# 2020 School Improvement Funds’ Template for

# Comprehensive Support and Improvement (CSI) Schools

## School: Rector A. Jones Middle School

## Principal: Ryan Montgomery

Total School Enrollment: 811

Total Award Amount: $490,254

**School Improvement Funds (SIF) Overview:**

As part of its responsibility authorized under Section 1003 of the Every Student Succeeds Act, the Kentucky Department of Education (KDE) is required to award funds to local educational agencies (LEA) to implement support and improvement activities in those schools identified for Comprehensive Support and Improvement (CSI).

Section 1003 funds may be used for any activity that the school determines, and the Kentucky Department of Education agrees, will help the school identified for CSI to improve student outcomes. For example, Section 1003 funds may be used to implement interventions aimed at improving the school, such as professional development, tutoring opportunities to increase student achievement in the school, or a combination of activities. The activities supported with school improvement funds **must** be consistent with a school’s needs assessment and its Comprehensive School Improvement Plan (CSIP) and embedded turnaround plan.

Within the application, evidence-based interventions must be included. Evidence-based interventions supported with Section 1003 school improvement funds must be based on strong, moderate, or promising evidence of a statistically significant effect on improving student outcomes or other relevant outcomes as defined in ESEA Section 8101(21)(A)(i). For additional information regarding evidence-based practices, please consult the [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

The school’s principal, with input from the CSI school’s Advisory Leadership Team and/or Turnaround Team, as well as input from the LEA, must establish a budget/plan not to exceed the award amount. Each CSI school in a district is eligible for funds and must have its own application submitted.

**School Improvement Funds (SIF) Instructions:**

## This template is **not** the official school improvement funds’ application that will be reviewed/approved by the Kentucky Department of Education (KDE) staff. This template was designed to assist CSI schools in planning for its school improvement fund expenditures and to assist districts when inputting information into the [Grant Management Application and Planning (GMAP) system](https://gmap.education.ky.gov/).

* **School Level:** Comprehensive Support and Improvement (CSI) principals do not have access to GMAP and the process for entering information into the GMAP application is the discretion of each district. Please be mindful that in addition to completing the grant application, several supporting documents must be uploaded in the Related Documents’ section of the online application. The following must be uploaded with the application: the KDE approved CSI Turnaround Plan and a signed principal assurance located on the last page of this template.
* **District Level:** The district also has several questions that it must answer. Districts will need to complete the District Assurance and District Narratives’ pages under the District Level Questions’ section in GMAP. The School Improvement Funds’ section contains a drop-down list with the options for District Level and the schools identified for SIF funding. When District Level is selected, the Budget and Budget Overview pages are not editable; instead, these will display a roll-up of the budgets for all the CSI schools. The School Improvement Funds School Allocations’ page will display the amounts allocated to the SIF school(s). To complete the information and budget for individual schools, select a school from the drop-down list and the School Program Details’ page and Budget pages for that school will appear. The School Allocations’ page will display the allocation for the selected school. Complete the pages and budget for that school. Repeat this process for each additional CSI school in the district.

Please note the following important deadlines/dates:

* For timely processing, please ensure the template’s contents have been entered into the GMAP system by June 1, 2020.
* Funds may not be expended until July 1, 2020 and after the application has been formally approved in GMAP.
* Funds awarded through this application process must be spent by September 30, 2022.

For assistance, please contact Natasha Napier by email at natasha.napier@education.ky.gov or by phone at (502) 564-3791 ext. 4010.

##  Year One Initiatives

1. **Year One Initiatives:** Outline how the school intends to use the school improvement funds for the first year of the grant’s duration in the chart on the next page. In the **first column**, list the improvement priority outlined in your turnaround plan that will be addressed by the evidence-based practice in **column two**. If the evidence-based practice was not addressed in your turnaround plan, it cannot be funded by the school improvement funds. In **column three**, list all the resources necessary for the successful implementation of the evidence-based practice.  In **column four**, provide a brief explanation as to how/why each requested resource is needed for successful implementation of the evidence-based practice.

