History Log

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	7/18/2024 1:47:49 PM	Sharla Six	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	7/18/2024 1:47:49 PM	Sharla Six	Status changed to 'District Superintendent Approved'.	S
☐	7/18/2024 1:47:45 PM	Sharla Six	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	7/18/2024 1:47:44 PM	Sharla Six	Status changed to 'District Finance Officer Approved'.	S
	7/18/2024 1:36:12 PM	Jenna Daulton	Status changed to 'Draft Completed'.	S
	7/16/2024 5:21:34 PM	Veronica Boller	Status changed to 'KDE School Improvement Funds - Cohort 6 Consultant Returned Not Approved'.	S

7/18/2024 1:48:23 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	7/16/2024 5:21:28 PM	Veronica Boller	Hello, Thank you for the updates to this application. Two issues remain: There is just a minor detail missing in one of the district questions.1.03- Describe how the district will align other Federal, State, and local resources as needed to carry out the activities supported with these funds and address any resource inequities. 4.01- Technology storage carts are not an allowable expense with these funds.	C
☐	7/15/2024 9:12:42 AM	Sharla Six	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	7/15/2024 9:12:42 AM	Sharla Six	Status changed to 'District Superintendent Approved'.	S
☐	7/15/2024 9:12:26 AM	Sharla Six	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	7/15/2024 9:12:26 AM	Sharla Six	Status changed to 'District Finance Officer Approved'.	S
	7/11/2024 3:19:04 PM	Dylan Smith	Status changed to 'Draft Completed'.	S

7/18/2024 1:48:23 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/10/2024 5:07:22 PM	Sharla Six	Status changed to 'District Finance Officer Returned Not Approved'.	S
	7/10/2024 9:26:29 AM	Jenna Daulton	Status changed to 'Draft Completed'.	S
	7/9/2024 4:29:14 PM	Veronica Boller	Status changed to 'KDE School Improvement Funds - Cohort 6 Consultant Returned Not Approved'.	S
☐	7/9/2024 4:29:06 PM	Veronica Boller	Hello, Thank you for the dedication and hard work put into this application. Please review the checklist for areas needing attention. If you need further assistance please contact Veronica Boller- veronica.boller@education.ky.gov	C
☐	7/2/2024 11:38:33 AM	Sharla Six	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	7/2/2024 11:38:33 AM	Sharla Six	Status changed to 'District Superintendent Approved'.	S
☐	7/2/2024 11:37:26 AM	Sharla Six	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	7/2/2024 11:37:26 AM	Sharla Six	Status changed to 'District Finance Officer Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	7/2/2024 11:23:52 AM	Dylan Smith	Status changed to 'Draft Completed'.	S
S	7/1/2024 2:57:24 PM	Dylan Smith	Status changed to 'Draft Started'.	S
S	7/1/2024 11:26:29 AM	KDE GMAP Help	Status changed to 'Not Started'.	S

Allocations

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - Allocations

Allocation Type	(1) School Improvement Funds - Cohort 6	(2) School Improvement Funds - Cohort 6 Continuation	Total
Allocation	$377,944.00	$0.00	$377,944.00
Reallocated	$0.00	$0.00	$0.00
Additional	$0.00	$0.00	$0.00
Forfeited	$0.00	$0.00	$0.00
Total	$377,944.00	$0.00	$377,944.00

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SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - District Level Questions

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 targeted support and improvement (TSI).

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 TSI to improve student outcomes. 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, Two-Day Review Report, and its Comprehensive School Improvement Plan (CSIP) and embedded TSI 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 from the What Works Clearinghouse (WWC) that indicates 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 a 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 school's Advisory Leadership Team, or 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 will have its own application submitted.

School Improvement Funds (SIF) Instructions:

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. 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 TSI Comprehensive School Improvement Plan, a copy of the WWC Compliance Requirements for evidence-based practices, and a signed principal assurance located on the last page of the electronic 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. These must be completed for each school's application if the district is serving multiple schools.

District Assurance

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - District Level Questions

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.

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.

☑ * By selecting this button and with the submission of the application, the district agrees to the aforementioned assurance.

District Narrative

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - District Level Questions

Improvement Planning Process:

Responses to the following questions relate to the districts responsibilities under Section 1111(d) of the Every Student Succeeds Act.

