

Kentucky Department of Education
 District Application for School Improvement Funds (Section 1003g)
Transformation Model

Cover Page

Please Note: You may only type in the gray areas.

District	DISTRICT Mailing Address		
<i>Jefferson County Public Schools</i>	Street Address 1	<i>3332 Newburg Road</i>	
Name of District Contact	Street Address 2	<i>VanHoose Education Center, 3rd Floor</i>	
<i>Dr. Marco Munoz</i>	City	<i>Louisville, Kentucky</i>	ZIP <i>40218</i>
Position	Phone	<i>502-485-3080</i>	
<i>Director, Priority Schools</i>	CONTACT Mailing Address (if different)		
Email	Street Address 1	<i>same as above</i>	
<i>marco.munoz@jefferson.kyschools.us</i>	Street Address 2		
Submission Date (office use only)	City		ZIP
	Phone		

District Name		NCES ID#	Total Awarded
<i>Jefferson County Public Schools</i>		<i>2102990</i>	<i>\$1,746,344</i>
	School Name	NCES ID#	Intervention
1	<i>Byck Elementary School</i>	<i>210299000740</i>	Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
6			Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Debra M. Hargens
Superintendent Signature

10/06/16
Date

Sherry C. Fields
Notary Public

11/27/2019
My commission expires

Notary seal

District Actions

Please Note: You may only type in the gray areas.

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

Through the FY17 School Improvement Grant (SIG), Jefferson County Public Schools proposes to serve schools from the fourth cohort of priority schools: Byck Elementary School, Roosevelt-Perry Elementary School, and Moore Traditional Middle School. The Kentucky Department of Education prioritized these three schools in its SIG request for applications.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding and use of external resources.

JCPS has supported schools from the first three SIG cohorts in administering twenty-seven grant awards. The district has a record of capacity and progress in school improvement records. KDE conducted a Diagnostic Review of the district in March 2016 and concluded that the district has the capacity to manage school improvement efforts. Our district's priority schools have reached the following milestones:

- Two priority schools—Fern Creek Traditional High School and Waggener High School—exited priority status.
- Two priority schools—The Academy @ Shawnee and Valley High School—have met annual measurable objectives for four consecutive years.
- Four priority schools—Doss High School, Fairdale High School, Southern High School, and Western High School—have met annual measurable objectives for three out of the last four years.

To differentiate support that we provide to priority schools, our district created the Priority Schools Office. Led the Priority Schools Director, the office:

- Ensures identified priority schools receive special emphasis, support, and attention as the district makes decisions and assigns resources to foster success;
- Responds to the differentiated needs of priority schools, coordinating services provided by district staff with the Assistant Superintendents for each priority school;
- Regularly analyzes and reports priority school data to stakeholders (Superintendent, Assistant Superintendents, Board of Education, and the public);
- Helps schools and district leadership identify trends, inform decisions and design adjustments;
- Assures Principal perspectives inform the work;
- Shares relevant research and maintains the focus on the "big rocks," which are most impactful to school improvement efforts;
- Works closely with KDE Education Recovery staff; and
- Proactively works to prevent additional schools from moving into priority status.

Byck Elementary School has selected the transformation model for its school improvement efforts.

The district has adopted policies and procedures that support Byck in its implementation of the transformation model's elements. The table shows the alignment between the transformation model and the district's support.

<i>Transformation Model Elements</i>	<i>JCPS Support</i>
<p>“Developing and increasing teacher and school leader effectiveness”</p>	<ul style="list-style-type: none"> • The district adopted the professional growth and effectiveness system (PGES), approved a certified evaluation plan that incorporated PGES, and trained administrators and teacher leaders on the new system. • The district and the Jefferson County Teachers Association have agreed to provisions for priority schools that allow for teacher recruitment and retention strategies such as tuition reimbursement.
<p>“Comprehensive instructional reform strategies”</p>	<ul style="list-style-type: none"> • Through the district's existing relationship with Northwest Evaluation Association, Byck has access to Measures of Academic Progress (MAP) testing at a discounted cost. MAP will allow Byck to emphasize student growth in its instructional practice. • The district has built capacity for professional learning communities (PLCs) by training principals, assistant principals, and goal clarity coach on implementing and sustaining PLCs. • Through a partnership with Bellarmine University, 12 teachers at Byck have participated in literacy professional development on decoding, automaticity, and comprehension. • The district has implemented Thoughtful Classroom at additional sites and brings experience and “lessons learned” to the work at Byck.
<p>“Increasing learning time and creating community-oriented schools”</p>	<ul style="list-style-type: none"> • The district approved an extended learning program fund for priority schools to use during the 2016-17 school year. • The district has provided staffing for student response efforts at Byck. This support has included a coach for Positive Behavioral Interventions and Support. • The district funds full-day Kindergarten and three full-day, full-week preschool classrooms at Byck.

<p>“Providing operational flexibility and sustained support”</p>	<ul style="list-style-type: none"> • The district has a budget add-on process, though which priority schools may request additional supports. Byck has used this process to fund an additional mental health counselor and, along with other priority schools, access a fund for extended learning time. • The agreement with the Jefferson County Teachers Association exempts priority schools from mandatory placement of voluntarily transferred or overstaffed teachers. • The district accepts Section 7 budget requests from schools. These requests must address equity issues, achievement gaps, and strategies listed in the school’s Comprehensive School Improvement Plan. • The district established the Priority Schools Office to differentiate support to priority schools.
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District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the schools’ intervention model to address the causes and contributing factors to low student achievement at each of the schools.

The district plans to reserve funds to implement a summer institute for teachers who have not previously taught in priority schools. The workshop will serve teachers being placed at Byck and Roosevelt-Perry elementary schools as well as Moore Traditional Middle School. The teacher institute was first established in the summer of 2016 and was effective in addressing the training and attendance needs of new teachers.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The district’s investment in Byck Elementary School includes federal programs (e.g., Title I, Title II, and Title III), general funds, and state allocations for Family Resource and Youth Service Centers and professional development. Special grant programming (e.g., US Department of Education’s

School Climate Transformation and Turnaround School Leaders programs) has allowed administrators to participate in the National Institute for School Leadership program and the PBIS coach to participate in training.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

JCPS provides Byck Elementary School funding in the form of a Site-based Allocation. This funding addresses basic expenses for the school, including salaries for the principal, guidance counselor, librarian, classroom teachers, instructional assistants, and administrative support staff. In addition to this allocation, JCPS provides Byck with these additional need-based resources:

- **7.5 exceptional children educators.** The role of these educators in reaching annual and quarterly proficiency goals, as well as annual novice reduction goals, will be pivotal. On 2015-16 K-PREP, 81% of our students with disabilities on IEPs were novice in reading; 65% were novice in math.
- **Two ESL educators.** Byck has an ESL enrollment of 50 students, and reaching these students is critical to our SIG goals. On 2015-16 K-PREP, 66% of ESL students were novice in reading; 57% were novice in math.
- **PBIS coach.** Classroom management was cited as a concern in Byck's Diagnostic Review. This staff member maintains a Positive Action Center, which is an area of the school set aside to teach replacement behaviors.
- **Mental Health Counselor.** This staff member will provide individual and group counseling services and will refer students and families to mental health professionals in the community. The services provided and coordinated by the mental health counselor will support improvements in our school's culture and our classroom management practices.
- **Magnet Program Coordinator.** Byck hosts a schoolwide Talent-Development Magnet Program. Classes at Byck use learning centers, choice boards, and cluster grouping to provide instruction that is tailored to students' unique learning styles. Byck administers a Multiple Intelligence assessment to students to determine students' learning styles. The district has provided a coordinator to support the implementation of the magnet program. Implementing the magnet program to fidelity will address concerns of the Diagnostic Review, particularly the need for additional instructional strategies that engage students.
- **Two goal clarity coaches.** The district has provided these staff to focus on math and reading respectively. Their role is data analysis and job-embedded professional development on effective instruction and classroom management. Byck's goal clarity coaches' role in SIG is to provide follow-up to trainings on math content and multi-sensory reading strategies.

Transformation Model - Permissible Activities

Districts are not required to address "permissible activities". However, if a district does include permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

On March 28, Byck received the results of its Diagnostic Review from KDE. The school took immediate action to inform staff and families of the review and conducted meetings with an SBDM Specialist, Priority School Director, and KDE support team throughout April to determine next steps. Staff reviewed improvement priorities and plus/deltas from the Diagnostic Review report. At a special called SBDM meeting, the council advised the school to adopt the Transformation Model. The Board of Education approved this model in May. Staff developed improvement priority next steps after conducting gallery walks and grade group dialogues in May.

In March, Byck submitted a summer learning proposal to KDE that focused on Novice Reduction activities. Summer services included a six-week program with 2.5 hours of daily literacy instruction from JCPS teachers and an additional 4.5 hours of enrichment activities aligned with literacy standards.

During the summer, the district and school provided professional learning opportunities for Byck's staff. School leaders participated in the National Institute for School Leadership executive development training. The district conducted a two-day institute for priority schools that offered sessions on cultural proficiency, assessment strategies, engagement strategies, and classroom management.

To develop the SIG application, district staff met with the school's transformation team, which includes the principal, assistant principal, goal clarity coaches, and KDE's education recovery leader and specialist. The school presented its SIG plan to parents and other staff during a session on parent-teacher conference day. District staff have reviewed proposed transformation activities and the proposed budget. The plan has widespread support from the school community and district administrators.