## Year One Initiatives’ Chart

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| **School's Improvement Priority**List the school’s improvement priority that will be addressed by the evidence-based practice. | **Evidence-based Practice (EBP)** List the evidence-based practice (EBP) that will be used to address the improvement priority. **EBPs must also be documented in the Turnaround Plan.** | **Necessary Resources**List and number the resources necessary for implementation of the evidence-based practice that will be funded by school improvement funds. | **Explanation of Necessary Resources**Provide a brief explanation as to how/why each requested resource is needed for successful implementation of the evidence-based practice. When providing the brief explanation, ensure that these are numbered and match the items included in column three. |
| **Improvement Priority #1** Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1 | **Literacy RTI Interventionist**  | **1. Literacy Interventionist*** Participate in weekly PLC’s
* Monitor data to determine ROI
* Provide Tier 2 and Tier 3 instruction
* Implement intervention program with fidelity
 | 1. The administration and the school leadership team determined a need to ensure a true RTI model is implemented with fidelity and monitored to support academic interventions for Tier 2 and Tier 3 students. The Literacy Interventionist, as a part of the Intervention Team, will monitor students in Tier 2 and Tier 3 using Reading Plus/PowerUP to track progress on meeting the rate of improvement (ROI) to close the GAP towards proficiency. Our needs assessment indicates that we have an inverted triangle with students one to three grade levels below and confirms the need for this intervention position.  |
| **Improvement Priority #1** Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1 | **Teaching Academic Content and Literacy to English Learners in Elementary and Middle School**Para-Educator will embed literacy intervention practices in core classes.  | **1. Para-Educator for English Language Learners** | 1. Jones Middle School will be using school improvement funds to hire a full time EL para-educator to help support the focus on language and literacy skills needed for English learners. Jones Middle School is implementing an integrated and collaborative EL model that supports both newcomer ELL students and other EL students in small group resource settings and general core class collectively. Jones Middle School has a diverse language population with 13 different languages represented. This includes 17 new comers that have enrolled at Jones from out of the country within the last year, 116 Limited English Proficiency (LEP) students, 120 Reclassified Fluent English Proficiency (FREP) students, with 36 Fluent English Proficiency (FEP) students that has exited the 1-4 year monitoring window. This represents approximately 30 percent of our student population. Our needs assessment trend data from 2015-2019 in both reading and math, show less than 10 percent of EL students have scored at the proficient level. The para-educator will implement the four intervention practices and assist regular classroom teachers in making content comprehensible, providing structured opportunities for engaging students in academic discussions about the content, using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content. |
| **Improvement Priority #2** Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7) | **Professional Learning**Jones Middle School will be using flexible and targeted opportunities for Professional Learning to support the work of individual teachers and their Professional Learning Communities. | 1. Stipend for Professional Learning 2. Substitutes for Professional Learning  | 1. Jones Middle School will be using flexible and targeted opportunities for Professional Learning to support the work of individual teachers and their Professional Learning Communities beyond the school day. The additional time afforded by these stipends supports and extends the learning from the daily PLC, providing time for purposeful reflection, inquiry, and collaborative classroom learning. In addition to the improvement routine (Plan, Do, Study, Act), teachers will participate in differentiated professional learning opportunities. 2. Jones Middle School will be utilizing funds to provide release time for teachers to seek out professional learning around specific learning questions. As the PLCs plan, implement, and reflect on their curricula, they will determine critical and timely professional learning needs driven by student work analysis. The substitutes will allow for release time for teachers so they might participate in classroom-to-classroom study during the school day or attending outside professional development. |
| **Improvement Priority #2** Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7) | **Amplify Science Instructional Resource**  | 1. Amplify Science Core Instructional Resource for grades 6, 7, and 8 | 1. Rector A. Jones Middle School will be using school improvement funds to provide Amplify Science for grades 6-8 as an instructional resource to support curriculum as part of our evidence based practices for our turnaround plan. Amplify Science is highly recommended by Pimser, was written in alignment to the Next Generation Science Standards, is phenomena-based and includes literacy components throughout the units. After reviewing the Science Instructional Alignment tool to ensure the instructional materials met state requirements and recommendations teachers and administrators both agree that Amplify Science meets the needs of Jones Middle School.Criteria for EvaluationThese are the criteria on which your instructional resources will be evaluated for alignment to the *KAS for Science*:1. Integrates the Three Dimensions
2. Phenomena and Problems
3. Coherence
4. Supports for All Students
5. Teacher Supports
6. Assessment Design and Supports
7. Usability