* 1. Describe how the district collaborated with the school identified for targeted support and improvement and the school's stakeholder groups (including principals and other school leaders, teachers, and parents) to develop and implement the Comprehensive School Improvement Plan (CSIP). Include in your description how the district ensured that the plan was informed by all indicators of the statewide accountability system.

The district collaborated with the school identified for targeted support and improvement through multiple meetings between district and school leadership teams. These meetings involved key stakeholders including the Deputy Superintendent, DOSE, Director of MTSS, DAC, the school principal, and other school leaders to develop the TSI plan and update the Comprehensive School Improvement Plan (CSIP).

To ensure the plan was informed by all indicators of the statewide accountability system, the district and school teams reviewed and analyzed relevant data and performance metrics during these collaborative sessions.

* 2. Describe how the CSIP was developed based on the school's needs assessment.

The Comprehensive School Improvement Plan (CSIP) was developed through a data-driven needs assessment process. Monthly fidelity checks were conducted on the previous year's CSIP strategies and goals to determine effectiveness. The school's leadership team, comprising administrators, counselors, the Instructional Coach, and both classified and certified staff, undertook a two-week review of achievement data from KPREP and iReady assessments. This analysis revealed positive reading growth across all grade levels and for Special Education students on iReady testing. However, these improvements didn't translate to KSA scores, particularly for Special Education students, resulting in the school maintaining its TSI status. This finding became a key driver for the 2023-2024 plan. The leadership team's proposals, based on identified areas of need, were then presented to the School-

Based Decision Making (SBDM) council for final approval at their October meeting. This comprehensive approach ensured that the CSIP was responsive to the school's specific needs, with a particular focus on improving outcomes for Special Education students.

* 3. Describe the process used by the district and/or school to review resource allocations.
• List the types of resources that were reviewed.
• List the resource inequities that were identified in the school's CSIP.
• Discuss how this application addresses the inequities.
• Describe how the district will align other Federal, State, and local resources as needed to carry out the activities supported with these funds and address any resource inequities.

Our team reviewed the workshop model and its application in co-taught classrooms based on learning walk and walkthrough tools the committee determined that explicit instruction would better reach children supported in special education and align our use of federal, state, and local resources to improve instructional practices in the core classroom. Teachers will also work with an IDEA funded ECS coach to utilize the co teaching models focusing on models that prioritize small group instruction to implement explicit instruction more efficiently.

Our teachers in co-taught classrooms struggled to interpret and analyze the data that comes from iReady our committee determined that more training and support, above what is currently being funded through current CCEIS funds, on the iReady platform as a diagnostic tool would help our teachers pinpoint the areas that student need support in reading and math.

The schedule provided some flex time for remediation and enrichment but the committee determined additional time was needed and time before or after school is a way to support children that needed more time to learn the material. The district will continue to use ESS funding for the daytime waiver to support students and provide services before and after school.

Due to the limited number of chromebooks on campus, the committee determined that purchasing additional chromebook would allow children supported in special education to access the existing resources. The district will continue to support software and hardware through technology purchases of all students and ensure there is a long term replacement plan in place.

* 4. Describe how the district supported the selection of evidence-based interventions.

The school district supported the selection of evidence-based interventions through a multi-faceted approach. A primary resource utilized in this process was the What Works Clearinghouse, a trusted repository of rigorous educational research. This allowed the district to identify interventions with a strong evidence base for effectiveness. Additionally, the district engaged in a collaborative learning process by reviewing Targeted Support and Improvement (TSI) applications from surrounding counties. This peer-based approach provided valuable insights into successful strategies and interventions implemented in similar educational contexts. By combining the use of a national research database with localized, practical examples, the district aimed to ensure that selected interventions were not only backed by scientific evidence but also relevant and potentially effective within their specific educational environment. This comprehensive approach demonstrates the district's commitment to implementing interventions with a high likelihood of positive impact on student outcomes.

* 5. Describe how the CSIP was approved by the school and district prior to submission to the Kentucky Department of Education (KDE).

