

## 2022-23 School Improvement Funds Template

School: Freedom Elementary School

Principal: Leslie Lancaster

Total School Enrollment: 585

Total Award Amount: \$355,952

### **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) may award funds to local educational agencies (LEA) to implement support and improvement activities in those schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI).

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 or ATSI to improve outcomes for students. For example, Section 1003 funds may be used to implement interventions aimed at improving the school, such as professional development for both core content and resource teachers, tutoring opportunities to increase student achievement, or a combination of activities. The activities supported with school improvement funds **must** be consistent with a school's needs assessment, most recent Two-Day Review progress monitoring report, and its Comprehensive School Improvement Plan (CSIP) and embedded turnaround or ATSI improvement 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). Level IV evidence-based interventions previously approved within your Comprehensive School Improvement Plan (CSIP) may not be funded with school improvement funds. For additional information regarding evidence-based practices, please consult the [Evidence-based Practices website](#).

The school's principal, with input from the CSI school's Advisory Leadership Team and/or Turnaround Team or the ATSI school's School-Based Decision Making (SBDM) council, as well as input from the LEA, must establish a budget/plan not to exceed the award amount. Each identified 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 eligible 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](#).

- **School Level:** Principals do not have access to GMAP and the process for entering information into the GMAP application is the discretion of each district. A clear plan for communication and submission between the school and district is vital to a successful application process. 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 or ATSI Comprehensive School Improvement Plan, a copy of the chosen [Compliance Requirements](#) for evidence-based practices, 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 identified 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 eligible 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 the deadline provided by KDE following the delivery of your 2022-23 Diagnostic Review Report.
- Funds may not be expended until the application has been formally approved in GMAP **and** the official award notification has been posted.
- Funds awarded through this application process must be spent by September 30, 2024.

For assistance, please contact Ruth Swanson by email at [ruth.swanson@education.ky.gov](mailto:ruth.swanson@education.ky.gov) or by phone at (502) 564-2116 Ext. 4023.

### Cohort 4 Initiatives

1. **Cohort 4 Initiatives:** Outline how the school intends to use the school improvement funds during the grant's duration in the chart on the next page. In the **first column**, list the improvement priority (IP) identified in your Diagnostic Review Report that will be addressed by the evidence-based practice identified in **column two**. Remember, the IP and associated initiatives must also be outlined in your turnaround plan or the *Targeted Subgroups and Evidence-Based Interventions* section of your Comprehensive School Improvement Plan (CSIP). If the evidence-based practice was not addressed in your CSIP or only meets Level IV evidence criteria, 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.

Cohort 4 Initiatives Chart

<b>Improvement Priority</b> List the improvement priority from the 2022-23 Diagnostic Review Report that will be addressed by the evidence-based practice.	<b>Evidence-based Practice (EBP) #1</b> List <b>one</b> evidence-based practice (EBP) that will be used to address the improvement priority. <b>EBPs must also be documented in the Comprehensive School Improvement Plan.</b>	<b>Necessary Resources</b> <b>List and number</b> the resources necessary for implementation of the evidence-based practice that will be funded by school improvement funds.	<b>Explanation of Necessary Resources</b> 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 <b>numbered and match</b> the items included in column three.
Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the KAS.  (Standard 21)	EBP #1 - Teacher Clarity	<p>1. Book Studies:  Almarode, John, and Kara L. Vandas. <i>Clarity for Learning: Five Essential Practices That Empower Students and Teachers</i>. Corwin, 2018.  45 books @ \$35.95 each  TOTAL = \$1,617.75</p> <p>Fisher, Frey, Almarode <i>Teacher Clarity Playbook</i>. Corwin, 2018. +  Almarode &amp; Vandas. <i>Success Criteria Playbook</i>. Corwin, 2021.  45 books @ \$46.95 each bundle  TOTAL = \$2,112.75</p>	<p>1. Freedom Elementary will commit to the work of teacher clarity through extensive professional learning utilizing a variety of the Kentucky Academic Standards (KAS) resources and training modules from KYStandards.org, including the <i>Clarity for Learning</i> Book Study. Results from the diagnostic review revealed “<i>The team found instruction in classrooms was typically delivered through whole group instruction or student independent practice with few instances of differentiated student learning tasks. Most students were compliant with behaviors and tried to complete tasks that were assigned by teachers; however, most tasks were not at grade level or at the rigor and depth of knowledge in the Kentucky Academic Standards.</i>”</p> <p>Outside of Digital Learning, Progress Monitoring and High Expectations were the lowest rating areas on the Diagnostic Review eleot observation tool. Twenty-six percent of classrooms exhibited evident/very evident that “<i>Learners understand and/or are able to explain how their work is assessed as well as learners who monitor their own progress or have mechanisms whereby their learning progress is monitored</i>” and in</p>

