

# PROGRAM AMENDMENT

## SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson

School Name: Doss High School

Person Submitting Amendment: Kelli Dattilo

Reviewer: Tara Rodriguez

Date Revision Approved: 2/28/19

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"> <li>• Assessment data</li> <li>• Non-cognitive data</li> <li>• Causes and contributing factors</li> <li>• Strategy selection</li> </ul>	<p></p>	<p>Jefferson County Public Schools (JCPS) in Louisville, Kentucky contains the majority of the state’s priority (lowest performing) schools according to the state accountability formula which takes into account test scores, graduation rate, and college and career readiness (Kentucky Department of Education, 2015). These schools have the weighty task of attempting to meet the needs of a diverse population of students while simultaneously increasing accountability scores (Simon &amp; Johnson, 2013). The majority of priority students are considered at-risk and qualify for Free and Reduced Lunch (FRL), an indicator of their parent’s low socioeconomic status (SES). In his discussion of the impact of poverty on student educational attainment, Jensen (2009) states, “many low-SES children face emotional and social instability” that can lead to, “poor school performance and behavior on the child’s part” (p.15). Principals must rethink the approach to dealing with a student body full of students with a variety of learning needs, backgrounds, and future goals. Priority schools have many obstacles and challenges in producing student achievement gains, but most importantly, instruction must focus on increasing student engagement.</p> <p>Student engagement with the standards across all contents, an essential part of school improvement, can be viewed as a student’s active and willing participation, as well as their motivation and interest in school (Reeve, Hyungshim, Carrell, Jeon, &amp; Barch, 2004). In their research on engagement, Skinner, Marchand, Furrer, and Kindermann (2008) state, “students who are engaged in school are...more</p>

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		<p>successful academically” (p.765). This engagement factor can be influenced by repurposing schooling through career academies where students are taught according to their interests (Kemple &amp; Snipes, 2000). Career academies take school improvement to the next level by changing the physical layout of the school to create a sense of community, reassigning administration to increase academy ownership, and giving teachers and students autonomy within their academies (Quint, 2008; Reeve et al., 2004). At Doss High School, we have physically restructured our building in to Academies where students work within a pathway of interest. In Academies, the topics &amp; courses are of interest to students and learning can be specialized and engaging for students. Once they are engaged with a core group of educators, then the focus is put on the essential standards and the learning required to be successful in the students’ pathway. To support this work, close reading and supports across all contents is essential to help our students.</p>
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>		
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>		Doss High School would like to move \$74,000 from 1002053-0322-406C to 1002052-011012. The funds will be used to pay for an additional resource teacher with a literacy specialty. This resource teacher will work with both students individually and with

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		<p>Professional Learning Communities (PLCs and Academies) to help serve our students who lack the skills necessary to read texts on their grade level and able to meet the reading standards and skills to be successful across all content areas. This lack of mastery of grade level content disengages students from learning and creates issues within the classroom. This Literary specialist will work using MAP assessment data to provide targeted interventions to support our gap students across all contents, but especially in English, our targeted areas for improvement on our Comprehensive School Improvement Plan. In addition, this position will work with students individually to provide targeted supports. As well as work with teachers in all contents to provide support for reading and literacy strategies across all the content areas.</p> <p>As a school with the majority of students at or below the poverty level and according to MAP data 70% are not able to read or work on skills at their grade level. The additional support of a Literary Resource teacher to ensure our students are provided for and supported within our Comprehensive School Improvement Plan.</p> <p>1002053-0322-406C (\$74,000) to 1002052-011012</p>
<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>		