Year 1 Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113	Stipends for teachers attending summer training	\$4,085
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$59
231	KTRS	\$658
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$41
260	Workers Compensation	\$11
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322	Education consultant (Thoughtful Classroom) for summer institute: 2 days x \$6,000	\$12,000
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$16,854

Year 2 Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113	Stipends for teachers attending summer institute	\$4,146
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$60
231	KTRS	\$668
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253	Unemployment	\$41
260	Workers Compensation	\$11
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322	Education consultant (Thoughtful Classroom): \$6,000/day x 2 days	\$12,000
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$16,926

Year 3 Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113	Stipends for teachers attending summer institute	\$4,146
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$60
231	KTRS	\$668
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253	Unemployment	\$41
260	Workers Compensation	\$11
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322	Education consultant (Thoughtful Classroom): \$6,000/day x 2 days	\$12,000
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$16,926

School Application

District Jefferson County Public Schools
School Byck Elementary School

Please Note: You may only type in the gray areas.

Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Literacy Data

The following pages present data from the 2015-16 Kentucky Performance Rating for Education Progress (K-PREP) test. Overall, on the reading portion of K-PREP, 13.1% of our students were proficient or distinguished. The dominant trend across all grade levels and subgroups is widespread novice performance.

Additional areas of concern include achievement gaps for English language learners and students with disabilities. On most measures of literacy (K-PREP reading, language mechanics, and writing), none of our 3rd-5th grade English language learners reached proficiency. For our students with disabilities, novice rates range from 75% to 100% on K-PREP measures of literacy.

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
3 rd Grade Reading	73.8	19.0	6.0	1.2

3 rd Grade Reading Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	73.8	19.0	6.0	1.2
White (non-Hispanic)	0	100	0	0
African American	75.3	17.3	6.2	1.2
Hispanic	100	0	0	0
English Language Learners	75.0	25.0	0	0
Free/Reduced Lunch	74.1	18.5	6.2	1.2
Disability with an IEP	90.0	0	0	10.0
Non-duplicated gap group	73.8	19.0	6.0	1.2

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
4 th Grade Reading	64.1	20.3	14.1	1.6

4 th Grade Reading Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	64.1	20.3	14.1	1.6
White (non-Hispanic)	50.0	25.0	25.0	0
African American	67.3	16.4	14.5	1.8
Hispanic	50.0	50.0	0	0
English Language Learners	70.0	10.0	20.0	0
Free/Reduced Lunch	63.3	20.0	15.0	1.7
Disability with an IEP	100	0	0	0
Non-duplicated gap group	64.1	20.3	14.1	1.6

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
4 th Grade Language Mechanics	67.2	18.8	10.9	3.1

4 th Grade Language Mechanics Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	67.2	18.8	10.9	3.1
White (non-Hispanic)	75.0	0.0	25.0	0
African American	69.1	18.2	9.1	3.6
Hispanic	50.0	50.0	0	0
English Language Learners	90.0	10.0	0	0
Free/Reduced Lunch	66.7	18.3	11.7	3.3
Disability with an IEP	100.0	0	0	0
Non-duplicated gap group	67.2	18.8	10.9	3.1

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
5 th Grade Reading	47.1	34.3	15.7	2.9

5 th Grade Reading Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	47.1	34.3	15.7	2.9
White (non-Hispanic)	40.0	0	60.0	0
African American	50.0	36.2	12.1	1.7
Hispanic	50.0	50.0	0	0
English Language Learners	33.3	66.7	0	0
Free/Reduced Lunch	51.6	34.4	12.5	1.6
Disability with an IEP	75.0	16.7	8.3	0
Non-duplicated gap group	48.5	35.3	14.7	1.5

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
5 th Grade On-Demand Writing	50.0	41.4	8.6	0.0

5 th Grade On-Demand Writing Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	50.0	41.4	8.6	0.0
White (non-Hispanic)	40.0	40.0	20.0	0
African American	50.0	43.1	6.9	0
Hispanic	50.0	50.0	0	0
English Language Learners	100.0	0	0	0
Free/Reduced Lunch	54.7	39.1	6.3	0
Disability with an IEP	75.0	16.7	8.3	0
Non-duplicated gap group	51.5	41.2	7.4	0

The following information shows how students fared on the district's proficiency assessment for English Language Arts, which was given four times last year to students in grades 3-5. The data show proficiency fluctuating throughout the school year.

Elementary School	Percent Proficient on Proficiency Assessment			
	1	2	3	4
ELA/Reading Grade 3	7% PD	25.9% PD	20% PD	23.3% PD
ELA/Reading Grade 4	12.9% PD	10.9% PD	17.5% PD	23% PD
ELA/Reading Grade 5	21.1% PD	17.1% PD	22.1% PD	26.2% PD

Mathematics Data

The following pages present data from the math portion of the 2015-16 K-PREP test. Overall, 23.9% of our students reached proficiency in math. Compared to reading performance, Byck's math performance is more balanced between novice and apprentice levels. Students with disabilities and English language learners still present the largest achievement gaps, but these gaps are far less pronounced than in reading.

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
3 rd Grade Mathematics	44.0	35.7	19.0	1.2

3 rd Grade Math Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	44.0	35.7	19.0	1.2
White (non-Hispanic)	0	100	0	0
African American	44.4	34.6	19.8	1.2
Hispanic	100	0	0	0
English Language Learners	50	37.5	12.5	0
Free/Reduced Lunch	45.7	34.6	18.5	1.2
Disability with an IEP	80.0	10.0	10.0	0
Non-duplicated gap group	44.0	35.7	19.0	1.2

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
4 th Grade Mathematics	46.9	37.5	14.1	1.6

4 th Grade Math Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	46.9	37.5	14.1	1.6
White (non-Hispanic)	25.0	75.0	0	0
African American	49.1	34.5	14.5	1.8
Hispanic	50	50	0	0
English Language Learners	60.0	30.0	10.0	0
Free/Reduced Lunch	46.7	36.7	15.0	1.7
Disability with an IEP	76.9	23.1	0	0
Non-duplicated gap group	46.9	37.5	14.1	1.6

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
5th Grade Mathematics	35.3	28.6	28.6	8.6

5th Grade Math Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	35.3	28.6	28.6	8.6
White (non-Hispanic)	20.0	20.0	20.0	40.0
African American	37.9	27.6	29.3	5.2
Hispanic	50.0	50.0	0	0
English Language Learners	66.7	0	33.3	0
Free/Reduced Lunch	34.4	31.3	28.1	6.3
Disability with an IEP	58.3	25	8.3	8.3
Non-duplicated gap group	35.3	29.4	27.9	7.4

The following information shows how students fared on the district’s proficiency assessment for math, which was given four times last year to students in grades 1-5. The data show proficiency fluctuating throughout the school year.

Elementary School	Percent Proficient on Proficiency Assessment			
	1	2	3	4
Mathematics Grade 1	22	24.4	34.5	54.8
Mathematics Grade 2	25	14.3	23.8	26.3
Mathematics Grade 3	3.6	23.5	11.7	27.4
Mathematics Grade 4	3.2	3.1	10.3	11.1
Mathematics Grade 5	15.7	2.9	14.5	29.0

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address dropout and graduation rates, if applicable.

Attendance Data

2015-2016 Attendance →	8/10-9/4	9/7-10/2	10/5-10/30	11/2-12/2	12/3-1/12	1/13-2/16	2/7-3/15	3/16-4/19	4/20-5/17	5/18-5/27	Total ATTENDANCE %
ELEMENTARY	97.1 %	96.1 %	95.9 %	95.5 %	92.7 %	95.6 %	94.6 %	95.0 %	95.6 %	93.3 %	95.2 %
BYCK ELEM	96.6 %	94.9 %	95.3 %	95.1 %	90.8 %	94.2 %	94.2 %	93.9 %	95.1 %	90.0 %	94.3 %
00	96.0 %	93.8 %	94.7 %	94.9 %	88.7 %	93.2 %	92.2 %	92.7 %	94.7 %	87.3 %	93.2 %
01	96.3 %	94.5 %	94.9 %	94.9 %	91.0 %	93.5 %	94.7 %	93.6 %	94.1 %	89.4 %	94.0 %
02	96.5 %	95.8 %	95.4 %	94.9 %	91.7 %	94.8 %	94.7 %	92.4 %	94.7 %	88.2 %	94.3 %
03	96.9 %	95.0 %	95.1 %	94.9 %	91.3 %	95.0 %	94.9 %	95.0 %	95.9 %	93.4 %	94.8 %
04	97.7 %	96.2 %	96.4 %	95.4 %	92.1 %	94.3 %	95.3 %	96.0 %	96.8 %	92.5 %	95.4 %
05	97.3 %	95.5 %	96.1 %	96.4 %	90.4 %	95.3 %	93.9 %	95.2 %	94.7 %	89.2 %	94.7 %
SC	91.8 %	89.1 %	91.4 %	93.9 %	91.6 %	91.9 %	94.1 %	91.6 %	95.5 %	91.1 %	92.3 %

STUDENT ATTENDANCE 2013-14 & 2014-15

School Name		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Annual	Year
243	Byck Elementary	97.6	97	96.2	95.5	93.2	95.6	95.9	95.2	95.6	83.5	95.5	2013-2014
		97	95.6	95.9	94.4	93.9	95.9	94.3	94.5	94.7	90.2	94.9	2014-2015

Attendance Data

Teacher Attendance

School Name	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Byck ES	93.13	94.10	93.75	92.80	94.45	95.59	95.34	93.97	95.64	95.95

Student Retention Rate

Elementary Schools	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Byck	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Behavior Data

**Suspensions
2015-16**

Discipline Resolutions	By Race							By Gender		Total Student Count ¹	Total Resolutions	
	White	Black	Hispanic	Asian	Amer Indian/Alaska Native	Native Hawaiian/Pacific Islander	Two or More	Male	Female			
Expelled, receiving services (SSP1)	0	0	*	*	*	*	*	0	0	0	0	0
Expelled, not receiving services (SSP2)	0	0	*	*	*	*	*	0	0	0	0	0
Out-of-School suspensions (SSP3)	0	20	*	*	*	*	*	1	17	4	17	21
Corporal Punishment (SSP5)	0	0	*	*	*	*	*	0	0	0	0	0
In-School Removal (INSR)	0	0	*	*	*	*	*	0	0	0	0	0
Restraint (SSP7)	0	13	*	*	*	*	*	0	10	3	7	13
Seclusion (SSP8)	0	3	*	*	*	*	*	0	2	1	3	3
Unilateral Removal by School Personnel (IAES1)	0	0	*	*	*	*	*	0	0	0	0	0
Removal by Hearing Officer(IAES2)	0	0	*	*	*	*	*	0	0	0	0	0
Total	0	36	*	*	*	*	*	1	29	8	27	37

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

We have identified several contributing factors to current achievement levels at Byck Elementary School. First, many of our students are managing adverse childhood experiences. Students are facing socio-economic challenges (93% of our students qualify for free-reduced lunch) and difficult living situations. As noted in our Comprehensive School Improvement Plan, Byck is located in the Russel Neighborhood, which has been the scene of 60% of the city's crimes involving drugs and violence. To support our students, we have implemented PBIS and added mental health counseling staff.