The Comprehensive School Improvement Plan (CSIP) underwent a multi-step approval process involving both school and district-level review before its submission to the Kentucky Department of Education (KDE). Initially, the school leadership team dedicated a full day during their leadership retreat, known as the "Leadership Lift," to thoroughly review CSIP materials. This intensive session allowed for in-depth analysis and discussion of the plan's components. Following this, the middle school level director played a crucial role by providing coaching and feedback during the CSIP's development, ensuring alignment with district goals and standards. The final step in the approval process occurred at the school level, where the School-Based Decision Making (SBDM) council reviewed the CSIP in detail. After careful consideration, the SBDM council approved the plan, validating its alignment with the school's needs and objectives. The CSIP was then approved by the local board of education. This comprehensive approval process, involving multiple stakeholders at both the school and district levels, ensured that the CSIP was thoroughly vetted and refined before its submission to KDE.

Improvement Planning Support and Monitoring:

* 6. Describe the district's progress monitoring plan including:
• how the district will monitor the progress of the school receiving funds or services,
• the timeline in which monitoring will take place, and
• 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 TSI school.

The district will implement a comprehensive progress monitoring plan to support SOMS receiving funds / services. Our plan will begin with an initial assessment in August to establish baseline data. Monthly data reviews will be conducted throughout the school year, focusing on key performance indicators such as academic achievement, attendance, and behavioral metrics. More in-depth quarterly assessments will occur in October, January, and April, allowing for a broader analysis of progress and trends. A mid-year evaluation in December will provide an opportunity for significant adjustments if needed. The year will conclude with a comprehensive end-of-year review in May.

Throughout this process, the district will maintain clear benchmarks and action triggers. If SOMS shows signs of struggling or falling short of its goals, the district will swiftly intervene. This could involve conducting a thorough analysis to pinpoint areas of concern, providing additional targeted support or resources, revising strategies or interventions, increasing the frequency of monitoring, and collaborating closely with school leadership to develop and implement improvement plans. By maintaining this approach throughout the 2024-25 school year, the district aims to proactively address challenges and support SOMS on its path to moving out of TSI status, ensuring continuous improvement and success for all students.

* 7. Describe the rigorous review process the district used to recruit, screen, select, and evaluate any contractors, vendors, or other external partners with whom the district will work. Include the steps and criteria used to select and evaluate services.

iReady- We have an established relationship having started iReady this past year with a current trainer.

Solution Tree- Our district has used Solution Tree in the past and sent several of our leadership teas to the PLCs at Work. We have valued the learning and partnership and plan to continue by bringing in a presenter that has worked with us before.

Anita Archer/Explicit Instruction- The district has intentionally focused on explicit instruction as a delivery model for students and see academic gains as a result of implementing explicit instruction in the core classroom. Based on our analysis of our needs at SOMS, specifically with their ECS population, we believe more work around this topic will improve learning outcomes.

* 8. 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 improvement plan.

To provide operational flexibility for full and effective implementation of the school's comprehensive improvement plan, the district will implement several key strategies. The school will be granted greater autonomy in staffing decisions, allowing them to align personnel with their improvement objectives. Flexibility in scheduling will be permitted, enabling modifications to the school day or year to accommodate essential activities like extended learning time and targeted professional development. The district will also provide increased budgetary discretion, empowering the school to allocate resources according to their identified critical needs. Curriculum adaptations will be allowed to better serve the specific needs of the student population. The school will have the freedom to design and implement professional development programs that directly support their improvement goals. To facilitate data-driven decision-making, full access to district data systems will be provided. Additionally, the district will support the school in forming beneficial partnerships with external organizations and community groups to assist in implementing improvement strategies. These measures collectively aim to create an environment where the school can effectively execute its comprehensive improvement plan while maintaining accountability for outcomes.

* 9. Describe the district's plan to assist the school in sustaining the proposed initiatives once the grant funds have been depleted.

The district has developed a comprehensive plan to ensure the sustainability of proposed initiatives beyond the grant funding period. Central to this plan is the establishment of robust systems that will support ongoing implementation of successful strategies. A train-the-trainer model will be implemented, allowing knowledge and skills to be cascaded throughout the school, creating internal capacity for continuous improvement. The district will focus on developing expertise in explicit instruction techniques among staff, enhancing the overall quality of teaching. A key priority is the improvement of core instruction across all subject areas, which will have lasting benefits for student achievement. This multi-faceted approach aims to embed effective practices into the school's culture and operations, ensuring that the positive changes initiated by the grant funding will continue to benefit students long after the funds are depleted. By building internal capacity, improving fundamental instructional practices, and creating sustainable systems, the district seeks to make lasting improvements that extend well beyond the grant period.

