

**PROGRAM AMENDMENT**

**SCHOOL IMPROVEMENT GRANTS**

District Name: JCPS

School Name: Dann C. Byck

Person Submitting Amendment: Carla Kolodey

Reviewer: Tara Rodriguez

Date Revision Approved: 2/13/19

<b>Sections</b>	<b>(Amend)Yes or No</b>	<b>Description data supporting amendment and strategies to be included.</b>
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>	NO	
Section 2: Intervention Model <b>(Tier I and Tier II)</b>	NO	
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>		<p>Byck currently has over \$363,840 in funds for a resource teacher position. We have this overage of money because we had a resource teacher leave in middle of the year last year and were not able to fill that position. In addition, we hired this year for the position, but the teacher hired was not released from her position until Dec. of 2018. We are requesting to hire an additional resource teacher to support student achievement.</p> <p>We are requesting to use funds from MUNIS Code 2432227 011038 460B. We do not need any money moved to a different code. We want to use this money to expand the reach of this strategy.</p> <p><b>What are the desired sustainable processes you wish to implement?</b></p> <p>The school’s diagnostic review revealed low scores in student achievement and BRIGANCE Data shows students are coming to school at a deficit. In an effort to help bolster student</p>

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		<p>achievement and to help students catch up with grade level material, we want to hire an additional resource teacher to provide small group instruction to students and also provide feedback to teachers on instructional strategies.</p> <p><b>What are the plans to build capacity and how will this be implemented with fidelity?</b></p> <p>Students will be identified through the MTSS process and will receive targeted, small group instruction. Teachers will also be able to learn strategies from the resource teacher because the resource teacher will provide small group instruction within the classroom. The resource teacher will also observe and provide strategic feedback to teachers on their reading instructional practices.</p> <p><b>How will this process/system/program be sustained?</b></p> <p>This will be sustained because the resource teacher will be able to discuss instructional practices and student needs during planning, PLCs and faculty meetings. The goal is to build teacher capacity.</p> <p><b>What strategies do you need in place to effectively sustain the process?</b></p> <p>The school will develop a system to readily monitor the process and provide meaningful feedback to teachers.</p> <p><b>What are the gaps identified for your student population according to the test data?</b></p> <p>Based on our 2018 KPREP goals, Byck has a high number of students performing at the novice level for reading and very few students scoring proficient / distinguished. Given this information, we need to build better strategies for our Tier I Core instruction</p>

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		<p>while also supporting and providing intentional interventions for our lowest performing students.</p> <p><b>What type of growth do you expect to achieve by implementing/purchasing this service/item?</b></p> <p>Our CSIP goal is to increase the percentage of students scoring at the proficient/distinguished levels on the state reading accountability assessment to 31.8% by 2023.</p> <p><b>What tools will be implemented to measure growth? What tools/systems are identified to support implementation of an effective/efficient program?</b></p> <p>Our MTSS plan and meetings will be used to monitor the progress of students. Our weekly walk-through data using the Teacher Development Dialogue tool will be used to monitor teaching strategies. We will see an increase in engagement in the classroom, clarity of lessons and standards, authentic assessments and increased student proficiency.</p> <p><b>What strategies will be implemented to monitor effectiveness of the process?</b></p> <p>PLC's and faculty meetings will be used to monitor and evaluate student growth.</p>
Section 4: Timeline <ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>	NO	
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>	NO	
Section 6: <b>Tier III</b> Services <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> </ul>	NO	

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<ul style="list-style-type: none"> <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>	NO	
Section 8: Consultation <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>	NO	