

**PROGRAM AMENDMENT**  
**SCHOOL IMPROVEMENT GRANTS**

District Name: JCPS

School Name: Marion C Moore

Person Submitting Amendment: Rob Fulk

Reviewer: Tara Rodriguez

Date Revision Approved: 4-15-19

<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>		
Section 2: Intervention Model ( <b>Tier I and Tier II</b> )		Tier 3 support technology
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	In the original SIG grant we requested that each Middle school teacher receive 5 days additional days at their daily rate for school based professional development. This year the district has implemented for all Accelerated Improvement Schools (AIS) are mandated to have 5 days of professional development days with the district oversight on content of PD for each day. The Professional Development monies are supplied by the district. With that change by the district we would like to repurpose the monies by moving the 350,000.00 from the <b>1552170-011327-460B</b> for workshop to code <b>1552219-0734-460B</b> to further increase our number of chrome book carts so that each content area has a cart that can be used during daily instruction to support the district recommended workshop model. In addition the technology will be used for the support of the district backpack so that students have daily access to their google drive to place articles into their backpack as needed. We had originally placed monies into account code <b>1552219-0338-460B</b> for registration fees that we intended for out of district professional development; however, we have

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
		<p>school-based professional development that supports the six essential systems of the district therefore out of district Professional development has been minimalized. We had originally placed monies into account code <b>1552219-12036-460B</b> certified subs to support teacher embedded professional development; however we have adjusted our master schedule to accommodate the needed time for embedded professional development with providing teachers with two planning periods each day. We are requesting that the balance of both listed accounts above be placed into the <b>1552219-0734-460B</b> to further increase our technology access with chrome books.</p> <p>Please see detailed rationale below for information about need to increase student access to technology.</p>
<p>Section 4: Timeline</p> <ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>		
<p>Section 5: <b>Tier I and Tier II</b> annual goals</p> <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		
<p>Section 6: <b>Tier III</b> Services</p> <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		
<p>Section 7: <b>Tier III</b> Annual Goals</p> <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>		
<p>Section 8: Consultation</p> <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>		

MUNIS Budget Request Change:

Transferring \$337,346.00 from account code **1552170-011327-460B, 1552219-0338-460B, 1552219-12036-460B** into account code 1552219-0734-460B for chrome books and carts. Transferring **1552219-12036-460B** \$8100.00 from account code 1552219-0650-460B for Light speed license.

Focus on improvement

- Describe the systems the school already has in place for curriculum and instruction and interventions, as applicable. How will technology complement the systems which are already in place?
  - [MTSS Handbook](#) - Tiered systems (I-III) of support for math and reading. The technology will allow the school to become 1-to-1 and monitor student progression in mastering grade level standards, intervening and/or enriching curriculum based on individual students' needs, implement the plans consistently in all teams/grade levels. Currently, we are 2-to-1 with internet connected devices, and the new devices will allow all contents and teams to use their unique schedules simultaneously. Some of the devices will allow to sustain current structures in place by replacing old devices.
    - Departmental uses of technology in the classroom
      - Google Classroom
      - Backpack of Success Skills
      - Study Island
      - Reading Plus
      - MAP Goal Setting
      - Lexia
      - IXL
      - GradeCam and Student Portal
      - Google Suite
      - DeckToys, FlipGrid, NearPod, Middle School Math Youtube Tutorial Videos, Desmos, Science Lab Simulations, add more later
- The narrative needs to thoroughly explain how the devices will support improved teaching and learning. Include data that show the current reality.
  - **Personalized learning paths**
    - An ideal classroom would only need to accommodate three varying RIT levels: grade level instruction of the standards, reinforcement of the standards, and extension of the standards. These three levels would essentially be able to be handled as a Tier I intervention within the classroom. However, at the Marion C. Moore, we have to accommodate the following RIT Levels at each grade level which results in 360 middle school students being enrolled in a Tier III class.

	Lowest Score	Highest Score	Number of RIT Levels for Differentiation
<b>6th Grade Math</b>	178	244	8 (171 - 250)
<b>6th Grade Reading</b>	164	236	8 (161 - 240)
<b>7th Grade Math</b>	165	248	9 (161 - 250)
<b>7th Grade Reading</b>	164	246	9 (161 - 250)
<b>8th Grade Math</b>	173	266	10 (171 - 270)

	Lowest Score	Highest Score	Number of RIT Levels for Differentiation
<b>8th Grade Reading</b>	169	247	9 (161 - 250)
<b>9th Grade Math</b>	167	268	11 (161 - 270)
<b>9th Grade Reading</b>	166	252	10 (161 - 260)
<b>10th Grade Math</b>	162	270	11 (161 - 270)
<b>10th Grade Reading</b>	163	251	10 (161 - 260)
<b>11th Grade Math</b>	166	270	11 (161 - 270)
<b>11th Grade Reading</b>	167	251	10 (161 - 260)

