon approval of the Louisville Reach Academy. During this engagement, both parties will provide input to mutually agree on the final details. NHC is committed to providing care to the JCPS students and appreciates the opportunity to develop a partnership.

Partnership with the National Center for Families Learning

4 Component Model Description of Services

The Louisville Reach Academy will be partnering with the National Center for Families Learning in

order to provide adult education. A description of Services from the National Center for Families Learning:

The strength of NCFL extends from its comprehensive and family-centered approach to education. The program model brings students and families together to learn. Parents or guardians and their children are asked to identify academic and life goals that can improve their quality of life. Educators and community agencies work with parents/guardians and their children to achieve these goals through the four components of family literacy: Adult Literacy, Student Literacy, Adult Education, and Parent and Child Together Time (PACT). These components are briefly explained below. A typical parent participant in a comprehensive TFLP program spends at least 10 hours a week working to reach their full potential—both for their own sake and that of their child(ren).

1) **Adult Literacy:** Adult Literacy is built on the premise that when parents and/or guardians learn the entire family benefits. Adults have hopes and dreams for their own self-improvement and life success. Participants in the family literacy program are asked to identify goals for learning and work to achieve them. Examples of these goals could include: reaching the next language level in adult English as a Second Language Classes, GED preparation, College preparation, computer classes, etc.

2) **Student Literacy:** School systems and community agencies across the country have high standards for student success. Each day students participate in literacy instruction at the school or community agency they attend they attend. Goals for student literacy are determined by local curriculum objectives. These goals are designed to maximize student academic success and encourage post-secondary planning. Students participating in the family literacy program are expected to work hard in school and be willing to experience the process with their parent or guardian.

3) **Adult Education:** The component encourages participating adults to be life-long learners. Whether an individual is interested in learning the latest parenting skills or how to help their young student use study time more effectively, this component of the program is beneficial. Parents/guardians are asked to identify goals that educators and community agencies help them reach. Educators work with individual adults and families on a weekly basis to help insure that individual family needs are met.

4) **Parent And Child Together (PACT) Time:** PACT Time is the component that brings that brings the entire program together. The national definition of PACT Time was developed by the National Center for Family Literacy. Through collaborative planning between parents/guardians, educators, community partners, and students, the family has the opportunity to engage in learning time together. This learning could take on many different forms, including but not limited to: classroom visits, storytelling, reading a book, group discussion, dramatic or musical interpretation, project-based learning, etc. PACT Time can take place wherever parents and their children can learn together.

Sample Description of Cost per Enrolled Family to Provide the Four Component Model of The National Center for Families Learning

(Cost Estimated with Sample of Twenty Enrolled Families)

In Kind Contribution: \$29,557 (42%)

Public School System:
Bilingual Liaisons (6 hrs/wk) \$4,692
District Coordinator (2 hrs/wk) \$1,965
Principal (2 hrs/wk) \$4,180
Social Worker (3 hrs/wk) \$5,995

Partners:
Space \$7,650
Adult education coordination \$5,075

Additional Funds Needed: \$40,000 (58%)

Childcare (district employees) \$12,000
Adult ESL classes \$24,500
 Staff: instructor and instructor assistant
Class sessions: 2 hour sessions (8 hrs/week), 4 days/week, 36 weeks, up to 20 participants
Coordination \$2,000
Supplies/Materials \$1,500

Total Program Cost: \$69,557

Total Cost Per Family: \$3,478
In Kind Contribution Per Family: \$1,478
Funds Needed to Support Each Family: \$2,000

May 13, 2014

Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

Dear JCPS School of Innovation Selection Committee,

The National Center for Families Learning (NCFL) supports the efforts of the Louisville Reach Academy to implement dual generational programming in an effort to improve student achievement. For more than 23 years, NCFL has worked with communities across the nation to implement family learning programs that enhance the education of both adults and students. Our most recent research on family literacy programs—like the model proposed in the Reach Academy proposal—indicates that programs like this can increase student achievement, improve adult success, and improve parent self-efficacy.

It is with great pride that NCFL submits this letter of support for the Louisville Reach Academy as a JCPS School of Innovation. The Reach Academy fully encompasses a family-centered learning environment. Descriptions of Reach Academy include the implementation of a four-component family literacy program. NCFL has provided technical assistance to family literacy programs across the country. NCFL is excited to do the same for Reach Academy that will be located in its own back yard.

Please feel free to contact me with any questions about dual or multigenerational learning and why NCFL champions this approach as proposed in the Reach Academy proposal.

Sincerely,


Sharon Darling
President & Founder

On Site Mental Health Services

The Louisville Reach Academy will partner with the University Louisville Raymond A. Kent School of Social Work in order to provide families with on site therapy. The Kent School has formally committed but has not decided on the program yet due to the unknown student population. We have been in contact with Dr. Singer and Dr. Frey who have discussed with the Louisville Reach Academy the importance of knowing the population before determining any further steps. Students from the school will work with students and families on their complex social problems and needs.

Dental Health

Louisville Reach Academy has partnered with Emily Brown of Remmers Dental to provide dental health screenings on a monthly basis. This will help reduce students absences because truancy occurs when students are out of school for medical appointments, due to parents lack of transportation. The students are therefore out of the building and missing key instruction. Having on site Dental Screenings will allow students to be pulled during the day to receive their needs.

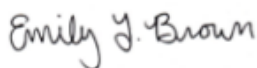
EMILY L. BROWN, DMD

502.644.8792 ✆ elbrow12@gmail.com

April 28, 2014

To whom it may concern:

This letter signifies that I intend to provide limited dental screenings at the Louisville Reach Academy. Dental screenings will include an oral cancer screening, general overview of the mouth and referral for further treatment if necessary.



Emily L. Brown, DMD

Louisville Grows

Louisville Reach Academy has partnered with Louisville Grows to create a sustainable school. Their mission is to grow a just and sustainable community in Louisville, Kentucky, through urban agriculture, urban forestry, and environmental education. Our programs include our community gardens, Love Louisville Trees, the Seeds and Starts Garden Resource Program, [Community Green Schools](#), and the Urban Growers Cooperative.

Through our Community Green School (CGS) program, Louisville Grows partners with local nonprofits to improve the overall health, well-being and education of students and communities in the west end of Louisville. CGS aims to build stronger local communities in urban areas through youth education and green programs. In CGS' youth programs, students learn essential life skills in a hands-on environment as they garden, cook, and move their way through dynamic curricula designed to nurture each student's academic goals and developmental needs. These hands-on green lessons help students develop a healthy lifestyle and increase academic proficiency. Students also take these lessons home to their families to encourage healthy and green lifestyle choices. We believe our students are the best teachers and motivators for change in the local community.

