

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson County Public Schools

School Name: Dann C. Byck

Person Submitting Amendment: Carla Kolodey

Reviewer: Tara Rodriguez

Date Revision Approved: 9-23-20

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 		
Section 2: Intervention Model		
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 		<p>What are the desired sustainable processes you wish to implement?</p> <p>The school's diagnostic review revealed low scores in student differentiation, 21st century skills, and rigorous and challenging tasks. The review also noted the low scores in reading and mathematics. A concern for our school is also the discrepancy between students in the general population and students with special needs. Our plan is to implement the full workshop model for both reading and mathematics with Fountas and Pinnell materials for reading and Math in Practice materials for mathematics. We are also planning to use Literacy Footprints to support the reading workshop and Do the Math to support the mathematics workshop.</p> <p>There are also additional general supplies we will need to support this implementation. We will need white boards, dry erase markers, math manipulatives, letters, and magnetic trays. Byck currently has \$99,616.06 in these codes: Educational Consultant 2432053 0322 460B \$66,879.84 Registration Fees 2432053 0338 460B \$24,182.81</p>

Travel 2432053 0580 460B \$3,743.41
Mileage 2432053 0581 460B \$310.00
Certified Sub 2432170 012036 460B \$4,500.00
We have these funds because events / activities that were going to take place could not take place because of COVID-19 and the cancelation of in-person school. These funds total \$99,616.06 and we would like to move all of these funds to MUNIS codes:

Supplemental books and study guides
2432170 0643 460B \$89,616.06
This will be used to purchase Literacy Footprints, Fountas and Pinnell reading sets, Do The Math and Math In Practice.

General Supplies
2432170 0610 460B \$10,000.00
This will be used to purchase the white boards, magnetic trays, letters, dry erase markers, and math manipulatives.

We are also planning to increase our 21st century skills by adding devices to allow students to access digitized and differentiated learning opportunities. To support this work, 2 Chromebook carts (60 devices total) will be purchased. We also need to increase our school and classroom libraries to ensure students have books on their level as well as access to grade level books. We have \$69,166.00 in this code:
Tuition Reimbursement 2432170 0240 460B \$54,166.00

We have this overage of funds because not as many teachers pursued a Master's degree. Many of these teachers opted for National Board Certification instead of a Master's Degree and NBCT was not an allowed expense in this MUNIS Code. We would like to move \$54,166.00 of these funds to the MUNIS Codes:

Technology Hardware 2432170 0734 460B \$22,000.00
Library Books 2432170 0641 460B \$32,166.00

We also have a great need of differentiating instruction in the classroom. Providing personalized and differentiated instruction for our students is one of our improvement priorities. We need to purchase materials to support this

		<p>differentiation by having math trays, reading centers, ten-frames, reading fluency kits, math fluency kits, writing journals, dice, tiles, and math mats. We have \$53,988.88 in the following codes:</p> <p>Resource Teacher 2432227 011038 460B \$38,192.50 Extended Day 2432227 0111 460B \$736.35 Disability Insurance 2432227 0215 460B \$238.84 Medicare 2432227 0222 460B \$964.99 KTRS 2432227 0231 460B \$6,268.03 KSBA 2432227 0253 460B \$127.13 Workers Comp 2432227 0260 460B \$414.66 Health Care 2432227 0294 460B \$5,496.69 State Admin Fee 2432227 0296 460B \$196.92 Fed Funded Flex 2432227 0297 460B \$1,352.77</p> <p>We have an overage in these codes because we had a resource teacher that left in middle of the year and the position was not filled until the following year. We would like the funds transferred to these codes:</p> <p>General Supplies 2432170 0610 460B \$53,988.88</p> <p>We also have \$10,413.30 in technology software. We made a mistake and thought this was for online subscriptions. We would like to purchase Newsela, Freckle and RazKids subscriptions. We would like to switch these codes:</p> <p>2432170 0735 460B \$10,413.30 to 2432170 0650 460B \$10,413.30</p>
<p>Section 4: Timeline</p> <ul style="list-style-type: none"> • Three year timeline 		
<p>Section 5: Tier I and Tier II annual goals</p> <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
<p>Section 6: Tier III Services</p> <ul style="list-style-type: none"> • District services 		

<ul style="list-style-type: none"> • Activities to improve • Literacy and mathematics plans 		
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 		
Section 8: Consultation <ul style="list-style-type: none"> • Stakeholder input/involvement 		

Rationale for Spending Plan

We have built a strong foundation for monitoring student progress through our multi-tiered systems of support structure. This structure allows us to identify student needs as well as adult gaps in professional knowledge. We are planning to build capacity in our teachers' ability to differentiate instruction and provide personalized learning for students. In order to accomplish this, we need additional materials in classrooms to support multiple levels of learnings. Teachers will be trained on personalized instruction and we will continue to monitor the progress through the MTSS structure and monitoring the learned practices through walk-throughs. This will be sustained because we are building the capacity of the teacher while also providing support for differentiated professional learning for teachers.

We need effective instructional strategies for differentiated instruction and personalized learning. According to our KPREP data, our students with special needs are scoring drastically lower than the general population in both math and reading.

Byck Elementary will increase the percentage of students scoring at the proficient / distinguished level on the state reading assessment to 29.3% by 2023.

Byck Elementary will increase the percentage of students scoring at the proficient / distinguished level on the state mathematics assessment to 22.5% by 2023.

Byck Elementary will implement structured guided reading and full workshop model for reading. Our general education primary classes have already adopted this model and we are extending the practices to our intermediate classes and our self-contained classes for students with special needs. We will need to purchase Fountas and Pinnell for our intermediate grades and classes that support students with special needs. We will also purchase and implement a structured system for interventions by purchasing Leveled Literacy for each grade level. These classes will also need leveled classroom libraries as well as content classroom libraries. We will also purchase two Chromebook carts (devices and carts) to support enhancing 21st century skills. We will also purchase five flat panel devices for differentiation in our classes for students with special needs.

Byck Elementary will also implement guided math and full workshop model for mathematics. In an effort to achieve this, we will need to purchase Math in Practice for every grade level with supporting supplies (math manipulatives, white boards, center containers).

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. Training for use of these materials will take place in PLCs and professional learning sessions. Monitoring of the PLCs will take place. In addition, our walk-through data will include monitoring questions for these practices. Data will be shared weekly with staff and in-the-moment adjustments will be made to ensure effectiveness of these practices are in place.