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| **Improvement Priority #2** Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7) | **Illustrative Math**  | 1. Illustrative Math Core Instructional Resource for grades 6, 7, and 8 2. Illustrative Math professional training 3. Illustrative Math Instructional Materials / print workbooks 4. LearnZillion professional training  | 1. The need for problem-solving instruction within math increases tremendously as concepts and assessments become more complicated and problem-based. Therefore, relevant instructional materials are essential in order to address the recommended practices for Improving Mathematical Problem Solving in Grades 4-8. The value of a problem-based approach is that students spend most of their time in math class doing mathematics: making sense of problems, estimating, trying different approaches, selecting and using appropriate tools, and evaluating the reasonableness of their answers. Teachers are then able to shift their instruction and facilitate student learning with high-leverage routines that guide students to understand and make connections between concepts and procedures. Consequently, Illustrative math learning resources supports the problem-based approach while promoting high-quality instruction, while the ten routines will encourage coherence from concept to procedure, unit to unit, and year to year. As a result, the Illustrative Math core instructional resource will be purchased for 6-8 math classes to facilitate a problem-based approach. 2. Teachers of mathematics will be required to attend 12 hours of training from Illustrative Math prior to the beginning of the school year. Additionally, this will be offered to other stakeholders such as English Language instructors and paraeducators. These two days will include: Problem-based lesson structure, Assessment, Math content routines, 5 Practices, Math language routines, Teaching Unit, and Classroom norms. Additional virtual unit training will be provided to teachers throughout the year. 3. Instructional materials such as workbooks, alongside the core instructional resource, is needed to develop conceptual understanding and procedural fluency as well as applying mathematics, synthesize thinking, and completing tasks associated with real-world problems. Additionally, they will house lessons notes and examples established during lesson synthesis which will be beneficial to have days following a lesson as well as at home for additional practice.   4. Teachers of mathematics will be required to attend 2 hours of training from LearnZillion in support of their digital platform. During this training, teachers will learn how to efficiently utilize the LearnZillion website, utilize the assessment tools, access and adapt daily lessons, overview standards and their breakdown, view lesson quantile measures, and access student practice and assessment results. |
| **Improvement Priority #2** Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7) | **Reading Plus/Power Up**  | **1. Reading Plus / Lexia PowerUP****2. Chrome Books** | 1. Jones Middle School will be using school improvement funds to purchase and implement Reading Plus and Lexia PowerUP to address Tier 2 and Tier 3 instruction with our students. This intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. This intervention will be implemented through an RTI model in which students receive explicit and systematic teaching strategies of the program with fidelity as determined by their Tier 2 or Tier 3 placement for instruction. Our needs assessment clearly identified that 77% of students not receiving other service areas are scoring below proficiency. The hired Literacy Interventionist will be adequately trained to use the programs Reading Plus and Power Up to fully support the implementation of these interventions.  2. To fully implement the intervention Reading Plus/Lexia PowerUP, Jones Middle School identified the need to purchase additional chrome books to support instruction in tier 2 and tier 3. Based upon the data from the incoming 6th grade class, the number of students who will need to receive intervention has increased. Jones Middle School will be supporting with different funds chrome books to ensure that 7th and 8th grade students receiving interventions also have adequate access to reliable technology.   |
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## Year One Budget

Include only those resources described in the chart above. The budget should not exceed the award amount. Details regarding how many, at what rate of pay, specific quantities, etc. should be included in the second column entitled, “Year One Budget: Detailed Description of Activity”.

