PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: JCPS   School Name: Marion C Moore

Person Submitting Amendment: Rob Fulk/ Stephanie Hatfield

Reviewer: Tara Rodriguez   Date Revision Approved: 10-12-18

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
Section 1: Commitment to Serve • Assessment data • Non-cognitive data • Causes and contributing factors • Strategy selection		
Section 2: Intervention Model (**Tier I and Tier II**)		Tier 3 support technology
Section 3: Actions • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform	Yes	In Moore's original SIG section Teaching and Assessing for Learning- 3.6 Teachers implement the school's instructional process in support of student learning. Develop, implement and monitor a school wide instructional process that includes the use of: 1) exemplars to guide and inform students of learning expectations and standards of performance, 2) formative data to develop short and long-range lesson plans and to revise instructional methods (e.g., re-teach objectives or regroup students), and, 3) instructional strategies which incorporate student-centered activities and focus on active student engagement. Moore build an intervention model two years ago that would allow all students to receive support in ELA and Math based on a variety of data points. As we build the intervention model and build teacher capacity we found technology that would support the diverse needs of our students and allow that individual feedback needed to move student forward. We had originally placed monies into account code 1552219-0734-460B for supplemental books and resources to be purchased to support the intervention process. After reviewing intervention success and areas of

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		growth we discovered that students were achieving more success with the technology based programs then with the supplemental resources we have originally purchased. In addition, the supplemental resources were consumables that needed to be repurchased yearly therefore we found it most benefit and cost efficient to renew technology license for students then to repurchase consumable books. However we still had the issue of access to technology which has led to the request to transfer monies from supplement books to technology. The supplemental books were the Coach book series in both Reading and Math along with developing ELA classroom libraries. We were also able to use different school based funds to assist with the creation of the classroom libraries so that money would be able to go to more technology. The programs in which are teacher found success were IXL (math program), Reading Plus, Study Island and IMAP. After reviewing MAP and intervention impact data, we have seen an impact thorough the use of several technology based programs that support individualized student learning (study island, I MAP, reading plus and IXL) With the increase in technology, more students can utilize the afore mentioned programs on a more frequent basis such as 2/ 3 times a week. We also want to move to establishing a technology stations in each Tier 1 ELA and Math classroom so that students can work daily on enrichment activities and/ or work on the intervention programs to receive immediate feedback from learning tools provided by the technology programs mentioned. Currently our technology only supports once a week use within each grade level intervention time. Moore has used their KETS monies for the last two years to build up the technology repertoire from 60 devices to over 1500 devices for a student population of 2372. Moore is committed to using technology monies to support the building of technology infrastructure. However, we do not currently have the technology for students to use it more than once a week and best practice for supportive programs is 3-4 times a week to see true sustained

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		growth.
		For the last two years, teachers have used the afore mentioned programs within their intervention block with a 4 block reading rotation and math used it as a station rotation. We have seen student learning growth in both areas increase every year at the rate of 33% growth in reading skills and 28% in math skills which has assisted with novice reduction decrease every year. With the success of the intervention time ELA, Intervention and Math teachers requested for more technology so that they could use the programs with fidelity to more all identified students permanently out of intervention due to each student meeting grade level skills. In addition the ELA and Math teachers have been using MAP data especially the learning continuum reports to identify students based on their areas of need. The use of the program, I Map allows students to work on those individual areas of need each day within the Tier 1 instruction while the teachers are working with small groups to teach or reteach concepts. The goal with the use of IMAP is that all students will move above mean growth in a calendar year having 80% or higher hitting benchmark for Proficiency in ELA and/ or Math. The next step in Moore journey is to begin to develop and enrich all students to expand their learning pushing all students to higher levels of learning.
		The plan for the three Chromebook carts will be that each grade level will receive an additional cart to support Math classroom. Each team currently has a cart this will be an additional cart to be used for Math while the other cart will be used in ELA. As the intervention teachers rotate to ELA or Math teacher classrooms there will be a cart for each to use daily. When the additional carts come in from KTS monies they will be used to support ESL and /or ECE classrooms. As the computers wear out or break we have a resource of incoming technology to replenish the carts.

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		The district support currently is the KETS monies allocation to again support more devices here at Moore. In addition the district is working on technology infrastructure through the district integration specialists that will build a 2:1 ratio for student to devices throughout the district.

Funds will not need to be allocated for teacher learning or monitoring of the program because the master teachers train and support teachers and share the data on a regular basis with teachers in their PLC.

We are requesting monies to be moved so that we can purchase three additional Chromebook carts to be used with intervention teachers on a daily basis. Also the additional computers will assist with the three times a year MAP testing, which provides our teachers with meaningful data for intervention and the learning continuum to aide in addressing students' learning deficiencies. |
| Section 4: Timeline

• Three year timeline | | |
| Section 5: **Tier I and Tier II** annual goals

• District services
• Activities to improve
• Literacy and mathematics plans | | |
| Section 6: **Tier III** Services

• District services
• Activities to improve
• Literacy and mathematics plans | | |
| Section 7: **Tier III** Annual Goals

• S.M.A.R.T. goals
• Quarterly benchmarks
• District support when not achieving goals | | |
| Section 8: Consultation

• Stakeholder input/involvement | | |

MUNIS Budget Request Change:

Transferring $31,000 from account code 1552219-0643-460B into account code 1552219-0734-460B