

# 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: 5-5-2020

<b>Sections</b>	<b>(Amend) Yes or No</b>	<b>Description data supporting amendment and strategies to be included.</b>
Section 1: Commitment to Serve <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>		
Section 2: Intervention Model (Tier I and Tier II)		<p><b>From page 37:</b> Another vital piece of our Tier 1 instruction is the use of Scholastic Magazines in our English Classes. Our teachers purchase a classroom set of magazines to share across the department to use in their daily instruction. This provides reading material that is relevant to students' lives and current events. Scholastic also provides digital resources our teachers can access which improves their daily instruction. Scholastic has received many high-marks when it comes to research. The Research &amp; Validation Department at Scholastic published a report in February 2019 which provided evidence to show "examples of the wide variety of Scholastic Classroom Magazines and how they support multi-genre and cross-disciplinary reading and learning." This was accomplished by referencing "educational research that identifies how classroom magazines can support instruction by fostering literacy and learning across disciplines in an engaging way for different reading- and grade-level students." Scholastic Classroom Magazines Research Foundation. (2019, February).</p> <p>To supplement our Tier II and Tier III Interventions, the PCHS Special Education department finds it necessary to use the Newsela online platform to provide leveled texts for our struggling readers. Not only does Newsela provide</p>

texts at their reading level, the texts are also relevant to current events and student interests. Newsela prides itself on being up-to-date with the latest events happening around the world and writes articles related to those events in multiple levels to make them accessible to a wide-range of students. Take for example, students in our English 1 Co-Teaching class range in IXL levels from 1st Grade up to 11th grade. Our special education teachers could find a text relevant to the class and print them in varying levels for each student. Another option is allowing students to choose the text and the Newsela software can be adjusted to their reading level. Newsela's approach can also be backed up by research thanks to an Empirical Education Study of Newsela conducted across 2,500 California schools. That research conducted in August 2017 "found that even minimal Newsela usage\* had a positive and statistically significant impact on reading outcomes on SBAC for students of all demographic subgroups. That impact was equivalent to 24 extra days of classroom instruction."

Newsela: Impact on California Schools. (2017, August 1).

PCHS has been diligent in upgrading technology as funds became available. Currently, our co-teaching and team teaching classrooms have 14 Chromebooks each. We felt this would be a sufficient amount of Chromebooks for each class, considering they are using the flexible grouping/station teaching model. However, a year of implementation has shown that it would be better for each student in the class to have a Chromebook they can use for the entire period. Therefore, we believe a classroom set of Chromebooks (28) to be housed in these co-teaching classrooms would be better for these students. This additional technology is an essential purchase to implement the model at full capacity.

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.

**From page 38:**

After a year of implementation, the Leadership Team at PCHS noticed some deficiencies in the new Intervention Model. The co-teaching classrooms (with three teachers) worked very well for students and teachers alike. However, the issue was in the team teaching classrooms (with two teachers). It was hard for the two teachers to manage three or more stations and provide high-quality instruction. Therefore, we have made some modifications to the two models to create what we feel is the “best of both worlds.” Our intervention model will no longer include the team teaching setup, instead we will modify our co-teaching classrooms to contain two regular education teachers and one special education teacher (previously the ratio was 1:2, regular to special education). We feel this will maximize the content knowledge in the room and still give students the necessary support to close their learning gaps. Students will still be placed in these classes using benchmarking data. Teachers, counselors, and the leadership team use a variety of data points to formulate a clear picture of which students need the most support. However, one of the most important data points to us after the 19/20 school year has been our IXL data. Our last amendment to this grant allowed us to reallocate funds to purchase IXL licenses for the majority of our students and we have seen great dividends in that investment. It has improved student achievement and the teachers are using the data to make instructional decisions, something that happened very infrequently in the past with MAP testing. Therefore, we would like to continue to use IXL within this model to monitor student progress. However, our District has decided to provide the funding necessary for IXL for the next two to three years. Therefore, we are amending this grant to use that money for other purposes. In addition to the revising Co-Teaching model, our master schedule has been adjusted to allow some of our Special Education students to be placed in a “Study Skills” class where they can receive more intensive intervention in their skill deficits.

		Students will be placed in these classes based on benchmarking data and special education teacher referral.
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>		<b>From page 49:</b> Additionally, the Rtl 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.
Section 4: Timeline <ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>		Purchase 48 Chromebooks and three charging carts for the co-teaching model of Tier I/II academic supports. May 2020. 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>		

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>		
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>		
Section 8: Consultation <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>		

Current SIG	Current Budget	Comments
IXL (735)	\$6,882	650 licenses
ALEKS (735)	\$10,800	400 licenses
CERT (735)	\$5,850	Carryover amount

Albert.io (735)	\$400	Carryover amount
Stemscopes (735)	\$344.70	Carryover amount
FUNDS AVAILABLE	\$24,276.70	
LESS -\$4,987.76		FUNDS SPENT ON TECHNOLOGY FROM APRIL 2019 AMENDMENT
TOTAL FUNDS AVAILABLE	\$19,288.94	

Revised SIG Allocation	Revised Budget	Comments
Chromebooks (734) replace damaged)	\$13,632	48 Chromebooks (42 for classrooms & 6 to
Charging Carts (734)	\$1,722	3 Charging Carts
CERT (735)	\$1,000	Gradecam to CERT Tool
Stemscopes (735)	\$1,800	additional year beyond the budget
Newsela Software (735) population	\$750	One teacher license for our special education
Scholastic (735)	\$300	One classroom set (30) of Scholastic Magazines
TOTAL FUNDS BUDGETED	\$19,204.00	