

# PROGRAM AMENDMENT

## SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson School Name: Moore 155

Person Submitting Amendment: Stephanie Hatfield

Reviewer: Tara Rodriguez Date Revision Approved: 1-17-18

| Sections  | (Amend)Yes or No | Description data supporting amendment and strategies to be included.   |
|---|------------------|--|
| Section 1: Commitment to Serve <ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Non-cognitive data</li> <li>• Causes and contributing factors</li> <li>• Strategy selection</li> </ul>   |                  |  |
| Section 2: Intervention Model ( <b>Tier I and Tier II</b> )   |                  |  |
| Section 3: Actions <ul style="list-style-type: none"> <li>• Technology</li> <li>• Family involvement</li> <li>• Personnel assignments</li> <li>• Redirected funds</li> <li>• PD</li> <li>• Resources</li> <li>• External support</li> <li>• Review policies</li> <li>• Changes in policies/practices</li> <li>• Sustain reform</li> </ul> | Yes              | <p><b>What are the gaps identified for your student population according to the test data?</b></p> <p>Based on our 2016-17 KPREP approximately twice as many ELL and Disability w IEP students are novice. 2016-17 KPREP Reading data showed a reduction in Novice by 2.9 points. Moore will continue to address individual needs of students through Tier 2 and Tier 3 interventions in Reading and Math. In 2017-18 Math and Reading teachers have adopted an instructional process using common formative assessments to determine intervention and enrichment opportunities within Tier 1. These whiteboards will provide teachers with a strategy to engage all students, and allow them to formatively assess learning to provide immediate feedback to students and adjust instruction.</p> <p><b>What type of growth do you expect to achieve by implementing/purchasing this service/item?</b></p> <p>Moore Middle School Core Content teachers will become proficient in planning for student engagement</p> |

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|          |                  | <p>and increased individual accountability, the use of formative assessment to provide effective feedback to students regarding mastery of standards and utilizing formative assessment data to make targeted instructional decisions. These practices will ultimately result in a reduction of Novice students across core content areas by 10% each year.</p> <p><b>What strategies will be implemented to monitor effectiveness of the process?</b></p> <p>PLC's review formative assessment data regularly. Part of the planning process involves identifying corrective and enrichment activities for specific students based on the data. The Master Teachers provide feedback to teachers regarding student engagement and corrective/enrichment instruction throughout the year based on informal and formal observations.</p> <p>We plan to restock and supply teachers with individual student white boards that will be used as a way to formative assess student learning while also increasing student engagement.</p> <p>Last year we supplied classroom sets of individual student white boards to all ELA and Math classes, (these were purchased with the original SIG funds) this year we are expanding to Social Studies. We also need to replace several that are damaged.</p> <p>We are requesting the account code 1552219-0610-460B to be created. We are requesting \$1,200.00 from acct code 1552219-0643-460B to acct code the 1552219-0610-460B. In order to purchase the needed supplies requested by teaching staff. We are purchasing 300 white board 9X12 inch at \$1.99 each total \$477.60. We are also purchasing dry erase markers for student use 115 boxes at \$6.27 each total \$721.05 combined to total is \$1,198.65.</p> <p>We wish to reallocate fund original allocated for "books/supplemental books" because we are using</p> |

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|   |                  | more digital materials and we don't need as much for books. The individual white boards will have a greater impact on student engagement and learning as well as allow teacher's to formatively assess their student's understanding on a daily basis. |
| Section 4: Timeline   |                  |  |
| <ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>   |                  |  |
| Section 5: <b>Tier I and Tier II</b> annual goals   |                  |  |
| <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>          |                  |  |
| Section 6: <b>Tier III</b> Services   |                  |  |
| <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>          |                  |  |
| Section 7: <b>Tier III</b> Annual Goals   |                  |  |
| <ul style="list-style-type: none"> <li>• S.M.A.R.T. goals</li> <li>• Quarterly benchmarks</li> <li>• District support when not achieving goals</li> </ul> |                  |  |
| Section 8: Consultation   |                  |  |
| <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>   |                  |  |