

District Application for School Improvement Funds

Section 1003 of the Every Student Succeeds Act (ESSA)

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).

LEAs may use Section 1003 funds for any activity that it determines, and the Kentucky Department of Education agrees, will help a school identified for CSI to improve student outcomes within the school. For example, an LEA may use Section 1003 funds 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 Comprehensive School Improvement Plan (CSIP).

Within the application, an LEA **must** include evidence-based interventions. 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](#).

To be considered for the funds, LEAs must complete the attached application and submit it by email to Natasha.napier@education.ky.gov. The deadline for submitting the application is **May 1, 2019**.

LEAs, with input from the school's principal and Advisory Leadership Team and/or Turnaround Team, must establish a budget/plan not to exceed \$250,000 for **each** school in the district identified for Comprehensive Support and Improvement (CSI).

LEAs will be notified of awards around July 1, 2019 and school improvement funds awarded through this application process must be spent by September 30, 2021.

For questions regarding the application, please contact Natasha Napier by email at Natasha.napier@education.ky.gov or by phone at (502) 564-3791 Ext. 4010.

District Application for School Improvement Funds

Section 1003 of the Every Student Succeeds Act (ESSA)

District: Breathitt County

Identified School(s): Sebastian Middle School (Breathitt High School)

District Contact Name: Phillip Watts

District Contact Phone: 606-666-2491

District Contact Email: phillip.watts@breathitt.kyschools.us

Part I: Introduction

The Every Student Succeeds Act (ESSA) requires states to reserve funds from their Title I, Part A allocations for school improvement efforts for schools identified for comprehensive or targeted support and improvement. Federal statute requires grants be awarded for a period not to exceed four years and for states to prioritize awards to districts that—

- (1) serve high numbers, or a high percentage of, elementary schools and secondary schools identified for comprehensive and targeted support;
- (2) demonstrate the greatest need for such funds, as determined by the State; and
- (3) demonstrate the strongest commitment to using funds under this section to enable the lowest-performing schools to improve student achievement and student outcomes.

Districts are required to adhere to the assurance and respond to the application components below as detailed in ESSA Section 1003.

Part II: District Assurance

With the submission of this application, the district agrees to the following assurance:

As required in ESSA Section 1003(e)(2) the district assures that each school the district proposes to serve will receive all of the State and local funds it would have received in the absence of school improvement funds.

Part III: Application for Funding

Directions: Using the space below each question, address each of the following required application components. Describe how the district will carry out its responsibilities under ESSA Section 1111(d) for the school receiving funds. Address each of the following requirements:

- 1. How will the district work with the school and shareholders (including principals and other school leaders, teachers and parents) to develop and implement comprehensive support and improvement plans for the school receiving funds?**
 - a. Describe how the plan was informed by the following indicators at a minimum:**
 - i. academic achievement as measured by proficiency on annual state assessments;**
 - ii. for elementary and secondary schools which are not high schools, a measure of student growth or another valid and reliable statewide indicator that allows for meaningful differentiation in school performance;**
 - iii. for high schools, the four-year adjusted cohort graduation rate;**
 - iv. for all identified schools, progress in achieving English Language proficiency in each of grades 3-8 and for the grade in which English Learners are assessed in grades 9-12;**
 - v. for all identified schools, at least one indicator of school quality or student success; and**
 - vi. Optional measures: student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate and safety.**

Respond here:

1. In order to create an environment in which the school turnaround plan can be meaningfully implemented, the district will actively participate in collaborative sessions to develop and implement a comprehensive support and improvement plan for the school with the goal of improving student outcomes. The district will participate in school level plan development meetings to provide feedback and to ensure that the process for plan development includes long term goals for student performance, evidence-based interventions, a needs assessment, and identification of resource inequities. Following approval of the plan by school, district and state agencies, district participation will include, but not be limited to, working with the school to develop and monitor 30-60-90 day plans.