		<p>four percent of classrooms it was evident/very evident that <i>“Learners demonstrate and/or able to describe high quality work.”</i> The corresponding coaching sessions utilizing the Teacher Clarity and Success Criteria Playbooks will ensure <i>“... students monitored their own progress or could explain how their work was assessed.”</i></p> <p>Teachers will participate in a book study on teacher clarity led by administrative designees (school improvement administrator, school intervention coach, and teacher ambassadors) and then engage in work to deconstruct KAS for all subject areas to clarify the intent of the standards. The diagnostic review report recommended the school, <i>“Establish expectations and use evidence-based strategies to ensure that teaching and learning in the classrooms are at the appropriate level of rigor and depth of knowledge in the KAS.”</i> Teachers will create learning intentions and success criteria for focus standards and will communicate those to students. Teachers will utilize these learning intentions and success criteria to develop aligned formative/summative assessments, differentiate learning based on student need, and establish a progress monitoring system for students and teachers.</p> <p>2. High Quality Instructional Resources Professional Learning          -HMH Into Reading (no cost)          -Eureka Math (\$3,900)          -Amplify Science (\$3,200)          -Kagan Cooperative Learning (no cost)          TOTAL = \$7,100</p>	<p>2. The diagnostic review report recommended there be <i>“ongoing, job-embedded professional learning to ensure success criteria is aligned to the rigor of the grade-level KAS.”</i> Teachers will receive targeted professional learning and coaching to enhance their knowledge and skills in the implementation of the high quality instructional resources that are being utilized</p>
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		<p>Supplemental texts and resources for implementation of KAS and differentiated learning opportunities:</p> <ul style="list-style-type: none"> <li>-Eureka Math Teacher Guides &amp; Study Guides (\$2,100)</li> <li>-Eureka Math Student Learn, Practice, &amp; Succeed workbooks (\$14,125)</li> <li>-Amplify Science student investigation notebooks (\$3,705.20)</li> <li>-Amplify Science kits (\$7,615)</li> </ul> <p>TOTAL = \$27,545.20</p>	<p>for core instruction (HMH Into Reading, Eureka Math, Amplify Science.) The Diagnostic Review eleot observations revealed twenty-six percent of classrooms were evident/very evident for <i>“Learners engage in differentiated learning opportunities and/or activities that meet their needs.”</i> We will provide all grade levels/content professional learning opportunities to become highly skilled in creating and delivering high-yield quality instruction that includes differentiation and rigor.</p> <p>These learning opportunities will provide enhanced teacher clarity on effective grade level standards instruction as well as differentiated learning opportunities that use evidence-based strategies and meet the rigor of the KAS. In addition, teachers will receive professional learning on how to implement personalized learning practices for differentiated student success through the use of Kagan Cooperative Learning Strategies. We will implement and monitor a curriculum in all grade levels for ELA, Math, and science using KAS, ensure faculty and staff across all grade levels are provided embedded professional learning opportunities to become highly skilled in understanding and delivering the curriculum, and ensure students are provided access to rigorous and engaging instruction based on high expectations. We will use a variety of assessment data to determine necessary adjustments to instruction. Professional Learning will include Curriculum mapping (by grade level content and vertically) using Teacher Clarity materials to identify learning intentions, progressions, success criteria, assessments, and instructional gaps including planning</p>
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		<p>3. Teacher Extra Service: Teachers will have clarity surrounding their subject area standards and use of instructional resources. Teachers will deconstruct standards, create learning targets, success criteria and assessments and revise instructional resources to ensure alignment to KAS. Required professional learning, 58 hours per teacher extra service for 45 teachers @ \$33.75/hour + benefits TOTAL = \$88,087.50 + benefits</p>	<p>for the introduction of the standard, development and gradual release phases to arrival at standards mastery.</p> <p>3. Professional learning will sharpen teacher clarity in the KAS and the content they teach, particularly for teachers who require additional assistance with deconstructing standards, utilizing high quality instructional resources, and the process for differentiating classroom instruction. Teacher extra service pay will compensate for duties performed outside of their primary contracts/normal duty schedules.</p>
<p><b>Improvement Priority</b> List the improvement priority from the 2022-23 Diagnostic Review Report that will be addressed by the evidence-based practice.</p>	<p><b>Evidence-based Practice (EBP) #2</b> List <b>one</b> evidence-based practice (EBP) that will be used to address the improvement priority. <b>EBPs must also be documented in the Comprehensive School Improvement Plan.</b></p>	<p><b>Necessary Resources</b> <b>List and number</b> the resources necessary for implementation of the evidence-based practice that will be funded by school improvement funds.</p>	<p><b>Explanation of Necessary Resources</b> 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 <b>numbered and match</b> the items included in column three.</p>
<p>Build Teacher Capacity through the PLC Process to drive, monitor, and adjust instruction based on analyzed student data.  (Standard 22)</p>	<p>EBP #2 - Plan - Do - Study - Act (PDSA)</p>	<p>1. School Intervention Coach (SIC) - 1.0 FTE including all benefits TOTAL = \$73,889.45</p>	<p>1. Freedom leaders are committed to building a culture designed to increase collective teacher efficacy, which will affect teachers' behaviors and student beliefs. <i>"The school had weekly PLC meetings that included the PLC guiding questions; however, the team found little evidence that the PLC process was being implemented with fidelity. Most stakeholders could not articulate the</i></p>

