

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

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

Person Submitting Amendment: Carla Kolodey, Principal

Reviewer: Tara Rodriguez

Date Revision Approved: 5/23/18

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"> • Assessment data • Non-cognitive data • Causes and contributing factors • Strategy selection 	No	
Section 2: Intervention Model (Tier I and Tier II)	No	
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>Move \$50,000 from munis object code 2432053 0322 460B, other educational consultant, to 2432170 0641 460B, library books.</p> <p>The transfers of funds indicated above will be utilized to purchase leveled library books to supplement the reading program by providing students access to high quality mentor texts.</p> <ul style="list-style-type: none"> • Data supporting amendment <ul style="list-style-type: none"> • Over the course of three school years the percentage of students scoring at the novice level in reading at Byck has increased from 50.2% during SY 2014-2015 to 71.5% during SY 2016-2017. • These data indicate the need for major reforms to the reading program. The current SIG was written by the school's former leadership, who included a significant amount of money for educational consultation. When a new principal was hired in July of 2017, a detailed analysis of school assessment outcomes demonstrated the necessity for

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		<p>redistribution of SIG funds to develop the literacy program and to address the significant increase in students scoring at the novice level in reading.</p> <ul style="list-style-type: none"> • What are the plans to build capacity and how will this be implemented with fidelity? <ul style="list-style-type: none"> • During the 2017-2018 SY, Byck leadership made a commitment to integrate professional development related to literacy instruction into PLC work and embedded professional development. The literacy professional learning program primarily focuses on the implementation of guided reading practices into daily classroom instruction. While teachers are adopting the guided reading approach to literacy instruction, this SIG amendment request will provide the high quality instructional materials necessary for sustaining the literacy program and ensuring that students have access to high quality mentor texts, via the library, necessary for reaching literacy proficiency. The acquisition of these texts will support the schools literacy program guided by the research of Fountas and Pinnell. Fountas and Pinnell are recognized as authorities in primary and intermediate literacy, and their research-based instructional approaches highlight the need for student access to quality mentor texts. • How will this process/system/program be sustained? <ul style="list-style-type: none"> • The use of the literacy resources identified in this amendment will be integrated into the school's PLC process on a weekly basis for the purposes of instructional planning. Furthermore, teachers will receive embedded professional development on

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		<p>best practices for integrating the library mentor texts into instruction on a monthly basis.</p> <ul style="list-style-type: none"> • What strategies do you need in place to effectively sustain the process? <ul style="list-style-type: none"> • In addition to integration of the library mentor texts into PLC and embedded PD work, Byck will utilize the teacher coaching (i.e., individualized teacher support and mentorship provided by instructional coaches) and walkthrough system to ensure literacy resources are appropriately utilized to support targeted, individualized instruction supportive of student literacy needs. Data and information gained from walkthroughs and the coaching system will inform the design of professional learning and support that ensures program sustainability and the effective integration of library mentor texts. • What type of growth do you expect to achieve by implementing/purchasing this service/item? <ul style="list-style-type: none"> • The first area of expected growth is to increase the percentage of students scoring at the proficient/distinguished level in reading from 14.5% to 20% by 2019, and to increase the percent P/D in reading to 30% by 2022 (per CSIP goals). Additionally, the literacy resources described in this amendment will assist in reducing the percentage of students scoring at the novice level in reading from 71.5% during the 2016-2017 SY to less than 50% by 2022 (according to CSIP goals). • What tools will be implemented to measure growth and monitor program effectiveness? <ul style="list-style-type: none"> • The MAP reading assessment will be

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		<p>utilized to measure student growth in reading with relation to Kentucky literacy standards three times annually. Additionally, the diagnostic resources included in additional Fountas and Pinnell literacy resources will provide on-going data about the impact of the program on student learning.</p> <ul style="list-style-type: none"> • Teachers will analyze these data weekly during PLC collaborations and adjust the program and instruction as necessary for better meeting student learning needs and by identifying the role of library mentor texts in support of student learning. <p>Additional questions</p> <ul style="list-style-type: none"> • Who are they for? <ul style="list-style-type: none"> • The resources are for students to have access to literacy materials that match their reading levels and interests based on MAP data and the companion diagnostics included in the Fountas and Pinnell resources. • If they are for students, do you know which students would receive them or how many books would be purchased? <ul style="list-style-type: none"> • Students in grade K-5 will have access to the library mentor texts. • How would this purchase supplement what the district provides? <ul style="list-style-type: none"> • While district provided funds for resource materials were utilized to purchase library mentor texts, the funds allotted limited the variety and number of literacy materials necessary for ensuring students have ample opportunity to practice literacy skills with new and engaging material. The literacy resources purchased pending approval of this amendment will

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		ensure ample opportunity for students to engage in literacy at the appropriate level of learning in addition to district provided resources.
Section 4: Timeline <ul style="list-style-type: none"> • Three year timeline 	No	
Section 5: Tier I and Tier II annual goals <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 	No	
Section 6: Tier III Services <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 	No	
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 	No	
Section 8: Consultation <ul style="list-style-type: none"> • Stakeholder input/involvement 	No	