

History Log

Winburn Middle School (165-245-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
	8/21/2024 11:53:17 AM	Ruth Swanson	Status changed to 'KDE School Improvement Funds - Cohort 6 Consultant Approved'.	S
<input type="checkbox"/>	8/21/2024 11:53:09 AM	Ruth Swanson	Approved with the understanding that all TSI CSIPs must be approved by the local board of education at the next available meeting.	C
<input type="checkbox"/>	8/19/2024 2:31:51 PM	Rodney Jackson	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
	8/19/2024 2:31:51 PM	Rodney Jackson	Status changed to 'District Superintendent Approved'.	S
<input type="checkbox"/>	8/19/2024 12:49:54 PM	Michael Swearingen	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
	8/19/2024 12:49:54 PM	Michael Swearingen	Status changed to 'District Finance Officer Approved'.	S
	8/16/2024 3:25:45 PM	mendy mills	Status changed to 'Draft Completed'.	S
	8/6/2024 9:21:36 AM	Ruth Swanson	Status changed to 'KDE School Improvement Funds - Cohort 6 Consultant Returned Not Approved'.	S
<input type="checkbox"/>	8/6/2024 9:21:30 AM	Ruth Swanson	See checklist for remaining issues to address.	C
<input type="checkbox"/>	8/5/2024 12:11:43 PM	Rodney Jackson	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
	8/5/2024 12:11:43 PM	Rodney Jackson	Status changed to 'District Superintendent Approved'.	S
<input type="checkbox"/>	8/2/2024 4:38:54 PM	Michael Swearingen	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
	8/2/2024 4:38:54 PM	Michael Swearingen	Status changed to 'District Finance Officer Approved'.	S
	8/2/2024 4:05:00 PM	mendy mills	Status changed to 'Draft Completed'.	S
	7/8/2024 11:06:59 AM	Ruth Swanson	Status changed to 'KDE School Improvement Funds - Cohort 6 Consultant Returned Not Approved'.	S
<input type="checkbox"/>	7/8/2024 11:06:03 AM	Ruth Swanson	See feedback in checklist for areas needing attention.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	7/2/2024 1:43:25 PM	Rodney Jackson	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 1:43:24 PM	Rodney Jackson	Status changed to 'District Superintendent Approved'.	S
<input type="checkbox"/>	7/2/2024 1:19:09 PM	Michael Swearingen	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 1:19:09 PM	Michael Swearingen	Status changed to 'District Finance Officer Approved'.	S
	7/2/2024 12:41:15 PM	mendy mills	Status changed to 'Draft Completed'.	S
	7/1/2024 4:14:54 PM	mendy mills	Status changed to 'Draft Started'.	S
	7/1/2024 11:26:29 AM	KDE GMAP Help	Status changed to 'Not Started'.	S

Allocations

Winburn Middle School (165-245-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	\$370,147.00	\$0.00	\$370,147.00
Reallocated	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00
Total	\$370,147.00	\$0.00	\$370,147.00

Winburn Middle School (165-245-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

Winburn Middle School (165-245-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

Winburn Middle School (165-245-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 school's internal stakeholders, including the Instructional Leadership Team, MTSS, Family Community and Engagement, as well as external partners such as families, education partners, and faith-based community leaders, collaborated with multiple departments including Assessment and Accountability, Office of Academics, Student Support Services, Unity and Belonging Student Efficacy, Title I, and the Office of School Leadership. This collaboration began in the spring and summer based on the Spring NWEA, KSA preliminary, Spring School Climate Survey, MTSS (academic and behavior), and Title I family needs assessment outcomes.

During the month of June, August and October the Director of Assessment use the Data Wise Model to engage the faculty and staff through a comprehensive overview of the academic data (All, and by subgroups), and trends the school to ensure goals alignment were clear, specific, measurable, achievable, relevant and time-bound.

The school chief's monthly meetings with the Office of Academics stakeholders served as a platform to report the status of multiple measures of data. The subsequent focus on identified refinements and reinforcements within the following weeks and months demonstrated the commitment to continuous improvement. Moreover, active sharing of these refinements and reinforcements with the ILT during weekly: Acting Principal 1:1 meetings, ILT Meetings, School Walkthroughs, and Professional learning meetings, reinforced the alignment of efforts towards the school's goals. The Acting Principal, ILT, and MTSS Committee's execution with internal stakeholders and families through activities such as monthly parent meetings, weekly newsletters, bi-weekly leadership team meetings, and once a month faculty meetings signifies the engagement with the school community in effort to drive positive change.