Over the past 20 years, school gardening has become a national movement with many states adopting school based gardens as part of their curriculum. Quantitative studies have showed a positive growth in children's areas of science achievement as well as food behavior when they have been a part of a school with a greenhouse or gardening program. Researchers specifically found that enthusiasm for learning, standardized test scores, and GPAs were higher, particularly in language arts, social studies, science, math, and thinking skills among schools that used the environment, garden, as an integrating context for learning. The purposes of the redesigned schoolyard are academic, behavioral, recreational, and social; giving students a sense of belonging and self worth.



June 23rd, 2014

Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

To Whom it May Concern,

Louisville Grows would like to support the Louisville REACH Academy proposal for the School of Innovation Contest. Many of the components of the Louisville REACH Academy's plan for an outdoor classroom and a Garden to Cafeteria program align with the work that we already do in the community around community gardening and education.

Should the school plan for the Louisville REACH Academy be approved and funded, Louisville Grows has agreed to partner with REACH academy staff to integrate curriculum related to the planned outdoor garden and greenhouse into science, math and literacy curriculum as mandated by the state. In addition, Louisville Grows staff will implement their own Community Green School Curriculum during student's out-of-school time.

The CGS Out-of-school time program is focused on providing youth with an authentic experience in a safe, constructive, garden and health focused environment. CGS's primary goals through this partnership with Louisville REACH Academy club would be to A) improve youth and community health and wellness through nutrition education, including growing and preparing produce, to B) build character and leadership skills in CGS participants by encouraging communication, teamwork and problem solving, and C) provide youth with the opportunity to participate in authentic, real-world activities while simultaneously sharpening their content knowledge in math, science and literacy.

In order to fund the program, Louisville Grows staff would work with the Louisville REACH academy and JCPS to secure funds for this program. Should additional funding be needed, Louisville Grows staff would work with REACH academy staff in seeking grant opportunities.

In conclusion, Louisville Grows looks forward to partnering with the Louisville REACH academy, and fully supports any effort to promote health, food literacy and sustainable agriculture within the greater Louisville community.

Sincerely,

A handwritten signature in black ink, appearing to read "Valerie Magnuson", with a long horizontal flourish extending to the right.

Valerie Magnuson
Executive Director for Louisville Grows Inc.

Louisville Linked

Students spend only 9% of their time at school and 58% interacting and sharing with others.

Educators cannot do it alone. It is essential to student achievement that they are receiving positive interactions which is why the Louisville community contains the answer to our future.

Jefferson County Public Schools has already made advancements in community partnerships to ensure student success at all levels. The Louisville Reach Academy has been working with Dr. Hensley to in utilizing the services provided by Louisville Linked. Acting as a student response team, the **community** is called upon to embrace our students and ensure “we foster resiliency and encourage perseverance by helping children get what they need outside the classroom so they can be successful inside the classroom.”

(Louisville linked Website, <http://louisvillelinked.jefferson.kyschools.us/>, June 24, 2014). The goal of this initiative is to link students with organizations that are devoted to assisting our youth through developing social skills, increasing academic interventions, obtaining basic needs and health care services.

The four focus areas, increased learning, graduation and career readiness, stakeholder involvement, and safe schools equipped with resources, aligns seamlessly with the vision and missions of Louisville Reach Academy. Once a demographic population is established for the Louisville Reach Academy, services will be tailored to fit the needs of all persons who step foot on our campus.

Louisville Reach Academy Curriculum

We propose that teachers have the autonomy to teach and assess the KCAS standards in the method that they and their administration feel best meets student needs. Teachers will utilize KCAS standards to develop curriculum maps and assessments that are approved by school administration and district officials. Students will be taught and assessed on KCAS standards through curriculum mapping in a sequence that the teachers deem appropriate. The JCPS curriculum maps will act as a guideline for sequencing. Students will be assessed formatively and summatively on these standards. Data will be utilized for JCPS to monitor progress. Student achievement will increase as student standards are taught in a sequence that builds upon prior knowledge. PLC time will be utilized to deconstruct standards, map curriculum, create common assessments, analyze data, plan interventions, and discuss/model best practices in instruction. Professional learning communities alter the school's focus from restructuring a school to establishing a new culture and revamping instructional techniques.

Research suggests that elementary students lose reading and math performance abilities when shifting to middle schools (West, Martin, and Schwerdt, 2012) and JCPS test scores reflect this as well. To ensure this doesn't occur at Louisville Reach Academy, our students will be immersed in reading and math throughout the week. Monday through Thursday the focus will be on maintaining and enhancing students' skills in math and reading to ensure they are on or above grade level. This will occur by embedding social studies and science content readings throughout the week. Monday through Thursday the focus will be on maintaining and enhancing students' skills in math and reading to ensure they are on or above grade level. This will occur by embedding social studies and science content readings and calculations as well as itinerants and after school enrichment. On Fridays, students will use the information gained from those lessons to participate in experiments and simulations that corresponds to the science and social studies standards.

We feel that the students learn best when they are engaged in quality learning in the classroom.

Furthermore, the more time students are taken out of the classroom results in loss of instruction. For that reason, we have chosen to have our English Language Learning students follow the English Immersion approach. With this approach all students more advanced in their English proficiency will receive assistance through a collaborating/co-teacher. The Exceptional Child will also participate in a mainstream approach to learning. A resource teacher will work within the classroom to again lower the student teacher ratio.

Balanced Calendar

There is research in regards to extended calendar and JCPS has had schools utilize an extended calendar. Our school of innovation would have an extended day to ensure every student has the necessary intervention time allotted to them without taking away from the core subject during the school day. It will also provide a safe after school environment for students and parents. Also during this time, teachers would have allotted PLC time that also does not take away from core subject within the school day. During the summer months, students would have opportunities to have real world experiences such as internships, and continued intervention/enrichment time to prepare for the next grade level. These could be customized to each student depending on their needs.

The Louisville Reach Academy will operate on a year-round schedule. Students will have breaks in the fall, spring and summer, attending school for 180 days. During those breaks, students have the opportunity to attend intersession classes, allowing them more educational and fun learning opportunities.

(Cooper, et.al 1996 and Alexander, et.al 2007). Below is a sample of a year round balanced calendar we would follow based upon the MNPS District Calendar:

Color Code	
	Students in school
	Students out of school
	Intersession
	All Students attend a half day

JULY, 2014						
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY, 2015						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST, 2014						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY, 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

SEPTEMBER, 2014						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH, 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER, 2014						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL, 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER, 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY, 2015						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER, 2014						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE, 2015						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sample Student Daily Schedule

The Louisville Reach Academy, a full-service community school, offers intervention and literacy groups, after school tutoring, continuous professional development for staff, and 21st Century programs. The LRA will include kindergarten through eighth-grade students within a single facility to allow students to maintain a relationship with their peers, faculty, and staff without having to relocate to a different school.