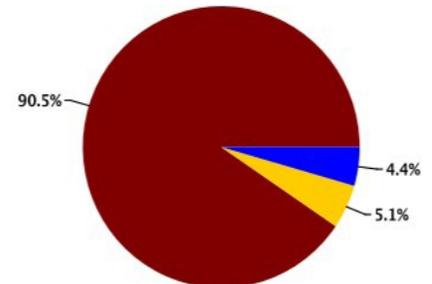
Using the NWEA MAP data to target student entry into new standards and content, using formative data to track student mastery of the standards

- Current data: NWEA MAP Projected Proficiency report
  - 89.9% of the high school students are not on track to meet ACT Math benchmark based on 2018-2019 Winter Map projections

Projected to: ACT College Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
6	340	309	90.9%	24	7.1%	7	2.1%
7	346	318	91.9%	17	4.9%	11	3.2%
8	342	307	89.8%	14	4.1%	21	6.1%
9	332	294	88.6%	17	5.1%	21	6.3%
10	282	258	91.5%	11	3.9%	13	4.6%
<b>Total</b>	<b>1642</b>	<b>1486</b>	<b>90.5%</b>	<b>83</b>	<b>5.1%</b>	<b>73</b>	<b>4.4%</b>

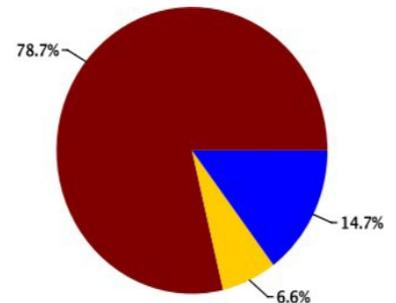


- 81.8% of the high school students are not on track to meet ACT Reading benchmark based on 2018-2019 Winter Map projections

Projected to: ACT College Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
6	340	267	78.5%	22	6.5%	51	15.0%
7	346	264	76.3%	26	7.5%	56	16.2%
8	342	259	75.7%	25	7.3%	58	17.0%
9	331	280	84.6%	8	2.4%	43	13.0%
10	284	223	78.5%	27	9.5%	34	12.0%
<b>Total</b>	<b>1643</b>	<b>1293</b>	<b>78.7%</b>	<b>108</b>	<b>6.6%</b>	<b>242</b>	<b>14.7%</b>



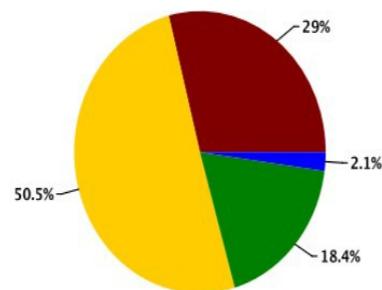
79.5% of the middle school students are not on track to meet KPREP Math benchmark based on

## 18-19 projections

Projected to: Kentucky Performance Rating for Educational Progress taken in spring.

View Linking Study: <https://www.nwea.org/resources/kentucky-linking-study/>

Grade	Student Count	Novice		Apprentice		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	340	90	26.5%	170	50.0%	75	22.1%	5	1.5%
7	346	113	32.7%	168	48.6%	56	16.2%	9	2.6%
8	342	95	27.8%	181	52.9%	58	17.0%	8	2.3%
<b>Total</b>	<b>1028</b>	<b>298</b>	<b>29.0%</b>	<b>519</b>	<b>50.5%</b>	<b>189</b>	<b>18.4%</b>	<b>22</b>	<b>2.1%</b>

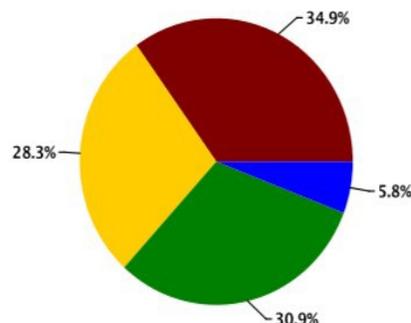


- 63.2% of the middle school students are not on track to meet KPREP Reading benchmark based on 2018-2019 Winter Map projections

Projected to: Kentucky Performance Rating for Educational Progress taken in spring.