School Program Details

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

* School Contact:

Kindra Witak

830 *** Total Enrollment**

1. School Activities - Include all funded activities occurring within the availability period.

School's Improvement Priority	Evidence-based Practice (EBP)	Necessary Resources	Explanation of Necessary Resources
List the school's improvement priority from the most recent Two-Day Review Report that will be addressed by the evidence-based practice.	List one evidence-based practice (EBP) from the WWC that will be used to address the improvement priority. EBPs must be documented in the Comprehensive School Improvement Plan and the WWC Compliance Document.	List and number each resource necessary for implementation of the evidence-based practice that will be funded by school improvement funds.	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.

*	*	*	*
Standard 7: Leaders guide professional staff members in a continuous improvement process focused on learning experiences and needs. Action Statement Develop, implement, and monitor a continuous improvement process that includes clear communication and a consistent use of procedures by all stakeholders. The process should include regular classroom walkthroughs	Provide evidence-based-reading interventions to improve student fluency, comprehension, and ability to ask questions about the text they read. Provided both during the school day as well as opportunities outside of school.	1. Intervention Coach 2. Extended School Services & Summer School -ESS Staff Training -ESS Staff Pay 3. Summer School & Jump Start Programs	1.Intervention Coach - In the first semester of the 24-25 school year, SOMS leadership will evaluate existing systems within the school and will utilize district support systems accordingly. Depending on initial assessments, an coach would be hired for one school year, or existing staff will be used in varied capacities to support improvement priorities. Additional coaching support will focus on appropriate accommodations for students receiving ECE services. Some expectations envisioned include the following within the PLC structure and MTSS framework: -supporting lesson planning and delivery (modeling) -supporting data collection, analysis, and instructional decision-making -working with staff in small group settings, such as PLCs and faculty meetings, to enhance explicit instruction -Attending and designing professional learning opportunities based on data-driven needs Funding from SIF will be allocated to support the employment of this coach, if deemed necessary, to increase faculty implementation of evidence-based practices.

and specific feedback to ensure rigorous instruction in all classrooms. Engage stakeholders in thoughtful, systematic data analysis that results in actions that directly impact instructional practices and student learning			A comprehensive meta-analysis examining over 60 studies spanning two decades highlighted that coaching significantly enhances the fidelity of implementing evidence-based practices compared to program-only approaches. The coach will attend professional learning opportunities required to perform the role of their job as related to direct, explicit instruction and Middle school literacy strategies. The coach will be tasked with designing professional learning opportunities as data implies the need and delivering them outside the school day, as well as in job-embedded formats. Coach Salary/extended days/medicare/KTRS/unemployment/worker's comp/health insurance/life insurance 2. Hiring and training of staff member(s) in the area of evidence based reading and math interventions is an essential first step in being able to offer these ESS services. Funding is needed to pay staff for time spent outside of school hours implementing direct interventions. Student transportation since interventions will take place outside of school hours.

			take place outside of school hours. Purchase of any necessary resources for implementation. 3. Summer School and Jump Start in the summer of 2025 and 2026. During the school year, money will be allocated for ESS to pay for two teachers working with ECS students each day before school (one in reading and one in math) for 160 days of the year. .
* Standard 7: Leaders guide professional staff members in a continuous improvement process focused on learning experiences and needs.	* Provide professional development and feedback on evidence based instructional practices system wide	* Professional development: ■ I-Ready Development with focus in using program for intervention ■ Solution Tree PLC's at work Professional Development for teachers and administration ■ Explicit Instruction Professional	* Targeted Professional Development will be used to build teacher capacities in rigorous and explicit instructional practices, PLC work, and data analysis that informs decisions and next steps for student interventions. For example, the Anita Archer Explicit Instruction Academy Training of Trainers (June 2025) for Coach, Interventionist, Gen Ed Teacher, ECS Teacher, plus the AP who is Academic Lead. The I-Ready Trainer will come to our campus for continued professional learning with all teachers. During this time, teachers will receive guidance on how to best implement the program during the school day as well as how to analyze and interpret the data that is collected. i-Ready data can assist teachers in determining next instructional steps as well as targeted intervention needs for individual students.

