

# PROGRAM AMENDMENT

## SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson County\_ School Name: Western High School

Person Submitting Amendment: Anthony Sieg

Reviewer: Tara Rodriguez Date Revision Approved: 6-21-21

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"> <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> )		
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>		<p>We would like to direct the additional \$13,981 funds in the following fashion:</p> <p>\$13,981 to 084 2170 0734 460C for 13 Dell Inspiron 15 9400 computers to provide continued around the clock acceleration for students who prefer to complete all work digitally. This technology will provide additional instructional and credit recovery delivery appropriate for targeted at risk students. The use of technology will support teachers to implement interactive digital lessons and provide opportunities for feedback to students.</p> <p>One result of the COVID-19 mandated Non-traditional/online Instruction was that Western saw a 30% increase in student engagement, particularly among students who were chronically absent (absent 10% or more) during face to face instruction. Many of these students completed non-traditional instruction (NTI) work on the weekends or in the evening hours owing to their family schedules. These same students struggled to attend school or complete work during the regular school day. Prior to the COVID 19 outbreak, Western had implemented a virtual school program for students who self-selected the environment; preliminary results from the first 2 months of the program were that these students completed/ recovered 21.5 credits and were 50% engaged with their learning as measured by time on task versus attendance prior to moving to virtual school. About 70% these first virtual school students</p>

		<p>have identified mental health or behavioral issues. Since approximately 60% of Western students have been victims of or witnessed trauma, it is reasonable to assume expanding this program would promote student achievement if expanded to other students who prefer learning by themselves in a digital environment.</p> <p>This will support our improvement priorities 2.7 because it will allow teachers and coaches to monitor the effectiveness of instructional practices, implement high yield instructional strategies, and provide timely feedback to students. Furthermore, it will support administrators to monitor and revise the MTSS plan and transition readiness tracker so that they provide teachers with specific feedback to ensure the improvement of professional practices and accelerated learning for students.</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:

**Rationale for Spending Plan**

**1. Accelerating Student Learning with High Yield Instructional Practices**

Strategies to improve coaching effectiveness \$ 13,981

Based upon data from school/district formative assessments and walkthrough data, Western needs to focus on Tier I instruction and building capacity within intervention teachers in the school. To ensure our instructional systems are effectively supporting students to build connections among concepts, have access to interactive digital resources, receive timely feedback and support from teachers and, ultimately, increasing student engagement and student learning, we feel the need to allocate resources to effectively support teachers and coaches to provide customized digital lessons to students to enhance the quality of instruction for students. We will utilize the computers to provide virtual lessons and prompt feedback for students.