

History Log

Millcreek Elementary School (165-255-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
	8/6/2024 8:55:10 AM	Ruth Swanson	Status changed to 'KDE School Improvement Funds - Cohort 6 Consultant Approved'.	S
<input type="checkbox"/>	8/5/2024 12:12:26 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 12:12:26 PM	Rodney Jackson	Status changed to 'District Superintendent Approved'.	S
<input type="checkbox"/>	8/2/2024 4:38:11 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 4:38:11 PM	Michael Swearingen	Status changed to 'District Finance Officer Approved'.	S
	8/2/2024 4:02:51 PM	mendy mills	Status changed to 'Draft Completed'.	S
	7/3/2024 3:56:27 PM	Ruth Swanson	Status changed to 'KDE School Improvement Funds - Cohort 6 Consultant Returned Not Approved'.	S
<input type="checkbox"/>	7/3/2024 3:56:15 PM	Ruth Swanson	Please see comments on the checklist for areas requiring attention.	C
<input type="checkbox"/>	7/2/2024 1:43:00 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 1:43:00 PM	Rodney Jackson	Status changed to 'District Superintendent Approved'.	S
<input type="checkbox"/>	7/2/2024 1:19:24 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 1:19:23 PM	Michael Swearingen	Status changed to 'District Finance Officer Approved'.	S
	7/2/2024 12:41:32 PM	mendy mills	Status changed to 'Draft Completed'.	S
	7/1/2024 4:13:55 PM	mendy mills	Status changed to 'Draft Started'.	S
	7/1/2024 11:26:25 AM	KDE GMAP Help	Status changed to 'Not Started'.	S

Allocations

Millcreek Elementary School (165-255-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	\$210,530.00	\$0.00	\$210,530.00
Reallocated	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00
Total	\$210,530.00	\$0.00	\$210,530.00

SIF Overview and Instructions

Millcreek Elementary School (165-255-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

Millcreek Elementary School (165-255-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

Millcreek Elementary School (165-255-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 111(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 CSIP was created by the leadership team with input from school stakeholders. Multiple data points were utilized to create the plan including KSA, MAP, formative assessments, and walkthrough data. The Director of Assessment reviewed the plan and provided feedback around the key indicators ensuring a comprehensive analysis of data was utilized.

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

The CSIP was created with the support of the school leadership team and the Director of Assessment. Millcreek reviewed their current as-is status based on the key indicators and most current data. This review resulted in specific goals and activities designed to increase student achievement for all subgroups, especially the TSI subgroup.

The three identified priorities in the Needs Assessment are utilizing Backwards Design for lesson planning based on the KAS and Danielson Framework for Teaching, all informed by the work of PLCs.

Our historic state and local data indicate that our students are not making progress in reading achievement. It also highlights a large achievement gap between our Black and African American students and their White counterparts in addition to our students receiving specialized instruction and general education students.

Phonemic awareness and phonics instruction is the foundation for reading acquisition. Research from the body of work on the science of reading indicates that in order for students to acquire the skills needed to decode and comprehend text, they must receive explicit and systematic instruction in phonemic awareness and decoding. Millcreek's data from our universal screening and diagnostic assessments show that our students are not making gains in reading instruction due to lagging skills in phonemic awareness and decoding.

The Institute for Multisensory Education provides teachers with Orton-Gillingham and Morphology professional development to equip them to deliver direct, explicit instruction using a systematic process to address Tiers of learners, meeting each student where they are to more effectively increase reading proficiency.

The Danielson Framework for Teaching highlights the importance of teachers having a level of expertise in using questioning and discussion techniques (3B) and engaging students in learning (3C). The Ron Clark Academy (RCA) is a model school that specializes in educating teachers on maximizing the techniques of student engagement. RCA is a demonstration school where visiting educators have the unique opportunity to engage with master teachers in a vibrant professional development experience by observing best practices in action before participating in hands-on workshops. This organization provides professional learning in a live setting that allows teachers to witness, in real time, an exemplary model of how to engage students in the learning process. Additionally, students from the Ron Clark Academy face the same types of social, emotional, and economic barriers our students face. The research from John Hattie's work in effect sizes of teaching shows that Teacher Collective Efficacy has one of the highest effects on student growth and achievement.

By combining the professional learning from the Institute for Multisensory Education with the transformative teaching methods from the Ron Clark Academy, our teachers would gain the skills and expertise to help our students reach their growth potential.

- * 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.

The Director of Assessment reviewed the CSIP to ensure completion of all tasks and alignment to the District goals. The Chief of Schools reviewed the CSIP and during site visits worked with the principal to ensure supports were in place to meet the needs of all students, including utilization of human and fiscal resources. School leaders analyzed data for subgroups to monitor achievement progress and to make instructional adjustments based on the data including updating goals and activities on the CSIP for the 24-25 school year. District departments, including Office of Academic Services, Special Education, MTSS, PBIS, and EL department provided direct services to the school based on identified needs. These direct services will continue into the 24-25 school year.