		Professional Development (CEC Conference) - Leadership PD Conference and registration Travel and lodging costs associated with the above professional development opportunities. Substitute teacher costs to provide teachers with opportunities during the school year to participate in ongoing professional development.	students. The Explicit Instruction Professional Development and Leadership PD will both require multiple teachers and admin to travel out of town. Lodging will be required throughout the training. Substitute teachers will allow us to cover classrooms so teachers and attend necessary development, etc. throughout the school year. This is necessary for continued teacher growth and learning.
		* Technology costs associated with	

* Standard 7: Leaders guide professional staff members in a continuous improvement process focused on learning experiences and needs	* Provide student and teacher technology that is necessary for implementing evidence-based instructional and intervention practices system wide	devices and programs needed to implement intervention programs and strategies. ■ Chromebooks for student use. (Purchase of Chromebooks for every student with an IEP to provide opportunities for implementing support programs.) ■ Chromebook carts to store and charge student Chromebooks. ■ Laptops for ECS LBD teachers.	* OMS is currently not 1:1 with student technology devices which greatly limits our ability to utilize specialized programs, such as iReady. If all students had regular access to devices, such as Chromebooks, teachers would be able to consistently collect and monitor data that is crucial for determining next steps for student intervention. Chromebook carts are essential for storing and charging student devices. We have 8 full time ECS LBD teachers who will each be utilizing their own Chromebook cart for student use, both during instructional time and during our South Strong intervention flex period. Our 8 full time ECS LBD teachers will use laptops while co-teaching and in resource settings in order to monitor student data accurately and efficiently. These teachers travel to multiple classrooms throughout the day making laptops ideal devices for them to utilize. Our LBD teachers currently do not have access to such devices.

Cohort 6 Evidence-based Practices Processes & Assurances

* 1. Describe the processes used to determine the evidence-based practices that will be funded and implemented. Include all databases and research reviewed and the method used to determine that the chosen practices will best meet the current needs of staff and students.

The process of selecting evidence-based practices for funding and implementation involved a comprehensive approach to research and needs assessment. We consulted reputable educational databases such as the What Works Clearinghouse, ERIC, and ProQuest Education Journals, alongside peer-reviewed journals and reports from national education organizations. This research was balanced with an analysis of our current student performance data and feedback from teachers to identify specific areas needing improvement. Our focus centered on evidence-based reading interventions to enhance fluency, comprehension, and questioning skills, as well as system-wide instructional practices that could be implemented across all grade levels and subjects. We also evaluated evidence-based curricula that aligned with state standards and our school's context. To determine the most suitable practices, we developed a rubric that scored each option based on the strength of evidence, relevance to our needs, and feasibility of implementation. This systematic approach ensured that we selected practices with strong research support and a high likelihood of addressing our current needs, particularly in the areas of reading interventions, instructional development, and curriculum implementation.

* 2. A thoroughly designed plan of implementation can increase the likelihood that a school can successfully deploy evidence-based practices. What strategies will be used to monitor the implementation of evidence-based practices funded through this grant? Include in your response the plan for collecting, monitoring, and analyzing both staff and student data regarding implementation.

To ensure successful deployment of evidence-based practices funded through this grant, we will implement a comprehensive monitoring strategy that encompasses both staff implementation and student outcomes. This plan includes regular classroom observations conducted monthly by administrators and instructional coaches, teacher self-assessments each trimester, and trimester analysis of student performance data. Staff will participate in weekly Professional Learning Community meetings to discuss progress and challenges. We'll create a centralized data dashboard to track key performance indicators and gather student feedback through surveys and focus groups. Ongoing professional development will be provided based on observational and survey data. The leadership team will conduct semester review meetings to assess progress and make necessary adjustments. Additionally, we'll perform an annual comprehensive evaluation to assess the overall effectiveness of the implemented practices. This multi-faceted approach allows for continuous monitoring, quick identification and addressing of challenges, and ensures that both staff and students benefit from the new strategies. By collecting and analyzing data from multiple sources, we can make informed decisions to refine our approach and maximize the impact of the grant-funded initiatives.

☑ * By selecting this button and with the submission of the application, the school agrees to the below assurance.

3. The school assures that the selection of evidence-based practices to be funded and implemented:
• Was based on a preponderance of evidence;
• Can be implemented with fidelity;
• Was justifiable in cost and can be supported by current and future budgets;
• Complements the school's capacity to effectively implement the practice;
• Aligns with local values and contexts; and
• Includes adequate time for training and monitoring.

