

## PROGRAM AMENDMENT SCHOOL IMPROVEMENT GRANTS

District Name: Christian County

School Name: Christian County High School

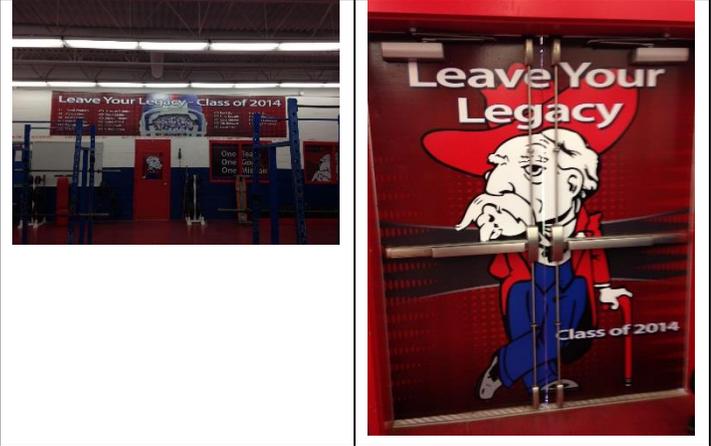
Person Submitting Amendment: Mike Stevenson, Principal / Susie Hartline, CCPS

Reviewer: Helen Jones

Date Revision **Denied:** May 1, 2014

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"> <li>• Assessment data</li> <li>• Non-cognitive data</li> <li>• Causes and contributing factors</li> <li>• Strategy selection</li> </ul>	No	
Section 2: Intervention Model (Tier I and Tier II)	No	
Section 3: Actions <ul style="list-style-type: none"> <li>• Technology</li> <li>• Family involvement</li> <li>• Personnel assignments</li> <li>• <b>Redirected funds</b></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	<p><b>Standards from the 2012 Diagnostic Review that support this amendment:</b></p> <ul style="list-style-type: none"> <li>• 1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning. Score of 2</li> <li>• 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Score of 2</li> <li>• 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction. Score of 2</li> <li>• 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction. Score of 2</li> <li>• 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Score of 1.</li> </ul> <p><b>Leadership Assessment/Diagnostic Review Addendum:</b></p> <ul style="list-style-type: none"> <li>• Deficiency 4: The principal has not fostered a culture of respect with high expectations for all. Score: This deficiency has been partially addressed.</li> </ul> <p>Christian County High School (CCHS) recognizes that parents, students and staff will benefit from increased parent involvement. Research (A New Wave of Evidence, Southwest Educational Development Laboratory, 2002) indicates that regardless of family income or background,</p>

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		<p>students with involved parents are more likely to:</p> <ul style="list-style-type: none"> <li>• Earn higher grades and test scores</li> <li>• Enroll in higher-level programs</li> <li>• Be promoted, pass classes, and earn credits</li> <li>• Attend school regularly</li> <li>• Have better social skills, show improved behavior, and adapt well to school</li> <li>• Graduate and go on to postsecondary education</li> </ul> <p>After discussing how to address the Diagnostic Review deficiencies mentioned above, CCHS will create posters where information is visibly displayed and accessible for all stakeholders (3.8). The posters will repurpose the existing lobby space at the front entrance of the building and will operate as the hub of parent involvement by displaying the school's goals, on-going updated performance on accountability measures (Achievement, Gap, Growth, College and career Readiness, Program Reviews, and the Graduation Rate), celebrations of student success, and the recently adopted school vision "All students at CCHS will be college/career ready."(2.4)</p> <p>The posters will provide the first impression for parents, students, staff and community members entering the school. The professionally created displays will be durable and flexible allowing for continual updating of important achievement data to be shared. It will serve as visual display of the schools shared values and beliefs about teaching and learning (1.2). Students, parents, and staff will be involved in the design, review and updating of the displays (1.1, 2.5).</p> <p>The intent of the posters is to target shared beliefs and values, culture, parent involvement and communication of the school's purpose for student success, engaging stakeholders effectively in support of the school's purpose and direction, and engaging families and informing them of their children's learning progress.</p>

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		<p>Examples of the <i>existing</i> posters and quality are below:</p>  <p>Example of the <i>concept/quality</i> of the proposed posters which will address school's goals, on-going updated performance on accountability measures (Achievement, Gap, Growth, College and career Readiness, Program Reviews, and the Graduation Rate), celebrations of student success, and the recently adopted school vision "All students at CCHS will be college/career ready."(2.4)</p>  <p>In order to accomplish this work, CCHS is requesting movement of the following amounts into MUNIS Code 0552 (Posters):</p> <ul style="list-style-type: none"> <li>• From MUNIS 0113      \$5,000</li> <li>• From MUNIS 0580      \$4,545</li> <li>• From MUNIS 0322      \$2,000</li> <li>• From MUNIS 0553      \$500.</li> </ul>
Section 4: Timeline	No	

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<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>	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>		N/A
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>		N/A
Section 8: Consultation <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>	No	