As a way to both support and monitor progress and as an added level of support to the current system, the district will develop a protocol by which school leadership will share strategy implementation updates and progress toward goals with the superintendent and district instructional staff in a face-to-face setting on a monthly basis (status updates). During the status updates, the district and school team will collaborate to address any identified areas for improvement (using a Plan-Do-Study-Act (PDSA) model) and to recognize any areas for celebration. In order to facilitate continuous improvement, progress data toward goals will also be kept and shared electronically so that feedback and support can be provided in the time between status updates.

- a. In order to develop the plan, the school has undergone a thorough process for data analysis that included review of data by content area Professional Learning Communities (PLCs), grade span groups (middle school and high school), Improvement Priority (IP) committees, and the administrator team (A-team). During these sessions, certified staff reviewed data for trends, discrepancies, areas for celebration and areas for improvement. Data reviewed included proficiency and growth data from state assessment results, attendance data, behavior data, and safety data. Additionally, stakeholders considered perception survey results from staff, parents, and students when developing the turnaround plan. Staff examined and developed practices, processes and conditions in the turnaround plan with the six Key Core Work Processes (KCWPs) in mind to ensure that elements of the plan were strategically selected to promote student achievement and a continuous improvement mindset. While all KCWPs are referenced in the plan, the Evidence Based Practices (EBPs) selected for inclusion in the turnaround plan most closely reflect the following KCWPs: Design and Deploy Standards, Design and Deliver Instruction, and Review, Analyze and Apply Data. These KCWPs were identified through the needs assessment process as those representing the areas of greatest need for the school.

A process for information sharing and input opportunities was developed that utilized **all** school level certified staff, school leadership and district curriculum staff participation. Participants collaborated in one of three improvement priority committees and then shared information from those sessions with their content area professional learning community and gathered feedback to take back to inform strategy development for that goal. Because each content area was represented in each improvement priority committee, this process provided an opportunity for all staff to be informed of and to provide input on each of the improvement priority areas.

- i. Academic achievement as measured by proficiency on annual state assessments:
 - Examination and analysis of proficiency data on the annual state assessment for grades 7 and 8 showed that no delivery targets for 7th and 8th grade were met in Reading, Math, Writing, and Social Studies.
 - In Reading, 47.6% of all 7th and 8th grade students and 39.3% of students with disabilities achieved proficiency, while 27.5% of all students and 35.7% of students with disabilities scored Novice.
 - In Mathematics, 29% of all 7th and 8th grade students and 10.7% of students with disabilities achieved proficiency, while 22.3% of all students and 21.4% of students with disabilities scored Novice.
 - In Writing, 8th grade students showed an overall decrease of 4.6% in proficiency in On Demand Writing on KPREP from 2017 to 2018. Additionally, 8th grade students with disabilities increased 11.5% in On Demand Writing on the Kentucky Performance Rating for Educational Progress (KPREP) tests. Every subgroup of 8th grade students (except students with disabilities) showed 2-3% increase of Novice in On Demand Writing on KPREP tests.
 - In Social Studies, 35.8% of all 8th grade students and 29.4% of students with disabilities achieved proficiency, while 16.4% of all 8th grade students and 5.9% of students with disabilities score Novice.

- In Science, 11.1% of all 7th grade students and 27.3% of students with disabilities achieved proficiency, while 28.9% of all 7th grade students and 27.3% of students with disabilities scored Novice.
- ii. For elementary and secondary schools which are not high schools, a measure of student growth or another valid and reliable statewide indicator that allows for meaningful differentiation in school performance
 - 77.5% of math students and 55.1% of reading students in grades 7 & 8 were designated as “Less than Catch Up.” Of those students included in the Consolidated gap group, 93.3% of math students and 63.3% of reading students were designated as “Less than Catch Up.”
- iii. For high schools, the four-year adjusted cohort graduation rate
 - N/A, Sebastian Middle School housed Grades 7 and 8
- iv. For all identified schools, progress in achieving English Language proficiency in each of grades 3-8 and for the grade in which English Learners are assessed in grades 9-12
 - N/A, 0 English Language Learners were assessed at Sebastian Middle School in 2018
- v. For all identified schools, at least one indicator of school quality or student success
 - For the 2017-2018 school year, attendance data show that 28.7% of students (89 out of a total population of 310) were chronically absent. Furthermore, 30.6% of students with disabilities and 30.7% of economically disadvantaged students were chronic absentees.
- vi. Optional measures: student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate and safety
 - School safety data from the 2017-2018 school year indicate that 22.4% of students (70 total students) have been involved in a total of 134 behavior events. Discipline resolution data indicate that 61 total students were involved in 106 behavior events that resulted in In-School Removal while 25 students were involved in 39 total events that resulted in Out-of-School Suspensions.

b. Describe how the plan was developed based on a needs assessment.

