

PROGRAM AMENDMENT SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson County Public Schools School Name: Byck Elementary School

Person Submitting Amendment: Carla Kolodey

Reviewer: _____ Date Revision Approved: _____

Sections	(Amend) Yes or No	Description data supporting amendment and strategies to be included.
Section 1: Commitment to Serve <ul style="list-style-type: none"> • Assessment data • Non-cognitive data • Causes and contributing factors • Strategy selection 		
Section 2: Intervention Model (Tier I and Tier II)		
Section 3: Actions <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform 	YES	<p>Byck Elementary is requesting the redirection of funds from:</p> <p>MUNIS Code 2432170 0643 460B in the amount of \$34,119.20 to MUNIS Code 2432170 0610 460B</p> <p>We will need to set up MUNIS Codes: 2432170 0642 460B and 2432170 0650 460B</p> <p>We will need to transfer \$47,774.11 from MUNIS Code 2432170 0643 460B to 2432170 0642 460B.</p> <p>We will need to transfer \$1,171.60 from MUNIS Code 2432170 0643 460B to 2432170 0650 460B.</p> <p>for the purpose of purchasing the necessary content related materials needed for instruction, independent (benchmarked) reading, professional development, and student differentiation to support the two non-negotiables in English Language Arts and Math instruction K-5 for the 2017-18 school year.</p> <p><u>The two areas for MATH</u> will be (1) to use Number Talks as a way to incorporate higher yield thinking strategies and (2) hands-on manipulatives to</p>

support children's conceptual understanding of mathematics through concrete, semi-concrete, and abstract thinking processes that support the Math Common Core State Standards.

According to our low 2015-16 state accountability math scores and the MAP assessment ranking of the foundational skills of Numbers and Operations in the lowest percentile ranks, this change in focus for math instruction and hands-on learning is pertinent to the success of building a systematic approach for improvement with Byck's math program per grade level.

Within the Common Core Standards, there are foundational skills that must be mastered at each grade level. At the suggestion of the Byck Math Goal Clarity Coach, grade level class sets will be purchased to provide the hands-on manipulatives to support the students' conceptual understanding of mathematics. Teachers will be given coaching during the school year as to how to incorporate these manipulatives into the content to enhance instruction and learning at each grade level.

(Improvement Priority 3.7)

Number Talks will be an instructional strategy to assist students in developing the thinking process of solving problems. Teachers will receive professional development as well as the manipulatives needed to support the foundational math skills from each grade level of the common core standards. The manipulatives will be ordered to support the foundational skills targeted at each grade level needed to develop skills in the Numbers and Operations category as well as the Operations and Algebraic Thinking category of the Common Core Math curriculum alignment. Growth in these specific areas per student can be noted on the growth data received by the end of the year school-wide MAP assessment. **(Improvement Priorities 3.6, 3.7 and 3.4)**

A systematic approach for coaching and monitoring has been developed to support teachers in this area of continuous improvement for math school-wide K-5. Every teacher will receive coaching support bi-monthly to effectively implement math initiatives and Number Talks. Teachers' on-going formative assessments will also be monitored in weekly PLCs to insure the data drives the next steps for instruction and that the mastery levels are

improving. (Improvement Priority 3.7, 3.6, 5.2, 3.3 and 3.4)

The two areas for **ENGLISH LANGUAGE ARTS** will be to (1) provide students with rich classroom libraries and materials to promote/foster independent reading skills and strategies learned in small group guided reading K-5 and (2) materials are needed to promote and implement Lucy Calkins writing units in all grades.

Reading books for each classroom will be ordered according to the student DRA and Lexile data from 2016-17 school year in order to meet individual reading needs K-5 for the 2017-18 school year. Teachers will be given time to label the level of the classroom book sets according to DRA and pull the books to meet the individual reading levels for independent reading time. This systematic approach for meeting the reading level of the Byck students will improve the students' reading capacity by having books available to read on their independent reading level. Growth on reading improvement per student can be noted on the growth data received by the end of the year MAP assessments given school-wide. (Improvement Priority 3.4 and 3.6)

Byck will support this initiative of having a benchmarked classroom reading library 3-5 by enrolling each student in the RAZ kids program. In this program, students are challenged to read books on their grade level and test their comprehension skills. It is interactive and provides comprehensive leveled reading resources for students. Students will be motivated by the program "leveling up" as their comprehension improves and celebrations are given to the student and class with the highest reading growth.

According to our 2016-17 state accountability writing scores, it is evident our Byck teachers need more support and materials for developing a school-wide writing plan for students K-5. (Improvement Priority 5.2, 3.6 and 3.3)

A systematic approach for coaching and monitoring has been developed to support teachers in this area of continuous improvement for English Language arts school-wide K-5. Teachers will meet bi-monthly to progressively implement the steps of the Lucy

		<p>Calkins writing program for every grade level. Materials and coaching support will be given at these times as well as looking at student writing work to diagnose areas that need more attention instructionally. On-going reading formative assessments will be given in each classroom and used for next steps in instruction. DRA 2 assessments will be administered 3 times a year to determine independent reading levels as well as the MAP Reading assessment being given twice a year to determine the reading growth for each student. On-demand writing assessments will be administered and analyzed at the beginning and ending of each writing unit. On-going analysis of student writing will be done once a month during PLCs. (Improvement Priorities 3.4, 3.3, 3.7, 3.6 and 5.2)</p> <p>JCPS is contributing \$99,000 from various funding sources. These funds will be utilized to support the work of both initiatives for ELA and Mathematics. Specifically, instructional related technology will be purchased to allow teachers to utilize the instructional videos in Number Talks. A key element of Number Talks is being able to display student work and have the students discuss their findings. Instructional related technology (i.e, document camera) will be purchased to foster this idea and provide avenues for students to display their work. Additionally, leveled books will be purchased for the school library so students are able to access and check-out books specific to their learning levels.</p>
<p>Section 4: Timeline</p> <ul style="list-style-type: none"> • Three year timeline 		
<p>Section 5: Tier I and Tier II annual goals</p> <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
<p>Section 6: Tier III Services</p> <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		

Section 7: Tier III Annual Goals <ul style="list-style-type: none"> • S.M.A.R.T. goals • Quarterly benchmarks • District support when not achieving goals 		
Section 8: Consultation <ul style="list-style-type: none"> • Stakeholder input/involvement 		

Submit to: title1reports@education.ky.gov

Additional supporting comments:

Another rationale for this redirection of funds is due to the change in Byck leadership from the principal who originally applied for this grant. These non-negotiables for math and English language arts were built from the feedback given from the teachers when Mr. Gunn was hired and after many hours of Mr. Gunn’s classroom walkthroughs and feedback, and the systematic plans made for improvement in professional development, instructional with high-yield strategies and teacher mentoring.