

## 2015-16 SCHOOL IMPROVEMENT GRANTS

### PROGRAM AMENDMENT

**District Name:** Livingston      **School Name:** Livingston Central High School

**Person Submitting Amendment:** Scott Gray

**Reviewer:** Tara Rodriguez      **Date Revision Approved:** 5/23/18

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
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>		
Section 2: Intervention Model ( <b>Tier I and Tier II</b> )		
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> <li>• Sustain reform</li> </ul>		<p><b><u>Action Dealing with Code 0110—need to be redirect funds to code: 0641.</u></b></p> <p><b>The original grant allocation for math interventionist will not be used due to lack of viable candidates during the first semester of the 2017-2018 school year providing an excess \$20,300.00.</b></p> <p><b>LCHS request to redirect \$2,000.00 of the above code to supplement the original allocation in the 0641 code. These monies will be used to purchase additional library books to increase student achievement and improve novice reduction, SIG allocated funds will be used for library books for the 2018-2019 school year and beyond. With reading as a focus on Novice Reduction, at the request of students and staff, the librarian conducted a survey of the students and staff with the following Genres requested: action and adventure, drama, fantasy, graphic novels, history, horror, humor, mystery, non-fiction, poetry, romance, science fiction, self-help sports and travel. Based on</b></p>

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
		the information collected from the survey, purchases will be made to accommodate student interest.
Section 4: Timeline <ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>		
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>		