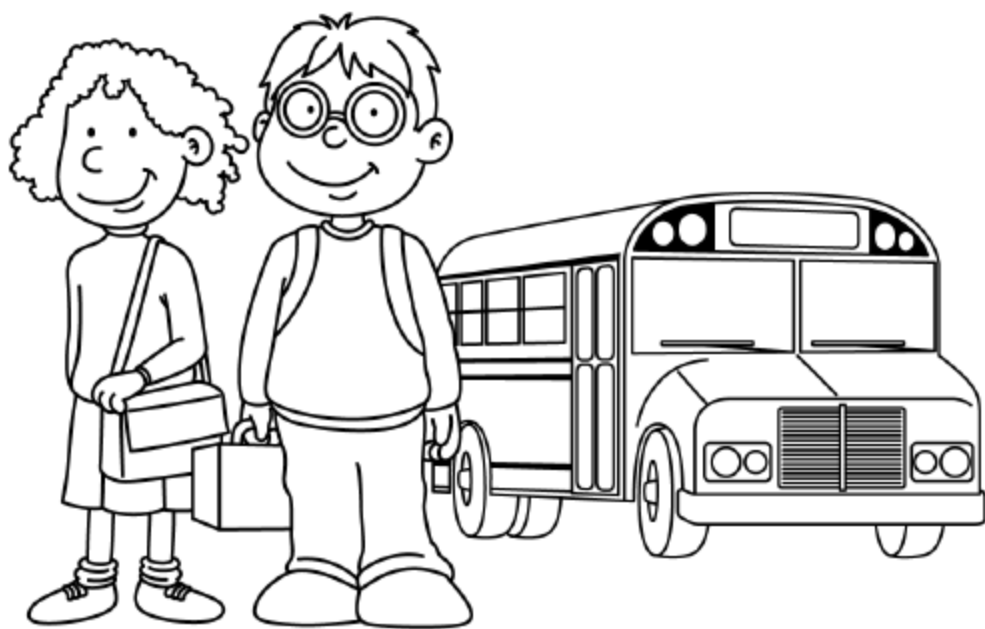
The Louisville Reach Academy will offer Kindergarten through Second Grade with a focus on building foundational skills through the common core, specifically Math and Literacy. Grades 3 through 8 will use a variety of workshop models. There will be Title I and 21st Century Learning Grants; and interactive technology in all classrooms.

We will incorporate the STEAM model: Science, Technology, Engineering, Art, and Math throughout the daily schedule. STEAM engages students in integrated learning as they explore the world around them, create innovative solutions to problems and communicate their results while learning Science, Technology, Engineering, Art and Math

Sample Student Daily Schedule:

8:00-8:15	Morning Meeting	1:00-2:40	Literacy
8:15-9:00	Writing	2:40-3:40	Science/Social Studies
9:00-9:50	Art	3:40-3:45	Closing Reflection
9:50-10:50	Math	3:45-4:00	Nutritious Snack
10:50-11:20	WIN time (intervention block)	4:00-5:00	Afterschool Enrichment/Interventions
11:20-11:40	Lunch	5:00-6:00	Continued Interventions/Enrichment
11:40-12:30	Engineering	Throughout the school day students are engaged in activities that support community building, rigorous standards based instruction, physical activity, multiple intelligences, and systematic intervention.	
12:30-1:00	Physical and Health Education		

Sample Community Involvement Calendar



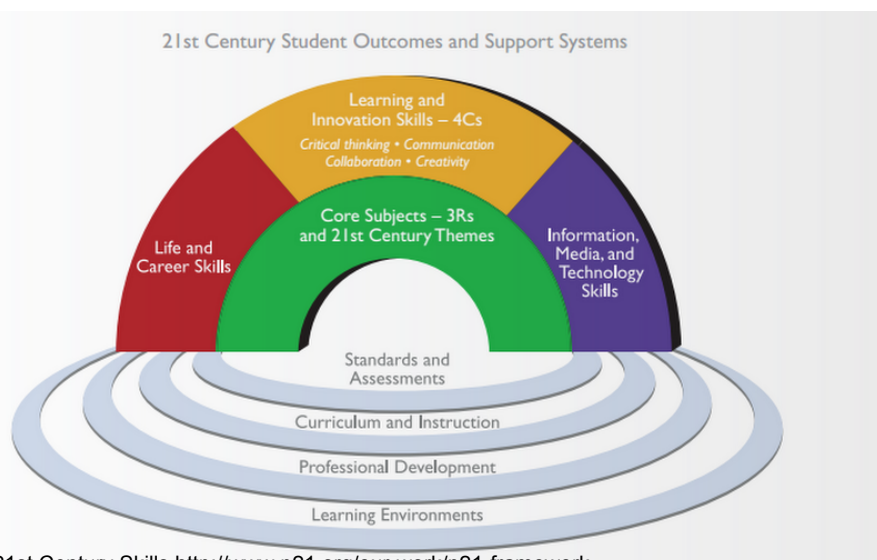
MONTH of SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 NCFL Adult Education	2 NCFL Adult Education	3 NCFL Adult Education	4 Monthly Dental Screening with Emily Brown, DMD.	5
6	7 Labor Day – No School	8 NCFL Adult Education	9 NCFL Adult Education	10 NCFL Adult Education	11	12 Louisville Grows Student ran Farmer's Market
13	14 NCFL Adult Education	15 NCFL Adult Education	16 NCFL Adult Education	17 NCFL Adult Education	18 Educational Family Dinner at LRA	19
20	21 NCFL Adult Education	22 NCFL Adult Education	23 NCFL Adult Education	24 NCFL Adult Education	25 Lunch Buddies with GTECH	26
27	28 NCFL Adult Education On-Site Family Therapy with KENT School	29 NCFL Adult Education	30 NCFL Adult Education			

Louisville Reach Academy will be seen as a 21st Century Community Learning School providing students, parents, and the community with quality educational enrichment, intervention, and extra curricular opportunities in a safe and drug-free environment. The Louisville Reach Academy proposes that our school day conclude at 3:45 and then is immediately followed by a mandatory after school program lasting until 5 p.m., with an option to stay until 6 p.m. The LRA extended school program is designed to build on what students have studied during the school day. During the afterschool program, Nutrition Services will provide a nutritious snack for students. Following a snack time, students will participate in computer based interventions such as Lexia Core 5 and enrichment activities such as math and science lessons in conjunction with the community garden. This provides families with high quality afterschool care in a safe and constructive program.