		<p><i>process the school used for analyzing data to evaluate the effectiveness of instructional practices, instructional resources, or programs to determine the effective delivery of instruction."</i></p> <p>A School Intervention Coach (SIC) will design and implement systems for ensuring all teachers receive regular cycles of coaching to support teachers' reflection on practice and refinement of intentional decision making regarding instructional strategies. The (SIC) will collaborate in the weekly PLC process as well as engage in a regular Plan, Study, Do, Act analysis with the Teacher Ambassadors, specifically in regards to a schoolwide process to analyze data to improve instructional practices and assist with designing differentiated instruction, including interventions / enrichment for students.</p> <p>2. Professional Learning Teachers need additional training to effectively provide academic and behavior interventions. -PBIS (no cost) -IXL courseware (\$1,195) TOTAL = \$1,195</p> <p>Teacher Extra Service: Required professional learning in the areas of data analysis, MTSS, PBIS, and IXL: 12 hours per teacher extra service for 45 teachers @ \$33.75/hour + benefits TOTAL = \$18,225 + benefits</p>	<p><i>process the school used for analyzing data to evaluate the effectiveness of instructional practices, instructional resources, or programs to determine the effective delivery of instruction."</i></p> <p>A School Intervention Coach (SIC) will design and implement systems for ensuring all teachers receive regular cycles of coaching to support teachers' reflection on practice and refinement of intentional decision making regarding instructional strategies. The (SIC) will collaborate in the weekly PLC process as well as engage in a regular Plan, Study, Do, Act analysis with the Teacher Ambassadors, specifically in regards to a schoolwide process to analyze data to improve instructional practices and assist with designing differentiated instruction, including interventions / enrichment for students.</p> <p>2. The diagnostic review report rated a 1 for Cognia Standard #22, "Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content." All students will use IXL Learning courseware for differentiated instruction and utilize PBIS for consistent expectations in all school settings. Teachers will use the data from a variety of sources to make decisions concerning student placement in tiered intervention and enrichment programs. Student data will be used to ensure student outcomes improve. Teachers who</p>
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Cohort 4: Project Code 320JC