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| **MUNIS Code** | **Year One Budget: Detailed Description of Activity (i.e. position titles, vendor names, proposed technology, etc.)** | **Amount Requested** |
| **110** | **Salary for RtI Literacy interventionist (certified)** | **$58,000.00** |
| **111** | Click here to enter text. | **$**Click here to enter text. |
| **112** | Click here to enter text. | **$**Click here to enter text. |
| **113** | **Stipends for certified staff to be used for flexible and targeted professional learning opportunities outside of contract hours**  | **$11,909.32** |
| **120** | **Certified subs to be used during the instructional day for teachers to receive flexible and targeted professional learning opportunities** | **$5,104.00** |
| **130** | **Salary for EL para-educator (classified)** | **$18,198.18** |
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| **221** | **Social security for EL para-educator (classified)** | **$1,128.29** |
| **222** | **Medicare for RtI Literacy interventionist (certified - $841), EL para-educator (classified - $263.87), certified subs ($74.00), and professional learning stipends ($172.69)** | **$1,351.56** |
| **231** | **KTRS for RtI Literacy interventionist (certified - $9,340.90), certified subs ($822.00), and stipends for professional learning stipends ($1,918.00)** | **$12,080.90** |
| **232** | **CERS for EL para-educator (classified)** | **$4,904.41** |
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| **294** | **Health insurance for RtI Literacy interventionist (certified)** | **$13,579.68** |
| **295** | **Life insurance for RtI Literacy interventionist (certified - $12.00) and EL para-educator (classified - $12.00)** | **$24.00** |
| **296** | **State admin fees for RtI Literacy interventionist (certified - $99.36) and EL para-educator (classified - $99.36)** | **$198.72** |
| **297** | **HRA for EL para-educator (classified)** | **$2,100.00** |
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| **321** | Click here to enter text. | **$**Click here to enter text. |
| **322** | **Funds to be used for Illustrative Mathematics consultant to train teachers** | **$9,000.00** |
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| **610** | **Funds to be used for student workbooks – 3 year subscription with Illustrative Mathematics ($25,860.00)** | **$25,860.00** |
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| **651** | **Funds to be used for student Chromebooks to support reading intervention**  | **$30,000.00** |
| **652** | Click here to enter text. | **$**Click here to enter text. |
| **673** | Click here to enter text. | **$**Click here to enter text. |
| **734** | **Funds to be used for instructional resources (digital licenses) – 3 year subscription to Amplify Science ($54,621.00), 3 year subscription to Illustrative Mathematics ($46,548.00), 3 year subscription to Reading Plus ($29,916.00), and 3 year subscription to Lexia PowerUp ($21,802.50)** | **$152,887.50** |
| **735** | Click here to enter text. | **$**Click here to enter text. |
| **810** | Click here to enter text. | **$**Click here to enter text. |
| **894** | Click here to enter text. | **$**Click here to enter text. |
| **Total Amount Requested for Year One:** | **$346,326.56** |

1. **Describe how the school will monitor the implementation and success of the Year One initiatives funded by this grant.**

**Respond here:**

Click here to enter text.

During the school year 2019-20, Jones Middle set about addressing the Improvement Priorities issued from the Kentucky Department of Education through the Diagnostic Review process. Specifically, implementing processes and procedures for organizational effectiveness, and implementing curricula based on high expectations to prepare students for the next level. We have made great progress in organizational improvements, and in teaching and learning. Though most often folks don’t wish for such a thing, we wish we had the opportunity to K-PREP test to demonstrate our growth this year; K-PREP being the greatest monitoring mechanism for our school per accountability.

Within the auspices of this School Improvement Funds Continuation Grant, our progress monitoring in year one will include the following for each of the line-items:

RtI Literacy interventionist (certified)

* + From the District, the Office of School and Systems Improvement (OSSI) has a reading and math coach, who are in Jones Middle School at least twice a week, and many weeks nearly every day, all day. In their capacities, they are ‘guides on the side’ providing instructive support and mentoring. They also support the formal coaching cycles following the Student Centered Coaching model. They interface with the Principal and the Instructional Leadership Team (ILT) on any concerns and needs.
	+ Within Jones, the Principal -- or their administrative proxy -- being charged with the Certified Evaluation Plan (CEP) will monitor and provide feedback per the Charlotte Danielson Framework of Teaching, and its four domains aptly framing a conversation around effective teaching and learning. Further, the Principal, and ILT progress monitors diagnostic assessments; we administer CASE, and STAR, and disaggregate data to determine growth.
	+ This role is a ‘big rock’ for Jones this upcoming school year, and in the years ahead to reduce the achievement gap. To support implementation and monitoring of this work, this Interventionist will be part an Intervention Family. This school year, as part of our transformation, we did a hard reset to the middle school Family model, and greatly improved culture, collegiality, and effectiveness amongst the ‘four core.’ Expanding on this will be the Intervention Family, which will meet as their own PLC, and have two building level Coaches actively supporting their capacities. There will be biweekly progress monitoring per the intervention programs -- ALEKS, Reading Plus, and Lexia. Moreover, benchmarking through an external reliable assessment -- like CASE and STAR -- will also be utilized to determine progress and additional supports for students.