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

The CSIP was developed along side the District Office of Assessment and Accountability based on the multiple measures of data: Demographics, (Enrollment, Attendance, Ethnicity, Gender, Grade Level) Perceptions, (Perceptions of Learning Environment Values and Beliefs Attitudes Observations) Student Learning, (Standardized Tests Norm/Criterion-Referenced Tests Teacher Observations of Abilities Authentic Assessments) and School Processes, (Description of School Programs and Processes) Ultimately, the need assessment and goals set forth with the school were used to develop the CSIP.

* 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.

▪ List the types of resources that were reviewed: NWEA, Spring School Climate Survey, MTSS (academic and behavior), Common Unit Assessments Subgroups data, classroom observations, TSI Two Day Report Review and perception data. The leadership team has reviewed the existing instructional materials in our school and feel that we have the necessary written and digital materials. Our district has adopted a new HQIR for both ELA and Math.

▪ List the resource inequities that were identified in the school's CSIP. Students in the following subgroups: Students With Disabilities, African American, English Language Learners, and social economically disadvantaged students were not receiving grade level expectations as the students that participated in the gifted and talented program. Even though we have the available resources what has identified as being needed is the additional support for our staff in coaching, planning, data analysis, and professional learning. This will increase teacher efficacy.

▪ Describe how this application addresses the inequities. The funds will be used to close or greatly narrow educational achievement gaps between Black students, English Language Learners, economically disadvantaged students, students with disabilities, and their non-subgroup peers. With broad community input gathered during the plan's initial development starting in January 2024, this plan outlines educational equity gaps across five goal areas:

1. Student Achievement

2. Learning Conditions (Culture and Climate)

3. Student Discipline

4. Special Education identification, ELL, Black, and ED opportunity gaps

5. Achievement Gap (the racial gap in student achievement that results because of the structures and systems that advance White students over other demographics peers. The Reinvestment Gap will focus on the structures rather than students as well as the inputs into the adults, family and community.

The main goal of this plan is to create opportunities to enhance educational achievement in the five key areas. This includes promoting fair performance on standardized tests, reducing unequal disciplinary outcomes, and addressing overrepresentation in Exceptional Student Education, specifically Emotional/Behavioral Disability. This plan also aims to address the "Reinvestment Gap," which refers to the disparity in academic performance among students of different races. To achieve these goals, we will focus on improving both educational structures and resources. Teachers will receive continuous, high-quality professional training in the following areas: Core Values, High Expectations for ALL students, and Academic Standards for all subject areas. We will also assess the extent to which our school will establish effective systems to support educational equity and meet our objectives. Additionally, we will allocate funds to acquire both internal and external expertise to support our progress and address any obstacles that arise. If necessary, we will also recruit additional staff to help us achieve our intended results.

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.

To ensure continuous improvement and attention to implementation, each goal within this plan includes the following initiatives: hiring highly effective principal, supporting the new school principal in conducting an audit of the school's human capital and Title I Funds allocations, and the chief of schools working cross-functionally to develop, implement, and monitor the strategic action plans. The chief of schools will meet regularly not only with the school principal and Instructional Leadership Team, and monthly with The Office of Academics, Office of Unity, Belonging and Student Efficacy, Family and Community Engagement, Student Support Services, Deputy Superintendent, faith-based partners, and other community partners to discuss progress and any barriers that need support. The district has made progress, particularly in the development and implementation of district-wide professional development opportunities and improving early warning systems. It provides a full-time instructional coach housed on the WMS campus and uses funds to pay teachers' stipends for release days to plan content or professional learning outside school operating hours. The district also supports schools for extended learning after school or during Saturday school. Within each goal, most action steps have focused on training for teachers and leaders, improved data monitoring, and identifying and tracking at-risk students. There will be evidence of systems change in key areas as the district has built data systems that track and measure the progress of students' academic achievement and show growth in non-academic performance. Additionally, the district is investing in partnerships with national experts in equitable practices, developing staff to become local trainers, and establishing a robust set of training options.