Respond here:

As part of the process of plan development, the school and district completed a needs assessment as part of the comprehensive school/district improvement planning process. Additionally, following feedback from the diagnostic review, staff collaborated to identify and discuss further needs.

Effective, rigorous and differentiated core instruction was identified to be an area of focus in the plan based on the percentage of students scoring proficient/distinguished in reading, math, writing, social studies and science. In order to address this need, Sebastian Middle School

(Breathitt High School) will use multiple methods to ensure fidelity and effectiveness of standards-based learning targets, success criteria and clearly communicating learning intention implementation within Direct Explicit Instruction (DEI EBP). Sebastian Middle School (Breathitt High School) will use multiple methods to ensure fidelity and effectiveness of curricular and instructional adjustments based on assessment data and problem of practice implementation into the PLC protocol and daily lesson planning. PLCs will document data analysis and discussions on the problem of practice (PLC EBP).

Eleot observations indicated a concern related to the effective use of daily formative assessments to monitor student progress and a lack of expectations for students to monitor to their own progress. Sebastian Middle School (Breathitt High School) will use multiple methods to ensure fidelity and effectiveness of formative assessment practices within the DEI model. The Classroom Core Instruction Diagnostic and School-wide Core Instruction Diagnostic Tool (provided by the Novice Reduction for Gap Closure Initiative) will be utilized to establish a baseline and performance trajectory (Formative Assessment EBP).

Sebastian Middle School (Breathitt High School) utilized John Hattie's research to identify 10 essential strategies that must be addressed throughout the school in order to positively impact student learning. Year 1 will include professional learning and implementation of the 5 most urgent needs, with the remaining 5 being phased in in Year 2 and beyond (Evidence-Based Instructional Strategies EBP). Due to the intense need for additional support for teachers serving grades 7 and 8, a need for access to an Instruction/Curriculum coach to directly support those grade levels in this work was identified.

c. Describe the resource inequities that were identified, which may have included a review of local educational agency and school level budgeting.

Respond here:

The Breathitt County School District, through the budget planning process, has worked strategically to ensure that funding inequities did not occur; however, upon examination of the opportunity and access to arts programming, 8th grade courses for high school credit, and Career Technical Education (CTE) courses, it was determined that in order to provide more equitable access to these opportunities that the Sebastian Middle School should be merged with Sebastian Middle School (Breathitt High School). Additionally, in an effort to target academic areas with low proficiency scores, the district continued the 21st Century Community Learning Center program (21st CCLC) following the merge and applied for (and received) Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Shaping Our Appalachian Region (SOAR) funds to provide academic interventionists and college/career navigators to work directly with students. Americorps tutors have also been added during the current school year to provide additional support with interventions. The Striving Readers Comprehensive Literacy grant (including a district-wide Literacy Coach) and a district level Curriculum Specialist added during the current school year have also provided additional resources and support for teachers and students in grades 7 and 8.

During the development of the plan, a significant need to provide targeted support for grades 7 & 8 at Sebastian Middle School (Breathitt High School) was identified. Following budgetary conversations and planning, it was determined that the district Literacy Specialist would allocate additional time at BHS, but also that an Instruction/Curriculum coach dedicated to the school would have a significant impact on teaching and learning, particularly as the school curriculum has undergone significant revision and in light of the new standards recently released.

Additionally, it has been determined that staff would benefit from more focused professional learning opportunities, including site visits to high performing classrooms in other schools.

d. Describe how the district will include the use of evidence-based interventions as defined by Section 8101(21)(A) of the Every Student Succeeds Act. Include in your description the process used to evaluate the evidence.

