

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: 6/5/18

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 \$150,000 from munis object code 2432170 0240 460B, tuition reimbursement, to 2432170 0643 460B, supplementary books and materials.</p> <p>Move \$30,000 from munis object code 2432227 011038 460B, resource teacher, to 2432170 0643 460B, supplementary books and materials.</p> <p>The transfers of funds indicated above will be utilized to purchase the following instructional materials from Fountas & Pinnell and Scholastic to support the school literacy and mathematics programs:</p> <ul style="list-style-type: none"> • Guided reading professional resource for teachers • Guided reading books/resources for students (phonics, independent reading books) • Mini-lessons with aligned books. • Interactive read-aloud books thematically organized by essential questions. • Diagnostic reading assessments and the online data analysis tool.

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		<ul style="list-style-type: none"> • Leveled math readers for grades K-5 to reinforce critical math concepts while building literacy skills. • 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. • Over the course of three school years the percentage of students scoring at the novice level in mathematics at Byck increased from 44.8% during SY 2014-2015 to 56.1% in SY 2016-2017. • These data indicate the need for major reforms to the reading and mathematics programs. The current SIG was written by the school's former leadership, who included a significant amount of money for tuition reimbursement and a resource teacher position. When a new principal was hired in July of 2017, a detailed analysis of school assessment outcomes demonstrated the necessity for redistribution of SIG funds to develop the literacy and mathematics programs and to address the significant increase in students scoring at the novice level. • 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 and math 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. Professional learning in mathematics has focused on the

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		<p>integration of literacy skills into the mathematics curriculum. While teachers are adopting the guided reading approach to literacy instruction, and integrating mathematics into literacy instruction, this SIG amendment request will provide the high quality instructional materials necessary for sustaining the literacy and mathematics programs and ensuring that students have the differentiated learning materials necessary for reaching proficiency. The Fountas and Pinnell literacy resources as well as the Scholastic leveled math readers are recognized as research-based instructional materials that ensure teachers have the appropriate resources to individualize learning experiences for students.</p> <ul style="list-style-type: none"> • How will this process/system/program be sustained? <ul style="list-style-type: none"> • The use of the literacy and mathematics 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 best practices for integrating the literacy and mathematics resources into instruction on a monthly basis. • What strategies do you need in place to effectively sustain the process? <ul style="list-style-type: none"> • In addition to integration of the literacy and mathematics resources 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 the resources are

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		<p>appropriately utilized to support targeted, individualized instruction supportive of student learning needs. Data and information gained from walkthroughs and the coaching system will inform the design of professional learning and support that ensures program sustainability.</p> <ul style="list-style-type: none"> • 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 levels 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). • The second area of expected growth is to increase the percentage of students scoring at the proficient and distinguished levels in mathematics from 12.1% to more than 20% by 2019, and to increase the percent P/D in mathematics to 29.6% by 2022 (per CSIP goals). Additionally, the mathematics resources described in this amendment will assist in reducing the percentage of students scoring at the novice level in mathematics from 56.1% during the 2016-2017 SY to less than 40% by 2022. • What tools will be implemented to measure growth and monitor program effectiveness? <ul style="list-style-type: none"> • The MAP reading assessment will be utilized to measure student growth in reading and mathematics with relation to

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		<p>Kentucky literacy and mathematics standards three times annually. Additionally, the diagnostic resources included in these research-based 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. <p>Additional questions</p> <ul style="list-style-type: none"> • Who are they for? <ul style="list-style-type: none"> • The resources are for teachers to facilitate guided reading and mathematics instruction and for students to have access to literacy and mathematics materials that match their reading and numeracy levels based on MAP data and the companion diagnostics included in the Fountas and Pinnell and Scholastic 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 resources for math and literacy. • Sets of materials will be purchased for each grade level allowing teachers to strategically rotate the materials to best meet learner needs in each classroom. • 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 similar materials and resources, the funds allotted limited the variety and number of materials necessary for ensuring students have ample opportunity to practice literacy and mathematics skills with new

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		and engaging material. The literacy and mathematics resources purchased pending approval of this amendment will ensure ample opportunity for students to engage in literacy and mathematics 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	