Second, loss of instructional time is affecting rigor and pacing of student learning. Previously cited data showed 37 behavior events in 2015-16; however, this number does not account for the significant number of referrals that are deferred because of PBIS. The most recent TELL survey gives teachers' perspective: 69% of our staff indicated that they spend more than one hour per week addressing student discipline issues. This response was 15% greater than the district average and nearly 30% greater than the state average. This SIG plan proposes collaboration with Thoughtful Classroom, which will train and support teachers in using engaging instructional activities and establishing classroom routines. We believe this work, alongside well-implemented PBIS, will recover instructional time.

Third, Byck has experienced significant levels of teacher turnover. Our school formerly hosted a Waldorf magnet program, but because of restructuring to the student assignment plan, this program was moved to another site. Experienced teachers followed the program to its new location. At the beginning of the 2015-16 school year, Byck had retained only 68% of its teachers, which is about 20% worse than the district's average teacher retention for elementary schools. The result of this trend is that our teachers have 5 to 6 fewer years of experience than peers in the district and state. In addition, 17% fewer of our teachers have a Master's degree than the district average. Our SIG plan includes extensive professional learning, including continuing education opportunities, in order to support early-career professionals, recruit effective teachers, and retain a high-quality teacher workforce.

Fourth, low levels of Kindergarten readiness affect students' progress toward proficiency. The most recently available data showed that 70% of our incoming Kindergarten students were below average on the academic and cognitive domains of the Brigance screener. Students are entering unprepared and, as our current novice rates demonstrate, have difficulty catching up. Our SIG plan includes intensive interventions in both reading and mathematics for all students who are performing at novice levels on measures such as Brigance, MAP testing, and K-PREP.

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

In February 2016, KDE conducted a diagnostic review of Byck Elementary School. The review team found that Principal Tammy Darden had the capacity to lead turnaround efforts, but transitioned the Site-Based Decision-Making Council to an advisory capacity. The review identified the following

improvement priorities:

Ensure all improvement planning initiatives are generated from a systematic, collaborative and continuous improvement planning process that establishes measures of effectiveness and uses findings from analyzing a variety of sources of data to evaluate program effectiveness and adjust or discontinue programs that fail to significantly contribute to student success.

- **Proposed supports:** Byck has adopted a transformation team, which consists of the school's principal, assistant principal, math goal clarity coach, literacy goal clarity coach, and KDE-assigned education recovery leader and specialist. The transformation team maintains a regular presence in classrooms and meets weekly to discuss recent data points (e.g., walkthroughs, formative assessments). The team has identified a need for more actionable data that emphasizes students' growth. This proposal requests funding for Measures of Academic Progress testing.

Identify and systematically implement instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines and use of technology as instructional resources and learning tools. Additionally, incorporate on-task behavior and appropriate classroom management practices to ensure a safe learning environment. Coach teachers in the use of these instructional strategies and classroom management practices and monitor to ensure instruction is engaging, student centered, aligned to the learning expectations and highly effective.

- **Proposed supports:** Byck will diversify the instructional strategies used in every classroom. Through a partnership with Thoughtful Classroom, Byck will train teachers on instructional strategies that address different learning styles. Byck will implement research-based small-group math and reading interventions for students performing at novice levels. Teachers will improve their math content knowledge and pedagogical skills through training from Math Solutions. Exceptional Children Educators will implement multi-sensory reading strategies. To improve classroom management practices, Byck will sustain its PBIS initiative and maintain two-way communication with families through the Class Dojo program. Thoughtful Classroom training includes strategies for establishing classroom routines and procedures. **Fundamental 5 strategies—such as Power Zone, recognition, and reinforcement—will strengthen teachers' classroom management skills.** This proposal also equips each classroom with practical resources for classroom management, including (1) classroom audio enhancement systems that project teacher's voices when active and collaborative strategies are used and (2) bouncy bands for desks that allow energetic students to remain focused during instruction.

Improve and monitor a systematic mentoring, coaching and induction program for teachers that guarantees instructional and classroom management improvements. Ensure that classroom walkthroughs and classroom observations are conducted on a consistent basis and feedback and coaching are provided to improve teacher effectiveness and support school values and beliefs about teaching and learning.

- **Proposed supports:** Every teacher at Byck will receive in-classroom support from Thoughtful Classroom master teachers, SIG interventionists, and existing goal clarity coaches. Support will include planning implementation of strategies, modelling strategies, co-teaching, and feedback on independent implementation. Walkthroughs from both school and district administrators will occur weekly and quarterly respectively.

Refine the existing process of monitoring instructional effectiveness by strategically analyzing data

(e.g., classroom walkthroughs, assessment, student work) and using findings to continuously improve instructional practices through feedback to teachers about teaching (e.g., student engagement, rigor) and student achievement. The revised monitoring process should align instruction with the values and beliefs of the school, the curriculum and teacher oversight of student learning.

- **Proposed supports:** The transformation team will conduct weekly walkthroughs, using the Fundamental 5's PowerWalks tool. School administrators **will participate in** training on this tool. District administrators—including the Priority Schools director and assistant superintendent—will conduct quarterly walkthroughs, using Effective Learning Environments Observation Tool (eleot). The Diagnostic Review used this tool, and by administering it quarterly, the district and school will have data points to assess progress on improvement priorities. MAP testing will be implemented and allow Byck to measure, monitor, and celebrate student growth in reading and math.

Refine, support and monitor the effectiveness of a systematic schoolwide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, 3) given multiple opportunities to demonstrate understanding and learning of context through daily formative assessments and 4) given specific and timely feedback directly impacting next steps in learning.

- **Proposed supports:** The Thoughtful Classroom resource was identified because of its benefit to Byck's instructional process. Thoughtful Classroom includes processes for developing student-friendly learning targets. Its instructional strategies align with different learning styles, and this alignment will provide students flexible opportunities for demonstrating what they know and are able to do. Thoughtful Classroom has procedures and protocols for developing rubrics and providing feedback to students.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

The Diagnostic Review recommended that Byck Elementary School's SBDM council transition into an advisory committee. In the midst of this transition, the committee reviewed school improvement models and recommended the transformation model. From the view point of the council, the turnaround model would not positively affect the school's culture because a significant amount of staff turnover occurred in recent years due to a change in the school's magnet program option.

In May 2016, Byck presented an action plan to the Jefferson County Board of Education, which included upcoming professional learning activities that responded to the Diagnostic Review. At its May 10, 2016, the Jefferson County Board of Education voted to approve the use of the transformation model at Byck and received the action plan.

Transformation Model Required Activities

Please Note: You may only type in the gray areas.

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

During the 2015-16 school year, Byck Elementary School received a Diagnostic Review from the

Kentucky Department of Education. According to the review's report, the Diagnostic Review Team "examined extensive evidence" to develop recommendations regarding the school's principal and school council. The team found that Principal Tammy Darden has "the ability to lead the intervention and should remain as principal of Byck Elementary School to continue her roles and responsibilities." Principal Darden has continued in her role as the school's instructional leader.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

Our district provides priority schools flexibility in its processes for budgeting and staffing. Priority schools are permitted to submit add-on requests to the board of education through an assistant superintendent. For the 2016-17 school year, Byck used the add-on request to receive funding for hiring a mental health counselor, who will support our school's culture and climate through direct services to students. Through this same process, Byck and other priority schools obtained an extended learning program fund for the 2016-17 school year that will support academic assistance during and after school. Byck will continue to use the add-on request process to leverage all available resources for school improvement.

Our district's contract with the local teachers' association provides Byck considerable flexibility in the staffing process. Priority schools qualify for the following provisions:

- Exemption from mandatory placement of voluntary or overstaffed employees
- Access to the annual teacher transfer list one week before other schools
- Authorization to incentivize teachers with National Board Certification support, tuition reimbursement, and paid professional development

Byck Elementary School will rely upon the third provision in its efforts to recruit, retain, and develop highly effective teachers. Teacher stability is key for implementing our plan for improving literacy and math instruction.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how each of the following components will be used in helping to assess the school's and staff's progress in meeting academic needs and goals: student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement, and increased high school graduation rates, if applicable.