- ☐ We completed and attached the guiding document "[Empowered by Evidence: Reviewing Evidence Under ESSA.](#)"
- ☒ We reviewed evidence on our own and will [complete a narrative](#) in the application.

Evidence Citation:

Refer to evidence narratives are included as attachments to this application.

Evidence Narrative:

The evidence narratives are included as attachments to this application. Please review the Formative Assessment EBP, the DEI LT EBP, the EBP - Evidence Based Instructional Strategies, and the PLC EBP attachments for additional information.

e. Describe how the plan was approved by the school and district prior to submission to the state.

Respond here:

With removal of the Site-Based Decision Making Council authority per section 8 of 703 KAR 5:280, an Advisory Leadership Team was formed and is chaired by the district Superintendent. Prior to submission to the district for approval, the school involved all certified staff in the development of the plan and approval by consensus was reached among the staff. This consensus was reached through a series of improvement priority committee meetings and feedback opportunities through professional learning communities and shared documents. District curriculum and instruction staff participated in the improvement priority committee meetings to provide support and feedback during the plan development process.

The Superintendent presented the turnaround plan to the Breathitt County Board of Education, which then reviewed and approved the turnaround plan for Sebastian Middle School (Breathitt High School) at its regularly scheduled meeting on March 26, 2019.

- 2. Describe how the district will monitor the progress of the school receiving funds or services. Describe the actions the district will take if the implementation of the plan is unsuccessful, in order to prevent the school from continuing the progression as a Comprehensive Support and Improvement school. Describe the timeline in which this monitoring and actions will take place.**

Respond here:

In order to both monitor and support the progress of Sebastian Middle School (Breathitt High School), the district will provide regular opportunities for professional learning in support of the plan's goals, timely and actionable feedback via the district Feedback and Support visit process, and dedicated time and support for data analysis from classroom and benchmark assessments. District Feedback and Support visits occur on a monthly basis, as do Superintendent-led principals' meetings. District staff also attend school PLCs each week to provide feedback, support, and opportunities for two-way communication.

In order to supplement the support already provided, the district will also monitor 30-60-90 day plans in two ways: through participation in Administrative Team (A-team) meetings at the school where the plans are discussed and through the sharing of the plan via Google Docs so that feedback can be provided on progress toward meeting goals. During A-team meetings, school and district leadership will monitor progress data and collaborate to make any mid-course corrections based on progress toward goals and to address any barriers to success for students and teachers. As part of these collaborative conversations, the district will support school leadership in developing and implementing a PDSA to prioritize and support initiatives, processes or practices and communicating this information with stakeholders. Furthermore, the district will allocate a specified amount of time per day during which the Literacy Specialist at the district level will directly support teachers serving grades 7 and 8.

As part of our grant application, the district also proposes placing a full time Instructional/Curriculum Coach in the school to work with teachers of grades 7 and 8. This staff person will be provided with training in supporting turnaround efforts and in coaching adult learners; the coach will provide continuous support and serve as a liaison between the school and district.

Additionally, the district will support the school in establishing, implementing and evaluating systems and processes that support the school's goals. Using data analysis provided via A-team meetings, the district will refine or focus supports so that areas of greatest need are addressed and so that adequate resources are provided in support of turnaround efforts. Intensive needs assessments will be conducted at regular intervals, to align with the monitoring of the school 30-60-90 day plans and constant monitoring of data to evaluate impact of turnaround plan strategies.

If at any time during this process the school is not making sufficient progress toward goals, the district will develop and implement a PDSA to track the progress of initiatives, processes, and

practices toward goals. If these are not on track, the district would provide more intensive support such as an increase in feedback on systems in place within the school, followed by focused professional learning opportunities to target areas not meeting projected targets. Additional coaching will be provided to school leadership focused on necessary competencies for leading turnaround efforts.

3. Describe the rigorous review process the district will use to recruit, screen, select, and evaluate any external partners with whom the district will work.