View Linking Study: <https://www.nwea.org/resources/kentucky-linking-study/>

Grade	Student Count	Novice		Apprentice		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	340	138	40.6%	93	27.4%	93	27.4%	16	4.7%
7	346	122	35.3%	84	24.3%	111	32.1%	29	8.4%
8	342	99	28.9%	114	33.3%	114	33.3%	15	4.4%
<b>Total</b>	<b>1028</b>	<b>359</b>	<b>34.9%</b>	<b>291</b>	<b>28.3%</b>	<b>318</b>	<b>30.9%</b>	<b>60</b>	<b>5.8%</b>



- Funds should be allocated for support of teacher learning and monitoring of effective technology use. Describe supports which will be provided for teachers, such as making sure they have sufficient time to learn to use the technology, and quality feedback.
  - On March 14th, JCPS will be coming to host a workshop model training for our teachers. This training will embed ways for teachers to use technology to implement and monitor student progress.
  - Michael Griffin from Edmentum has visited our site twice to train math and ELA departments on how to best implement Study Island in the classroom.
  - Teachers involved in Coaching Cycles with the support staff are requesting support in implementing routine technology practices.
  - Students use a number of programs in our Tier II and III math classes. The technology is necessary to allow entire grade levels to work on personalized learning path when in Tier II math classes on team. Every 12-weeks there are 225 students in a Tier III Math Class. These students all have personalized learning paths that they work on 2.5 days per week to master gaps in the content. Embedded professional development is offered by the instructional coaches in the building. Also, there are online accessible PD through each program.
  - With the implementation of Reading Plus in our Tier III classes, teachers are able to use this resource as a means to individualize and monitor reading progress for each student. To help close reading gaps, teachers are able to identify student misconceptions and access supplemental materials provided by Reading Plus. Embedded professional development is offered by the instructional coaches in the building. Also, there are online accessible PD through each program.
- The explanation should include how the district will support the initiative.
  - With the implementation of the Backpack of Success Skills, teachers are seeking ways to create engaging, authentic, quality work samples.

- Students being 1-to-1 will allow students the ability to access their goal setting document and develop their action plan between testing windows.
  - This action plan is developed by the teacher and the student in a joint conversation with prior performance and current class standards being used to guide the process. They use the RIT level scores in each goal area and the learning continuum to focus in on specific learning topics. This helps develop each student’s personalized learning path for the content.
  - Students access this plan on a weekly basis and use it as a guide when working in online software that we use in the building (i.e. Study Island, Reading Plus, IXL). As students master gaps in their content, the teacher updates the plan so students can continue to grow.
- JCPS Essential Systems for a Strong Learning Climate
  - System 1: Standards Implementation
    - Use of technology to effectively implement personalized learning paths
  - System 2: Effective Use of Data
    - MAP data
    - Reading Plus growth data
    - IXL skills progression
    - Study Island standards mastery
  - System 3: Instructional Planning and Practice for Deeper Learning
    - Students use of chromebooks and the G suite to research and develop deeper learning projects
  - System 4: Progress Monitoring and Analysis of Student Work
    - Students use chromebooks to develop and submit Backpack of Success Skills artifacts
    - Use of various applications such as Reading Plus, IXL, Study Island, MAP, etc to collect their monitor progression towards standards mastery
  - System 5: Academic and Behavioral Support
    - Technology use to provide accommodations for students with IEPs, 504, and PSPs
    - Technology use to enrich learning for GT students
- For amendments only, address the status of the initiatives that were included in the original grant application, including the evaluation of their effectiveness. Be sure to explain whether the amendment is for funds that were left over or whether the initiatives in the grant application have changed, and the reasons for the change.
  - The initiatives in the original grant have changed. The needs have shifted from instructional practice for school improvement to meeting the instructional needs of each individual student. As a school our purpose is shifting from a whole class instructional model to that of a personalized learning pathways using the workshop model. The use of Chromebooks in every class serves as a method for students to work on individual learning pathways that target each student’s entry to new content, and remediate gaps in prior content.

### Implementation

- The steps of implementation need to be explained in detail. The steps need to include the planning phase, including how stakeholders will be involved.
  - Please review the [MTSS handbook](#) for full implementation plan
- Provide an explanation of how the technology will be used. Provide evidence that this strategy will be effective. In other words, show that the proposed activities are supported by evidence. Technology should *support* the intervention, technology should not *be* the intervention.
  - Tiered Intervention Math Instructional Plan:

