

# PROGRAM AMENDMENT

## SCHOOL IMPROVEMENT GRANTS

District Name: Pulaski County

School Name: Pulaski County High School

Person Submitting Amendment: Michelle Neat

Reviewer: Tara Rodriguez

Date Revision Approved: 5/29/19

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>	Yes	<p><b>From page 32:</b> Another improvement made since the initial diagnostic review is to that of our Tier II interventions. A focused effort has been made to ensure that universal screening data is used to identify students needing additional supports in reading and math. After six years of providing technology-based intervention supports through our Learning Labs, the Leadership Team recognizes a deficiency in the capacity of software alone to develop and sustain a relationship with one or more students to increase academic achievement at scale. Reading and math data tells us that while the systems we currently have in place are meeting the needs of some of our students, there is a portion of students who need an additional layer of supports. Clearly, by considering the sheer necessity of all students to have reading and mathematical skills to be successful in academics and careers, along with the focus on novice reduction at the state level, Pulaski County High School has identified the need to improve the instruction and support provided at the classroom level. The supports once provided in Learning Labs through technology-based interventions (ALEKS) will now be provided in a co-teaching/team teaching classroom. The classroom design will focus on station teaching. This model of interventions was identified and adapted from schools that had been successful in reducing the achievement gap. As is evident, PCHS understands the importance of intervention programs and this SIG Grant will help to both expand and sustain this important commitment to our students.</p>

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Section 2: Intervention Model (Tier I and Tier II)	Yes	<p><b>From page 37:</b></p> <p>In the new model, co-teaching classes will contain one general education teacher and two special education teachers. In addition, the team teaching classes will provide two general education teachers. Students are placed in these classes based on benchmarking data and teacher recommendation, with the neediest students being placed in co-teaching first. The goal is to cultivate a learning environment in which students are more engaged in the classroom. Station teaching by design, will increase student engagement through small group instruction.</p> <p>Teachers will utilize a technology-based tool (IXL) within the station teaching model. IXL provides students with additional Tier I supports through standards-based content practice. Students can work on assigned skills, relevant to recent instruction. IXL differentiates the skills by improving the rigor of questions as students demonstrate proficiency. As a result, teachers will be able to focus on more one-on-one direct instruction with students, which should allow for more student engagement.</p> <p>In addition, IXL offers students Tier 2 supports to enhance their learning. IXL's Continuous Diagnostic gathers as much information as possible about students' knowledge in order to recommend the skills that will challenge them at just the right level and help them grow the most. By using IXL to direct students to what they are most ready for at any given point in time, our teachers will help them achieve more, faster.</p> <p>The AIS (Academic Instructional Specialist) will be able to provide Tier III academic supports within the team teaching/co-teaching classrooms. The AIS will utilize IXL Continuous Diagnostic and MAP results to plan more individualized instruction for students needing additional supports. The AIS will plan one lesson per week for struggling students in team teaching classes.</p> <p>IXL is an evidence-based, blended learning approach.</p> <p>PCHS has been diligent in upgrading technology as funds became available. Currently, PCHS has four computer labs, stocked with desktop computers, which have been used to provide Tier II interventions</p>

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		<p>(learning labs). However, with the change in intervention to the co-teaching/team teaching model, Chromebooks would provide more flexibility for teachers in executing station teaching. The Leadership Team agrees upon the necessity of each co-teaching/team teaching class to have a set of 15 Chromebooks and charging station. This additional technology is an essential purchase to implement the model at full capacity.</p> <p>District data analysis clearly indicates a critical need to accelerate math and reading achievement for students with disabilities to enable an improved instructional delivery and greater success for vertical transitions from elementary through postsecondary. The selection of IXL supports our core instruction and improved delivery of services for all students e.g., regular classroom students, students with Individual Education Plans, free and/or reduced lunch students, and English Language Learners.</p> <p><b>From page 38:</b> The Quarterly Report is a primary driver used to achieve the process of continuous improvement. Completing the Quarterly Report focuses the leadership team's decision-making to the absolute priorities, because the data analysis required in the plan is a self-evident road map. This plan led to the development of tiered interventions, which included a Professional Learning Community (PLC) for Tier One and the technology and programs (IXL) for Tier II. Most recently, this plan has revealed the need for a better-developed Tier III system of intervention.</p> <p><b>From page 39:</b> Progress will be monitored by the school leadership team, RtI Team, and advisory council, which consists of parents, teachers and administrators. Adjustments to the intervention strategies will be made based on the quarterly progress reports, as well as additional assessment data from MAP, CERT, and IXL. The quarterly progress reports will be shared with the school faculty, advisory council, Superintendent, Assistant Superintendents, feeder middle school administration, district level curriculum team and student services staff.</p> <p><b>From page 42:</b> Progress will be monitored regularly by the school's leadership team and RtI Team.</p>