2. School Personnel Details

Schoolwide Instruction & Support Funded by SIF

Category	Headcount	FTE
Coaches / Consulting Teachers	1	1.00
Instructional Paraprofessionals	0	0.00
Non-instructional Paraprofessionals	0	0.00
Instructional Facilitators	0	0.00
Parent Involvement	0	0.00
Program Coordinator	0	0.00
Other (specify)	0	0.00
Total	1	1.00

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Budget

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

Category	Total
320LC - SIF School Activities	$377,944.00
Total	$377,944.00
Adjusted Allocation	$377,944.00
Remaining	$0.00

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Budget Detail

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

320LC - SIF School Activities - $377,944.00 ▼

Budget Detail	Narrative Description
Category: 320LC - SIF School Activities	Extended School Support
Object Code: 0110 - Certified Services - (Contract)	This includes before and after school opprotunties for students by paying teacher hourly for being present and planning. This would be for two teachers, one in reading and on e in math for 160 days for two school years)
District / School: SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)	In addition this includes summer school and jumstart program to occur in 2025 and 2026
Quantity: 1.00	
Cost: $72,268.00	
Line Item Total: $72,268.00	
Category: 320LC - SIF School Activities	Instructional ECS Coach
Object Code: 0110 - Certified Services - (Contract)	
District / School: SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)	
Quantity: 1.00	
Cost: $58,616.00	
Line Item Total: $58,616.00	
Category: 320LC - SIF School Activities	Subsitutes to provide coverage for PLC work co-teachin and explicit

Object Code:	0120 - Certified Substitute	instruction learning labs amd for teacher PD
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	
Category:	320LC - SIF School Activities	Fringe for Extended School Support
Object Code:	0222 - Employer Medicare Contributions	
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)	
Quantity:	1.00	
Cost:	$1,291.00	
Line Item Total:	$1,291.00	
Category:	320LC - SIF School Activities	Fringe for Instructional ECS Coach
Object Code:	0222 - Employer Medicare Contributions	
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)	
Quantity:	1.00	
Cost:	$1,047.00	

Line Item Total:	$1,047.00		
Category:	320LC - SIF School Activities	Fringe for Extended School Support	
Object Code:	0231 - KTRS Employer Contribution		
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)		
Quantity:	1.00		
Cost:	$15,174.00		
Line Item Total:	$15,174.00		
Category:	320LC - SIF School Activities	Fringe for Instructional ECS Coach	
Object Code:	0231 - KTRS Employer Contribution		
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)		
Quantity:	1.00		
Cost:	$12,320.00		
Line Item Total:	$12,320.00		
Category:	320LC - SIF School Activities	Fringe for Instructional ECS Coach	
Object Code:	0253 - KSBA Unemployment Insurance		
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)		

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Quantity:	1.00	
Cost:	$60.00	
Line Item Total:	$60.00	
Category:	320LC - SIF School Activities	Fringe for Extended School Support
Object Code:	0260 - Workmen's Compensation Insurance	
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)	
Quantity:	1.00	
Cost:	$267.00	
Line Item Total:	$267.00	
Category:	320LC - SIF School Activities	Fringe for Instructional ECS Coach
Object Code:	0260 - Workmen's Compensation Insurance	
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)	
Quantity:	1.00	
Cost:	$216.00	
Line Item Total:	$216.00	
Category:	320LC - SIF School Activities	Fringe for Instructional ECS Coach
Object	0294 - Federally Funded Health	

Code:	Care Benefits
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)
Quantity:	1.00
Cost:	$17,629.00
Line Item Total:	$17,629.00

Category:	320LC - SIF School Activities	Fringe for Instructional ECS Coach
Object Code:	0295 - Federally Funded Life Insurance Benefits	
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)	
Quantity:	1.00	
Cost:	$12.00	
Line Item Total:	$12.00	

Category:	320LC - SIF School Activities	Fringe for Instructional ECS Coach
Object Code:	0296 - Federally Funded State Administration	
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)	
Quantity:	1.00	
Cost:	$100.00	
Line Item	$100.00	

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Total:	
Category:	320LC - SIF School Activities
Object Code:	0335 - Professional Consultant
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)
Quantity:	1.00
Cost:	$26,500.00
Line Item Total:	$26,500.00

Solution Tree PLC's At Work training for professional learning.