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

We are committed to enhancing Title I instruction with the support of allocated funds. Mr. Thornsbury, the newly appointed principal of WMS, will diligently oversee the execution of existing interventions, ensuring their faithful implementation. With a demonstrated successful track record in implementing evidence-based strategies, as seen at Tates Creek Middle School, Mr. Thornsbury has consistently met the needs of all students, resulting in exceptional growth and achievement across all student subgroups. The allocated funds will be utilized to procure materials, supplies, and human capital. Furthermore, the district will continue to provide support for the MTSS process, professional learning (including IXL, Station Learning, Inclusive learning, and co-teaching), and the analysis of multiple data measures. In addition, we aim to enhance the current platform for entering exit-tickets and conducting weekly, bi-weekly, and formative assessments. This will provide teachers with timely data, enabling them to make swift instructional adjustments based on the results.

The school chief and director of federal grants met with the leadership team to review the selected EBPs. It was determined that building the capacity in our teachers and support staff to deliver direct, multi-sensory teaching strategies paired with systematic, sequential lessons focused on phonics through an engaging, learner-centered approach would facilitate significant gains in early literacy.

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

The SBDM council approved the CSIP during our regularly scheduled meeting in June. This approval is reflected in our agenda and meeting minutes. The updated CSIP was re-approved in July. In lieu of board of education approval CSIP was reviewed by the Director of Assessment and Chief of Schools to ensure alignment to the key core work processes, driven by current student data, and alignment with CDIP. An analysis of the CSIP was completed to ensure alignment between current data, goals and activities, and allocation of human and fiscal resources.

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 school has designed a spending plan and activities, programs, and initiatives to go along with the spending. Based on the plan the school will monitor the level of implementation and align that to the student achievement data to ensure that the programming is making an impact in a positive way. This will take place in real time via the classrooms, PLC meetings, and during weekly, and bi-weekly site visits between the principal and chief. The school based team will also monitor this during their regular data meetings as a leadership team as well. Additionally, the Chief meets with different departments once a month to present the school status. During this time the different departments lean in to support if needed accordingly.

- * 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.

The school will follow the outlined processes for vendor selection as outlined by FCPS. They will look at options and match the outcomes to the needs of the school while following the vendor approval process. Doing Business with FCPS - Fayette County Public Schools

* 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.

The district academic, student support services, Unity, Belonging, Students, Efficacy, assessment, family and community engagement departments, assigned school chief, and school leadership team will work together to respond to the adjustment of services if needed based on how the students are performing. The school has a data rhythm that allows for tracking, monitoring, and the ability to pivot if needed based on need and the data.

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

The school had KDE conducted a two day review and an action plan has been developed as a proactive measure. Additionally, an immediate plan of action was taken based on the KDE Two Day TSI Review. The plan yielded better results in the Spring NWEA. We know that with proven evidence practice implemented in a short period of time. We know that starting the year off strong with KDE support will yield greater outcomes. The Office of Academic Services and Student Support Team will continue to work collaborative. This will drive programming and initiatives moving forward, along with support from the district level as well. Once funds have been depleted the school will work with alike teams to continue to build their budget around all priority areas needed to sustain what is working for the school and what is making a positive impact on student achievement and the various subgroups. The number one factor is having a leader with a proven record that has hit the ground running will make a greater sustainable outcome at VMS.

School Program Details

Winburn Middle School (165-245-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort

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* School Contact:

Eric Thornsberry

808 * 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
<p>List the school's improvement priority from the most recent Two-Day Review Report that will be addressed by the evidence-based practice.</p>	<p>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.</p>	<p>List and number each resource necessary for implementation of the evidence-based practice that will be funded by school improvement funds.</p>	<p>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.</p>
<p>*</p>	<p>Winburn will incorporate recommendation 2 from the WWC Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School setting. Recommendation 2 is to integrate oral and written English language instruction into content area teaching. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf</p>	<p>*</p> <div style="border: 1px solid black; padding: 5px;"> <p>1. EL Coach .6 FTE</p> <p>2. Sub Release Day</p> </div>	<p>*</p> <p>1. This position will focus on coaching teachers and providing instructional feedback.</p> <p>The coach will facilitate and support the implementation of the recommendations outlined in the EBP to integrate oral and written English instruction into content area teaching.</p> <ul style="list-style-type: none"> Strategically use instructional tools—such as short videos, visuals, and graphic

* Standard 17:
Learners have equitable opportunities to realize their learning potential.
Action Statement:
Identify and eliminate barriers for every learner so they are challenged and supported through equitable learning opportunities that result in increased student achievement and self-efficacy.

