

## 2017-18 SCHOOL IMPROVEMENT GRANTS

### PROGRAM AMENDMENT

**District Name:** Livingston

**School Name:** Livingston Central High School

**Person Submitting Amendment:** Pebbles Lancaster

**Reviewer:** Tara Rodriguez

**Date Revision Approved:** 8/17/18

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><u>Action Dealing with Code 0110—need to redirect funds to code: 0610.</u></p> <p>The original grant allocation for math interventionist 2017-2018 funds were not utilized due to the lack of viable candidates – we had to fulfill mid-year an Algebra II math position.</p> <p>LCCHS request to redirect \$4,000.00 of the above code to supplement the original allocation in the 0610 code. These monies will be used to purchase additional curriculum resources and instructional materials to increase student achievement and improve novice reduction in the areas of math and reading, SIG allocated funds will be used for instructional resources for the 2018-2019 school year and beyond. The math and English department have two new staff members each for the school year 2018-2019.</p> <p>Geometry List:</p> <p>Geometry – curriculum material that features units, warmup activities, homework assignments, notes, formative and summative assessments, review material, mid-term and final exams. (500.00) We would</p>

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		<p>like to purchase some materials from “Teacher Pay teachers” website. The new geometry teacher would like to have the set of units to guide her instruction as she gains understanding and familiarizes herself to the math standards. The math interventionist would like to purchase several units in order to better understand the standards for Algebra II. The units include breaking down the standards, instructional strategies, notes, practice activities, assessments, etc. The other two teachers in the dept. have used units from this website and have shared this with the two new teachers.</p> <p>Manipulatives – geometry related (100.00)</p> <p>Math Interventionist List:</p> <p>12<sup>th</sup> Grade Transitional Math – college placement exam review material, practice workbooks, practice exams, etc. (400.00)</p> <p>9-11<sup>th</sup> Intervention Math – resource books for small group intervention hands-on, manipulatives (white boards, markers, flashcards, notecards, etc.), practice workbooks, formative and summative assessments, etc. (400.00)</p> <p>English List:</p> <p>English 10 List: honors material, literature and informational books - enough for 25 students (750.00)</p> <p>English 11/12 List: AP material, honors resource material, literature and informational books - enough for 25 students, ODW supplemental material (750.00)</p> <p>These resources will assist the four newly hired teachers with instructional resources and curriculum materials needed for their content areas. The resources will be used to prepare students for the end of the year English 10 exam as well as math exam (Geometry/Alg. I). Also, it will help prepare students for the end of the year AP Literature and Language Exams as well as assist</p>

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		<p>students with being college ready upon exit of high school.</p> <p>The freshman teacher who used the units from Alg.I increased student scores according to CERT data (fall data: 7 proficient, 7 apprentice, 67 novice and then spring data: 29 proficient, 14 apprentice and 39 novice - 10th grade PLAN in the fall/ACT in Spring so different data). Star data - fall data 9th grade: 45% N, 25% A, 29% P and spring data 9th grade: 38% N, 27% A, and 35% P. Star data – fall data 10th grade: 36% N, 25% A, 38% P and spring data 10th grade: 26% N, 37% A and 38% P. Reducing our novice numbers has been huge. Math resources by far is our greatest need.</p>
<p>Section 4: Timeline</p> <ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>		
<p>Section 5: <b>Tier I and Tier II</b> annual goals</p> <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		
<p>Section 6: <b>Tier III</b> Services</p> <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		
<p>Section 7: <b>Tier III</b> Annual Goals</p> <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>		
<p>Section 8: Consultation</p> <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>		