During the 2016-17 school year, Byck Elementary School will fully implement the Professional Growth and Effectiveness System for both teachers (TPGES) and school leaders (PPGES). Byck will follow the district's 2016-17 Certified Evaluation Plan. The vision of this plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal of the plan is to create a fair and equitable system to measure educator and leader effectiveness and act as a catalyst for professional growth.

The district's Certified Evaluation Plan aligns with Kentucky's Framework for Teaching, which assesses teachers on four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Assigned evaluators use multiple sources of evidence to develop a holistic and comprehensive analysis of teachers' practice. Evaluative ratings include "exemplary,"

“accomplished,” “developing,” and “ineffective.” Sources of evidence include

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles

TPGES observations include three mini-observations (two by the supervisor and one by a peer observer) of approximately 20-30 minutes. A final observation is conducted by a supervisor and focuses on a full class or lesson. Non-tenured teachers participate in this observation cycle each school year to support their growth as early-career educators. Tenured teachers participate in a three-year cycle with mini-observations occurring each year for formative feedback and the final observation in year three for the purposes of summative evaluation.

Student growth data will factor into every educator’s ongoing evaluation. All teachers and other education professionals will establish student growth goals. In collaboration with the school principal, educators identify an interval of instruction (e.g., trimester, semester, year-long) and set goals that are congruent with the Kentucky Core Academic Standards and use common measures or rubrics for their content area and grade level. Student growth goals specify student outcomes, such as an enduring skill, process, understanding, or concept that students are expected to master. These goals must provide all students—including students with disabilities, English language learners, and gifted/talented students—opportunities to demonstrate their knowledge. Through Professional Learning Communities, grade level groups, or academic departments, teams of teachers use a peer review process to ensure each teacher’s student growth goals and rubrics are rigorous and comparable. Based upon the percentage of students meeting growth goals, teachers will receive growth target ratings of low (less than 70% of students met the target), expected (70%-85% of students met the target), or high (more than 85% of students met the target).

Our fourth and fifth grade teachers will use median student growth percentiles as a measure of their professional growth and effectiveness in the content areas of math and English language arts. This measure is based on each student’s rate of change compared to other students with a similar test score history. We will follow KDE’s recommended scales for determining acceptable growth.

Formative measures are an approved source of evidence for determining student growth. The certified evaluation plan provides three categories of measures. (1) Pre-/Post-Assessments that are identical or comparable are acceptable if they meet the district assurances for rigor and comparability. (2) Repeated Measures Designs are records of results from short measures, demonstrations, or performances that have been repeated throughout the interval of instruction. (3) Holistic Evaluation involves the use of growth rubrics that compare two or more examples of student work.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with Kentucky’s professional growth and effectiveness system?

Byck Elementary School will provide leadership opportunities for educators who achieve accomplished and exemplary ratings on the professional growth and effectiveness system. Existing leadership roles include facilitating meetings of grade group PLCs, leading vertical K-5 curriculum groups, and serving on committees such as the Positive Behavioral Interventions and Support team.

The School Improvement Grant will provide additional opportunities to reward our effective educators. Our new interventionist positions will be an attractive advancement opportunity because it involves small group instruction and the role is a resource teacher, which in our district often prepares teachers for administrative positions. Our SIG fund for tuition reimbursement will be available for exemplary teachers who are pursuing continuing education, which could lead to additional endorsements (e.g., ESL) or certifications (e.g., guidance counseling, principalship).

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

Byck Elementary School adheres to the collectively bargained agreement between the Jefferson County Board of Education and the Jefferson County Teachers Association. The agreement contains provisions on employee evaluation, employee discipline, assignment, and transfers. Under the most recent agreement (2013-2018), the principal has the authority to determine changes to teacher assignments. Criteria for changes in assignment may include "measurable employee capabilities" and "needs of education program." The principal must discuss changes in assignment with teachers and notify them of changes in writing. Teachers may be reassigned temporarily to areas outside the scope of their teaching certificates and major or minor fields of study; however, they must agree to such assignments.

Over the next three years as Byck undertakes efforts to transform and improve, we will support teachers who receive overall ratings of ineffective on the professional growth and effectiveness system. Ineffective educators who achieve low student growth ratings will participate in a 12-month improvement plan with goals determined by their evaluator. If ineffective and low student growth ratings continue, the principal may use the criteria of the collectively bargained agreement to discuss changes to educators' assignment.

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

Each teacher will participate in intensive job-embedded professional development on instructional strategies and differentiated instruction in literacy and math. Through a partnership with Thoughtful Classroom, all teachers will incorporate additional research-based strategies into their instruction. Byck identified Thoughtful Classroom for this support because this resource directly addressed findings from the Diagnostic Review. Specifically, the review identified a lack of instructional strategies and a need for providing students multiple opportunities to demonstrate their learning. The review called for higher order thinking skills and engaging strategies that went beyond passive listening. Thoughtful Classroom will equip teachers with a greater variety of instructional strategies, which are grouped into four learning styles: mastery, understanding, self-expression, and interpersonal. Teachers learn not only how to use different strategies, but also when to use them to maximize student engagement. **Examples of Thoughtful Classroom practices include**

- Cooperative learning and other group-based activities
- Meta-cognitive tasks that ask students to assess their own understanding
- Task rotation and students' selection of tasks
- Writing to activate learning
- Academic literacy skills, such as note taking and close reading

Training for Thoughtful Classroom will occur during extended professional development days each summer of the grant. Master teachers in the areas of literacy and mathematics provide the training and tailor strategies to content areas. Thoughtful Classroom also provides follow-up throughout the school year, embedding professional learning into two classroom coaching visits per month for each teacher from both literacy and math master teachers. The purpose of these visits is to model strategies and provide feedback on teachers' implementation of strategies.

In addition to work with Thoughtful Classroom, teachers will receive **regular** support from our reading and math interventionists. These positions are designed to implement twenty-minute small group interventions with students who are novice in reading and math. Interventionists also have time set aside for in-classroom support of teachers. In year 1, teachers will receive **twice-a-month**, thirty minute coaching visits from both a math and reading interventionist. The purpose of these visits is to strengthen the differentiation occurring in whole classroom instruction. In years 2 and 3, as our novice students make gains toward proficiency, the interventionists' roles will gradually shift more toward in-classroom support and co-teaching. We estimate that by meeting our quarterly smart goals, we will reduce our need for small group interventions and, over the course of the three year project, add **30** minutes of in-classroom support per **month** per teacher in both math and reading. By the end of the project, teachers will have access to up to one hour of **monthly** in-classroom support from both a math and a reading interventionist.

Additional professional learning will focus on increasing teachers' content knowledge and pedagogical skills in math. Our school's math goal clarity coach has identified number sense, fraction sense, and fraction computation as areas of critical need. Through a partnership with Math Solutions, Byck Elementary School will host a two-day workshop each summer on these concepts. Teachers will have extended professional development days in order to participate in the workshops. Our existing goal clarity coach will provide follow-up coaching, mentoring, and monitoring throughout the school year.

We will differentiate professional learning for our exceptional children educators. These teachers will implement research-based, multi-sensory strategies for reading instruction. Five ECE teachers and our literacy goal clarity coach will participate in five days of training from Orton-Gillingham. Throughout the school year, the literacy goal clarity coach will provide follow-up coaching, mentoring, and monitoring on the implementation of these strategies.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Byck Elementary School will recruit and retain effective educators through continuing education tuition reimbursement, extended professional development days, and a supportive, intimate learning environment.

An analysis of our staff indicated that fewer of our teachers have master's degrees (69%), than their peers throughout the district (86%). This trend coincides with the experience level of our teachers, who have an average of 5 fewer years than peers in the district and 6 fewer years than the state. The SIG budget requests funding to reimburse up to 14 teachers per year for 9 credit hours per year. Through this reimbursement fund, we will support our current teachers in progressing toward a master's degree, encourage exemplary teachers who desire to pursue additional certifications, and attract a large pool of high-quality candidates for vacant teaching positions.

Additional professional learning opportunities will occur each summer of the project. Workshops and training from Thoughtful Classroom and Math Solutions will require eight additional days of extended service time for teachers. This extent of professional learning supports high-quality working conditions at Byck and results in extended service pay for each teacher.

SIG efforts will contribute to Byck's efforts to make sure teachers feel supported. Our staff receive regular in-classroom support from our school's principal, assistant principal, and literacy and math goal clarity coaches. Through SIG, teachers will have additional support from Thoughtful Classroom master teachers and interventionists for literacy and math instruction. Small group interventions and co-teaching with interventionists result in a partial reduction in student-to-teacher ratios, which will benefit teachers and the school's culture and climate.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

Through SIG, Byck will hire **two reading interventionists and one math interventionist** to work with students who are performing at novice levels. We will identify these students through Measures of Academic Progress (MAP), K-PREP, and Brigance data. By compiling existing data, we estimate that 276 of our students are reading at novice levels and 258 of our students are novice in math. Our intervention plan is to conduct twenty-minute interventions in both reading and math for these students in a small group setting of six students **three-to-five times per week based upon students' needs**.

Reading interventionists will use Early Intervention in Reading (EIR). KDE has recommended this intervention resource as an option for schools in its Read to Achieve program. According to What Works Clearinghouse, EIR has evidence of positive effects on students' alphabets and comprehension. EIR features twenty minutes of intervention through supplemental reading activities. Intervention **practices** will vary according to grade level. Kindergarten strategies foster an enjoyment of reading, involve students in discussions and dramatics, and focus on phonemic segmentation. First and second grade interventions use repeated reading, phonics support, phonemic awareness, comprehension coaching, guided sentence writing, word recognition strategies, and one-on-one reading practice. Third through fifth grade students will participate in repeated reading, master decoding of multi-syllabic words, receive comprehension coaching, and write to enhance comprehension. iRead will serve as a supplemental resource for reading interventions.