	<p>organizers—to anchor instruction and help students make sense of content.</p> <ul style="list-style-type: none"> • Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction. • Provide daily opportunities for students to talk about content in pairs or small groups. • In addition, the coach will provide job-embedded PD to include rubric review, calibration, and scoring productive language, Setting Individualized Goals for Speaking and writing, and Integrating ELD into Lesson Plans. The coach will also collaborate with the Winburn teachers to assess students' performance tasks against a comprehensive rubric and provide detailed written and recorded feedback. individualized to each student, that highlights areas of strength and identifies growth opportunities. Students will be assigned goals based on indicators scored against the rubric.
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<p>against the parents.</p> <p>2. Provide 18 core teachers a sub release day once each quarter to collaborate with EL Coach, MTSS Coordinator and school leadership to participate in scoring sessions, curriculum revision, engagement, rigor refinement, and trend data analysis along with collaboration with school leadership on reaching continuous improvement goals through data analysis and determining the next actionable school wide strategies.</p>			
<p>1. MTSS Coordinator will collaborate with content area and intervention teachers to plan and monitor interventions for students in all sub-groups.</p> <p>The MTSS Coordinator will facilitate and support the implementation of the recommendations for decoding, fluency, and comprehension as outlined in the EBP for all sub-groups</p> <p>2. Stipend pay will be used to compensate teachers for working outside their regular</p>	<p>*</p> <p>1. MTSS Coordinator</p> <p>2. Teacher stipend for leading small intervention groups either before/ after school or summer.</p> <p>3. Registration fee for Teacher and Leader participation in state or national conferences.</p>	<p>*</p> <p>Winburn will improve instructional practices by implementing WWC Practice Guide Providing Reading Interventions for Students in Grades 4-9</p> <p>Recommendation 1 - Build students' decoding skills so they can ready complex multisyllabic words</p> <p>Recommendation 2 - Provide purposeful fluency-building activities to help students read effortlessly</p> <p>Recommendation 3 - Routinely use a set of comprehension- building practices to help students make sense of the text</p> <p>https://ies.ed.gov/ncee/WWC/PracticeGuide/29</p>	<p>*</p>

* Standard 21:
 Instruction is characterized by high expectations and learner-centered practices.
 Action Statement:
 Ensure instructional practices consistently promote high expectations and rigorous learning experiences to engage every student.

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school day teaching intervention groups of identified students in all sub groups.

3. Identified teachers and school leaders will attend the following conferences that will address the recommendations in each EBP:

- SIOP - Sheltered Instruction Observaton Protocol.Model
- Attendees will use what is learned to implement small group intervention to address the academic needs of multilingual students.
- UnboundED - Standards Institute.
- Attendees will cultivate the mindsets, skill sets and tools to provide grade-level, engaging, affirming, and meaning instruction to meet Standard 21
- Innovative Schools Summit - opportunity for teacher and schools leaders to learn best practices and research-based methodologies to meet Standard 21
- Leadership Workshops: Leverage Leadership 2.0 - professional learning for school leadership, MTSS Coordinator, and EL Coach on weekly data meetings and observation/feedback

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.

After the Two Day Review was delivered, the leadership team at Winburn Middle School reviewed the report findings, deconstructed the improvement priorities, and discussed possible next steps. Winburn participated in the KDE webinar on School Improvement Funds in May 2024 to ensure a clear understanding of how to determine evidence-based practices from the What Works Clearinghouse and complete proper KDE compliance documentation aligned with the improvement priorities and report findings. The leadership team aligned the needs assessment findings and plans to the WWC Practice Guides Teaching Academic Content and Literacy to English Learners in Elementary and Middle School setting. Recommendation 2 is to integrate oral and written English language instruction into content area teaching for the improvement priority for Standard 17. The other improvement priority, Standard 21, Winburn identified WWC Practice Guide Providing Reading Intervention for Students in Grades 4-9. Based on the review and our school needs assessment additional guidance and support are needed to provide high expectations and learner-centered practices for students in all sub-groups.

* 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.