		<p>Stipend for participation in LETRS Cohort 48 hours per teacher extra service for 2 teachers @ \$33.75/hour + benefits TOTAL = \$3,240 + benefits</p> <p>3. Continuous Improvement -KDE/Cognia Continuous Improvement Summit travel reimbursement for 6 attendees = \$2,624.94 -Shipley Systems Training (No charge for professional learning provided by KDE)</p>	<p>participate in the LETRS professional learning cohort will be better equipped to adjust instruction to the individualized needs in the area of foundational literacy.</p> <p>3.Members of the Freedom Elementary leadership team will attend the KDE/Cognia Continuous Improvement Summit. This summit will provide leadership with an opportunity to explore a multitude of topics supporting continuous improvement and gain clarity and focus on the strategies that can make a difference in and address unique challenges. In addition, Kentucky Department of Education Recovery Staff will train the leadership team in design and implementation of school systems. Freedom Elementary will implement Plan, Do, Study, Act as a planning and monitoring tool for school improvement.</p>
<p><b>Improvement Priority</b> List the improvement priority from the 2022-23 Diagnostic Review Report that will be addressed by the evidence-based practice.</p>	<p><b>Evidence-based Practice (EBP) #3</b> List <b>one</b> evidence-based practice (EBP) that will be used to address the improvement priority. <b>EBPs must also be documented in the Comprehensive School Improvement Plan.</b></p>	<p><b>Necessary Resources</b> <b>List and number</b> the resources necessary for implementation of the evidence-based practice that will be funded by school improvement funds.</p>	<p><b>Explanation of Necessary Resources</b> 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 <b>numbered and match</b> the items included in column three.</p>
<p>Build Teacher Capacity through the PLC Process to drive, monitor, and adjust instruction based on analyzed student data.</p>	<p>EBP #3 - Teacher Recruitment and Retention</p>	<p>1. Teacher Extra Service: Teacher Ambassadors stipend: 10 @ \$9,500 each + benefits TOTAL = \$112,627.25</p>	<p>1. FES received a rating of 1 for Cognia Standard #25, <i>"Leaders promote action research by professional staff members to improve their practice and advance learning. Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional</i></p>

(Standard 22)		<p>New Teacher Academy: 10 hours per teacher extra service for 12 teachers @ \$33.75/hour + benefits  TOTAL = \$4,050.00 + benefits</p>	<p><i>problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research."</i></p> <p>Freedom Elementary will utilize teacher ambassadors to model best practices as well as implement and promote professional learning to further ensure all teachers are better equipped for the creation and immediate implementation of high-quality, high impact teaching and learning strategies. Teacher ambassadors will be tasked with the facilitation and development of instructional plans that promote active learning, differentiation, higher order thinking, rigorous and challenging tasks, personalized learning and critical thinking skills; facilitate deconstructing of standards in order to create clear learning targets, identifying focus standards to tighten instruction and assessment, creating exemplars, and improving instruction that meet the rigor of the KAS.</p> <p>Furthermore, Teacher Ambassadors will facilitate conversations regarding standards alignment and congruence and assist in building the teacher capacity on collaborative teams through the PLC Process where they will model how to drive, monitor, and adjust instruction based on analyzed student data.</p>
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			New teachers at FES will participate in ongoing professional learning and coaching throughout the school year, under the direction of Teacher Ambassadors. This will support the mission to build teacher capacity and retention at FES.
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### 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, “2022-23 Budget: Detailed Description of Activity”.

MUNIS Code	2022-23 Budget: Detailed Description of Activity (i.e., position titles, vendor names, proposed technology, etc.)	Amount Requested
110	<b>Certified Staff</b> position for a School Intervention Coach = \$61,063.67 <b>EBP #2 – PDSA</b>	\$61,063.67
113	<b>Teacher Extra Service:</b> Required Clarity Book Studies: 45 Teachers X \$33.75 average hourly rate X 12 hours = \$18,225.00 <b>EBP #1 – Teacher Clarity</b>  Required Professional learning in standards deconstruction & backward planning unit design, and aligned assessment creation: 45 Teachers X \$33.75 average hourly rate X 40 hours = \$60,750.00 <b>EBP #1 – Teacher Clarity</b>  Required Professional learning in Ampify Science: 14 teachers x \$33.75 average hourly rate x 6 hours = \$2,835.00 <b>EBP #1 – Teacher Clarity</b>  Supplemental Stipend for Teachers in LETRS Cohort 2 Teachers X \$33.75 average hourly rate 48 hours = \$3,240.00 <b>EBP #2 – PDSA</b>	\$202,325.00

