

# PROGRAM AMENDMENT

## SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson County Public Schools School Name: Southern High School

Person Submitting Amendment: Tyler Shearon, Principal

Reviewer: Tara Rodriguez Date Revision Approved: 3-7-18

| Sections  | (Amend)Yes or No | Description data supporting amendment and strategies to be included.  |
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| Section 1: Commitment to Serve <ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Non-cognitive data</li> <li>• Causes and contributing factors</li> <li>• Strategy selection</li> </ul> | NO               | <p>This grant will still serve all students and will be focused on improving Tier 1 instruction through intensive coaching, professional development, and an infusion of instructional expertise. The intent is to do so in a more systematic nature and without pulling teachers from their classrooms while students are present.</p> <p>Historically, in diagnostic reviews, SHS has received commendations for relationships with students, but areas of growth have been specifically focused on the instructional systems and practices in the classroom. In 2016, the review team identified standard 3.6 as the lowest ranking standard. This standard, was scored a 1 by the visiting team. It claims that few teachers use an instructional strategy that informs students of their learning, and a lack of exemplars. This identified area of need, and the goal to overhaul and significantly increase the schools culture around learning is the catalyst for the grant amendment.</p> <p>Finally, SHS (and perhaps many schools in the bottom realm of the achievement range) needs a “shot in the arm” instructionally. ACT has increased slowly over the last decade, but it has done so nationally. This still leaves a gap. To close this gap and other significant gaps, rather drastic steps must be taken (Hassel &amp; Hassel, 2009).</p> <p>We would like to hire a new position – a resource teacher who will be an instructional expert driving the instructional innovation and improvement that we are striving for. The use of SIG funds in this way will allow us to concentrate expertise and instructional support at SHS. This resource allocation will support improvement</p> |

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|   |                  | <p>in magnitude, consistency, and stability (Hallinger et al., 2013).</p> <p>The position in its official capacity is titled as a resource teacher position with extended days in the calendar. This position will be entirely focused on supporting instructional consistency, coaching, and professional development for all teachers inside the school. The role will require the coordinating of various school supports focused on improving teacher instruction and ensure the fluidity of various systems (PLC model, walkthrough system, common formative assessment creation, instructional best practice professional development/monitoring). We are seeking an instructional expert (hence the enhanced desirable qualification) that can aid in coordinating teacher support and instructional best practices across the building without being confined by the other requirements placed on administrators.</p> <p>The extended year is necessary for cohesive planning with school administrators, and the conducting of professional development in the summer that will benefit all teachers.</p> <p>Finally, this individual will be required to support a cohort of teachers attempting to get their NBCT and therefore help to enhance the instructional synergy around the school and support the administrations vision of a focus on student learning.</p> |
| Section 2: Intervention Model (Tier I and Tier II)  |                  |   |
| Section 3: Actions <ul style="list-style-type: none"> <li>• Technology</li> <li>• Family involvement</li> <li>• Personnel assignments</li> <li>• Redirected funds</li> <li>• PD</li> <li>• Resources</li> <li>• External support</li> <li>• Review policies</li> <li>• Changes in policies/practices</li> </ul> | YES              | Southern High School is asking for a SIG amendment/overhaul. The original SIG grant was written by a previous principal for a consultant who is no longer working with the school. The majority of the current grant pulls teachers out of their classrooms, during the school year, for coaching/work sessions. The new proposed usage of the grant is based on a “push in” and support model for teacher. This model will utilize an instructional expert to focus on the following areas: development/coaching of new  |

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| <ul style="list-style-type: none"> <li>Sustain reform</li> </ul> |                  | <p>teachers (new teacher induction and support), instructional supervision, professional development planning, and increased monitoring of what academic practices are implemented inside of classrooms.</p> <p>The overall intent would be to elevate the school’s “academic press” through the above listed means. “Academic press” is a term coined by Dr. Joe Murphy from Vanderbilt’s Peabody School of Education (see attached article). It encompasses strong instructional practices inside the classroom <u>and</u> a belief by staff and students that the school is a place for learning by all. See attached article.</p> <p><b>What are the plans to build capacity while utilizing this role in a way that creates sustainable growth and skills amongst staff?</b></p> <p>Since the start of this school year, and the hiring of a new principal, Southern has implemented and remained focused on 4 Key Initiatives (KIs). The KIs are PLC process (including a revamp and pilot test this year), Culture, developing a Formative Teacher Feedback System, and Freshman Academy. Each KI has an academic component, and each has a leadership pair (AP and counselor) that work to move the initiative forward through regular planning, meetings, and monthly system checks at administrative meetings. Some of these pairings are growing in regard to their comfort on these KI. The resource teacher/instructional expert will work with, coach, and provide support for these teams. This growth in capacity along with the professional development and coaching with teachers to improve their craft will be the lasting sustainable impact that can help to continue moving Southern forward even after the end of the grant.</p> <p><b>What strategies will be implemented to monitor effectiveness of the process?</b></p> <p>The school has developed a tracking system for all KIs that connects the CSIP, quarterly report, and school 30-60-90 day plans. The intense focus on the very few KIs allows all leadership</p> |

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|  |                  | <p>to tell if plans are being implemented with fidelity. Monitoring sessions occur on a month basis. This role would work with admin on the academic portions of each KI. Therefore, the effectiveness could easily be monitored by the completion and progress of these plans/steps.</p> <p>Instructionally, walkthrough data will speak to the effectiveness of this concentrated academic support. Data should reveal more intentional lessons, higher engagement and utilization of more effective (research based) instructional practices in more classrooms.</p> <p>Please move the following funds:</p> <p>TO: 0312170 011038 460C \$189,860</p> <p>0312170 0211 460C \$108</p> <p>0312170 0215 460C \$432</p> <p>0312170 0222 460C \$724</p> <p>0312170 0231 460C \$10,033</p> <p>0312170 0260 460C \$144</p> <p>0312170 0294 460C \$16,400</p> <p>0312170 0295 460C \$24</p> <p>0312170 0296 460C \$100</p> <p><b>\$217,825</b></p> <p>FROM: 0312170 0213 460C \$2,243</p> <p>0312170 0253 460C \$1,168</p> <p>0312053 0322 460C \$68,262</p> <p>0312170 012036 460C \$128,727</p> <p>0312219 0735 460C \$17,425</p> <p><b>\$217,825</b></p> |
| <p>Section 4: Timeline</p> <ul style="list-style-type: none"> <li>Three year timeline</li> </ul> | Yes              | <p>Because of the leadership change, SIG was not utilized this year as previously intended. It is needed for systematic and continuous improvement over the next two years in the ways listed above.</p>   |

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| Section 5: <b>Tier I and Tier II</b> annual goals <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul> |                  |  |
| Section 6: <b>Tier III</b> Services <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>               |                  |  |
| Section 7: <b>Tier III</b> Annual Goals <ul style="list-style-type: none"> <li>• S.M.A.R.T. goals</li> <li>• Quarterly benchmarks</li> <li>• District support when not achieving goals</li> </ul>  |                  |  |
| Section 8: Consultation <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>  |                  |  |