Category:	320LC - SIF School Activities
Object Code:	0335 - Professional Consultant
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)
Quantity:	1.00
Cost:	$12,000.00
Line Item Total:	$12,000.00

iReady trainer for continued professional learning.

Category:	320LC - SIF School Activities
Object Code:	0338 - Registration Fees
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)

Explicit instruction conference/registration
Leadership PD conference/registration- Explicit Instruction

4.03 The conference is $1500 a person on average plan for $2500 for hotel, flight and dinner so that means 8 could go- 4 each summer (2025 and 2026)

Quantity:	1.00		
Cost:	$32,000.00		
Line Item Total:	$32,000.00		
Category:	320LC - SIF School Activities	Leadership PD (the exact PD has not be chosen but lookig at AMLE- we do not know location but averaging travel costs at 2,000 for plane hotel and food. Registration is $550. This would allow 4 to attend in 2025 and 5 to attend in 2026.	
Object Code:	0338 - Registration Fees		
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)		
Quantity:	1.00		
Cost:	$23,428.00		
Line Item Total:	$23,428.00		
Category:	320LC - SIF School Activities	Hardware comes from out district tech vendor approved list- 223 Student laptops @ $347.00 (lenvo Gen4, plus accident/warranty and google license) 8 Teacher ECS laptops @ $1577.00 (Latitude 5350)	
Object Code:	0651 - Supplies – Technology Related Devices		
District / School:	SOUTH OLDHAM MIDDLE SCHOOL (465-090-D)		
Quantity:	1.00		
Cost:	$90,016.00		
Line Item Total:	$90,016.00		

Total for 320LC - SIF School Activities:	$377,944.00
Total for all other Categories:	

		$0.00
Total for all Categories:		$377,944.00
Adjusted Allocation:		$377,944.00
Remaining:		$0.00

Budget Overview

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

Filter by Location: All - $377,944.00 ▼

Category Object Code	320LC - SIF School Activities	Total
0110 - Certified Services - (Contract)	130,884.00	130,884.00
0120 - Certified Substitute	15,000.00	15,000.00
0222 - Employer Medicare Contributions	2,338.00	2,338.00
0231 - KTRS Employer Contribution	27,494.00	27,494.00
0253 - KSBA Unemployment Insurance	60.00	60.00
0260 - Workmen's Compensation Insurance	483.00	483.00
0294 - Federally Funded Health Care Benefits	17,629.00	17,629.00
0295 - Federally Funded Life Insurance Benefits	12.00	12.00

Category Object Code	320LC - SIF School Activities	Total
0296 - Federally Funded State Administration	100.00	100.00
0335 - Professional Consultant	38,500.00	38,500.00
0338 - Registration Fees	55,428.00	55,428.00
0651 - Supplies – Technology Related Devices	90,016.00	90,016.00
Total	377,944.00	377,944.00
Adjusted Allocation		377,944.00
Remaining		0.00

Related Documents

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

Required Documents		
Type	**Document Template**	**Document/Link**
Comprehensive Improvement Plan (CSIP) [Upload at least 1 document(s)]	N/A	📋 <u>Updated CSIP with TSI</u>
WWC Compliance Requirements for Evidence- based Practices [Upload at least 1 document(s)]	N/A	📋 <u>WWC Compliance SOMS</u>
Required Principal Assurance [Upload at least 1 document(s)]	N/A	📋 <u>Assurance</u>

SOUTH OLDHAM MIDDLE SCHOOL (465-090-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6 Checklist

This checklist is a means of communication between KDE and Districts regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the District submits the application, KDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the District with a status of not approved. The District will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where KDE may provide notes to explain those items. The District should check for notes and additional comments.
- Once the District has made the necessary adjustments, the District will resubmit the application for approval. If KDE determines that the item has been corrected, Attention Needed will be changed to OK by the KDE Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the District with a status of not approved. Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description (Collapse All   Expand All)

1. District Requirements

		Attention Needed ▼	Veronica Boller	7/16/2024 4:59:41 PM

1.01 Does the district describe how the district collaborated with the targeted support and improvement (TSI) school and the school's stakeholder groups (including principals and other school leaders, teachers, and parents) to develop and implement the Comprehensive School Improvement Plan (CSIP)? Does the description include how the district ensured that the plan was informed by all indicators of the statewide accountability system?