Professional Learning Opportunities

* These funds will support teachers working with our Coaches -- both at the building, and District levels -- to follow our Professional Learning Plan, which includes an intensive focus on learning the architecture of the standards, standards deconstruction, assessment question identification and development, and intentional daily plans for high levels of student engagement around grade appropriate rigor; in other words, operationalizing the research of the Opportunity Myth. The outcomes of this work will be monitored through the PLCs, Common Unit Assessments, and diagnostic testing from external, reliable vendors.

EL para-educator:

* + From the District, the Director of Language Learners actively supports and monitors district-wide personnel and programs. Including facilitation of trainings, and site-visits. The Office of School and Systems Improvement (OSSI) also has an English Language Learner Coach, who is in Jones Middle School at least twice a week, and many weeks nearly every day, all day: in her capacities, she is a ‘guide on the side’ providing instructive support and mentoring, as well as interfacing with the Principal and the Instructional Leadership Team (ILT) on any concerns and needs.
	+ Within Jones, the Principal -- or their administrative proxy -- being charged with the Certified Evaluation Plan (CEP) will monitor and provide feedback per Classified Evaluation criteria. Further, the Principal, and ILT progress monitors diagnostic assessments; we administer CASE, and STAR, and disaggregate data to determine growth. Given the support of the first SIF grant, and the additional EL Certified teacher it provides, along with the capacity-building this role has provided this year with our school and district funded four EL Paraeducators, Jones was on-track to meet its’ State mandated goals in reading and math (see chart below).
* 
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	+ The Professional Learning Community (PLC) is where further progress monitoring occurs, both within the EL Para specific PLC, and when EL teachers push-in to PLCs with teachers in the four content areas. In this setting, grade level ILT are present -- in other words, an Administrator and Counselor -- in PLCs, actively monitoring the participation of teachers, as well as data and evidences of student learning.

Illustrative Mathematics and Amplify Science

* There is a clear expectation to teachers they facilitate a guaranteed and viable curriculum to students. Including grade level standards, high expectations, and intentional planning for student learning. To support this, the SIF-C will provide two evidence-based curricula for the next three years. Teachers will receive training from the resource provider, vendor. From there, the OSSI Coaches, and Jones Coaches will provide on-going support and monitoring of implementation. This will be done through PLCs, through Student Centered Coaching, stipend hours after school of more intensive professional learning and curriculum planning. Grade level administrators play a critical role as well in the CEP process, as well as overall support for teachers in fulfilling expectations. The Team and Family structure means there are two Science and Math teachers at each grade level, and they will meet everyday in PLC, to have a job-embedded learning experience around their students and the provided curriculum.

Student Chromebooks

* This past year, Jones implemented a full one-to-one model during the academic day. This was a great step forward for us in expanding the dynamism of learning opportunities within the classroom; whether it be Google Classroom, Edgenuity preventive credit recovery, Amplify Science phenomena-based role plays, and eventually Non-Traditional Instruction (NTI) during a pandemic. Our students and teachers rose to the occasion with each expectation. Next year, we will expand the role of Student Technicians (STs), who are scheduled in formal classes with our Library Media Specialist, along with the Instructional Technology Assistant (ITA), and will push-in to classes on a multi-week rotation and conduct a multipoint inspection of the Chromebook and its carrying device (the Jet Pack). Students will be provided feedback on their maintenance of devices, as well as PBIS awards points for fulfilling expectations. At the teacher level, our Coaches provide on-going Technology Tips in PLCs, and support the blended learning model, and most importantly when teachers reflect on their successes of student learning in a previous Unit of Study they make connections to the facilitation of learning through technology peer to peer. Our Library Media Specialist catalogues all Chromebooks through Destiny for monitoring of distribution. Given the District mandate for all rising 7th and 8th graders to keep their Chromebooks over the summer, we anticipate having to purchase additional to sustain our one-to-one model. We have maximized learning through the summer with our Focus program, and have five teachers reaching-out to our Novice and Apprentice students - and making themselves available to any student -- so as to ‘keep school open’ during this summer of the pandemic and mitigate the ‘summer slide.’