Respond here:

In order to recruit, screen, select and evaluate external partners with whom we will work, the district will create a rubric to assist in determining whether potential partners meet the evidence-based requirements of ESSA and have the necessary expertise in the targeted area to provide meaningful support in turnaround efforts. District and school leadership will collaborate to evaluate potential partners based on the criteria set forth by the rubric prior to incorporating the external partner into turnaround efforts/plans. The rubric will examine areas such as (but not limited to) credentials of individuals with whom the school will directly work, evidence of success with schools with similar demographics, professional learning and follow-up support provided, and alignment with turnaround/school improvement goals.

4. Describe how the district will align other Federal, State, and local resources to carry out the activities supported with these funds.

Respond here:

Through collaborative planning among federal, state and local program coordinators, the district will ensure that funds are allocated in support of all turnaround plan goals without violation of the supplement/supplant requirement. The district will also plan for sustainability for strategies positively impacting student learning once the grant is concluded.

In addition to SIF (School Improvement Funds), the district will coordinate Title I, Title II, Novice Reduction (if available), Striving Readers, GEAR UP and 21st CCLC funds to carry out activities in support of school turnaround efforts. Currently, Title I funds provide support to the school such as staffing, instructional resources and instructional field trips. Title II funds provide support such as staffing and professional learning. Novice Reduction funds have been used to provide reading and math intervention programs; in the absence of these funds, these programs would be provided through SIF, with sustainability built into the budget (100% from SIF in Year 1; 50% from SIF and 50% from district funds in Year 2; 100% district funds in Year 3). Striving Readers funds are used to supplement resources and professional learning in regard to literacy while GEAR UP provides access to academic interventionists and college/career navigators who work directly with students. The 21st CCLC funds provide for after school programming, including tutoring and enrichment activities. SIF funds will be used to support teachers in professional learning and with access to resources that are otherwise not provided by existing funding sources.

5. Describe how the district will work with the identified school to modify practices and policies to provide operational flexibility that enables full and effective implementation of its comprehensive support plan.

Respond here:

In order to provide for targeted support in the implementation of the turnaround plan, the district will collaborate with school leadership to prioritize initiatives so that those that are shown to be the most impactful can take precedence. The Superintendent has already established an Advisory Leadership Council to provide opportunities for collaboration and input as well as to support the monitoring process.

The district will establish a system for reviewing requests for modification to policies and practices that will examine whether existing policies impede progress of the school toward turnaround plan goals and whether the proposed modifications would allow for continuous improvement. Policies or practices such as those related to curriculum and instruction, professional learning, leadership and governance may be considered for modification. Proposals for modification to existing practices and policies must be based on needs assessments using current, valid data and incorporate evidence-based strategies into (or in place of) existing processes and practices. The review process would include analysis of proposed changes for alignment to turnaround plan and would allow for modification to existing budgets and resource allocations to address identified needs.

6. _____ School Budget Narrative – Year One: Describe how the school intends to use the school improvement funds for the first year of the grant’s duration.

Respond here:

Sebastian Middle School (Breathitt High School) proposes using the school improvement funds for the first year of the grant to create a sustainable Instruction/Curriculum coach position, to provide and support teachers in participating in targeted professional learning to address areas of need, to establish/enhance systems for data use and analysis, to promote authentic, engaging learning experiences for students and to clarify and communicate the vision, mission and beliefs of the school.

The Year 1 proposal includes 100% of the Instructional/Curriculum Coach salary + fringe (with sustainability being achieved by gradually reducing the amount paid by grant funds to 50% from SIF & 50% district funds in Year 2 and 100% district funds in Year 3+). The coach would focus his/her work with those teachers serving students in grades 7 and 8 and would be expected to provide support for curriculum and instruction to BHS by consulting with teachers, locating materials, connecting teachers with curriculum support, and informing teachers of staff development opportunities, to provide formal and informal professional development to other educators and administrators, to analyze and interpret curriculum-based data to improve student outcomes and overall program effectiveness. Additionally, the coach would be

expected to assist the principal and district leadership to: Collect and complete required reports on programs and services for students; Support teachers in administering and interpreting assessments; Analyze and support teachers in analyzing student test data; Review and recommend educational materials; Observe work of teaching staff to evaluate performance, and to recommend changes that could strengthen teaching skills; Develop procedures for teachers to implement curriculum; Train teachers and other instructional staff in new content or programs; Mentor or coach teachers to improve their skills and Participate in activities which lead to continued professional growth including (but not limited to) general education professional development, professional learning conferences, coaching training, etc.