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MUNIS Code	2022-23 Budget: Detailed Description of Activity (i.e., position titles, vendor names, proposed technology, etc.)	Amount Requested
	<p>Required Professional learning in MTSS &amp; data analysis: 45 Teachers X \$33.75 average hourly rate X 12 hours = \$18,225.00 <b>EBP #2 – PDSA</b></p> <p>Required Professional learning in New Teacher Academy: 12 Teachers X \$33.75 average hourly rate X 10 hours = \$4,050.00 <b>EBP #3 – Teacher Recruitment &amp; Retention</b></p> <p>Supplemental Stipend for Teacher Ambassadors 10 teacher designees x \$9,500 each = \$95,000.00 <b>EBP #3 – Teacher Recruitment &amp; Retention</b></p>	
222	<p><b>Medicare Match</b> on Teacher Extra Service = \$2,933.72 <b>EBP #1 – Teacher Clarity</b> <b>EBP #2 – PDSA</b> <b>EBP #3 – Teacher Recruitment &amp; Retention</b></p> <p><b>Medicare Match</b> on School Intervention Coach = \$885.42 <b>EBP #2 – PDSA</b></p>	\$3,819.14
231	<p><b>KTRS</b> on Teacher Extra Service = \$34,607.69 <b>EBP #1 – Teacher Clarity</b> <b>EBP #2 – PDSA</b> <b>EBP #3 – Teacher Recruitment &amp; Retention</b></p> <p><b>KTRS</b> on School Intervention Coach = \$9,729.00 <b>EBP #2 – PDSA</b></p>	\$44,336.69
295	<p><b>Federally Funded Life Insurance</b> for School Intervention Coach = \$12.00 <b>EBP #2 – PDSA</b></p>	\$12.00
296	<p><b>Federally Funded State Administration Fee</b> for School Intervention Coach = \$99.36 <b>EBP #2 – PDSA</b></p>	\$99.36

MUNIS Code	2022-23 Budget: Detailed Description of Activity (i.e., position titles, vendor names, proposed technology, etc.)	Amount Requested
297	<b>Health Insurance</b> for School Intervention Coach = \$2,100.00 <b>EBP #2 – PDSA</b>	\$2,100.00
322	<b>Education Consultants</b> Eureka Math 1 day PD @ \$3,900 per day = \$3,900.00 Amplify Science 1 day PD @ \$3,200 per day = \$3,200.00 <b>EBP #1 – Teacher Clarity</b>  IXL 3 hours PD @\$1,195 = \$1,195.00 <b>EBP #2 – PDSA</b>	\$8,295.00
580	<b>Travel Reimbursement</b> for Continuous Improvement Summit Hotel Rooms to be shared by participants = \$1,800.00 Mileage and meals per diem reimbursement = \$824.94 <b>EBP #2 - PDSA</b>	\$2,624.94
643	<b>Supplemental Books, Study Guides and Curriculum</b> Clarity for Learning books 45 @ \$35.95 per book = \$1,617.75 Teacher Clarity Playbook & Success Criteria Playbook bundle 45 @ \$46.95 per set = \$2,112.75 Total = \$3,730.50  Eureka Teacher's Guides: 20 @ \$75.00 ea = \$1,500.00 Eureka Study Guides: 20 @ \$30.00 ea = \$600.00 Total = \$2,100.00  Eureka Student Workbooks: Kindergarten: 100 @ \$25.00 ea = \$2,500.00 1st Grade: 90 @ \$25.00 ea = \$2,250.00 2nd Grade: 80 @ \$25.00 ea = \$2,000.00 3rd Grade: 75 @ \$25.00 ea = \$1,875.00 4th Grade: 80 @ \$25.00 ea = \$2,000.00 5th Grade: 80 @ \$25.00 ea = \$2,000.00 6th Grade: 60 @ \$25.00 ea = \$1,500.00 Total = \$14,125.00	\$31,276.20

MUNIS Code	2022-23 Budget: Detailed Description of Activity (i.e., position titles, vendor names, proposed technology, etc.)	Amount Requested
	Amplify Science Student Investigation notebooks Kindergarten: 100 @ \$5.97 ea = \$597.00 1st Grade: 90 @ \$5.97 ea = \$537.30 2nd Grade: 80 @ \$8.97 ea = \$717.60 3rd Grade: 75 @ \$11.96 ea = \$897.00 4th Grade: 80 @ \$11.96 ea = \$956.80 Total = \$3,705.70  Amplify Science Resource kits 3rd Grade: \$4,175.00 4th Grade: \$3, 440.00 Total = \$7,615.00 <b>EBP #1 - Teacher Clarity</b>	
<b>Total Amount Budgeted:</b>		<b>\$355,952.00</b>

2. **Describe how the school will monitor the implementation and success of the Cohort 4 initiatives funded by this grant.**

**Respond here:**

Freedom Elementary School's turnaround team, which consists of administrators and teacher leaders, will monitor the implementation of the initiatives and activities outlined in the turnaround plan through monthly meetings and the use of 30-60-90 day action plans.