We will help connect schools with community members and organizations that offer tutoring and homework help, recreational programs, and enrichment and intervention opportunities. The programs offered at Louisville Reach Academy through the 21st Century Program will include:

- **Homework Help:** This will be offered to all students ranging from kindergarten through 5th grade. Students who attend can receive homework help in any subject they may need extra assistance.
- **Educational Enrichment and Interventions:** Students will be provided time for educational enrichment and or interventions using the Lexia program as well as work one on one with an after school staff member.
- **Extracurricular Opportunities:** Other opportunities will include; Green School Initiative, Basketball, Cheerleading, Chess Club, Engineering, Student Council.
- **Life Skill Lessons:** The LRA will offer 21st century skills for students including lessons on; cooperati



Staffing

We propose that the staff of the Louisville Reach Academy enter into a Memorandum of Agreement with the Jefferson County Teachers Union to alter the days and hours worked in accordance with the Louisville Reach Academy proposed school schedule and calendar. We also propose that Louisville Reach Academy enter into a Memorandum of Agreement to alter the certified staff transfer process. This will be necessary to fully staff the Louisville Reach Academy in ample time for the 2015-2016 school year.

Staffing allocations for the elementary program and the middle school program will be combined in the following ways: The school will have one principal, an assistant elementary principal, and an assistant middle school principal. The school will maintain the standard allocation for counselors (3). The student to teacher ratio for Grades K-2 will be 15:1 and grades 3-8 will be 20:1. Each grade level 1-8 will have one instructional assistant, for a total of 8 instructional assistants. Instructional assistants are critical to the provision of individualized instruction and to alleviate teacher focus from tasks that are not instructional in nature. Kindergarten classrooms will each have an instructional assistant. There will be 5 special area teachers needed for the school, provided there are two classrooms per grade level K-5, as we propose. Should the number of classrooms exceed this amount, additional staffing would be necessary to provide for the additional PLC time teachers will be implementing during their planning period. Due to the community service nature of the school, a family services coordinator position would be necessary. We are also requesting 3 instructional coaches to serve grades K-2, 3-5, and 6-8. Many positions do not need to be duplicated for elementary and middle school allocations. The school will have one school media librarian and one library clerk to serve the entire school population. The school will have one school bookkeeper, one school clerk, and one school secretary. ~~Simple Teacher Daily Schedule~~

8:00-8:15	Morning Meeting
8:15-9:00	Writing
9:00-9:50	Grade Level PLC (Analyze Data and Plan Interventions)
9:50-10:50	Math
10:50-11:20	WIN time (Intervention Block)
11:20-11:40	Lunch
11:40-12:30	Teacher Instructional Alignment and Curriculum Development
12:30-1:00	Health and Physical Education
1:00-2:40	Literacy
2:40-3:40	Science/Social Studies
3:40-3:45	Closing Reflection

Sample Special Area Schedule

	Art	Music	PE	Science Lab
8:15-9:05	K	K	1	1
9:10-10:00	2	2	3	3
10:05-10:55	4	4	5	5
10:55-12:05 Planning and Lunch				
12:05-12:55	1	1	K	K
1:00-1:50	3	3	2	2
1:55-2:45	5	5	4	4

Current schedule is based on two classes per grade level.

Technology

In order for our students to be 21st century learners and leaders, technology access is imperative to the Louisville Reach Academy. We propose that the Louisville Reach Academy be equipped with the standard technology that is currently present in JCPS schools, such as SmartBoards, projectors, and document cameras. We also have a pre-funded computer lab that will be on campus for student use as well as parent use during the NCFL classes offered.

We propose that each student be assigned an iPad. This would ensure a 1:1 ratio of student access to technology. Many schools in the U.S. as well as internationally have begun implementing a 1:1 iPad ratio within their classrooms. Due to the fact that this is an up and coming technological program there is not as much research as hoped for. That being said, within schools that have implemented the program the students as well as teachers and administrators have had overall success with incorporating iPads or tablets in a 1:1 ratio with students of all ages. In a study conducted by the Branson School, a school that implemented a 1:1 iPad program in 2010-2011, 83% of students stated that the iPads enhanced their learning because it enabled them to learn through photos, clips, and movies. Students also loved the visual aspect of technology.

At the Louisville Reach Academy, an extended learning focused on computer based intervention will be used to provide further intervention or enrichment. Students will be given access to computers before and after school with programs that are personalized for their individual student needs.

The Louisville Reach Academy will successfully implement the use of technology daily in order to ensure students learning to their maximum potential by targeting individual students needs.

GTECH Partnership

GTECH is a leading commercial operator and provider of technology in regulated worldwide gaming markets. It delivers best-in-class products and services, with a commitment to the highest levels of integrity, responsibility and shareholder value creation. GTECH partners with low income schools in need to help provide them with the most upcoming computer labs in order to promote the use of technology in



1011 West Main Street
Louisville KY, 40202

To: Amy Clifford
From: Mark Hackney
Date: 7/16/2014
Subject: **After School Advantage Program**

We are excited to inform you that GTECH would be honored to partner with you and the Louisville Reach Academy to create a new state-of-the-art computer lab if chosen in the Jefferson County Public School of Innovation contest.

The GTECH *After School Advantage* Program is a global community investment program, which provides qualifying non-profit community agencies and public schools with state-of-the-art computer labs. These computer centers are designed to provide urban children age five to 15 with a meaningful, yet fun, learning experience during the critical after-school hours, in a safe environment. This initiative is meant to provide an otherwise unavailable educational experience and bridge the digital divide among at-risk children. By applying our knowledge and expertise to this type of program GTECH hopes to increase children's interest in careers in computers and provide them with the necessary tools to help them become more competitive in school and in today's job market.


General Manager
1011 West Main Street

Louisville, KY 40202
Email: mark.hackney@gtech.com
Office: 502-569-6367



The afterschool program will use research based online support programs for students such as the districts Study Island, SuccessMaker, and we will be including Lexia. We have partnered with Lexia to provide students research based foundational literacy skills during their interventions.