## Year Two Initiatives

1. Will your budget for Year Two change from Year One? Yes ☐ No ☐
	1. If you selected no, you do not need to complete the Year Two Initiatives’ section. Please note that you will still need to copy and paste applicable budgeted items into the Year Two Budget section found on pages 11-14 of this template. If you budgeted all awarded funds during Year One, you do not need to complete the budget section.
	2. If you selected yes, please move forward and complete steps two and three below.
2. **Year Two Initiatives:** Outline how the school intends to use the school improvement funds for the second year of the grant’s duration in the chart on the next page. In the **first column**, list the improvement priority outlined in your turnaround plan that will be addressed by the evidence-based practice in **column two**. If the evidence-based practice was not addressed in your turnaround plan, it cannot be funded by the school improvement funds. In **column three**, list all the resources necessary for the successful implementation of the evidence-based practice.  In **column four**, provide a brief explanation as to how/why each requested resource is needed for successful implementation of the evidence-based practice.

## Year Two Initiatives’ Chart

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| --- | --- | --- | --- |
| **School's Improvement Priority**List the school’s improvement priority that will be addressed by the evidence-based practice. | **Evidence-based Practice (EBP)** List the evidence-based practice (EBP) that will be used to address the improvement priority. **EBPs must also be documented in the Turnaround Plan.** | **Necessary Resources**List and number the resources necessary for implementation of the evidence-based practice that will be funded by school improvement funds. | **Explanation of Necessary Resources**Provide a brief explanation as to how/why each requested resource is needed for successful implementation of the evidence-based practice. When providing the brief explanation, ensure that these are numbered and match the items included in column three. |
| **Improvement Priority #1** Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1 | **Literacy RTI Interventionist**  | **1. Literacy Interventionist**· Participate in weekly PLC’s· Monitor data to determine ROI· Provide Tier 2 and Tier 3 instruction· Implement intervention program with fidelity | 1. The administration and the school leadership team determined a need to ensure a true RTI model is implemented with fidelity and monitored to support academic interventions for Tier 2 and Tier 3 students. The Literacy Interventionist, as a part of the Intervention Team, will monitor students in Tier 2 and Tier 3 using Reading Plus/PowerUP to track progress on meeting the rate of improvement (ROI) to close the GAP towards proficiency. Our needs assessment indicates that we have an inverted triangle with students one to three grade levels below and confirms the need for this intervention position.  |
| **Improvement Priority #1** Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1 | **Teaching Academic Content and Literacy to English Learners in Elementary and Middle School**Para-Educator will embed literacy intervention practices in core classes.  | 1. Para-Educator for English Language Learners | 1. Jones Middle School will be using school improvement funds to hire a full time EL para-educator to help support the focus on language and literacy skills needed for English learners. Jones Middle School is implementing an integrated and collaborative EL model that supports both newcomer ELL students and other EL students in small group resource settings and general core class collectively. Jones Middle School has a diverse language population with 13 different languages represented. This includes 17 new comers that have enrolled at Jones from out of the country within the last year, 116 Limited English Proficiency (LEP) students, 120 Reclassified Fluent English Proficiency (FREP) students, with 36 Fluent English Proficiency (FEP) students that has exited the 1-4 year monitoring window. This represents approximately 30 percent of our student population. Our needs assessment trend data from 2015-2019 in both reading and math, show less than 10 percent of EL students have scored at the proficient level. The para-educator will implement the four intervention practices and assist regular classroom teachers in making content comprehensible, providing structured opportunities for engaging students in academic discussions about the content, using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content. |
| **Improvement Priority #1** Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1 | **Professional Learning**Jones Middle School will be using flexible and targeted opportunities for Professional Learning to support the work of individual teachers and their Professional Learning Communities. | 1. Stipend for Professional Learning 2. Substitutes for Professional Learning  | 1. Jones Middle School will be using flexible and targeted opportunities for Professional Learning to support the work of individual teachers and their Professional Learning Communities beyond the school day. The additional time afforded by these stipends supports and extends the learning from the daily PLC, providing time for purposeful reflection, inquiry, and collaborative classroom learning. In addition to the improvement routine (Plan, Do, Study, Act), teachers will participate in differentiated professional learning opportunities. 2. Jones Middle School will be utilizing funds to provide release time for teachers to seek out professional learning around specific learning questions. As the PLCs plan, implement, and reflect on their curricula, they will determine critical and timely professional learning needs driven by student work analysis. The substitutes will allow for release time for teachers so they might participate in classroom-to-classroom study during the school day or attending outside professional development. |
| **Improvement Priority #2** Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7) | **Reading Plus/Power Up**  | **1. Chrome Books** | 1. To fully implement the intervention Reading Plus/Lexia PowerUP, Jones Middle School identified the need to purchase additional chrome books to support instruction in tier 2 and tier 3. Based upon projections of numbers from feeding elementary school the number of incoming 6th grade students will continue to increase. Therefore there is a need to purchase additional chrom books to support the continued intervention programs Reading Plus/PowerUP learning. Jones Middle School will continue to support with different funds chrome books to ensure that 7th and 8th grade students receiving interventions also have adequate access to reliable technology.   |
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| **MUNIS Code** | **Year Two Budget: Detailed Description of Activity (i.e. position titles, vendor names, proposed technology, etc.)** | **Amount Requested** |
| **110** | **Salary for RtI Literacy interventionist (certified)** | **$59,590.01** |
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| **113** | **Stipends for certified staff to be used for flexible and targeted professional learning opportunities outside of contract hours**  | **$10,999.25** |
| **120** | **Certified subs to be used during the instructional day for teachers to receive flexible and targeted professional learning opportunities** | **$3,999.00** |
| **130** | **Salary for EL para-educator (classified)** | **$18,828.23** |
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| **221** | **Social Security for EL para-educator (classified)** | **$1,167.35** |
| **222** | **Medicare for RtI Literacy interventionist (certified - $864.06), EL para-educator (classified - $273.01), certified subs ($57.99), and professional learning stipends ($159.49).** | **$1,354.55** |
| **231** | **KTRS for RtI Literacy interventionist (certified - $9,596.97), certified subs ($644.04), and stipends for professional learning stipends ($1,771.43)** | **$12,012.44** |
| **232** | **CERS for EL para-educator (classified)** | **$5,074.21** |
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| **294** | **Health insurance for RtI Literacy interventionist (certified)** | **$13,579.68** |
| **295** | **Life insurance for RtI Literacy interventionist (certified - $12.00) EL para-educator (classified - $12.00)** | **$24.00** |
| **296** | **State admin fees for RtI Literacy interventionist (certified - $99.36) and EL para-educator (classified - $99.36)** | **$198.72** |
| **297** | **HRA for EL para-educator (classified)** | **$2,100.00** |
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| **650** | **Funds to be used for student Chromebooks to support reading intervention**  | **$15,000.00** |
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| **810** | Click here to enter text. | **$**Click here to enter text. |
| **894** | Click here to enter text. | **$**Click here to enter text. |
| **Total Amount Requested for Year Two:** | **$143,927.44** |