In order to promote continued growth of teachers, we also propose utilizing grant funds to support professional learning conferences/experiences by providing professional learning stipends and travel expenses, by allocating funding to cover costs associated with site visits for peer/master teacher observations, an allocation for substitutes for certified staff (to be utilized to allow certified staff to participate in coaching opportunities, peer walks, site visits, professional learning (PL), etc.) and to add resources to the school professional learning library. We wish to supplement the professional development plan at BHS with two book studies, selected based on their alignment to identified needs within the school: *Learning Targets: Helping Students Aim for Understanding in Today's Lesson* by Moss and Brookhard and *Embedded Formative Assessment* by Dylan Wiliam. As a way of building teacher leadership capacity, promoting two way communication, and establishing/maintaining systems of support for this learning, PLC leads will be selected through an application process, which will include a well-defined job description, expectations, and protocols that will be followed. These PLC leads will provide support for teachers in their respective groups and will participate in planning, implementation, and monitoring efforts for turnaround plan activities and strategies.

To promote a deeper analysis and transparent use of data to drive instruction, we will provide data notebooks for teachers and students, PLC notebooks, and Pocket Holders for teacher doors to place lesson plans, etc. (Admin can pick up lesson plans when entering room for observation and return upon leaving room).

In order to unite all of our systems under a common goal, we also request funds to allow for development of an updated Vision, Mission and Belief statement that reflects the new configuration of Sebastian Middle School (Breathitt High School) into a grades 7-12 facility. Stakeholders will go through a process for developing these statements, and grant funds would be used in support of the work sessions as well as for publishing updated banners to communicate the vision, mission and belief statements. Along those same lines, we would also request funding to provide supplemental Positive Behavior Intervention System (PBIS) resources, posters and banners that could be displayed in the school. The PLC leads previously discussed would be a critical piece of the work of promoting and supporting the vision, mission, beliefs and PBIS work of the school. Additionally, we would like to utilize grant funds to intentionally plan, support, and promote events that would lead to increased parental involvement.

To enhance student engagement and student learning, we would like to supplement instructional resources for grades 7 and 8 classrooms by purchasing items such as (but not limited to) Math Manipulatives for Concrete- Representational-Abstract (CRA) model and Science Lab Materials as well as providing site licenses for Reading Plus, Lexia PowerUp, and ALEKS. These site licenses would support the intervention system at the school.

These resources will allow us to both improve/refine existing systems and to create additional systems within the school that will lead to sustainable, increased learning outcomes for students.

Budget – Year One

Requested purchases should be described. Base the budget on a total \$250,000 grant award.

MUNIS Code	YEAR 1 BUDGET	
	Brief Description of Activity (i.e. position titles, vendor names, proposed technology, etc.)	Amount Requested
110	Base Salary for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (based on Rank I with 10 years experience) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$56,333
111	35 extended days for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$10,657.59
113	Stipends for certified staff <ul style="list-style-type: none"> ● Stipends to support teacher learning associated with book studies (This time is beyond the required 24 professional development hours.) \$12,000 <ul style="list-style-type: none"> ○ 2 book studies x 6 hours x 50 teachers x \$20 per hour = \$12,000 ● Stipends for PLC leads \$9,000 <ul style="list-style-type: none"> ○ 6 PLC leads x \$1500 	\$21,000
120	Certified substitutes for certified staff to attend professional learning opportunities such as (but not limited to): <ul style="list-style-type: none"> ● Professional learning conferences ● Site visits 	\$5,000