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		Adjustments to the intervention strategies will be made based on the quarterly progress reports, as well as additional assessment data from MAP, CERT, and IXL. The quarterly progress reports will be shared with the school faculty, advisory council, Superintendent, Assistant Superintendents, district level curriculum team and Pulaski County Board of Education.
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>	Yes	<b>From page 49:</b> Additionally, the RtI Team monitors instructional practice via a multitude of data. We review schoolwide data such as KPREP, CCR, MAP, CERT, Graduation Rate, attendance, behavior, as well as classroom and student-level data such as number of failing grades and individual student attendance and referrals. Specifically, intervention data is reviewed to ensure each student is making adequate process to meet CCR benchmarks. IXL is closely monitored to analyze the effectiveness of the program.  See MUNIS budget request change below.
Section 4: Timeline <ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>	Yes	Purchase 20 Chromebooks and a charging cart for the co-teaching/team teaching model of Tier I/II academic supports. August 2019. Person(s) responsible: Principal, Technology Coordinator, Curriculum Specialists
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>	No	
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>	No	
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>	No	

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
Section 8: Consultation <ul style="list-style-type: none"> <li>Stakeholder input/involvement</li> </ul>	No	

**MUNIS Budget Request Change: 734 – Technology**

In the past, the majority of our SIG funds have been used to support the Tier II/III Academic Interventions provided to our students. PCHS will still provide Tier II/III Academic Interventions, just in a different format (i.e. moving from a Learning Lab setting to a Co-Teaching/Team Teaching station setting). Technology is needed to support the work of the new model of Co-Teaching/Team Teaching. The current technology we have (desktops) is not ideal for the station model our teachers will be using in these classes. Our students and teachers need the flexibility that comes with using the Chromebooks when moving around the classroom from station to station. The work of the AIS will still be vital to our intervention model since they will be “pushing into” classrooms to provide intensive Tier III supports for struggling students. The AIS will be able to use the Chromebooks as well to provide these supports. We would like to use \$5,353.74 to purchase 20 Chromebooks, 14 of which will be placed in a Co-Teaching/Team Teaching classroom. The extra six Chromebooks would be placed in additional Co-Teaching/Team Teaching classrooms. From that money, we would also purchase a charging rack to house the Chromebooks. The information for these items is listed below:

**Vendor:** CDWG

**Quote Number:** JSPQ361

**CDW Part Number:** 4165431, 3577022, 4473837

**Part Description:** Lenovo N42-20 Chromebook (\$206) – 14” Screen – Celeron N3060 – 4GB RAM – 32GB SSD Mfg. Part #: 80US0002US, 1 School Year Warranty (\$5), 1 Google Chrome Management Console License (\$25)

**Part Price:** \$236.00

**Vendor:** edugear

**Part Description:** mobiLAB® Charging Cabinet CC14 – Designed for Chromebooks and Tablets (up to 14”) – 30”x16.25”x16” – (\$499)

**MUNIS Budget Request Change: 735 – Software**

With our shift away from the Learning Lab setting, our use of ALEKS will be limited to Tier III supports and some special education progress monitoring. Therefore, we will only need to keep 31 licenses for ALEKS next year. In the place of ALEKS, we have chosen to use IXL, which will provide Tier I/II/III intervention supports. As previously mentioned, IXL will support Tier I Academic Supports through the use of content-specific skills practice, Tier II supports through the IXL Continuous Diagnostic (and the skill recommendations based on that report), and Tier III supports when our AIS plans individualized lessons based on student IXL reports. This program will be a more comprehensive tool for our teachers and students, compared to what ALEKS has provided in the past. Therefore, we will need 400 more licenses in order to purchase IXL for all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students, as well as 12<sup>th</sup> grade students in Co-Teaching classrooms.

Current SIG Allocation	Current Budget	Comments
Technology (734)	\$334.24	Remaining funds left over
ALEKS (735)	\$10,800	400 licenses

IXL (735)	\$6,882	650 licenses
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$18,016.24</b>	

<b>Revised SIG Allocation</b>	<b>Revised Budget</b>	<b>Comments</b>
IXL (735)	\$11,812.50	1050 licenses
Chromebooks (734)	\$5,353.74	20 Chromebooks + charging station
ALEKS (735)	\$850	31 licenses
<b>TOTAL FUNDS BUDGETED</b>	<b>\$18,016.24</b>	