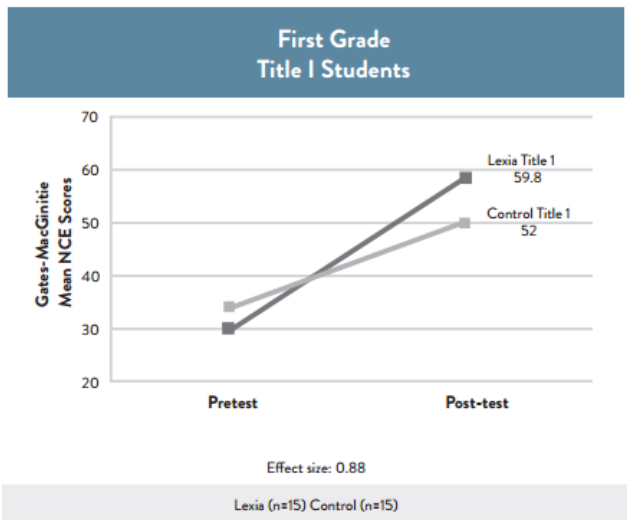
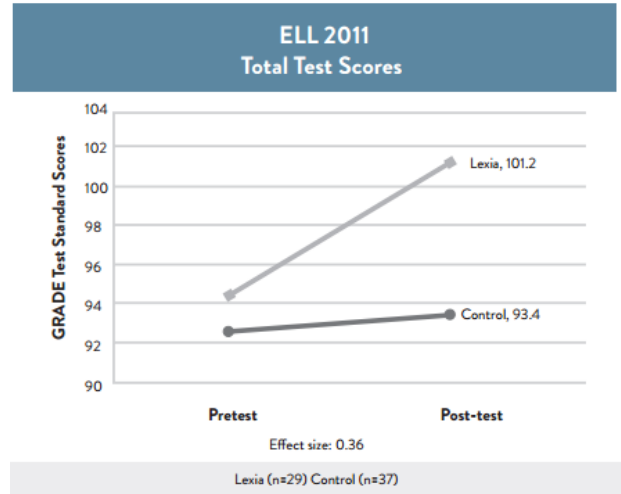
Lexia Reading® Works

Research demonstrates that the technology-based Lexia Reading program makes a measurable difference in students' reading success. In multiple studies published in peer-reviewed journals, Lexia Reading has been found to accelerate the development of critical foundational literacy skills in the early grades. Lexia's Strategies for Older Students has also been shown to be effective in remediating struggling readers.

KEY FINDINGS:

- The Lexia Reading program improved reading scores for students in preschool, elementary, and middle schools.
- The lowest-performing students benefited the most from using Lexia Reading.
- Title I students using Lexia Reading closed the reading gap after only six months of intervention.
- ELL students using Lexia Reading showed gains in early reading skills.

Designed as an essential component of every reading curriculum, Lexia Reading provides individualized learning and norm-referenced performance data without interrupting the flow of instruction to administer a test. This scalable, research-validated, technology-based system predicts students' year-end performance and provides teachers with data-driven action plans to help differentiate instruction.



Lexia Reading advances reading skill development for all students pre-K through grade 4, and helps intensify and accelerate learning for at-risk students in grades 4-12.



More Success Proposal

P.O. Box 23605
Lexington, KY 40523-3605
EDN: 61-1104252
DUNS: 15-774-3451

Phone # 859.252.3000 george@academicedge.com
Fax # 859-422-4989 www.academicedge.com/ky

Jefferson County Public Schools
Accounts Payable
P.O. Box 34020
Louisville, KY 40232-4020

Presented to:

Louisville Reach Academy
Amy Clifford, Founding Team Member
Jefferson County Schools
Louisville KY
amy.clifford@jefferson.kyschools.us

DATE	Proposal #
4/24/2014	10-1547

		Proposed Expire date		FOB
		TBD		Destination
ITEM	DESCRIPTION	QTY	Item	Total
Lexia SS AEI Discount MSL	Core5 Single Student Licenses First year subscription donated Your representative: Michelle S. Lee, Curriculum Integration Specialist 859-608-5517 michelle.lee@academicedge.com	90	40.00 -3,600.00	3,600.00 -3,600.00
Please Issue PO's to: Academic Edge, Inc Fax 859-422-4989 or email: ky@academicedge.com or mail: PO Box 23605 Lexington, KY 40523-3605				
		Total		\$0.00



More Student Success with Less Teacher Stress!

Facilities

It is the vision of the Louisville Reach Academy to have facilities that include all standard operational spaces such as adequate number of classrooms, a library, gym, stage, office, computer lab, etc. Beyond the standard facilities, we propose that our facilities also include a meeting space for adult education, an on-site office for Seven Counties services, land on or adjacent to school property for a community garden

We envision that either current facilities be repurposed to meet the needs of Louisville Reach Academy or that school(s) will volunteer to go through a restructuring process to transform into Louisville Reach Academy.

We specifically believe that the services provided by the Louisville Reach Academy would best serve the communities in the 40218, 40214, 40219, or 40215 zip codes, but could easily be amended to meet the needs of other areas. We envision a location in which our students would live within a two mile radius of the school, which would empower our families to make the best use out of the services that Louisville Reach Academy has to offer. We hope to fit the cost of transportation into the constraints of the current transportation budget.

Expense List

In addition to the budget allotted for an Elementary School, the Louisville Reach Academy will need

funding for the following:

ITEM	PURPOSE	COST
National Center for Families Learning	This includes Adult Class Sessions and childcare.	\$69,557
LEXIA	Intervention Computer Based program	First year subscription donated
Telemed ED	School based telemedicine machine	\$19,800
Telemedicine Services	On Call Pediatrician/ Norton Maintenance Fee	\$25,000 *cost potentially shared with other schools wishing to pilot Telemedicine
Green School Initiative	Green School Initiative Raised Bed Gardens and Greenhouse	\$5,500
Instructional Assistants	Instructional Assistants would work a mandatory 8 hour day (9:00-5:00) with an option to stay until 6:00 to ensure afterschool program is fully staffed.	\$4292.00 per assistant above current average salary. *If working until 6:00, add \$2862.00 above current average salary per assistant per year.
After school snack	Students will be fed a healthy snack as a part of the afterschool program.	TBD by nutrition services.
Marilyn Burns Math Reads Whole School Set	It is the belief of LRA that achievement comes from solid standards based instruction, as opposed to the use of a program. Teachers must have access to materials to make their curriculum relevant and interesting to students, as well as rigorous. The products listed are research based, promote student growth and achievement, and provide teachers with tools for instruction, progress monitoring, and professional development. Many of these items are listed by homeroom. ESL/ECE and special area teachers would have comparable budgets to purchase materials specific to the students they serve. Goal Clarity Coaches would have comparable budgets to develop a comprehensive professional library.	\$3250.00
Class Set of Math Manipulatives		\$325 per homeroom
Lucy Calkins Units of Study in Writing		\$2106.00
Classroom Libraries		\$1000 per homeroom
Reading A to Z		\$84.95 per homeroom