2018-2019 | District Application for School Improvement Funds

	<ul style="list-style-type: none"> • Peer walks • Coaching opportunities 	
211	<p>Life Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (\$1.80) per month</p> <p>(100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)</p>	\$21.60
212	<p>Health Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (Based on \$1131.64/month for family plan)</p> <p>(100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)</p>	\$13,579.68
222	<p>Employer Medicare Contribution for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (1.45%)</p> <p>(100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)</p>	\$971.36
233	<p>TRS for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (3%)</p> <p>(100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)</p>	\$2,009.72
250	<p>Unemployment Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (1% up to \$60)</p> <p>(100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)</p>	\$60
260	<p>Workmen's Compensation Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (0.46%)</p> <p>(100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)</p>	\$308.16
295	<p>Federally Funded Life Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (\$1.00 per month)</p> <p>(100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)</p>	\$12.00

296	<p>Federally Funded State Administration Fee for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (\$8.28 per month)</p> <p>(100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)</p>	\$99.36
338	<p>Registration fees for professional learning conference(s) for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) and other certified leadership/staff such as (but not limited to):</p> <ul style="list-style-type: none"> Continuous Improvement Summit \$700 <ul style="list-style-type: none"> Registration \$140 per person x 5 people = \$700 Making Math Magic \$2000 <ul style="list-style-type: none"> Training fee \$1000/day x 2 days 	\$5,000
552	PBIS posters; Vision, Mission, Belief banners	\$5,000
580	<p>Travel for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) and additional leadership/certified staff to attend professional learning conferences, site visits, etc. such as (but not limited to):</p> <ul style="list-style-type: none"> Continuous Improvement Summit \$1,425 <ul style="list-style-type: none"> Travel (lodging, mileage, meals) Approximately \$285 per person (\$90 meals + \$70 mileage + \$125 lodging) x 5 people = \$1,425 	\$3,500
610	Materials to create and maintain data notebooks for teachers and students; pocket holders for teachers' doors to place lesson plans, etc.; supplies for parent involvement events	\$5,000
643	<p>Two Texts for staff book study + professional learning resources (\$3,790):</p> <ul style="list-style-type: none"> Learning Targets Helping Students Aim for Understanding in Today's Lesson. Moss and Brookhard (50 copies @ \$29.95 each = \$1,497.50) Embedded Formative Assessment. Dylan Wiliam (50 copies @ \$35.95 each = \$1,797.50) <ul style="list-style-type: none"> Embedding Formative Assessment Professional Development Pack (A Two-Year Professional Development Pack 	\$4,290

	for Schools and Colleges: Teacher Learning Communities in Action) \$495.00 • Other books for professional library \$1500	
644	Math manipulatives; Science Lab materials	\$5,000
650	• Reading Plus unlimited student usage single school site, Medium School Jr/Sr. Combined - \$12,000 • Lexia Learning PowerUp \$4,500 • ALEKS school site license \$4,250 (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$20,750
Total Amount Requested for Year 1:		\$158,592.47

7. School Budget Narrative – Year Two: Describe how the school intends to use the school improvement funds for each year of the grant’s duration.

Respond here:

The Year 2 proposal includes 50% of the Instructional/Curriculum Coach salary + fringe (with sustainability being achieved by reducing the amount paid by grant funds to 50% from SIF & 50% district funds in Year 2 to 100% district funds in Year 3+). The coach would continue to focus his/her work with those teachers serving students in grades 7 and 8 and would be expected to provide support for curriculum and instruction to BHS by consulting with teachers, locating materials, connecting teachers with curriculum support, and informing teachers of staff development opportunities, to provide formal and informal professional development to other educators and administrators, to analyze and interpret curriculum-based data to improve student outcomes and overall program effectiveness. Additionally, the coach would be expected to assist the principal and district leadership to: Collect and complete required reports on programs and services for students; Support teachers in administering and interpreting assessments; Analyze and support teachers in analyzing student test data; Review and recommend educational materials; Observe work of teaching staff to evaluate performance, and to recommend changes that could strengthen teaching skills; Develop procedures for teachers to implement curriculum; Train teachers and other instructional staff in new content or programs; Mentor or coach teachers to improve their skills and Participate in activities which lead to continued professional growth including (but not limited to) general education professional development, professional learning conferences, coaching training, etc.