The school will establish a system where teachers are supported in creating and implementing lesson plans that promote higher-order thinking skills, include relevant exemplars for learning, include collaborative opportunities for self-reflection, are personalized based on student need, and help develop critical thinkers.

School administration will intentionally use elect and walk through data to evaluate effectiveness of professional development and coaching. A walk-through schedule and document will be created to track learning intentions and success criteria, exemplars, rubrics, differentiation, and levels of questioning. School administration will provide individual teacher coaching/ feedback on their instructional practices.

- Walk-through data to plan collaborative team meetings, faculty meetings, and professional learning sessions

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- Coaching Cycle schedule
- PLC agendas/minutes
- Calibration of walk-throughs quarterly
- 30-60-90 day plan reflection tool
- Professional Development Calendar
- Professional Development Plus/Delta Reflections
- Implementing Certified evaluation plan
- ILT- quarterly reports- reviewing student data teacher performance
- MTSS folders/agendas/minutes

A continuous improvement approach (PDSA) will be implemented as a systematic approach to monitor and improve the overall PLC process. Teachers will work collaboratively to align the curriculum with the Kentucky Academic Standards. Teachers will engage in unit planning with a consistent and deliberate focus on embedding high-yield instructional strategies. Instructional leaders (school intervention coach, teacher ambassadors) will participate in PLC meetings, review and provide feedback on unit plans, and conduct learning walks to monitor implementation. Instructional leaders will use the walkthrough data to provide individual teachers with feedback and coaching. School-level and grade-level walkthrough data will be analyzed and discussed monthly at Instructional Leadership Team meetings.

### School Personnel Details

Please list the staff funded by school improvement funds. Staff must be directly connected to evidence-based practices included in the Comprehensive School Improvement 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.

<b>Schoolwide Instruction and Support Staff Funded by SIF</b>		
<b>Category</b>	<b>Headcount</b>	<b>Full Time Equivalency (FTE)</b>
Coaches/Consulting Teachers	1	1.0
Instructional Paraprofessionals		
Non-instructional Paraprofessionals		
Instructional Facilitators		
Parent Involvement		
Program Coordinator		
Other (Specify):		
<b>TOTAL:</b>	1	1.0



### Application Amendment Process

The amendment process has been included in the GMAP application. Amendments must align to the CSIP and/or embedded turnaround plan. Although amendments are allowable, please exercise discretion to ensure fiscal controls and fidelity to the improvement process and intended outcomes. Internal procedures for the amendment process should be clearly communicated between school and district personnel to ensure efficient and appropriate amendment proposals. Upon opening the first revision, questions will become available and responses should describe the school's process for determining needs and ensuring alignment. Each subsequent amendment will be numbered and detailed in this section of GMAP. The questions that will require response for EACH amendment are included below:

1. Describe the process for carefully determining that an amendment is needed. Include in your description the criteria used, which stakeholders were involved, and how new evidence-based practices were considered and/or evaluated.
2. How does the school's CSIP and/or embedded turnaround plan align to this amendment? Describe the process for ensuring alignment.
3. How do the school's needs assessment and identified resource inequities align to this amendment? Describe the process for ensuring alignment.

In addition to answering the above questions, revisions must be made to the school activities chart and budget.

### Supporting Documentation

In addition to the 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:

- KDE approved CSIP/Turnaround Plan
- A copy of the chosen [Compliance Requirements](#) for each evidence-based practice
- A signed principal assurance located below

### Principal Assurance

My signature indicates the contents of this application align to the KDE approved CSIP/Turnaround Plan and the evidence-based practices included in this grant are intended to increase student achievement, including those in any low-performing subgroup(s) in my school.

I also acknowledge that this application was a collaborative effort amongst the CSI school's Advisory Leadership Team and/or Turnaround Team, or the ATSI school's School-Based Decision Making (SBDM) council, as well as input from the LEA in accordance with federal and state statute and local board policy.

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Signature

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Date

### Submission

Once you have completed the entire application and all awarded funds have been budgeted, please submit this application and required supporting documentation to your LEA representative responsible for entering the information into GMAP. 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.