- Students that have been through the complete Mastery Learning cycle in the core classroom and still have not reached proficiency on a standard or learning target will receive tier II intervention. This small group instruction will happen during team intervention period where teachers can pull a student even if the student is not directly assigned to their own classroom. Programs used include, but are not limited to, Study Island, IXL, Differentiated Instruction modules in GoMath!, and alternate instructional approaches discussed in PLCs on a weekly basis.
- Math Intervention teachers will analyze the MAP math data for the students in a given class and divide them into groups based upon the two lowest Instructional Areas of Focus (MAP). Students will be formally assessed using common standards-based exams, no less than two times per six week term to measure growth in a given area.
- Class design splits each class into two groups so that each day half of the students have a tech day and the other half has a non-tech day. During a typical week students will have two tech days and two non-tech days with Friday being a teacher choice day. A tech day consists of students utilizing IXL to work on assigned standards to promote growth in the Instructional Areas of Focus and also accessing Study Island to work on the MyLearning Path designed by NWEA based upon the most recent MAP data. The non-tech day will consist of teacher led small-group instruction in the areas of greatest need.
- Tiered Intervention Reading Instructional Plan:
  - The reading intervention structure is a four block method which includes fluency work (partner work), Reading Plus (independent work), small group instruction on Guided reading and vocabulary work (independent work). Currently within our Reading intervention classroom we have two technology programs that support our struggling readers, Reading Plus and My NWEA Learning Path are used to develop those reading skills that students are deficient. Student uses the technology support as a station and have multiple opportunities a week to practice those skills. Daily activities include work on fluency, vocabulary and guided reading then students will work on either technology or independent reading as their fourth rotation.

### Finance

- Explain how the school is currently using tech funds, including KETS and other funding sources, to support learning.
  - The Marion C. Moore School currently uses technology, KETS, and other funding sources to purchase/update chromebooks, HDMI capable projectors, software renewals, and other antiquated items. The school currently has licenses for IXL, Lexia, Reading Plus, GradeCam, Brain Pop, Gizmos, Herok12, CERT, NearPod, SchoolDesk, and Study Island NWEA Link. All of these licenses allow teachers to meet students where they are in their learning, but we are limited in their implementation due to device count. Our school uses these software licenses in the following ways to help personalize instruction to each student's individual needs:
    - IXL - targeted skill acquisition towards student mastery of standards
    - Lexia - work independently to develop reading and language skills, regardless of their skill level
    - Reading Plus - develop fluency, vocabulary, comprehension, and key ideas and details
    - GradeCam - allows teachers to disaggregate data on assignments and assessments by learning targets and standards to get students timely and specific feedback.
    - Brain Pop - engaging learning games, animated movies, and activities.
    - Gizmos - online simulations to investigate real-world scenarios through graphing, measuring, comparing, predicting, and justifying.

- NearPod - interactive learning platform
- Study Island NWEA Link - allows the school to link MAP scores to Study Island and build custom learning paths based upon current content out of the learning continuum.

## Evaluation

- **What evidence does the school have to show that current technology is insufficient to meet needs? How has this been evaluated?**
  - The requested chromebooks will be used to replace outdated/non-functioning laptops, iPads, and/or chromebooks
  - Students are unable to access certain applications needed for intervention supports, access to which the requested chromebooks would provide
  - The building STC has consulted with District-level support to determine if any additional changes can be made to current nonfunctioning technology to increase compatibility with necessary applications, and have been advised that these devices cannot be updated to operate these applications
- **If the school is approved for new devices, how will the technology initiative be evaluated to determine effectiveness?**
  - We will continue to monitor each grade level's conditional growth index as well as each class' median conditional growth percentile in both math and reading as assessed by MAP three times a year
  - We will continue to monitor the production and quality of artifacts for students' Backpacks of Success Skills through Google Suite
  - Component 4 of the MTSS Handbook starting on page 24 through 35 outlines the presenting concerns, goal setting, and progress monitoring for each grade level in both math and reading
- **What goals have or will be set for this initiative? How will the school determine whether goals were met?**
  - To make access to technology equitable and consistent to enable the implementation of acceleration and enrichment plans
    - We will determine if this goal was met by progression in each student's personal learning path, reduction in novice and apprentice, and growth in proficient and distinguished as evident by various assessments
  - To provide students the opportunity to be true 21st century learners without barriers of limited access to technology
    - We will determine if this goal was met through the defense worthy artifacts collected in the Backpack of Success Skills and quality Deeper Learning projects
  - Authentic flexibility to adapt instruction that promotes student engagement and inquiry-based learning
    - We will determine if this goal was met through students' ability to research and produce valid solutions to their inquiry based questions as exhibited in various Backpack of Success Skills artifact and Deeper Learning projects
  - Additional goals are outlined in Component 4 of the MTSS Handbook
    - We will determine if this goal was met using MAP Achievement Status and Growth summary and growth at the grade level mean
- **What will the school do if goals are not met?**
  - Possible solutions will be discussed in PLCs to build capacity with our stakeholders of how they will monitor and adapt instruction to meet the goal
  - Additional PD will be provided by instructional coaches and district supports

### Sustainability

- Address the sustainability of this initiative. What will happen when the devices outlive their usefulness and grant funds end? How will this work be sustained?
  - Our STC will continually check with District Level support staff to ensure that devices are consistently updated to ensure capability with various applications
  - There is a portion of the school's budget allocated to assist with technology maintenance and maintain inventory