## Year Two Budget

Include only those resources described in the chart above. The budget should not exceed the award amount. Details regarding how many, at what rate of pay, specific quantities, etc. should be included in the second column entitled, “Year Two Budget: Detailed Description of Activity”.

1. **Describe how the school will monitor the implementation and success of the Year Two initiatives funded by this grant.**

**Respond here:**

Click here to enter text.

Within the auspices of this School Improvement Funds Continuation Grant, our progress monitoring in year twp will include the following for each of the line-items:

RtI Literacy interventionist (certified)

* + From the District, the Office of School and Systems Improvement (OSSI) has a reading and math coach, who are in Jones Middle School at least twice a week, and many weeks nearly every day, all day. In their capacities, they are ‘guides on the side’ providing instructive support and mentoring. They also support the formal coaching cycles following the Student Centered Coaching model. They interface with the Principal and the Instructional Leadership Team (ILT) on any concerns and needs.
	+ Within Jones, the Principal -- or their administrative proxy -- being charged with the Certified Evaluation Plan (CEP) will monitor and provide feedback per the Charlotte Danielson Framework of Teaching, and its four domains aptly framing a conversation around effective teaching and learning. Further, the Principal, and ILT progress monitors diagnostic assessments; we administer CASE, and STAR, and disaggregate data to determine growth.
	+ This role is a ‘big rock’ to reduce the achievement gap. To support implementation and monitoring of this work, this Interventionist will be part an Intervention Family. Expanding on this will be the Intervention Family, which will continue to meet as their own PLC, and have two building level Coaches actively supporting their capacities. There will be biweekly progress monitoring per the intervention programs -- ALEKS, Reading Plus, and Lexia. Moreover, benchmarking through an external reliable assessment -- like CASE and STAR -- will also be utilized to determine progress and additional supports for students.

