

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson County Public Schools School Name: Olmsted Academy North

Person Submitting Amendment: Tonkeyta Rodgers, Principal

Reviewer: Tara Rodriguez

Date Revision Approved: 11-19-19

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"> • Assessment data • Non-cognitive data • Causes and contributing factors • Strategy selection 		
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 		<p>Olmsted Academy North is asking for a revision to the SIG to support the purchase of Pear Deck to be used in classrooms to support increased engagement and Opportunities to Respond (OTR). While the school boasts 1-1 devices, teachers are not utilizing technology in a way to engage students or to gather data to inform instruction.</p> <p>James Francis, University of New England, conducted a study, <i>The Effects Of Technology On Student Motivation And Engagement In Classroom-Based Learning</i> (6/01/2017). The significance of the study is to add to the body of research surrounding the effects technology has on motivation and inclusion. He concluded that, “teachers must teach in the style that will influence their students’ learning the most, and technology holds the possibility and the flexibility to be able to do that (Ford & Lott, 2011). It becomes necessary to teach and disseminate information in the method that the person (or learner) receiving the information best learns in. In the case of the modern-day student, it becomes necessary to utilize techniques of differentiation</p>

		<p>and technology to best suit these learners (Gensburg & Herman, 2009). A major paradigm shift from the old style of lecturing without technology must be altered to suit the needs of the modern student.” Elaine Gould, M.Ed. of William & Mary School of Education indicated that students who exhibit challenging behaviors in the classroom are more likely than peers to experience negative relationships and have fewer instructional interactions with their teachers (Sutherland, Alder, & Gunter, 2003). Teachers can use easy-to-implement and effective strategies to improve relationships with and increase academic performance for students with behavioral difficulties. One strategy, increasing the rate of opportunities to respond (OTR) to academic tasks, allows students to be actively involved in instruction, to engage in appropriate behavior, and to develop more positive relationships with their teachers (Partin, Robertson, Maggin, Oliver, & Wehby, 2010).</p>
<p>Section 4: Timeline</p> <ul style="list-style-type: none"> • Three year timeline 		<p>The funds in 011327 were originally marked to pay for teacher collaboration; however, in consultation with the ILT and school turnaround team, it was determined that any successful effort for school turnaround needs to first address the behaviors that are impeding student learning. While restorative practices and PBIS are now being put in place, engaging students using the technology students are using daily, is not taking place. So, we are requesting <u>\$6,000</u> for Pear Deck for the next 3 years to ensure engagement and opportunities to respond for our 21st century learners.</p> <p>In addition to this, we are requesting \$9,000 for another year of Newsela Pro. A one year subscription was originally purchased at \$8,500. This allows teachers to share content at a student’s lexile level, along with grade level materials</p> <p>In order to cover the cost of both Pear Deck and Newsela, please move \$15,000 from 6202551 011327 460C to 6202219 0735 460C.</p>
<p>Section 5: Tier I and Tier II annual goals</p> <ul style="list-style-type: none"> • District services • Activities to improve 		

<ul style="list-style-type: none"> Literacy and mathematics plans 		
<p>Section 6: Tier III Services</p> <ul style="list-style-type: none"> District services Activities to improve Literacy and mathematics plans 		
<p>Section 7: Tier III Annual Goals</p> <ul style="list-style-type: none"> S.M.A.R.T. goals Quarterly benchmarks District support when not achieving goals 		
<p>Section 8: Consultation</p> <ul style="list-style-type: none"> Stakeholder input/involvement 		

Submit to: title1reports@education.ky.gov

Additional supporting comments: