

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: JCPS School Name: Doss High School

Person Submitting Amendment: Sariena Sampson

Reviewer: Tara Rodriguez

Date Revision Approved: 10/15/18

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> • Assessment data • Non-cognitive data • Causes and contributing factors • Strategy selection 		<p>Doss High School is a TSI school in Jefferson County Public Schools, Louisville, KY. While the school’s graduation rate elevated it out of CSI to TSI status, it’s gap data kept it from rising to the rank of “Other” schools. Doss knows there is work to be done to close the achievement gaps that are present, and is taking action to make that happen.</p> <p>One such action is working to improve racial equity at the school. Engagement is often lowest among students of color who have been previously alienated from school cultures (Varvus, 2008). Because student engagement is the heart of the Mission Statement at Doss, “To inspire, create, and foster authentic learning opportunities that maximize student engagement,” the school is dedicated to doing all it can to increase engagement. In an effort to do so, the school has hired Robert Jackson, a motivational speaker who specializes in Culturally Responsive Teaching Practices, especially for students of color, to come and lead Professional Development for the staff at the August Staff Retreat. He is coming again in November to the Gold Day Professional Development to provided more Professional Development.</p> <p>Additionally, the school has ordered a book on racial equity and plans to engage the staff in in a study of the text to improve the racial equity work happening building-wide. In addition to these initiatives, the administration team at Doss knows there is a need to collect data that shows student engagement and teacher practices, so growth can be monitored and areas of need identified. The school has long used Learning Walks as its method of collecting that data – brief observations of teachers’ classrooms with targeted questions about engagement and practices/strategies being used. The school has been very focused on the increase needed in student engagement, and now would like to ensure that a focus on rigor is not lost. Research indicates a “strong relationships exist between PowerWalks, the Fundamental 5 and rigorous classroom instruction,” which is the intended outcome of the Administration’s Learning Walks. (Davis) Because the official PowerWalks provide the structure Doss Administration is looking for, the school</p>

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		would like to subscribe to its services, and the District is encouraging the school (and many other schools) to do so.
Section 2: Intervention Model (Tier I and Tier II)		
Section 3: Actions <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform 		Doss High School would like to move \$1,950.00 from the 3-Year School Improvement Grant (2015-2018). The request is to move \$1,950.00 from educational consultant code 1002053-0322-460C to software code 1002170-0650-460C. The funds will be used to pay the subscription fee for the PowerWalks system. The work is sustainable because Doss High School teachers, administrators, and support staff will be engaged conversations around the data collected to improve practices that impact rigor, relevance, and engagement of students. Additionally, the data collected will be used to drive decisions about professional development to be provided to the staff so that PD is based on real-time needs.
Section 4: Timeline <ul style="list-style-type: none"> • Three year timeline 		
Section 5: Tier I and Tier II annual goals <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 6: Tier III Services <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 7: Tier III Annual Goals <ul style="list-style-type: none"> • S.M.A.R.T. goals 		

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<ul style="list-style-type: none"> • Quarterly benchmarks • District support when not achieving goals 		
Section 8: Consultation <ul style="list-style-type: none"> • Stakeholder input/involvement 		