

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson

School Name: Westport MS

Person Submitting Amendment: Jodie Zeller, Principal

Reviewer: Tara Rodriguez

Date Revision Approved: 8-15-18

Sections	(Amend) Yes or No	Description data supporting amendment and strategies to be included.
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<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> • Assessment data • Non-cognitive data • Causes and contributing factors • Strategy selection 	<p>Yes</p>	<p>2016-17 KPREP Results:</p> <p>Proficiency:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Math</th> <th>SS</th> <th>Writing</th> <th>LM</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>34.1</td> <td>27.5</td> <td>34.0</td> <td>23.2</td> <td>30.7</td> </tr> <tr> <td>15-16</td> <td>37.6</td> <td>30.9</td> <td>42.0</td> <td>27.4</td> <td>23.2</td> </tr> <tr> <td>16-17</td> <td>37.5</td> <td>31.6</td> <td>41.8</td> <td>16.3</td> <td>32.4</td> </tr> </tbody> </table> <p>Novice:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Math</th> <th>SS</th> <th>Writing</th> <th>LM</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>38.4</td> <td>33.6</td> <td>24.3</td> <td>22.1</td> <td>47.2</td> </tr> <tr> <td>15-16</td> <td>36.5</td> <td>34.7</td> <td>20.4</td> <td>31.8</td> <td>47.2</td> </tr> <tr> <td>16-17</td> <td>35.6</td> <td>31.5</td> <td>21.9</td> <td>31.0</td> <td>44.9</td> </tr> </tbody> </table> <p>Accountability Profile:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Achievement</th> <th>Gap</th> <th>Growth</th> <th>AMO</th> <th>Overall Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>49.7</td> <td></td> <td></td> <td></td> <td>38.7</td> </tr> <tr> <td>15-16</td> <td>51.3</td> <td>21.9</td> <td>43.6</td> <td>39.7</td> <td>38.9</td> </tr> <tr> <td>16-17</td> <td>51.4</td> <td>28.7</td> <td>47.1</td> <td>39.9</td> <td>42.4</td> </tr> </tbody> </table> <p>Other Data:</p> <table border="1"> <thead> <tr> <th>15-16 Student ADA</th> <th>16-17 Student ADA</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>93.68%</td> <td>96.41%</td> <td>+2.73%</td> </tr> <tr> <th>15-16 Teacher Attendance</th> <th>16-17 Teacher Attendance</th> <th>Change</th> </tr> <tr> <td>95.2%</td> <td>96.0%</td> <td>+0.8%</td> </tr> <tr> <th>15-16 Suspensions</th> <th>16-17 Suspensions</th> <th>Change</th> </tr> <tr> <td>569</td> <td>531</td> <td>-38</td> </tr> </tbody> </table>	Year	Reading	Math	SS	Writing	LM	14-15	34.1	27.5	34.0	23.2	30.7	15-16	37.6	30.9	42.0	27.4	23.2	16-17	37.5	31.6	41.8	16.3	32.4	Year	Reading	Math	SS	Writing	LM	14-15	38.4	33.6	24.3	22.1	47.2	15-16	36.5	34.7	20.4	31.8	47.2	16-17	35.6	31.5	21.9	31.0	44.9	Year	Achievement	Gap	Growth	AMO	Overall Score	14-15	49.7				38.7	15-16	51.3	21.9	43.6	39.7	38.9	16-17	51.4	28.7	47.1	39.9	42.4	15-16 Student ADA	16-17 Student ADA	Change	93.68%	96.41%	+2.73%	15-16 Teacher Attendance	16-17 Teacher Attendance	Change	95.2%	96.0%	+0.8%	15-16 Suspensions	16-17 Suspensions	Change	569	531	-38
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<p>Section 2: Intervention Model (Tier I and Tier II)</p>	<p>No</p>	<p>No changes</p>																																																																																										
<p>Section 3: Actions</p> <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds 	<p>Yes</p>	<p>Westport would like to redirect our SIG funds to the following areas:</p> <p>Delete 2 classified positions and create:</p> <ul style="list-style-type: none"> • Certified Teacher (0.4) = \$39,020 + fringes 																																																																																										

- PD
- Resources
- External support
- Review policies
- Changes in policies/practices
- Sustain reform

- Technology (2 Chromebook carts – 60 Chromebooks, 2 carts) = \$15,000
- Substitute Teachers (~30 subs) = \$3,000 + fringes
- Professional Services = \$61,141
- Certified Stipend (~475 hours) = \$10,000 + fringes
- Conference Registration/Travel = \$10,000

Westport recently received the results of our most recent diagnostic review and received the following improvement priorities – Standard 2.2: implement, monitor, and document more research-based instructional practices; Standard 2.5: facilitate and monitor the implementation of the school’s curriculum; Standard 2.12: develop and implement an evaluation process to monitor program effectiveness.