Math interventionists will use Add+VantageMR (AVMR). KDE has recommended this intervention resource as an option for schools in its Mathematics Achievement Fund program. Research conducted by the Kentucky Center for Mathematics suggested annual average gains of two grade levels for students participating in AVMR and its related program, Math Recovery. AVMR is based upon the Instructional Framework in Early Number and promotes the following student skills: addition, subtraction, number sequences, numeral identification, structuring numbers, conceptual place value, multiplication, and division. Interventionists will have access to 180 instructional procedures, organized in 30 teaching topics, for small group interventions. **AVMR practices rely upon an instructional sequence that supports students' development of conceptual mathematics understanding**. MobyMax will serve as a supplemental resource for math interventions.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

Through SIG, Byck will shift its approach to student data in order to prioritize students' growth. Byck will implement Measures of Academic Progress (MAP), a computer adaptive interim assessment for the content areas of reading, language use, and mathematics. MAP reports on students' performance using Rausch Instructional (RIT) units. Ranges of RIT scores correlate with grade levels and probabilities of reaching proficiency. Byck will administer MAP testing four times each year to monitor students' growth. We will pair this resource with Compass Learning, which translates MAP data into learning paths for teachers and interventionists to use in the school's Multi-Tiered System of Supports. MAP and Compass Learning will be particularly useful in determining the novice students who will participate in reading and math small-group interventions.

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

SIG will support increased learning time by recovering learning time lost during core academic instruction. On the most recent TELL survey, 69% of teachers at Byck Elementary School indicated that they spend more than one hour per week addressing student discipline issues. This response was 15% greater than the district average and nearly 30% greater than the state average. Our approach to this trend will be to decrease disruptions and off-task behaviors by increasing the use of engaging instructional strategies. Our work with Thoughtful Classroom, in particular, will more result in more effective engagement with students. Since these strategies address a variety of learning styles, we will divert behavior events that occur when students are disengaged by tasks not suited to their gifting. **Teachers' implementation of Fundamental 5 practices—including the "power zone," recognition, and reinforcement—will support students' on-task engagement in instruction.**

Byck will also supplement learning time through extended school services. Students who need extra support on academic work will have access to afterschool programming. These services occur 2-3 days per week for 2 hours and are delivered by certified teachers. In order to remove barriers to participation, students receive an extra meal and transportation services.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') improvement plan for the grant's duration.

On October 4, school and district staff presented an outline of the project to family and community members. The presentation focused on major initiatives, including hiring interventionists, implementing Thoughtful Classroom, using MAP testing, and tuition reimbursement. The stakeholders in attendance provided positive feedback to the SIG plan.

After the KDE's Diagnostic Review, Byck Elementary School's Site-Based Decision-Making Council was transitioned to an advisory capacity. The council continues to meet regularly to support the school's administrators in transformation efforts. Each council meeting will feature a brief update on implementation of this plan and progress on quarterly and annual goals. In addition, we will host sessions similar to the October 4th meeting during each year's open house or parent-teacher conference day.

Identify the intensive technical assistance and support provided to the school by the district.

Our district created a Priority Schools Office that focuses on identified priority schools and schools

that have the potential to become priority schools. Each of these schools receives differentiated support from district staff and assistant superintendents, who regularly conduct walkthroughs (using the Effective Learning Environments Observation Tool, eleot) and monitor assessment results for priority schools. The Priority School Office offers ongoing technical assistance in response to needs and trends of its targeted schools. Recent assistance included a National Institute for School Leadership workshop for priority school administrators and teacher leaders and a two-day “Priority Teacher Institute” with sessions on cultural proficiency, assessment strategies, engagement strategies, and classroom management. This proposal includes resources (i.e., stipends, professional services) for a similar priority teacher institute that new teachers at Byck will attend.

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. **Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.**

1. What is the element to be modified?
2. How will the element be modified?
3. How does this modification continue to meet the intent of the originally required element?

Not applicable.

Schools are not required to address “permissible activities”. However, if a school does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

KDE determined that the SBDM council did not have the capacity to lead turnaround efforts. The council has transitioned into an advisory role. Byck’s principal values the advice of the counsel, as she and the transformation team develop and implement school improvement plans.

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

In their collectively bargained agreement, the Jefferson County Teachers Association and the Jefferson County Board of Education granted special provisions and exemptions to priority schools. One such exemption is from the mandatory placement of voluntarily transferred or overstaffed employees. Teachers will not be placed at priority schools without their consent, and schools will follow competitive hiring procedures without having to select from the transfer list.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The Office of Curriculum Instruction has a department led by the Assistant Superintendent of Curriculum and Instruction and staffed with a director and content specialists. This department

provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are additional content specialists to support Program Reviews and academic areas other than the core: music, art, practical living, and world language. Additional support by content specialists will include strategies and support for school-based Response to Interventions (RTI) in our Priority Schools.

District personnel, including the area assistant superintendents, will regularly visit the school and perform classroom walkthroughs to ensure curriculum implementation aligned to pacing maps and appropriate grade level standards.

District personnel, including the area assistant superintendents, will regularly monitor assessment results on district proficiencies as an indicator of curriculum implementation with fidelity.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

The district has a staff of resource teachers with expertise in exceptional children education (ECE) and English-as-a-Second Language (ESL) instruction. The district's ECE and ESL programs have assigned consulting resource teachers to Byck Elementary School. These resource teachers help develop and monitor individual education plans, consult during data analysis processes, advise and model research-based practices for literacy and math instruction, and collaborate with school staff to ensure student placements are in the least restrictive environment.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

Not applicable

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Not applicable

Describe strategies to increase graduation rates.

Not applicable

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

Byck Elementary School's Parent Teacher Association actively partners with the school to support students and staff. Our PTA has won district awards for its level of parent involvement. The PTA has raised funds for several initiatives, redesigned our schools' website, and hosted events for parents to invest volunteer time. Community cleanups, organized by the PTA, have improved the appearance of our school and made a difference in the school's culture.

Our Family Resource Coordinator has successfully implemented the Watch D.O.G.S. (Dads of Great Students) program, which invites fathers and other father-figures to volunteer a day at the

school. Watch D.O.G.S. assist in classrooms, hallways, and the cafeteria, and their presence helps encourages on-task behavior for students. Community members have volunteered to lead an advocacy program for young boys. The Street Academy and Navigators program have helped develop students' self-esteem.

Describe the strategies implemented to improve school climate and discipline.

Byck has implemented a Positive Behavioral Interventions and Support (PBIS) system, which values proactive, positive measures to improve school climate and discipline. School administrators and a committee of teachers participated in initial training on PBIS, and the district allocated a PBIS coach for Byck, who provides in-classroom support for implementation of strategies. The PBIS coach and school leaders developed a Positive Action Center, which is an area of the school set aside for the PBIS coach and student success coaches to teach replacement behaviors.

In 2015-16, Byck developed a Student Response Team, which includes the principal, assistant principal, PBIS coach, security guard, and three student success coaches. All members of the student response team have communication devices and respond quickly to significant classroom disruptions.

Byck has adopted the Class Dojo platform for communicating with families about students' behavior. Class Dojo features an app for family members that updates them throughout the day. Teachers can award points for positive behaviors, while highlighting behaviors that need improvement. The app allows for home-to-school communication.

As part of its plan for transformation, Byck will support teachers' classroom management with strategies from Lead Your School's Fundamental 5. This model includes the "Power Zone" practice, which focuses on teachers' presence, movement, and tone during instruction. In addition, the Fundamental 5 teaches educators to "recognize and reinforce"—strategies for encouraging on-task engagement from students, while maintaining appropriate consequences.

This proposal also includes two specific tools to support classroom management practices. First, Byck will equip each classroom with an audio enhancement system. This tool projects the classroom teacher's voice and will be helpful as teachers incorporate instructional strategies that are active and collaborative. Second, Byck will equip each classroom with Bouncy Bands that attach to classroom desks and allow for energetic students to move their feet while remaining engaged. Teachers have specifically requested this resource as a means of minimizing disruptions.

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

The district funds full-day services for all Kindergarten children. In addition, the district has three full-day, full-week preschool and Head Start classrooms at Byck.

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

In our district, each school's Section 7 funding is tied to the Equity Scorecard and must be used for strategies to address the Achievement Gaps identified within each school. Those strategies must also be in each participating school's Comprehensive School Improvement Plan. Schools must submit

budget applications that include a program description, SMART goals, a quantified budget request, details on the needs assessment data, targeted outcomes, and information on implementation and management.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Byck Elementary School staff participated in professional development prior to the 2016-17 school year. Activities included the NISL executive development training, the Priority Teacher Institute, and Journeys literacy curriculum training for new staff.

To develop the SIG application, district staff met with the school's transformation team, which includes the principal, assistant principal, goal clarity coaches, and KDE's education recovery leader and specialist. The school presented its SIG plan to parents and other staff during a session on parent-teacher conference day. District staff have reviewed proposed transformation activities and the proposed budget. The plan has widespread support from the school community and district administrators.

Actions

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

The principal of Byck Elementary School has created a "Transformation Team" of educators who are leading, supporting, and monitoring efforts to improve the school's instruction. This team includes the assistant principal, literacy goal clarity coach, math goal clarity coach, and KDE-assigned education recover leader and specialist. The entire team maintains a presence in the school's classrooms in order to support teachers and provide informed feedback to the school's principal. **Administrators will complete training on the Fundamental 5 PowerWalks walkthrough and have access to this program's tool for monitoring instruction. This tool will be used weekly. Fundamental 5 includes a model for data-driven coaching conversations, which administrators will use for discussions on improving classroom practices.**

Content area leaders include the literacy goal clarity coach, math goal clarity coach, and the **three** SIG-funded interventionists. These leaders are responsible for following up with teachers on strategies learned during workshops and trainings, such as Thoughtful Classroom, Math Solutions, and Multi-Sensory Education. Content area leaders will offer assistance in planning the use of strategies, modelling strategies, co-teaching, debriefing early implementation experiences, and identifying next steps for implementation.

