

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: 12-20-19

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 		<ul style="list-style-type: none"> • Trend data shows a decline in band enrollment. • African American boys, gap group, has a proficiency score of 11.5% in reading and 6.9% in math.
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 Voices of the Drum educational enrichment program.</p> <p>The Voices of the Drum is a Cultural Arts and Educational Enrichment program that connects students to the educational components of Language Arts, Mathematics, Visual Arts, Leadership Development, and Interpersonal Communication. The program achieves its goals of connecting students to the concepts of “Beginning with the End in Mind. “</p> <p>Students are a disconnected from educational processes due to a state of mind were they believe there are no personal benefits and tangible connections for me. This belief is rooted deeply in their personal experiences that have shaped who they are!</p> <p>The programs implementation of “Beginning With The End In Mind” spells out the purpose, benefits, and how it connects them to language arts, mathematics, visual arts, and leadership development.</p> <p>The program is a hands on learning process that requires the students to develop and understanding of the following processes for constructing and playing</p>

their drum and showcasing their skills in public performances.

Mathematics:

- a. The use of a ruler to determine the desired length of the PVC pipe to cut for the shell of their Drum.
- b. The use of a ruler to determine where to place the brackets on their drum.
- c. The use of ruler to determine the size to cut cowhide for their drumhead.
- d. The use of Musical Mathematical Equations of whole notes, half notes, eighth notes, sixteenth the foundation for creating rhythms.

Visual Arts:

The students will be introduced to the African American concepts of Red, Black, Green, Yellow and African Adinkra Symbols which will be the foundation for designing their drums. The concept of students designing the drums creates a personal connection and ownership and puts their “**Spirit**” in the game establishing ownership.

Leadership Development:

Leadership development is achieved by providing an opportunity for students to work on task that has a “End In Mind” and each participant is expected to carry their own weight and they are a part of the process. The process will create avenues for leaders to naturally emerge. “**The cream will rise to the top**” were expectations for success are based on what you contribute.

Interpersonal Communication:

The concepts of interpersonal communication will be our foundations for the development of our group. The members will develop a mindset that each member has voice, thoughts, and ideals and are essential to the growth and development of self and the group. “**There is no I in Drum.**”

Language Arts:

The participants are required to keep a writing journal documenting their participation in the program. The students will be introduced to the African Oral Tradition of “**Say It You can Play It**” for developing rhythms.

This aligns with our school improvement goals to increase the number of African American students meeting proficiency in reading from 11.5% to 18.5% in reading by May 2020 and in math from 6.9% to 16.8% by May 2020. Over the last three years, enrollment in band has decreased between 10-20% from grade 6-7 and grades 7-8. OAN Instructional Leadership Team

agrees that students need to feel a stronger connection to the cultural implications of music, and this will impact that, thus increasing engagement and enrollment in band and orchestra.

Research to support the program:

- Children who study music tend to have larger vocabularies and more advanced reading skills than their peers who do not participate in music lessons (Arete Music Academy. "Statistical benefits of music in education." Arete Music Academy).
- Schools that have music programs have an attendance rate of 93.3% compared to 84.9% in schools without music programs (The National Association for Music Education. "Music Makes the Grade." The National Association for Music Education).
- Students in high-quality school music education programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of community (Nature Neuroscience, April 2007).

The Voices of the Drum's mission is to connect children to post secondary educational opportunities. We believe that Middle School builds the foundations for children to be successful, so we put are efforts in recruiting and supporting their growth and development. This approached has allowed our students to receive scholarships and graduated to Kentucky State University, Tennessee State University, University of Southern California, Columbia University, Lincoln University, Northern Kentucky, University of Missouri, and University of Kentucky. Our most recent graduating **Class of 2019** three students Hampton University, Hampton, Virginia, Tennessee State University Nashville Tennessee, Mount St. Joseph, Cincinnati, Ohio, **Class of 2018** one Student Tennessee State University, Nashville, Tennessee **Class of 2017** seven students; Tennessee State University, Nashville, Tennessee, University of Louisville, Louisville, Kentucky, Simmons College of Kentucky, Louisville, Kentucky, **Class of 2015** two students Northern Kentucky University, Highland Heights, Kentucky.

		In order to cover the cost of both River City Drum Corp enrichment program, please move \$5,000 from 6202551 011327 460C to 6202551 0322 460C.
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 • Quarterly benchmarks • District support when not achieving goals 		
Section 8: Consultation		
<ul style="list-style-type: none"> • Stakeholder input/involvement 		