Winburn Middle School will monitor the implementation of SIF through school and district walkthrough observations, intervention reports and analyzed data by interventionists and classroom teachers for targeted students, and SBDM implementation reports. All data listed above will be compiled and closely monitored by the leadership to ensure implementation and fidelity of the approved plan and budget. Quality tools for school improvement including next steps, metrics of applicable data, and Plus/Deltas will be used for feedback and reflection. Necessary steps and actions will be added to the 30/60/90 plans and professional growth plans as necessary.

* 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	2	1.60
Instructional Paraprofessionals		

Non-instructional Paraprofessionals			
Instructional Facilitators			
Parent Involvement			
Program Coordinator			
Other (specify)			
Total		2	1.60

Budget

Winburn Middle School (165-245-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

Category	Total
320LC - SIF School Activities	\$370,147.00
Total	\$370,147.00
Adjusted Allocation	\$370,147.00
Remaining	\$0.00

Budget Detail

Winburn Middle School (165-245-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

320LC - SIF School Activities - \$370,147.00 ▼

Budget Detail

Narrative Description

<p>Category: 320LC - SIF School Activities Object Code: 0110 - Certified Services - (Contract) District / School: Winburn Middle School (165-245-D)</p> <p>Quantity: 1.00 Cost: \$210,626.00 Line Item Total: \$210,626.00</p>	<p>1.0 FTE salary for MTSS Coordinator - \$71,013 per year for 2 years 0.6 FTE salary for EL Coach - \$34,300 per year for 2 years</p>
<p>Category: 320LC - SIF School Activities Object Code: 0111 - Extended Days - (Contract) District / School: Winburn Middle School (165-245-D)</p> <p>Quantity: 1.00 Cost: \$17,932.00 Line Item Total: \$17,932.00</p>	<p>2 extended days are budgeted for all certified staff in FCPS. Based on employees daily rate. 0.6 of 2 days for EL Coach = \$1222 (2 yrs.) 2 required extended days plus 20 additional days for Instructional Coach = \$16,710 (2 yrs.)</p>
<p>Category: 320LC - SIF School Activities Object Code: 0113 - Other Certified - (Not part of Contract) District / School: Winburn Middle School (165-245-D)</p> <p>Quantity: 1.00 Cost: \$21,760.00 Line Item Total: \$21,760.00</p>	<p>10 teachers will provide intervention/tutoring services for identified student sub-groups. 3 hours a week for 12 weeks @ \$36 an hour = \$12,960 4 teachers will provide intervention/tutoring services in the summer for identified students. 5 hours a day for 10 days = \$8,800</p>
<p>Category: 320LC - SIF School Activities Object Code: 0120 - Certified Substitute District / School: Winburn Middle School (165-245-D)</p>	<p>Sub release days for collaboration with the principal on reaching continuous improvement goals through data analysis and determining the next actionable school wide steps. 4 days per year * 18 core teachers = 144 sub release days. 1 days per quarter.</p>

Quantity: 1.00 Cost: \$28,800.00 Line Item Total: \$28,800.00	Benefits
Category: 320LC - SIF School Activities Object Code: 0222 - Employer Medicare Contributions District / School: Winburn Middle School (165-245-D)	
Quantity: 1.00 Cost: \$3,316.00 Line Item Total: \$3,316.00	
Category: 320LC - SIF School Activities Object Code: 0231 - KTRS Employer Contribution District / School: Winburn Middle School (165-245-D)	benefits
Quantity: 1.00 Cost: \$39,096.00 Line Item Total: \$39,096.00	
Category: 320LC - SIF School Activities Object Code: 0253 - KSBA Unemployment Insurance District / School: Winburn Middle School (165-245-D)	benefits
Quantity: 1.00 Cost: \$192.00 Line Item Total: \$192.00	
Category: 320LC - SIF School Activities Object Code: 0260 - Workmen's Compensation Insurance District / School: Winburn Middle School (165-245-D)	benefits
Quantity: 1.00	