The principal will collaborate with the transformation team and content area leaders to complete the KDE Quarterly Report—a tool for monitoring, collecting data, and reflecting on progress. Concerns identified in this reporting process will be addressed with 30-60-90 day plans with concrete action steps. Quarterly reports and 30-60-90 plans will form the basis for developing the Comprehensive School Improvement Plan.

This proposed transformation plan includes small-group interventions in reading and math for students performing at novice levels. We will use Infinite Campus, specifically its Interventions tab, to monitor students' progress and the effectiveness of interventions. Following recommendations from KDE, interventionists will update data for each student receiving interventions on a monthly basis. Students participating in both math and reading interventions will have separate records for these interventions. Administrators and PLCs will use the Interventions tab's student progress-monitoring tool to guide conversations about individual students and make recommendations for changes in interventions.

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

Our SIG plan creates opportunities for assignment of staff to new roles. The **three** interventionist positions may attract applicants from our teaching staff. If these applicants are successful, we will have vacancies in our K-5 teacher assignments. In all hiring decisions, we will screen, interview, and recommend candidates based upon their record of exemplary teaching and high student growth ratings.

As described previously, Byck Elementary School follows the collectively bargained agreement between the Jefferson County Board of Education and the Jefferson County Teachers Association. Using the provisions of this agreement, Byck's principal will use the criteria of "measurable employee capabilities," as determined through the professional growth and effectiveness system, and "needs of education program" in order to recommend reassignments for teachers who persistently attain ineffective and low student growth ratings.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Byck Elementary School's SIG plan is designed with sustainability in mind. Our largest expenditures—interventionist staff, tuition reimbursement, and Thoughtful Classroom—are designed to have lasting impact after the SIG-supported project period. The interventionists' role includes in-classroom support for teachers, and each year, interventionists' time shifts more toward teacher support. Tuition reimbursement will help retain staff through the course of our school's transformation, and high-quality coursework will improve their teaching. Byck will embed Thoughtful Classroom training, so that learning-style-based instructional strategies become the school's norm for teaching and learning.

A key expense that needs to be funded beyond the SIG grant is the use of MAP testing and Compass Learning. We will leverage several existing funding streams, including Title I and the section 7 add-ons budget, to continue the use of this student growth measure. We will actively pursue funding opportunities, such as KDE's Read to Achieve and Mathematics Achievement Fund, to continue our small-group work with novice students. These two particular funding opportunities require annual matching funds from schools, and we will analyze our Title I and section 7 allocations at the time of grant competitions to assess feasibility.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation

of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Our School Based Decision Making Council has transitioned to an advisory capacity. However, before this transition, school and district leaders consulted with the council on school improvement models. Leaders and the council agreed upon the transformation model as the best option for Byck's progress.

In May 2016, Byck presented an action plan to the Jefferson County Board of Education. The plan reviewed actions that occurred in March and April and described upcoming activities, such as the NISL institute for school administrators and teacher leaders and the Priority Teacher Institute. At its May 10, 2016, the Jefferson County Board of Education voted to approve the use of the transformation model at Byck and received the action plan.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

The Board of Education has approved policies and practices that support transformation efforts at Byck Elementary School. Key actions include the following items:

- **Acceptance of the 2016-17 Certified Evaluation Plan:** on May 26, 2016, the board approved the Certified Evaluation Plan, which features full implementation of the professional growth and effectiveness system
- **2013-18 Agreement between the Jefferson County Board of Education and the Jefferson County Teacher Association:** this agreement provided special provisions and exemptions for priority schools that aid in the recruiting and retaining of effective teachers.
- **Approved a Professional Services Contract with Solution Tree:** during the summer and school year of 2015-16, Solution Tree trained principals, assistant principals, and goal clarity coaches on assessment literacy and professional learning communities.
- **Approval of the 2016-17 Working Budget:** this budget included an add-on for Byck Elementary to hire an additional mental health counselor and an add-on for priority schools to extend learning time.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

Byck's SIG plan relies upon partnership with **four** external agencies: Thoughtful Classroom, **Lead Your School/Fundamental 5**, Math Solutions, and the Northwest Evaluation Association. Byck included Thoughtful Classroom in its plan because of the alignment of the resource to the improvement priorities found in KDE's Diagnostic Review. Byck was familiar with the work of Thoughtful Classroom from its work with other priority schools in the district, specifically Roosevelt Perry Elementary School and Southern High School. **Several schools in our district have used Fundamental 5 in addressing classroom management and other skills for early-career educators. In addition, Fundamental 5 concepts have been featured during our Priority Schools institute.** The SIG plan includes services from Math Solutions because of the alignment of services with specific math

content needs at the school. The school's math goal clarity coach identified trainings particularly needed by staff. The SIG plan includes services from the Northwest Evaluation Association because it is the only provider for MAP testing—a unique computer adaptive interim assessment that measures student growth.

Involvement of these external agencies is dependent upon district review and board of education approval. All professional service contracts are reviewed by the proposed school's principal, an assistant superintendent, business services, and, if deemed necessary, legal counsel. The board votes to approve professional service contracts. Partnering agencies will receive one year agreements with Jefferson County Public Schools, which allows school and district leadership to reevaluate services each year to determine the need and usefulness of renewing the contract.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

As previously stated, Title I, section 7 funding, and state grant programs will provide opportunities to extend MAP testing and small-group interventions with students novice in reading and math. Decisions on continuing and modifying reform efforts will rely upon data collection and analysis. Collected data will include quantitative measures (e.g., K-PREP, Brigance, and MAP), as well as qualitative data (e.g., walkthrough, trends in professional growth and effectiveness ratings). Data analysis will occur at several levels: grade group PLCs, vertical K-5 families, the school's transformation team, and monitoring from the Priority Schools Office. We anticipate modifying annual and quarterly goals to ensure they are specific to the needs of our school and realistic given progress in implementing the plan.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.

Byck Elementary School's SIG plan aims at sustainability by shifting supports throughout the project period. As our number of students who are novice in reading and math decreases, our interventionists will devote more time to building instructional capacity among classroom strategies. Scopes of services for **Thoughtful Classroom and Lead Your School/Fundamental 5** decrease gradually throughout the project, particularly in year 3, so that teachers require less modelling of strategies from master teachers and take ownership for implementing strategies. Two project strategies—Math Solutions and multi-sensory reading instruction—rely upon existing staff capacity. Goal clarity coaches in literacy and math will participate in professional learning for these strategies and provide job-embedded follow-up for K-5 and ECE teachers.

Our school can reevaluate expenditures in Title I and section 7 funding to sustain SIG activities. In addition, we currently employ 4 retired teachers for limited intervention services. If we implement our SIG plan to fidelity, build an exemplary teaching workforce, and reduce novice performance among students, we can revisit the need for part-time intervention services. The primary consideration in these decisions will be the growth of our students and our school's progress toward quarterly and annual goals.

Timeline

Please Note: You may only type in the gray areas.

Develop a timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Steps	Weekly	Monthly	Quarterly	Bi-Annually	Annually
Measures of Academic Progress Testing			•		
Administrative Team Walkthroughs	•				
Brigance Screener Reviews (Kindergarten)				•	
K-PREP Results Review					•
Transformation Team meetings for data review and progress monitoring	•				
Quarterly Report to KDE			•		
30-60-90 Day Plans			•		
Comprehensive School Improvement Plan					•
In-Classroom Literacy and Math Support on Differentiation		•			
Thoughtful Classroom Workshops					•
Thoughtful Classroom In-Classroom Support		•			
Fundamental 5 Workshops					•
Math Solutions Courses					•
Math Solutions In-classroom Support from Goal Clarity Coach		•			
Multi-Sensory Reading Strategies Training					•
Multi-Sensory In-classroom Support from Goal Clarity Coach		•			
Advisory SBDM Council Meeting			•		
Presentation at Open House on project progress					•
Monitoring Visits from Assistant Superintendents and the Priority Schools Office			•		
Updates to the Board of Education on school progress				•	

Annual Goals

Please Note: You may only type in the gray areas.

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measurable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each

grade level in the school. Include baseline data within the goal.

Byck Elementary School has established annual **SMART** goals for the whole school's progress toward literacy and math proficiency. These goals focus **specifically** on student proficiency in literacy and math. Byck will **measure** progress toward these goals through MAP testing, K-PREP results, and the Brigance screener. We believe these goals are **attainable** because of the proposed intensive intervention with all of the school's students who are novice in reading and math. The goals are **realistic** because they account for implementation factors and recognize that growth will occur slower in the beginning. For example, since first-year activities like intensive interventions will begin mid-year, we anticipate slower growth in year 1 and performance below our annual measurable objective. Each goal has a one-year **time** frame.

37% of all students will demonstrate proficiency in Reading by 2017.
37% of Kindergarten students will demonstrate proficiency in Reading by 2017.
37% of first grade students will demonstrate proficiency in Reading by 2017.
37% of second grade students will demonstrate proficiency in Reading by 2017
37% of third grade students will demonstrate proficiency in Reading by 2017.
31% of fourth grade students will demonstrate proficiency in Reading by 2017.
39% of fifth grade students will demonstrate proficiency in Reading by 2017.