In order to promote continued growth of teachers, we also propose utilizing grant funds to support professional learning conferences/experiences by providing professional learning stipends (including that for PLC leads) and travel expenses, by allocating funding to cover costs associated with site visits for peer/master teacher observations, an allocation for substitutes for certified staff (to be utilized to allow certified staff to participate in Coaching opportunities, peer walks, site visits, PL, etc.) and to add resources to the school professional learning library. We also propose providing resources for the continuation of the digital programs in Year 1 (with sustainability being achieved by reducing the

amount paid by grant funds to 50% from SIF & 50% district funds in Year 2 to 100% district funds in Year 3+) and for the data notebooks for students and teachers as well as PLC notebooks for teachers.

Budget – Year Two

Requested purchases should be described. Base the budget on a total \$250,000 grant award.

MUNIS Code	YEAR 2 BUDGET Brief Description of Activity (i.e. position titles, vendor names, proposed technology, etc.)	Amount Requested
110	Base Salary for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (Based on Rank I with 10 years experience) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$28,166.50
111	35 extended days for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$5,328.80
113	Stipends for certified staff <ul style="list-style-type: none"> Stipends to support teacher learning associated with book studies (This time is beyond the required 24 professional development hours.) \$12,000 <ul style="list-style-type: none"> 2 book studies x 6 hours x 50 teachers x \$20 per hour = \$12,000 Stipends for PLC leads \$9,000 <ul style="list-style-type: none"> 6 PLC leads x \$1500 	\$21,000
120	Certified substitutes for certified staff to attend professional learning opportunities such as (but not limited to): <ul style="list-style-type: none"> Professional learning conferences Site visits Peer walks Coaching opportunities 	\$5,000
211	Life Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (\$1.80 per month) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$10.80

2018-2019 | District Application for School Improvement Funds

212	Health Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (Based on \$1131.64/month for family plan) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$6,789.84
222	Employer Medicare Contribution for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (1.45%) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$485.68
233	TRS for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (3%) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$1,004.86
250	Unemployment Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (1% up to \$60) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$30
260	Workmen's Compensation Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (0.46%) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$154.08
295	Federally Funded Life Insurance for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (\$1.00 per month) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$6.00
296	Federally Funded State Administration Fee for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) (\$8.28 per month) (100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)	\$49.68
338	Registration fees for professional learning conference(s) for Instruction/Curriculum Coach @ Sebastian Middle	\$4,000

	<p>School (Breathitt High School) and other certified staff such as (but not limited to):</p> <ul style="list-style-type: none"> Continuous Improvement Summit <ul style="list-style-type: none"> Registration \$140 per person x 5 people = \$700 Making Math Magic \$2000 <ul style="list-style-type: none"> Training fee \$1000/day x 2 days 	
580	<p>Travel for Instruction/Curriculum Coach @ Sebastian Middle School (Breathitt High School) and additional leadership/certified staff to attend professional learning conferences, site visits, etc. such as (but not limited to):</p> <ul style="list-style-type: none"> Continuous Improvement Summit \$1,425 <ul style="list-style-type: none"> Travel (lodging, mileage, meals) Approximately \$285 per person (\$90 meals + \$70 mileage + \$125 lodging) x 5 people = \$1,425 	\$4,000
610	Materials to create and maintain data notebooks for teachers and students; pocket holders for teachers' doors to place lesson plans, etc.; parent involvement events	\$3,000
643	<ul style="list-style-type: none"> Texts for staff book study Other books for professional library 	\$2,000
650	<ul style="list-style-type: none"> Reading Plus unlimited student usage single school site, Medium School Jr/Sr. Combined - \$12,000 Lexia Learning PowerUp \$4,500 ALEKS school site license \$4,250 <p>(100% from SIF in Year 1; 50% from SIF & 50% district funds in Year 2; 100% district funds in Year 3+)</p>	\$10,375
Total Amount Requested for Year 2:		\$91,401.24

----- END OF APPLICATION -----