PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: JCPS   School Name: Dann C. Byck

Person Submitting Amendment: Carla Kolodey

Reviewer: Tara Rodriguez   Date Revision Approved: 4-25-19

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	NO	
Section 2: Intervention Model (**Tier I and Tier II**)	NO	
Section 3: Actions • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform		Byck currently has over $135,000 in funds for other educational consultant. We have utilized these funds to pay for consultants to train our teachers on various topics and will continue to bring those consultants in this upcoming year, but the cost is lower than we first anticipated. A major concern at Byck Elementary is the low engagement in the classrooms. In an effort to build teacher capacity, we are requesting to send teachers to specific conferences to address this need. We are requesting to move $32,000 from MUNIS Code 2432053 0322 460B to 2432053 0338 460B and move an additional $30,000 from MUNIS Code 2432053 0322 460B to 2432053 0580 460B. This money will be used to pay for registration for teachers to attend the Get Your Teach On Conference where teachers will learn strategies for best practice in building an engaging and rigorous classroom.

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		Funds will also be used to send technology support personnel to attend the International Society for Technology in Education Conference. ISTE is the global education community to accelerate the use of technology to solve tough problems and inspire innovation. Teachers attending this conference will take a problem of practice and will attend sessions specifically designed to solve their problem of practice.

We are also requesting to attend the Ron Clark Academy to observe master teachers in action to gain an insight of school-wide practices to build relationships with students. Participants will learn ways to increase student engagement, ensure academic rigor and create a climate and culture that leads to academic success.

Our Admin Team will attend the National Institute for Urban School Leaders. The purpose of this conference will be to consider the effects of race, class and culture on the learning community, examine the beliefs, cultural shifts and instructional strategies needed to promote high student achievement and learn effective practices to close the achievement gap and to create a more inclusive learning environment.

What are the desired sustainable processes you wish to implement?

 The school's diagnostic review revealed low scores in student achievement and BRIGANCE Data shows students are coming to school at a deficit. Classroom walk-throughs reflect low levels of engagement and rigor in the classroom (high levels of engagement are only noted 13% of the time). Instead of having teachers participate in a train-the-trainer model, we want each teacher to engage in a rich experience to enhance their |

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		instructional knowledge and build their pedagogical understanding. **What are the plans to build capacity and how will this be implemented with fidelity?** Each teacher will choose one of the conferences to attend. Teachers will attend the conference and will work with their colleagues to share their experiences. Teachers will have built-in time at the beginning of the year to utilize strategies learned at the conference to plan for engaging instruction in the classroom. Teachers will also be given time to collaborate with each other to share ideas and resources. **How will this process/system/program be sustained?** This will be sustained because the teacher is actually attending the conference. We will not need to establish additional trainings. We will need to ensure teachers have protected work time to meet with each other to plan lessons. **What strategies do you need in place to effectively sustain the process?** The school will develop a system to readily monitor the process and provide meaningful feedback to teachers. **What are the gaps identified for your student population according to the test data?** 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 while also supporting and providing intentional interventions for our lowest performing students.

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		What type of growth do you expect to achieve by implementing/purchasing this service/item?
		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.
		What tools will be implemented to measure growth? What tools/systems are identified to support implementation of an effective/efficient program?
		Our weekly walk-through data using the Teacher Development Dialogue tool will be used to monitor teaching strategies and student engagement in the classroom. We will see an increase in engagement in the classroom, clarity of lessons and standards, authentic assessments and increased student proficiency.
		What strategies will be implemented to monitor effectiveness of the process?
		Weekly walk-throughs will be used to monitor engagement and rigor in the classroom. PLC's and faculty meetings will be used to monitor and evaluate student growth.
Section 4: Timeline • Three year timeline	NO	
Section 5: **Tier I and Tier II** annual goals • District services • Activities to improve • Literacy and mathematics plans	NO	
Section 6: **Tier III** Services • District services • Activities to improve	NO	

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• Literacy and mathematics plans		
Section 7: **Tier III** Annual Goals • S.M.A.R.T. goals • Quarterly benchmarks • District support when not achieving goals	NO	
Section 8: Consultation • Stakeholder input/involvement	NO	