57% of all students will demonstrate proficiency in Reading by 2018.
37% of Kindergarten students will demonstrate proficiency in Reading by 2018
57% of first grade students will demonstrate proficiency in Reading by 2018.
57% of second grade students will demonstrate proficiency in Reading by 2018.
50% of third grade students will demonstrate proficiency in Reading by 2018.
57% of fourth grade students will demonstrate proficiency in Reading by 2018.
59% of fifth grade students will demonstrate proficiency in Reading by 2018.

66% of all students will demonstrate proficiency in Reading by 2019.
37% of Kindergarten students will demonstrate proficiency in Reading by 2019.
66% of first grade students will demonstrate proficiency in Reading by 2019.
66% of second grade students will demonstrate proficiency in Reading by 2019.
66% of third grade students will demonstrate proficiency in Reading by 2019.
60% of fourth grade students will demonstrate proficiency in Reading by 2019.
66% of fifth grade students will demonstrate proficiency in Reading by 2019.

40% of all students will demonstrate proficiency in Math by 2017.
40% of Kindergarten students will demonstrate proficiency in Math by 2017.
40% of first grade students will demonstrate proficiency in Math by 2017.
40% of second grade students will demonstrate proficiency in Math by 2017.
40% of third grade students will demonstrate proficiency in Math by 2017.
42% of fourth grade students will demonstrate proficiency in Math by 2017.
39% of fifth grade students will demonstrate proficiency in Math by 2017.

57% of all students will demonstrate proficiency in Math by 2018.
40% of Kindergarten students will demonstrate proficiency in Math by 2018.
57% of first grade students will demonstrate proficiency in Math by 2018.
57% of second grade students will demonstrate proficiency in Math by 2018.
50% of third grade students will demonstrate proficiency in Math by 2018.

students will demonstrate proficiency in Math by 2019.
 55% of fifth grade students will demonstrate proficiency in Math by 2018.

66% of all students will demonstrate proficiency in Math by 2019.
 40% of Kindergarten students will demonstrate proficiency in Math by 2019.
 66% of first grade students will demonstrate proficiency in Math by 2019.
 66% of second grade students will demonstrate proficiency in Math by 2019.
 62% of third grade students will demonstrate proficiency in Math by 2019.
 64% of fourth grade students will demonstrate proficiency in Math by 2019.
 68% of fifth grade students will demonstrate proficiency in Math by 2019.

Proficiency Goals

The chart below contains annual goals for students attaining proficiency in reading and math. Byck's SIG plan includes goals for the whole school (depicted in the chart as K-5) and for each grade level. The symbol  depicts longitudinal growth for students as they progress through grade levels.

Grade	Baseline		Proficiency Goals					
	2015-16		2016-17		2017-18		2018-19	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
K	Brigance: 30% of incoming Kindergarten students were average or above average in academic and cognitive domains		37%	40%	37%	40%	37%	40%
1	Baseline will be determined through MAP testing		37%	40%	57%	57%	66%	66%
2	Baseline will be determined through MAP testing		37%	40%	57%	57%	66%	66%
3	6.9% Proficient K-PREP	19.5% Proficient K-PREP	37%	40%	50%	50%	66%	62%
4	14.9% Proficient K-PREP	14.9% Proficient K-PREP	31%	42%	57%	59%	60%	64%
5	18.6% Proficient K-PREP	37.1% Proficient K-PREP	39%	39%	59%	55%	66%	68%
K-5	13.1% Proficient K-PREP	23.9% Proficient K-PREP	37%	40%	57%	57%	66%	66%

Novice Reduction Goals

Content Area	Percentage of Novice Performing Students Who Reach Proficiency		
	2016-17	2017-18	2018-19
Reading	13.2%	20.3%	8.8%
Math	15.5%	16.5%	8.8%

Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Quarterly **SMART** goals focus **specifically** on student proficiency in literacy and math. Byck will **measure** progress toward these goals through MAP testing. We believe these goals are **attainable** because of the proposed intensive intervention with all of the school's students who are novice in reading and math. The goals are **realistic** because they account for implementation factors and project growth incrementally. For example, quarters with extended breaks (e.g., summer break) are considered slow growth periods. In addition, our quarterly goals recognize that Kindergarten students are enrolling unprepared for school and will need additional time to grow toward proficiency. Each goal has a quarterly **time** frame.

Note: Each cell in the literacy and math quarterly goals charts represents a SMART goal. For example, the November-January 2016-17 entry for Kindergarten (30%) represents the following goal: 30% of Kindergarten students will demonstrate proficiency in Reading by January 2017.

Literacy Quarterly Goals

Percent reaching proficiency in measures of literacy

	2016-17			2017-18				2018-19				2019-2020
	Nov-Jan	Feb-Apr	May-Jul	Aug-Oct	Nov-Jan	Feb-Apr	May-Jul	Aug-Oct	Nov-Jan	Feb-Apr	May-Jul	Aug-Oct
K	30%	35%	37%	30%	32%	35%	37%	30%	32%	35%	37%	30%
1	32%	35%	37%	42%	46%	51%	53%	57%	60%	62%	64%	66%
2	32%	35%	37%	42%	46%	51%	53%	57%	60%	62%	64%	66%
3	32%	35%	35%	42%	46%	51%	53%	57%	60%	62%	64%	66%
4	12%	17%	23%	34%	39%	48%	51%	57%	60%	62%	64%	66%
5	19%	23%	28%	37%	42%	49%	52%	57%	60%	62%	64%	66%
K-5	18%	22%	27%	36%	41%	49%	52%	57%	60%	62%	64%	66%

Math Quarterly Goals

Percent reaching proficiency in measures of math

	2016-17			2017-18				2018-19				2019-2020
	Nov-Jan	Feb-Apr	May-Jul	Aug-Oct	Nov-Jan	Feb-Apr	May-Jul	Aug-Oct	Nov-Jan	Feb-Apr	May-Jul	Aug-Oct
K	30%	35%	40%	30%	35%	38%	40%	30%	35%	38%	40%	30%
1	34%	36%	39%	43%	47%	52%	54%	57%	60%	63%	64%	66%
2	34%	36%	39%	43%	47%	52%	54%	57%	60%	63%	64%	66%
3	34%	36%	39%	43%	47%	52%	54%	57%	60%	63%	64%	66%
4	23%	27%	31%	39%	43%	50%	53%	57%	60%	63%	64%	66%
5	19%	23%	28%	37%	42%	50%	52%	57%	60%	63%	64%	66%
K-5	27%	30%	34%	40%	45%	51%	53%	57%	60%	63%	64%	66%

District and school leadership will evaluate progress on quarterly goals through its KDE reporting process and 30-60-90 day planning. If Byck does not maintain the pace for meeting quarterly and

annual goals, district and school leadership will consider realigning resources to meet student needs. Realignment strategies include, but are not limited to, the following options:

- *Reassigning interventionists*: if one content area shows greater needs, one or more interventionists can be reassigned and new staff can be trained in intervention models to meet student needs.
- *Restructuring interventions*: if progress does not occur in twenty-minute interventions for all novice students, double-dosed interventions can be provided to fewer, higher-need students.
- *Reevaluation of intervention resources*: if reassignment and restructuring do not yield results, the intervention resources (i.e., EIR and AVMR) can be replaced with other research-based resources.

Consultation

Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.

The Diagnostic Review recommended that Byck Elementary School's SBDM council transition into an advisory committee. In the midst of this transition, the committee reviewed school improvement models and recommended the transformation model. From the view point of the council, the turnaround model would not positively affect the school's culture because a significant amount of staff turnover occurred in recent years because of a change in the school's magnet program option.

In May 2016, Byck presented an action plan to the Jefferson County Board of Education, which included upcoming professional learning activities that responded to the Diagnostic Review. At its May 10, 2016, the Jefferson County Board of Education voted to approve the use of the transformation model at Byck and received the action plan.

In October 2016, as previously described, school and district leaders presented the SIG plan to parents and community members. Byck will continue to elicit the input of parents, community members, the advisory council, and the board of education through the reporting and presentation activities depicted in our SIG timeline.

School Budget Narrative

Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

Byck Elementary School's SIG budget request supports four key activities across all three years of the project.

1. **Provide intensive interventions.** As described previously, hundreds of students in our school are performing at novice levels in reading and math. Our SIG plan calls for interventions in reading and math with each novice student. This approach recognizes that providing intensive interventions to a representative few of our students is insufficient compared to the scope of our needs. The budget requests salary and fringe costs for **three** interventionists, training costs for Early Intervention in Reading and Add+VantageMR, small-group sets of tablets for each interventionist, and updated library collections for use with reading intervention small groups.
2. **Support teachers' expertise.** The Diagnostic Review challenged our school to improve its instructional process and diversify our instructional strategies. Over the next three years, our ongoing work with Thoughtful Classroom, **Fundamental 5**, Math Solutions, and Orton-Gillingham will provide our teachers with additional instructional tools. Support from Thoughtful Classroom master teachers, existing goal clarity coaches, and the project's interventionists will ensure that professional learning is ongoing, job-embedded, and implemented with fidelity. SIG will enhance Byck's efforts to improve classroom management through practical tools—audio enhancement systems and Bouncy Bands—that enable collaborative instructional strategies and minimize disruptive behaviors. The budget request professional services from project partners, salary and benefits for interventionists, extended professional development days for our teachers, and supply costs for classroom management tools.
3. **Recruit and retain effective educators.** In light of the relative inexperience of our teachers, we have requested a fund for tuition reimbursement. This budget item will support teachers' expertise, while making Byck an attractive option for teacher transfers. By spreading tuition reimbursement across all three years, we hope to retain new teachers by assimilating them into our improved climate and culture.
4. **Measure student growth.** Our SIG plan focuses on student growth quarterly and annually. We want to measure and celebrate growth for all students. Funding is requested for Measures of Academic Progress assessments, Compass Learning data services, and technology for conducting testing.