1.02 Does the district describe how the CSIP was developed based on the school's needs assessment?

1.03 Does the district describe the process used by the district and/or school to review resource allocations? Does the description include each of the following: - List the types of resources that were reviewed. - List the resource inequities that were identified in the school's CSIP. - Discuss how this application addresses the inequities. - Describe how the district will align other Federal, State, and local resources as needed to carry out the activities supported with these funds and address any resource inequities.

1.04 Does the district describe how the district supported the selection of evidence-based interventions?

1.05 Does the district describe how the CSIP was approved by the school and district prior to submission to the Kentucky Department of Education (KDE)?

~~1.03- Please specify what specific resources were reviewed? What inequities were noted in the allocation or use of the resources (e.g. people, time, money)? How does this application address the inequities?~~
==Describe how the district will align other Federal, State, and local resources as needed to carry out the activities supported with these funds and address any resource inequities.==

~~1.05- Was the plan approved by the local board of education?~~

2. Improvement Planning Support and Monitoring:

	OK ▼	Veronica Boller	7/18/2024 4:59:41 PM

2.01 Does the district describe a plan for monitoring that includes: - how it will monitor the progress of the school receiving funds or services, - a timeline of the monitoring included in the description, - the

actions it will take if the implementation of the plan is unsuccessful in order to prevent the school(s) from continuing the progression as TSI?

2.02 Does the district describe its rigorous review process for recruiting, screening, selecting, and evaluating any contractors, vendors, or other external partners with whom the district will work? Did they included the steps and criteria used for selecting and evaluating the services?

2.03 Does the district 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 improvement plan?

2.04 Does the district include a plan on how it will assist the TSI school in sustaining the proposed initiatives once the grant funds have been depleted?

3. School Program Details

	OK ▼	Veronica Boller	7/16/2024 5:02:24 PM

3.01 Is a school contact name included?

3.02 Does the district list a total enrollment number?

3.03 SIF Activities: At minimum, do the activities… a. Align to a school improvement priority b. Align to an evidence-based practice that was documented in the CSIP and Compliance Requirements document c. Include a numbered list of resources necessary for the implementation of the evidence-based practice d. Include a brief and numbered explanation as to how/why each requested resource is needed for the successful implementation of the evidence-based practice.

3.04 Does the district describe the processes used by the school to determine the evidence-based practices that will be funded and implemented, including all databases and research reviewed and the method used to determine that the chosen practices will best meet the current needs of staff and students? Is the description sufficient?

3.05 Does the district describe the strategies the school will use to monitor the implementation of evidence-based practices funded through this grant, including the plan for collecting, monitoring, and analyzing both staff and student data regarding implementation? Is the description sufficient?

3.06 Has the button been checked indicating the school's agreement to the assurances related to evidence-based practices?

3.07 School Personnel Details: Is the headcount a WHOLE number? Is the headcount greater than or equal to the FTE for each category?

4. Budget

	Attention Needed ▼	Veronica Boller	7/16/2024 4:59:42 PM

4.01 Are items budgeted in appropriate MUNIS codes for each category used?

4.02 Do amounts and types of items seem reasonable and necessary?

4.03 Do all budgeted items have a suitable, reasonable, and adequate narrative?

4.04 Does the budget align with activities described within other parts of the application?

4.01	~~Object Code: 0131 - Other Classified Pay lists technology software/hardware. This is an incorrect code. Details will need to be added when re-entering including what software, how many licenses, and for what time frame with cost point listed. Please note that license subscriptions may not go beyond the end date of the grant (Sept 30, 2026).~~

~~Hardware will also need details surrounding type, quantity and price per unit.~~

4.02	Object Code: 0110 - Certified Services - (Contract) - Extended School Services will need more detail surrounding how the funds will be spent Technology storage carts are not an allowable expense with these funds.
4.03	Details regarding how many, at what rate of pay, specific quantities, etc. must be included in budget narratives. Fringe benefits are detailed fine, but this is missing for several other areas of the budget. For conferences and PDs please list the registration cost and number of registrants attending
4.04	Some of the details from the School Program Details chart need to be carried over to the budget. Ensure all areas of the application align with each other.

OK ▼   Veronica Boller   7/16/2024 5:02:24 PM

5. Related Documents

5.01 Has the district uploaded the school's CSIP? Does it align with the grant application?

5.02 Has the district uploaded the school's WWC Compliance Requirements document? Is it sufficient?

5.03 Has the district uploaded the school's principal assurance?