Timeline

Task	Deadline	Person Responsible
Identify and secure a site	October 2014	Dr. Raisor and LRA team
Meet with JCTA for contract amendments to daily/ yearly schedule and certified transfer process	October 2014	Dr. Raisor, JCTA, and LRA team
Hire Principal	November 2014	Assistant Superintendent and LRA team
Community outreach to increase awareness and promote student enrollment	December 2014	Principal, LRA team, and Community Partners
Inventory the schools current materials	January 2015	Principal and LRA Team
Coordinate actionable plans with Community Partners	January 2015	Principal, LRA team, NCFL, Norton Healthcare, and University of Louisville KENT School
Hire Assistant Principal, Counselors, Goal Clarity Coaches, and Community Coordinator, Classified Staff	February 2015	Principal and LRA team
Budget Development and Accounting Policies	February 2015	Principal and LRA team
Placing material orders: technology, math materials, classroom libraries, professional library, telemedicine equipment, Green School Initiative materials (non grant funded)	February 2015	Principal, Bookkeeper, and LRA team
Build Raised Bed/Greenhouse	March 2015	Louisville Grows
Develop Plan for Nutrition Services	March 2015	JCPS Nutrition Services and Principal
Hire Certified Staff and Instructional Assistants	April 2015	Principal, Assistant Principal, Goal Clarity Coaches, and LRA team
Hire staffing for NCFL Family Literacy Program	April 2015	Principal, Community Coordinator, and NCFL
Placing material orders: licenses, Itinerant materials, ECE and ESL materials	May 2015	Principal, Bookkeeper, and LRA team
Develop student and staff handbooks	May 2015	Principal, Assistant Principal, Counselor, and LRA team
Develop Calendar for Community Involvement	May 2015	Community Coordinator
Student Assignment Completed	May 2015	Jonathan Lowe
Transportation secured for year round school	June 2015	Jonathan Lowe and JCPS Transportation
Develop Plan for Green School Initiative After school Program	June 2015	Louisville Grows, Science and Engineering Teacher, Community Coordinator
Summer Institute for vision, curriculum, and assessment	June 2015	Certified Staff, Instructional Assistants

Logic Model

Resources/Inputs	Strategies	Outputs	Outcomes	Expected Impact	Staff/ Personnel
JCPS Student Assignment Proposed School of Innovation	Create a school with a K-8 grade configuration consisting of students from within a two mile radius of school location.	Utilizing the expertise of the JCPS student assignment office, create a student body of K-8 students	Our goal in a school of innovation is to create an environment that supports students, families, and the surrounding community. A K-8 school makes this goal possible by allowing the school to become a long term “home” for students in attendance.	As the school becomes established as “home” for neighborhood students, we would expect to see increased parent involvement, increased use of resources by the community, and increased achievement.	JCPS Student Assignment Louisville Reach Academy
Partnerships with organizations including, but not limited to: NCFL, Norton Hospital, Emily Brown DMD, Louisville Linked and University of Louisville Kent School. Space and funding for community partnerships.	The school will be a host for the 4 component model of the NCFL, incorporating English language classes and parent education The school will have an on-site telemedicine unit to service minor medical needs and help families seek care in their “medical home”. Louisville Linked will provide career mentoring for both students and families. Monthly dental exams and access to mental health services will be available.	Monthly visits from dentist. Clinic run by trained staff in collaboration with Norton Healthcare. NCFL teaches evening classes for school families.	As the needs of families are met, the school will become seen as a “hub” for the community. Student work ethic will improve and the focus can shift to academics. Students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.	A community school’s integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities.	NCFL University of Louisville Kent School Emily Brown, DMD Louisville Linked Norton Healthcare Louisville Reach Academy Community Coordinator

JCPS Transportation	We propose an alternative, year-round calendar.	Create a calendar that is based on a model of two week breaks in the fall and spring, and extended winter break, and a shortened summer break.	Students attend school the same number of hours and days, but in a different configuration.	We expect to see a reduction in the “summer slump” that occurs when students are out of school for an extended summer break.	JCPS Transportation
<p>Teacher Assistants</p> <p>Funding for afterschool program</p> <p>Funding to purchase Lexia Core 5 and Reflex Math</p> <p>Nutrition Services</p>	We propose that the school day be altered to the hours of 8:00-3:45, with a mandatory after school program from 3:45 to 5:00 (and an option to stay until 6:00).	<p>Extended school day will provide students with two special area times of 50 minutes each. In turn, this provides teachers with two planning periods; one designated to be used for PLC and embedded professional development and the other for curriculum alignment and development.</p> <p>In the afterschool program, students are fed a nutritious snack, provided with safe and educational childcare, and are engaged in targeted web based interventions and/or enrichments.</p>	<p>Students will value school as a “safety net”, increasing their achievement.</p> <p>Teachers are given time to plan high quality, rigorous lessons and targeted interventions.</p> <p>Students are engaged in further intervention under the supervision of trained teacher assistants, while utilizing research based interventions.</p>	<p>Achievement would be expected to increase, as teachers focus more time in their PLC and in embedded professional development. Achievement would also increase as students are exposed to content that will build background knowledge and develop a sense of pride in traditionally non-“academic” areas.</p>	<p>Louisville Reach Academy</p> <p>Lexia Learning Administration</p> <p>Teacher assistants</p> <p>Nutrition services staff</p>
Funding for iPads and Technology Lab	Create a 1:1 ratio for students and technology.	Utilize technology frequently in the classroom to prepare students for college and career readiness.	Students will be more engaged with the use of technology to teach.	Students will be more adept at creating products that are technology based to be exemplars of future college and career readiness.	JCPS Computer Support (as needed)

Louisville Grows will be utilized for their expertise in community agriculture and in access to grants for funding.	Create a community garden at the school that is run by the students of the school.	Students will care for the community garden as a part of their science lab special area. Students will receive produce from the community garden to use in school led “family dinners”. Students will run a farmers market using produce from the garden to help feed the community.	Community gardens are tools that can be used to support science, mathematics, health, and economics curriculum. It instills in students a sense of planning, responsibility, and organization. It is also a tool that as a community school we would utilize to help feed families in our communities.	The students and community learn about and value healthy food. Families value the school and community garden as an asset to the community and a way to bring families together.	Louisville Grows Volunteers Science/ Engineering special area teacher
KCAS Standards	We propose that teachers have the autonomy to teach and assess the KCAS standards in the method that they and their administration feel best meets student needs.	Teachers will utilize KCAS standards to develop curriculum maps and assessments that are approved by school administration and district officials.	Students will be taught and assessed on KCAS standards through curriculum mapping in a sequence that the teachers deem appropriate. Students will be assessed formatively and summatively on these standards. Data will be utilized for JCPS to monitor progress.	Student achievement will increase as student standards are taught in a sequence that builds upon prior knowledge.	Louisville Reach Academy teachers and Administration

Measurable Outcomes for Student Learning

Louisville Reach Academy will measure student progress in a variety of ways. We will utilize district performance assessments as well as standards based common assessments created by grade level PLCs.