A detailed, three-year budget is included below, along with explanations for each proposed expenditure.

Expenditure and Explanation	Year 1	Year 2	Year 3
Personnel			
• Salary for 3 certified teachers to serve as interventionists (\$69,802/teacher x 3 teachers). 2.5% increases in year 2 for Cost-of-Living and step increase. Projected 2% increase for year 3. MUNIS Code: 110	\$209,406	\$214,641	\$218,934
• Extended professional development days for all teachers. (\$20.81/hour x 6 hours x 8 days x 22 teachers). Projected increases of 2.5% in year 1 and 2% in year 3. MUNIS Code: 111	\$21,975	\$22,524	\$22,749
• Substitutes for exceptional children educators to attend Orton-Gillingham training (\$150/day x 5 days/teacher x 6 teachers). Year 1 only. MUNIS Code: 150.	\$4,500		
Fringe Benefits			
• Federal fringe rates for life insurance, liability insurance, long-term disability, Medicare match, KTRS, unemployment, workers' compensation, health insurance, state life insurance, and state administrative fees. MUNIS Codes: 211, 213, 215, 222, 231, 232, 253, 260, 294, 295, 296.	\$65,333	\$65,537	\$66,349.

Expenditure and Explanation	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Continuing education tuition reimbursement (\$681/credit hour x 9 credit hours/year x 14 staff—teachers without Masters' degrees). MUNIS Code; 240 	\$85,806	\$85,806	\$85,806
Contractual			
<ul style="list-style-type: none"> Professional learning services from Thoughtful Classroom: six days of summer training, on-site coaching visits for each teacher (twice/month in year 1 and once/month in years 2 and 3), and materials for each teacher. MUNIS Code: 322 	\$100,760	\$79,860	\$87,846
<ul style="list-style-type: none"> Professional learning services from Lead Your School/Fundamental 5: six days of training occurring during school-year PD days (year 1), on-site assessment of school operations (year 1), PowerWalks training and subscription costs for tool (years 1-2), and administrator coaching sessions on literacy instruction and improvement (years 1-2). MUNIS Code: 322 	\$69,500	\$30,100	
<ul style="list-style-type: none"> Training for interventionists: AVMR courses (\$1,600/course x 2 courses x 1 staff) and EIR annual training costs for webinars and subscriptions (\$1,600/staff x 2 staff). MUNIS Code: 322 	\$6,400	\$3,200	\$3,200
<ul style="list-style-type: none"> Math Solutions training on number sense, fraction sense, and fraction computation. (\$3,850 per year for two-day courses for 22 teachers). MUNIS Code: 322 	\$3,850	\$3,850	\$3,850
<ul style="list-style-type: none"> Orton-Gillingham Multi-Sensory Education Registration (\$1,075/staff x 6 staff). MUNIS Code: 338 	\$6,450		
Travel			
<ul style="list-style-type: none"> Mileage to Orton-Gillingham institute in Indianapolis (123 miles/trip x 2 trips x \$0.45/mile). MUNIS Code: 581 	\$110		
<ul style="list-style-type: none"> Lodging for Orton-Gillingham institute in Indianapolis (\$175/night x 4 nights x 6 staff). MUNIS Code: 586 	\$4,200		
<ul style="list-style-type: none"> Per Diem for Orton-Gillingham institute in Indianapolis (\$38/day x 4 days x 6 staff). MUNIS Code: 585 	\$912		
Supplies			
<ul style="list-style-type: none"> MAP testing costs (\$12/student x 521 students). MUNIS Code: 735 	\$6,252	\$6,252	\$6,252
<ul style="list-style-type: none"> Compass Learning (based upon costs for others schools). MUNIS Code: 735 	\$4,200	\$4,200	\$4,200
<ul style="list-style-type: none"> iPads for interventionists to support student learning (\$473/iPad x 8 iPads/interventionist x 3 interventionists). MUNIS Code: 734 	\$11,352		
<ul style="list-style-type: none"> Desktop computers to establish a MAP-testing and Compass Learning lab (\$1,045/computer x 30 computers). MUNIS Code: 734 	\$31,350		
<ul style="list-style-type: none"> Classroom Audio Enhancement Systems (\$1,299/classroom x 25 classrooms). MUNIS Code: 734 	\$32,475		
<ul style="list-style-type: none"> Bouncy Bands (\$14.95/band x 28/classroom x 25 classrooms). MUNIS Code: 610 	\$10,465		

Expenditure and Explanation	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Library books for updating collections that interventionists will use in small group reading activities (\$18/book x 6 books/group x 48 groups). MUNIS Code: 641 	\$5,184		
Total			
	\$680,480	\$515,970	\$499,186

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Byck Elementary School's transformation model focuses extensively on our existing teachers. They receive support from the SIG project's interventionists and outside entities. They will have access to a tuition reimbursement program for continuing education. Our teaching workforce is funded by a combination of federal (Title I), state (SEEK), and local contributions. By carefully blending SIG funds with these existing programs, we are maximizing all resources to improve student outcomes and transform our school. This proposal previously described the use of Section 7 funding to address areas of school need, and this funding is a potential source for sustaining MAP testing beyond the project period of the grant.

Year 1 School Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools
School Byck Elementary School

MUNIS Code	Description of Activity	Amount Requested
110	Interventionists-Resource Teacher: \$367.37/day x 190 days x 3 staff	\$209,406
111	Extended Days for PD: \$20.61/hour x 6 hours x 8 days x 22 staff	\$21,975
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150	Substitutes for 6 teachers to attend Orton-Gillingham Training: \$150/day x 5 days/teacher x 6 teachers	\$4,500
160		\$
170		\$
190		\$
210		\$
211	Life insurance	\$162
212		\$
213	Liability Insurance	\$129
214		\$
215	Long Term Disability	\$628
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$3,420
231	KTRS	\$37,989
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240	Tuition Reimbursement: \$681/credit hour x 42 credit hours	\$85,806
250		\$
251		\$
253	Unemployment	\$445
260	Workers Compensation	\$637
270		\$
291		\$
292		\$
293		\$
294	Health Insurance	\$21,600
295	State Life Insurance	\$36
296	State Administrative Fee	\$287
297		\$
321		\$
322	Thoughtful Classroom-\$100,760. Lead Your School/Fundamental 5- \$69,500. AVMR Training- \$3,200. EIR Training- \$3,200. Math Solutions \$3,850	\$180,510
335		\$
338	Orton-Gillingham Institute- \$1,075 x 6 teachers	\$6,450
339		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581	Mileage to Orton-Gillingham- 123 miles x 2 trips x \$0.45	\$110
582		\$
584		\$
585	Per Diem for Orton-Gillingham- \$38/day x 5 days x 6 staff	\$912
586	Hotel for Orton-Gillingham- \$175/night x 4 nights x 6 staff	\$4,200
591		\$
592		\$
610	Bouncy Bands- \$14.95/band x 28/classroom x 25 classrooms	\$10,465
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641	Updated library collections for small group reading- \$18/book x 6 students/group x 48 groups	\$5,184
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734	24 iPads x \$473 = \$11,352 . 30 Desktops x \$1,045 = \$31,350. Classroom audio enhancement: \$1,299 x 25 classrooms = \$32,475	\$75,177
735	MAP Testing- \$6,252. Compass Learning- \$4,200	\$10,452
739		\$
810		\$
894		\$
Total Amount Requested		\$680,480

Year 2 School Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools
School Byck Elementary School

MUNIS Code	Description of Activity	Amount Requested
110	2.5% pay increase from year 1	\$214,641
111	2.5% pay increase from year 1	\$22,524
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211	Life Insurance	\$162
212		\$
213	Liability Insurance	\$129
214		\$
215	Long Term Disability	\$644
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$3,439
231	KTRS	\$38,195
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240	Tuition Reimbursement: \$681/credit hour x 42 credit hours	\$85,806
250		\$
251		\$
253	Unemployment	\$405
260	Workers' Compensation	\$640
270		\$
291		\$
292		\$
293		\$
294	Health Insurance	\$21,600
295	State Life Insurance	\$36
296	State Administrative Fee	\$287
297		\$
321		\$
322	Thoughtful Classroom- \$79,860. Lead Your School/Fundamental 5-\$30,100. Math Solutions- \$3,850. EIR training- \$3,200	\$117,010
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735	MAP Testing- \$6,252. Compass Learning- \$4,200	\$10,452
739		\$
810		\$
894		\$
Total Amount Requested		\$515,970

Year 3 School Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools
School Byck Elementary School

MUNIS Code	Description of Activity	Amount Requested
110	2% pay increase from year 2	\$218,934
111	1% pay increase from year 2	\$22,749
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211	Life Insurance	\$162
212		\$
213	Liability Insurance	\$129
214		\$
215	Long Term Disability	\$648
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$3,504
231	KTRS	\$38,923
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240	Tuition Reimbursement: \$681/credit hour x 42 credit hours	\$85,806
250		\$
251		\$
253	Unemployment	\$407
260	Workers Compensation	\$653
270		\$
291		\$
292		\$
293		\$
294	Health Insurance	\$21,600
295	State Life Insurance	\$36
296	State Administrative Fee	\$287
297		\$
321		\$
322	Thoughtful Classroom- \$87,846. Math Solutions- \$3,850. EIR training- \$3,200	\$94,896
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735	MAP Testing- \$6,252. Compass Learning- \$4,200	\$10,452
739		\$
810		\$
894		\$
Total Amount Requested		\$499,186