

For Immediate Release
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JCPS Awarded \$5 Million Grant For Six High Schools

"Making Time for What Matters Most Grant" to Aide in Academics, Teaching & College Access

The United States Department of Education has selected the Jefferson County Public Schools (JCPS) "Making Time for What Matters Most" grant as one of its Investing in Innovation (i3) 2010 Highest-Rated Applications. This \$5 million grant will be used to help six JCPS high schools improve achievement, decrease dropout rates and increase high school graduation rates. Other goals include increasing college readiness and access and improving teacher and school leader effectiveness.

Almost 1700 applications were submitted. "Making Time for What Matters Most" was one of 30 projects selected in the \$5 million Development category, receiving a score of 99.68 on a 100-point scale.

"This unique opportunity will provide a tremendous boost to our comprehensive efforts to ensure that all students graduate ready for college and career and with the skills and dispositions to be contributing citizens and innovative leaders for the 21st century," said Dr. Sheldon Berman, JCPS Superintendent.

The i3 grant will support JCPS' High School restructuring in six schools, including: Fairdale High School, Fern Creek Traditional High School, Moore Traditional School, The Academy at Shawnee, Valley High School and Western MST Magnet High School. For final approval, the i3 grant requires certification of a 20% (\$1 million) private-sector match, bringing the total project budget to \$6 million.

Grant funds will be used for staff, professional development and the required external evaluation to support Academic Acceleration, College Access, and Teacher Professional Growth.

Academic Acceleration: The trimester schedule will give struggling students over 30% more learning time to catch up with their peers, increase time for in-depth study, and increase opportunities for electives and advanced study.

College Access Time: The schedule will enable regular small group meetings that support a strong relationship with an adult who is “on my case and on my side”; affiliation with peers who have similar interests and career focus; and, provide adult support for encouragement, course selection, habits and persistence for college readiness.

Teacher Professional Growth: The trimester schedule will enable increased time for collaboration and reflection within disciplines about teaching and learning and provide time for collaboration across disciplines about students and gives time for work with content experts. We will develop professional learning communities to transform our teaching.

For more information, please contact Arthur Camins, Executive Director of the Gheens Institute for Innovation, at 485-7633.

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