Students will participate in Brigance and KPREP testing at the appropriate grade levels. Teachers will also measure progress using Lexia reading reports.

Due to the innovative concept and practices of the school, we would expect Louisville Reach Academy students to outperform comparable Title I schools with a similar student population. An example of a comparable school would be the Area 3 school Hartstern Elementary. This school is located in the 40219 zip code, which is a zip code proposed for the location of Louisville Reach Academy. Hartstern is a Title I school with a free and reduced lunch population of 74.8%. 108 out of 452 students are identified as LEP, with 89 receiving ESL services. Their most recent Next Generation Learner overall score was 59.2. Hartstern is one of the highest performing Title I schools with an ESL department.

Please see appendices for further research to support Louisville Reach Academy's innovative concepts.

Appendices

Telemed ED

Telemedicine for Education Deployment



Keeping Children Healthy So They Can Do Their Best in School

School-based telemedicine programs are making a significant impact on keeping our children healthier and reducing the number of absences due to illness. AMD's **Telemed ED**, a clinical telemedicine system allows children to be easily seen by a healthcare provider without having to leave school for an appointment.

Designed FOR School Health Practitioners, BY School Health Practitioners

All of the features and components included with the **Telemed ED** system have been designed by specific request and guidance from school health practitioners looking to expand the quality of healthcare in their schools. This all-in-one system makes it simple and easy to perform a clinical assessment on a child, while at the same time have a live consult from a healthcare provider at another location.

"As a school-based healthcare provider and a user of several AMD products, I feel that Telemed ED provides high quality technology in an easy-to-use package for schools"

—Steve North, MD, President & Founder, Center for Rural Health Innovation

Quality of Clinical Assessment Tools Mirror that of a Doctor Visit

A patient's diagnosis can only be as accurate as the quality of clinical data provided. Included with **Telemed ED** system are the following medical devices and software. Additional devices are optional (see back for details).



Digital Stethoscope:

At the core of almost all clinical assessments, especially those for children, are the heart and lung sounds. AMD's **Digital Stethoscope** delivers superior sound quality to the remote consulting physician – and all they need is a set of headphones.



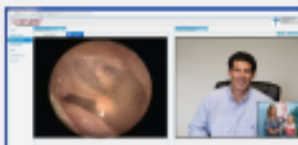
General Examination Camera:

Let the doctor "see" the patient exactly as they are. AMD's **General Examination Camera** captures the clinical assessment exactly as it is. With only 4 buttons to keep things simple, this is the first camera to combine power zoom, auto or manual focus, frame capture and electronic image polarization into one device.



Digital Otoscope:

One of the most common symptoms children visit school nurses for is ear, nose and throat pain. With AMD's integrated **Digital Otoscope**, you can conduct a full range of ear, nose and throat examinations to provide the remote physician with clear, live and still images of the ear canal and tympanic membrane. This also features an insufflation port for a pneumatic otoscopy exam.



AGNES Interactive™ Telemedicine Workspace:

AGNES, a web-based workspace, allows the clinician and the remote doctor to see all the medical device data in real-time as it is being taken. In a single web portal, you can simultaneously capture and share the live patient encounter while participating in a video conference with the remote physician.



Technical Features & Specifications:

Standard Equipment & Software:

- Cart with 2 Locking Drawers, and 1 Locking Cabinet
- 22" LED-HD Monitor
- General Examination Camera with retractable cable reel and docking station
- Digital Stethoscope
- Digital Otoscope
- AGNES Telemedicine Workspace (includes software modules for Video, Stethoscope, Session Documents and Manual Entry of Vitals)
- HP Printer/Scanner/Copier
- HD Webcam for Video Encounters
- Speaker and Microphone
- Anti-Microbial Wireless Keyboard/Mouse
- Intel Quad Core i7 Windows 7 PC
- Retractable Reel for Power Cord
- External (4) Port USB Hub
- 4 Wheels with Locking Casters
- Adjustable Examination Chair
- 1 Year Standard Warranty
- Shipping – Domestic Ground



Note: Point-to-Point, 2-Way Video Conferencing is Included within the AGNES Interactive Workspace (or you can choose a video conferencing platform of your choice).

Optional Equipment, Software and Services:

- SPOT Vital Signs Monitor
- AGNES Vitals Software Module
- 3M Littman Stethoscope
- 50X Lens for General Examination Camera
- Spirometer w/ Calibration Syringe
- Vaddio Clearview HD USB PTZ Camera
- IRIS USB 2.0 Digital Dental Probe
- Additional 22" LED HD Monitor w/ Mounting Hardware
- Telehealth Consult Software
- Software Support and Maintenance
- Equipment Installation and Training

School-Based Telemedicine Benefits the Whole Community



Ensures Students Are Healthy and Ready to Learn:

- Improves academic performance
- Decreases absenteeism
- Helps manage chronic conditions such as asthma, diabetes, obesity

Expands Schools Capacity to Meet Healthcare Needs of Children:

- Saves schools from losing attendance-based state dollars
- Connects school nurses with outside specialists
- Increases access to acute care

Reduces Overall Healthcare Costs:

- Increases frequency of adolescent care
- Decreases use of urgent and emergency care
- Promotes healthy behaviors and awareness

(Sources: Center for Rural Health Innovation, The Children's Partnership)



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K-8 model: Our rationale for this grade configuration is supported in research done by Martin West, associate professor of education at the Harvard Graduate School of Education, deputy director of Harvard's Program on Education Policy and Governance at Harvard University, and an executive editor of Education Next. In his research, West found that students who left elementary schools for middle schools in grades six or seven "lose ground in both reading and math compared to their peers who attend K-8 schools." This information is also supported by a 2010 study by Rockoff and Lockwood that "produced compelling evidence that the transitions to middle schools were harmful for students in that setting." That research found that students entering grades six through eight or seven to eight schools experience a "sharp drop" in achievement versus those attending K-8 schools.

