

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: JCPS

School Name: Stuart Academy

Person Submitting Amendment: Laura Dalton

Reviewer: Tara Rodriguez

Date Revision Approved: 9-20-18

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 	<input type="checkbox"/>	<p>KPREP data indicates a need for reading and math interventions. The most recent data suggests that our recent interventions are having a positive impact specifically with our GAP groups, and we are confident that providing additional supports will continue that positive trend by reducing novice and increase proficient and distinguished results.</p> <p>Our behavior data indicates the need to provide additional supports for students in personal decision making, relationship building and mentoring from a positive adult. We plan to provide more opportunities for students to develop strategies in decision making and making positive life choices, along with building positive relationships with adults.</p> <p>We also want to provide more opportunities for all students to have equitable access to fine arts. We want to provide our students with the tools to express their individual creativity while honoring the cultural diversity of our student body.</p>
Section 2: Intervention Model (Tier I and Tier II)	<input type="checkbox"/>	
Section 3: Actions <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD 	<input type="checkbox"/>	<p>Stuart Academy would like to redirect funds (\$25,410) from tuition reimbursement for teachers. We want to use a portion of those funds (\$22,050) to pay teachers to provide interventions in math and reading, credit recovery, restorative practices and behavior interventions during a Saturday Academy at Stuart.</p>

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<ul style="list-style-type: none"> • Resources • External support • Review policies • Changes in policies/practices • Sustain reform 		<p>We also want to purchase Graphic Design student workstations (\$2736) and the digital applications (\$624) that will insure equitable access for all students to creatively design and express their ideas, feelings and learning through artistic expression and to support all content areas as they strive to raise the rigor in classrooms by offering rigorous, authentic, engaging ways for students to show mastery of standards and increase their digital backpack of success skills. This is in alignment with the graduate profile to give all students access to creating an individualized Digital Backpack of artifacts to support all content areas. These are all proactive measures to remove non cognitive barriers to learning and increase the level of rigor in the classroom setting. This program will support students across all courses as they develop evidence and artifacts in order to be transition ready to high school.</p> <p>The use of creativity graphic design will provide equitable access to tools that many of our students have never had available and can provide students with that chance while developing skills that will help them become transition ready.</p> <p>Rationale: Providing tuition reimbursement was a viable option to motivate our teachers to stay after school to gain instructional and behavioral support. This support is no longer necessary, in that Thursday afternoon Stuart Teacher Academy has been replaced with Embedded Professional Development (Teacher Learning Groups). Tuition reimbursement is no longer needed as a motivator for teacher participation in professional development. The teachers are required by contract to participate and attend daily Teacher Learning Groups.</p> <p>Due to the success of our interventions as indicated by our most recent assessment data we want to expand our interventions by offering the opportunity for our students to attend interventions for Math and Reading on Saturdays. There will also be the opportunity for</p>

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		<p>credit recovery in core content classes on Saturday as well.</p> <p>Stuart participates in and is given by district support in Restorative Practices, Trauma Informed Card and PBIS. Additionally, Stuart Academy’s racial equity plan is to focus on the disproportionality that exists in out of school suspensions and out of class ISAP time for our students. Stuart Academy will utilize three 30-60-90 day plans to focus on our improvement goals. (Administrator’s Alternatives to suspension, Classroom management support, and out of school suspension reduction).</p> <p>Also in our teacher learning groups, we will focus on building capacity in our teachers through culturally responsive teaching, relationship building, classroom management strategies and support that work for each of our learners. These skills will translate to strong, trusting relationships between the teachers and the students.</p> <p>Through Saturday Academy we can equip our students with the academic, social and behavioral tools and opportunities to be successful now and in the future.</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 		

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<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 		

MUNIS Budget Revision

DECREASE

1442170 0240 460C \$25,410

INCREASE

1442170 011392 460C \$21,057

1442170 0222 460C \$76

1442170 0231 460C \$848

1442170 0253 460C \$53

1442170 0260 460C \$16

1442170 0734 460C \$2,736

1442170 0650 460C \$624