In the process of determining how our staff can best serve the needs of all students in early literacy, our leadership team identified gaps in staff knowledge surrounding best practice techniques for teaching phonemic awareness and decoding. Less than half of the teachers on our special education team have received formal training using the Orton-Gillingham methodology and structured multisensory techniques such as those taught at the Institute for Multisensory Education. Additionally, none of our general education teachers, or support staff have received training in these explicit techniques and use of high quality instructional resources.

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

The district provided a full time SBIS (School Based Instructional Coach) and a MTSS coordinator to ensure fidelity with interventions and support of general education teachers. The SBIS participated and led grade level PLCs to assist teachers with analyzing student data and create instructional plans for students, including those students performing below grade level. The SBIS also spent time coaching teachers in both whole and small group instruction (including students in Tier 2 and Tier 3). The MTSS coordinator created a comprehensive plan to ensure evidence-based interventions were being provided and to establish a system for collecting and monitoring data. During monthly site visits, the Chief of Schools and school leadership observed classrooms and engaged in conversations around instruction, student data, and plans for next steps to increase student achievement.

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 on June 19th. This approval is reflected in our agenda and meeting minutes. The updated CSIP was re-approved on July 11th, 2024. 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 plan will be monitored on a regular and on-going basis during monthly site visits between the school leaders and Chief of Schools. Student data will be analyzed to determine impact on achievement and congruence with the plan. The school leader and Chief of Schools will determine if additional supports are needed from the district level offices to support the plan.

* 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 for options and match the outcomes to the needs of the school while following the vendor approval process.

Once the grant is awarded, completion of a Sole-Source Determination form for each vendor moves through the Fayette County Public Schools Purchasing Office to be approved by the procurement specialist before approvals by the chief of schools, deputy superintendent, and superintendent. Once approved, a purchase requisition can be sent to a vendor. The Sole-Source Determination Form helps to determine the necessity of the vendors.

* 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 Chief of Schools will meet with the principal each month to discuss the progress of the plan. Services will be provided based on identified needs by the school and evaluation of effectiveness based on student data. If analysis of progress indicates additional supports is needed, district offices will collaborate with school leaders to provide additional resources.

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

The Chief of Schools and school leadership will work closely to determine effectiveness of initiatives and to plan for the future in order to sustain progress. District offices will continue to support school leaders and school staff to build capacity of teachers in order to improve outcomes for all students. A careful analysis of the plan, resources needed, school systems, and actions required to sustain the plan after the grant funds have been depleted will be an integral part of the work for the next two years.

School Program Details

Millcreek Elementary School (165-255-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

* School Contact:

Dr. Jodi Johnson, Principal

475 * 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>* <u>Developing School Leaders: Findings From a Randomized Control Trial Study of the Executive Development Program and Paired Coaching</u> <u>Full Article for WWC Evidence</u> cited above.</p>	<p>* 1. Additional Books/Resources 2. Extra Service Stipends 3. Registration Fees 4. Travel and Lodging 5. Substitute Pay</p>	<p>* 1. While resources for NISL are free to participants, they are on a digital platform. SIF resources would allow purchasing of books that are referenced throughout the course of the NISL Curriculum. This will provide easy access for implementation and application to the Action Learning Project as well as other related contexts. Other additional books and resources related to the action learning project and instructional best practice strategies may be needed. 2. Stipend pay will be used to compensate teachers for working outside their regular</p>

<p>* Standard 7: Leaders guide professional staff members in a continuous improvement process focused on learning experiences and needs.</p> <p>Action Statement: Develop, implement, and monitor a continuous improvement process that identifies specific goals (both academic and non-academic) with detailed strategies, activities, and measures (e.g., incremental benchmarks, data sources to determine the degree to which goals are attained). Use multiple forms of data to triangulate and determine needed adjustments and next steps.</p>		<p>work day when collaborating with the principal on reaching continuous improvement goals through data analysis and determining the next actionable school wide steps.</p> <p>3. Through the year-long work of NISL, the leadership team will focus on a contextual analysis need and root causes. With the findings of the Two-Day report as a baseline, a focus on the development of teachers is a priority for continuous improvement. NISI will provide administration with a strategic plan and method for implementation. The Ron Clark Academy offers an experience to learn better ways to engage students, promote academic excellence, build relationships, and create a positive climate and culture that can impact the community. The Action Learning Plan (ALP) will include sending groups of teachers to one of six sessions at the Ron Clark Academy over the course of the school year. Each session aims to ensure a climate and culture where all students and staff thrive. The Ron Clark Academy and Millcreek Elementary share a similar community and acknowledge the barriers and issues faced by our students. Proposed Timeline: ELA - November - 7 Sped. Teachers, 4 interventionists, 2 EL and 6</p>
--	--	--