Westport would like to add a fraction of a teacher to free up our support staff to spend more time in classrooms coaching our young teachers and supporting our PLCs. We feel this would have a direct, positive impact on our improvement priorities for standards 2.2 and 2.5. This fraction of a teacher will work in concert with and allow our Goal Clarity Coaches, Behavior Coach, ECE Consulting Teacher an opportunity to build capacity with our teachers instructionally, with PLC support, and with behavior/classroom management. With additional technology, our teachers will be able to engage our students to a greater degree and implement more 21st century strategies and support our students’ development of the JCPS Backpack of Skills, thus supporting our standard 2.2 improvement priority. With so many young teachers, we would like to provide substitute teachers for teachers throughout the school year allowing teachers to visit their peers and learn instructional strategies that they can use in their own classroom, or receive feedback from peers that have been freed up from their classroom. We have a wealth of talent and knowledge with our staff, but

there are some needs that we must go outside of our building to support or ongoing growth. We will use our professional service funds to bring in experts to work with our staff and students to address needs such as social/emotional development of our students and meeting their needs instructionally, consultants to coach our teachers on the further development of our PLCs and RTI systems, and bringing in experts that will allow our teachers to dive deeper into their content to engage students with authentic learning experiences. Local consultants with PeaceEd would be the primary drivers of our social/emotional support programming. RTI consultants would be contracted with Solution Tree to connect us with practitioners that could provide on-site observation/training/support for our staff. These professional services will support improvement priorities 2.2 and 2.5.

Certified stipends are necessary to bring our teachers in and provide them with the time necessary to review the effectiveness of our systems, provide curriculum coaching, and receive additional training on research-based instructional strategies. This additional time will support all three improvement priorities by allowing us to be responsive to programmatic needs through responding to initiative effectiveness systems, coach teachers on curriculum and instruction, and allowing time for quality collaborative coaching experiences.

There are trainings and conferences that are more cost effective if we send a small team to learn, become experts and bring the information, training back to the building. The conference registration and travel will be used to target conferences that are in alignment with our improvement priorities that would allow us to be better at meeting individual student needs through improved instructional practices, differentiation, interventions, and enrichments. The Harvard Graduate School of Education has programming

		<p>designed to support the development of collaborative leadership teams and systemic school improvement strategies that we would be attend with a team during the summer of 2019. We are also looking at different institutes through groups like Solution Tree or ASCD that would further our work on PLCs and other school-level systems. One of our big initiatives is improving racial equity within our school and we would like to either look to attend an institute or connect with our professional service funds to bring someone in to work with our staff directly. We would monitor the effectiveness of the trainings through student data results, teacher reflections, and other survey data.</p>
<p>Section 4: Timeline</p> <ul style="list-style-type: none"> • Three year timeline 	Yes	Two remaining years, 2018-2019 and 2019-2020 – approximate remaining balance of \$186,000
<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 	No	<p>Standard 2.2 Goal: Teachers at Westport will, by the end of 2019-2020 school year, increase the regularity in which they are using research-based instructional strategies, as measured using eleot walkthrough data and ultimately resulting in a 10% increase in proficient/distinguished scores and 10% decrease in novice scores on reading and math, as measured by state accountability assessments.</p> <p>Standard 2.5 Goal: Teachers at Westport will, by the end of 2019-2020 school year, align curriculum, resulting in greater student engagement, rigor, and learning, as measured using eleot walkthrough data and ultimately resulting in a 10% increase in proficient/distinguished scores and 10% decrease in novice scores on reading and math, as measured by state accountability assessments.</p> <p>Standard 2.12 Goal: Leaders at Westport will, by the end of 2019-2020 school year, implement systems to monitor initiative effectiveness, analyze outcomes, and implementation fidelity through teacher engagement in regular feedback protocols, data analysis protocols, implementation checks, walkthrough protocols, and other systems. Impact</p>

		will be measured in feedback rates and student achievement.
Section 6: Tier III Services <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 	No	Not applicable
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 	Yes	<p>By the end of the 2019-2020 school year, Westport will have achieved a 10% increase in students performing at the P/D level and a 10% decrease in the number of students performing at the Novice level, in both reading and math, as measured by the state accountability assessments.</p> <p>Westport will continue to submit quarterly reports to JCPS leadership and KDE for monitoring of progress towards addressing our improvement priorities and overall student learning.</p> <p>JCPS has curricular and administrative support available and we have consistently been working with district language arts and math specialists to address curriculum needs. JCPS reorganization is creating a more robust office for priority schools with additional support and specialists available.</p>
Section 8: Consultation <ul style="list-style-type: none"> • Stakeholder input/involvement 	Yes	Westport has worked with teachers, administrators, district leadership, state turnaround support staff, and parents, in response to our most recent diagnostic review results to establish priorities and implement a new 30-60-90 day plan that this SIG amendment would help us in achieving.

MUNIS Budget Amendment

TRANSFER FUNDS TO

0772170	011022 460C	\$50,640.00	40% New Teacher for 2 years
	0211	\$46.00	
	0213	\$1,330.00	

0215	\$76.00
0222	\$778.00
0231	\$8,639.00
0253	\$78.00
0260	\$156.00
0294	\$5,760.00
0295	\$10.00
0296	\$80.00
0734	\$15,000
012036	\$3,000

0772053	011327 460C	\$10,000
	0222	\$5.00
	0231	\$54.00
	0253	\$3.00
	0260	\$1.00
	0322	\$61,141.00
	0338	\$10,000
	0580	\$10,000
		\$176,797.00

TRANSFER FUNDS FROM

7102170	013044 460C	\$78,811.00
	013081	\$38,799.00
	0211	\$123.00
	0213	\$224.00
	0215	\$345.00
	0221	\$2,405.00
	0222	\$1,662.00
	0231	\$12,210.00
	0232	\$7,441.00
	0253	\$305.00
	0260	\$332.00
	0294	\$36,591.00
	0295	\$61.00
	0296	\$488.00
		\$176,797.00