Professional Learning Opportunities

* These funds will support teachers working with our Coaches -- both at the building, and District levels -- to follow our Professional Learning Plan, and a continuation of our focus on learning the architecture of the standards, standards deconstruction, assessment question identification and development, and intentional daily plans for high levels of student engagement around grade appropriate rigor; in other words, operationalizing the research of the Opportunity Myth. The outcomes of this work will be monitored through the PLCs, Common Unit Assessments, and diagnostic testing from external, reliable vendors.

EL para-educator:

* + From the District, the Director of Language Learners actively supports and monitors district-wide personnel and programs. Including facilitation of trainings, and site-visits. The Office of School and Systems Improvement (OSSI) also has an English Language Learner Coach, who is in Jones Middle School at least twice a week, and many weeks nearly every day, all day: in her capacities, she is a ‘guide on the side’ providing instructive support and mentoring, as well as interfacing with the Principal and the Instructional Leadership Team (ILT) on any concerns and needs.
	+ Within Jones, the Principal -- or their administrative proxy -- being charged with the Certified Evaluation Plan (CEP) will monitor and provide feedback per Classified Evaluation criteria. Further, the Principal, and ILT progress monitors diagnostic assessments; we administer CASE, and STAR, and disaggregate data to determine growth. Given the support of the first SIF grant, and the additional EL Certified teacher it provides, along with the capacity-building this role has provided this year with our school and district funded four EL Paraeducators, Jones was on-track to meet its’ State mandated goals in reading and math.
	+ The Professional Learning Community (PLC) is where further progress monitoring occurs, both within the EL Para specific PLC, and when EL teachers push-in to PLCs with teachers in the four content areas. In this setting, grade level ILT are present -- in other words, an Administrator and Counselor -- in PLCs, actively monitoring the participation of teachers, as well as data and evidences of student learning.

Student Chromebooks

* The role of Student Technicians (STs), who are scheduled in formal classes with our Library Media Specialist, along with the Instructional Technology Assistant (ITA), and will push-in to classes on a multi-week rotation and conduct a multipoint inspection of the Chromebook and its carrying device (the Jet Pack). Students will be provided feedback on their maintenance of devices, as well as PBIS awards points for fulfilling expectations. At the teacher level, our Coaches provide on-going Technology Tips in PLCs, and support the blended learning model, and most importantly when teachers reflect on their successes of student learning in a previous Unit of Study they make connections to the facilitation of learning through technology peer to peer. Our Library Media Specialist catalogues all Chromebooks through Destiny for monitoring of distribution.

## School Personnel Details

Please list the staff funded by school improvement funds. Staff must be directly connected to evidence-based practices included in the turnaround plan. Funds may only be used to support staff during the time in which they administer evidence-based practices. Headcount numbers must be whole numbers and headcounts must be greater than or equal to the FTE for each category.

|  |
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| **Schoolwide Instruction and Support Staff Funded by SIF** |
| **Category** | **Headcount** | **Full Time Equivalency (FTE)** |
| Coaches/Consulting Teachers |  |  |
| Instructional Paraprofessionals | 1.0 | 1.0 |
| Non-instructional Paraprofessionals |  |  |
| Instructional Facilitators |  |  |
| Parent Involvement  |  |  |
| Program Coordinator |  |  |
| Other (Specify): Literacy RTI Interventionist  | 1.0 | 1.0 |
| **TOTAL:** | 2.0 | 2.0 |

## Supporting Documentation

In addition to the CSI principal completing the pages of this template and an approved user completing the formal application in GMAP, the following must be uploaded in GMAP as supporting documentation:

1. Approved CSI Turnaround Plan
2. Signed *Principal Assurance*

## Principal Assurance

My signature indicates the contents of this application align to the approved CSI Turnaround Plan and the evidence-based practices included in this grant are intended to increase student achievement in my school.

I also acknowledge that this application was a collaborative effort amongst the school’s staff, Advisory Leadership Team (ALT), and/or Turnaround Team.

Ryan Montgomery
Signature

6/3/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Date

## Submission

Once you have completed the entire application and all awarded funds have been budgeted, please submit this application to your LEA representative responsible for entering the information into GMAP. In addition to submitting the application with your signed Principal Assurance, you will also need to include the CSI Turnaround Plan, as well. The LEA representative will ensure the contents of the application are included in GMAP and will also upload all supporting documentation. Please allow several weeks for the KDE to process all applications submitted in GMAP.