Cost: <input type="text" value="\$1,929.00"/> Line Item Total: <input type="text" value="\$1,929.00"/>	
Category: 320LC - SIF School Activities Object Code: 0294 - Federally Funded Health Care Benefits District / School: Winburn Middle School (165-245-D) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$38,400.00"/> Line Item Total: <input type="text" value="\$38,400.00"/>	benefits
Category: 320LC - SIF School Activities Object Code: 0295 - Federally Funded Life Insurance Benefits District / School: Winburn Middle School (165-245-D) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$40.00"/> Line Item Total: <input type="text" value="\$40.00"/>	benefits
Category: 320LC - SIF School Activities Object Code: 0296 - Federally Funded State Administration District / School: Winburn Middle School (165-245-D) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$308.00"/> Line Item Total: <input type="text" value="\$308.00"/>	benefits
Category: 320LC - SIF School Activities Object Code: 0338 - Registration Fees District / School: Winburn Middle School (165-245-D) Quantity: <input type="text" value="1.00"/>	2 teachers attend National SIOP Conference @ \$429 each = \$858 2 teachers attend Unbound Ed @ \$2000 each = \$4000 2 teachers or school leaders to attend Innovative Schools Summit @ \$695 each = \$1390 2 school leaders to attend ILT Leadership Workshops" Leverage Leadership 2.0 @ \$750 each = \$1500

Cost: \$7,748.00

Line Item Total: \$7,748.00

Total for 320LC - SIF School Activities: \$370,147.00

Total for all other Categories: \$0.00

Total for all Categories: \$370,147.00

Adjusted Allocation: \$370,147.00

Remaining: \$0.00

Budget Overview




Winburn Middle School (165-245-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

Filter by Location: All - \$370,147.00 ▼

Object Code	Category	320LC - SIF School Activities	Total
0110 - Certified Services - (Contract)		210,626.00	210,626.00
0111 - Extended Days - (Contract)		17,932.00	17,932.00
0113 - Other Certified - (Not part of Contract)		21,760.00	21,760.00
0120 - Certified Substitute		28,800.00	28,800.00
0222 - Employer Medicare Contributions		3,316.00	3,316.00
0231 - KTRS Employer Contribution		39,096.00	39,096.00
0253 - KSBA Unemployment Insurance		192.00	192.00
0260 - Workmen's Compensation Insurance		1,929.00	1,929.00
0294 - Federally Funded Health Care Benefits		38,400.00	38,400.00
0295 - Federally Funded Life Insurance Benefits		40.00	40.00
0296 - Federally Funded State Administration		308.00	308.00
0338 - Registration Fees		7,748.00	7,748.00
Total		370,147.00	370,147.00
	Adjusted Allocation		370,147.00
	Remaining		0.00

Related Documents

Winburn Middle School (165-245-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	 Winburn CSIP	
WWC Compliance Requirements for Evidence-based Practices [Upload at least 1 document(s)]	N/A	 WWB EBP Compliance Requirement	
Required Principal Assurance [Upload at least 1 document(s)]	N/A	 Winburn Principal Assurance	

School Improvement Consultant Checklist

Winburn Middle School (165-245-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](#))

<input type="checkbox"/> 1. District Requirements	<input type="text" value="OK"/>	Ruth Swanson	8/21/2024 11:51:22 AM
<p>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?</p> <p>1.02 Does the district describe how the CSIP was developed based on the school's needs assessment?</p> <p>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.</p> <p>1.04 Does the district describe how the district supported the selection of evidence-based interventions?</p> <p>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)?</p>			
<input type="checkbox"/> 2. Improvement Planning Support and Monitoring:	<input type="text" value="OK"/>	Ruth Swanson	7/8/2024 11:05:11 AM
<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>			
<input type="checkbox"/> 3. School Program Details	<input type="text" value="OK"/>	Ruth Swanson	8/21/2024 11:51:22 AM
<p>3.01 Is a school contact name included?</p> <p>3.02 Does the district list a total enrollment number?</p> <p>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.</p> <p>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?</p> <p>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?</p> <p>3.06 Has the button been checked indicating the school's agreement to the assurances related to evidence-based practices?</p> <p>3.07 School Personnel Details: Is the headcount a WHOLE number? Is the headcount greater than or equal to the FTE for each category?</p>			
<input type="checkbox"/> 4. Budget	<input type="text" value="OK"/>	Ruth Swanson	8/6/2024 9:20:45 AM
<p>4.01 Are items budgeted in appropriate MUNIS codes for each category used?</p> <p>4.02 Do amounts and types of items seem reasonable and necessary?</p> <p>4.03 Do all budgeted items have a suitable, reasonable, and adequate narrative?</p> <p>4.04 Does the budget align with activities described within other parts of the application?</p>			
<input type="checkbox"/> 5. Related Documents	<input type="text" value="OK"/>	Ruth Swanson	8/21/2024



- 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?