Rockoff, Jonah and Lockwood, Benjamin. (2010, Fall). Stuck in the Middle, Education Next, 10 (4)
Retrieved from <http://educationnext.org/>

West, Martin and Schwerdt, Guido. (2012, Spring). The Middle School Plunge, Education Next, 2 (2)
Retrieved from <http://educationnext.org/>

Full Service Community School: A Full Service Community School is a school that has been intentionally transformed into a neighborhood hub. In this school, residents and students can be provided with not just an education but instead a range of support services. Today's schools cannot possibly take on all the problems of today's children and their parents, which is where the full service community schools come into action. Researchers who studied 8 different full service schools in San Francisco, California determined that compared to their peers, students who participated in full service schools for a year or more were 61% less likely to go from a high to a low level of school effort. Thirty-three percent were also less likely to exhibit falling self-efficacy in the 18-month follow up period. As well as, participants who attended 30 or more days had higher GPA's than both the comparison group and the "less than 30 days" full service school group. Denver, Colorado also operates 8 "Beacon" or full service schools. The 2010 CSAP scores of students who regularly attended programming were consistently higher than students who did not attend or did not regularly attend programming. Across schools and content areas attendees were more likely to be proficient or advanced and less likely to be unsatisfactory than non-regular participants. Regular attendees demonstrated a school attendance rate that was 3% higher (5 school days) than students who did not attend for at least 30 days. They also saw an increase in self-confidence and other pro-social skills as well as lower rates of negative behaviors.

Youth Development Institute. *Beacon Community Schools Igniting Engagement of Youth & Communities in our Nation's Cities*. Retrieved from

http://www.ydinstitute.org/initiatives/beacons/YDI_WallaceWhitePaper_Final2_HighRes.pdf

Dryfoos, Joy. *Full Service Community Schools: A Strategy- not a Program* Retrieved from <http://www.pearweb.org/teaching/pdfs/Schools/Epiphany%20School/Articles/Dryfoos%20-%20Full-service%20community%20schools.PDF>

Alternative School Year and Day Schedules: A research synthesis conducted by Cooper integrated 39 studies examining the effects of summer vacation on standardized achievement test scores. The 39 studies indicated that summer learning loss equaled at least one month of instruction as measured by grade level equivalents on standardized test scores—on average, children's test scores were at least one month lower when they returned to school in fall than scores were when students left in spring.

Alexander writes of similar outcomes in *Lasting Consequences of the Summer Learning Gap*. The article states, “once in school, disadvantaged children need year-round, supplemental programming to counter the continuing press of family and community conditions that hold them back. The school curriculum in the elementary years often is self-consciously pursued at home, as when, for example, parents work with their children on letter and number skills or reading. Parents of means generally did well in school themselves. They understand the skills and behaviors valued there and exemplify them in family life. For their part, poor parents often themselves struggled at school and have low literacy levels, and thus they undoubtedly have difficulties cultivating valued educational skills in their children. While low income, low SES parents generally want the same kinds of enriching experiences for their children as do well-off parents, they often lack the means to provide them.”

Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66(3), 227-268. EJ 596 384

K. Alexander, D. Entwisle, and O. Linda, “Lasting Consequences of the Summer Learning Gap.” *American Sociological Review* 72 (2007): 167–180.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development

Unfortunately there is little research to support additional planning time for teachers. This is simply due to the fact that this practice is not in place in the United States. However, consider the following. In JCPS elementary schools, the instructional day is 400 minutes. 50 minutes per day is allotted for planning. So teachers are delivering high quality instruction for 1,750 minutes per week. Teachers have 250 minutes per week for planning 1,750 minutes of high quality instruction, which works out to a ratio of 1:7. In other words, teacher are expected to plan exceptional instruction for a reading mini lesson. If the lesson is 21 minutes, a teacher has 3 minutes to plan that lesson. This does not take into account assessing student work or meeting in a PLC. Gulamhussein writes supporting this concept in the blog for the Center for Public Education.

Gulamhussein, Allison. Do Teachers Have Enough Time to Create Educational Excellence. The Edifier. Center for Public Education. March 2013

PLC: Professional learning communities alter the school's focus from restructuring a school to establishing a new culture and revamping instructional techniques. This reform is beneficial to student achievement and growth. In order for the PLCs to be successful certain characteristics must be implemented. Perhaps the most significant resource that is required is time. With our idea of having a two planning period day, with one being devoted to PLCs, it is ingrained in the culture and structure of the school that leadership among staff and teachers is the key to student academic improvement

Burnette, 2002; Hord & Rutherford, 1998; Supovitz & Christman, 2003; Reichstetter, 2006, retrieved from <http://www.centerforcsri.org/plc/index.html>).

Learning Point Associates. Professional Learning Communities. *The Center for Comprehensive School Reform and Improvement*, retrieved from <http://www.centerforcsri.org/plc/index.html>.

Annenberg institute for School Reform. Professional Learning Communities: Professional Development Strategies that Improve Instruction, retrieved from <http://annenberginstitute.org/pdf/proflearning.pdf>.

Mizell, H. (2010). *Why professional development matters*. Oxford, OH: Learning Forward.

Technology: Many schools in the U.S. as well as internationally have begun implementing a 1:1 iPad ratio within their classrooms. Due to the fact that this is an up and coming technological program there is not as much research as hoped for. That being said, within schools that have implemented the program the students as well as teachers and administrators have had overall success with incorporating iPads or tablets in a 1:1 ratio with students of all ages. In a study conducted by the Branson School, a school that implemented a 1:1 iPad program in 2010-2011, 83% of students stated that the iPads enhanced their learned because it enabled them to learn through photos, clips, and movies. Students also loved the visual aspect of it.

Branson. iPads at Branson. *The Branson 1:1 iPad Program*, retrieved from www.branson.org.

Garden: Over the past 20 years, school gardening has become a national movement with many states adopting school based gardens as part of their curriculum. Quantitative studies have showed a positive growth in children's areas of science achievement as well as food behavior when they have been a part of a school with a greenhouse or gardening program. Researchers specifically found that enthusiasm for learning, standardized test scores, and GPAs were higher, particularly in language arts, social studies, science, math, and thinking skills among schools that used the environment, garden, as an integrating context for learning. The purposes of the redesigned schoolyard are academic, behavioral, recreational, and social; giving students a sense of belonging and self worth.

Blair, D. (2009) *The Child in the Garden: An Evaluative Review of the Benefits of School Gardening*. The Journal of Environmental Education.

Class Size: Research shows that smaller class sizes have a positive impact on student achievement, particularly in the earliest grades for fro students from less advantaged family backgrounds. The most influential and credible study of CSR is the Student Teacher Achievement Ratio, or STAR, study which was conducted in Tennessee during the late 1980s. In this study, students and teachers were randomly assigned to a small class, with an average of 15 students, or a regular class, with an average of 22 students. This large reduction in class size (7 students, or 32 percent) was found to increase student achievement by an amount equivalent to about 3 additional months of schooling four years later.

Word, E., Johnston, J., Bain, H.P., et al. Student/Teacher Achievement Ratio (STAR): Tennessee's K–3 class size study. Final summary report 1985–1990. Nashville: Tennessee Department of Education, 1990.