ELA Teachers

Admin -
October - 1 Admin
RCA - December - 6 teachers
RCA -
January - 6 teachers
Admin - February - 1 Admin
RCA -
February - 5 Teachers
In addition to current contextual analysis, the Danielson Framework for Teaching highlights the importance of teachers having a level of expertise in using questioning and discussion techniques (3B) and engaging students in learning (3C). The Ron Clark Academy (RCA) is a model school that specializes in educating teachers on mastering the techniques of student engagement. RCA is a demonstration school where visiting educators have the unique opportunity to engage with master teachers in a vibrant professional development experience by observing best practices in action before participating in hands-on workshops. This organization provides professional learning in a live setting that allows teachers to witness, in real time, an exemplary model of how to engage students in the learning process. Additionally, students from the Ron Clark Academy face the same types of social, emotional, and economic barriers our students face. Sending vertical teams will strengthen Teacher

			<p>Collective Efficacy, which according to Hattie's research, is rated as one of the highest effects on student growth and achievement.</p> <p>4. Out-of-state travel and lodging expenses will be required for teachers traveling to the Ron Clark Academy in Atlanta, GA. Standard 7 is one of the Improvement Priorities identified from the Two-Day KDE Review. This standard expresses that, "leaders guide professional staff members in a continuous improvement process focused on learning experiences and needs." Through data disaggregation and analysis, along with information from observational walkthroughs, it was determined that in order to improve instruction and advance student learning, our teachers must be equipped with the skills to recognize high quality instructional resources, deliver lessons in an explicit and systematic manner, and create classroom environments that foster a sense of belonging and curiosity for academic exploration. Based on the most recent Millcreek Needs Assessment, "Black or African American students scored in the 25% in math as compared to white students scoring in the 52% on the fall MAP assessment; and 29% in reading as compared to 48%. Also, students with</p>
--	--	--	---

disabilities scored in the 15th and 10th percentile in math and reading respectively on the fall MAP assessment." The Needs Assessment states that after analyzing the key elements of our teaching and learning environment, our teachers will focus on the high yield teaching practices. This directly relates to the Ron Clark Academy which prides itself as a demonstration school and "...a place where visiting educators engage in a vibrant professional development experience by observing best practices in action before participating in hands-on workshops."

Minimal travel expenses will be necessary to cover travel expenses to monthly NISL meetings. No overnight stays will be required.

5. Substitute teachers will be compensated through SIF to cover teachers while attending the RCA as stated above as well as any release time that may be needed to implement the Action Learning Plan for NISL.

1. School-level needs analysis, in addition to the findings of the Two-Day review, indicated gaps in staff knowledge surrounding best practice techniques for teaching phonemic awareness and decoding.

*

Millcreek Elementary will utilize the following recommendations from the WWC Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

*

* Standard 26:
 Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.
 Action Statement: Develop, implement, and monitor a school wide instructional process that ensures all learners are 1) clearly informed of learning expectations, 2) provided exemplars of high-quality work and 3) given multiple opportunities to demonstrate understanding of content through daily formative assessments.

- * 1. Registration Fees for classroom teachers to attend the Institute for Multisensory Education
 2. Substitute Pay
 3. Extra Service Stipend
 4. Supplemental Materials and Supplies

Less than half of the teachers on our special education team have received formal training using the Orton-Gillingham methodology and structured multisensory techniques such as those taught at the Institute for Multisensory Education. Additionally, none of our general education teachers, nor support staff have received training in these explicit techniques and use of high quality instructional resources. In order to meet the recommendations outlined in the EBP for foundational skills, all special education teachers and general education teacher leaders will be trained to provide a sustainable continuum across grade levels. The IMSE provides complimentary training for paraeducators and administrators.

 SIF funds will cover the necessary registration fees. By combining the transformative teaching methods from the Ron Clark Academy with the professional learning from the Institute for Multisensory Education (see EBP#2 below), our teachers would gain the knowledge, skills, and expertise to facilitate our students reaching their growth potential.
 1. a. Teach students academic language skills, including use of inferential and narrative language and vocabulary knowledge
 1. b. Teach students a routine for determining the gist of a short

			<p>section of text</p> <ol style="list-style-type: none"> 1. c. Teach students to monitor their comprehension as they read. 2. Substitute pay will be used to cover teachers while receiving professional learning off site. 3. Stipend pay will be used to compensate teachers for working outside their regular work day. 4. Supplemental materials such as manipulatives to support word work and consumable supplies for students to demonstrate growth and learning will be required.
--	--	--	--

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.

- Principal met with Educational Recovery Team to review the 2023-2024 Two-Day Review Report
- Results of the KDE 2-Day Review were shared with school staff, Site Based Decision Making Council, and Millcreek Families.
- Team meeting with special education staff members to determine staff and student needs based on the current data and expertise level of staff members.
- Special Education Team Members determined that the best course of action for school improvement is to participate in professional development.
- Results from the 2022-2023 Quality of School Climate and Safety (QSCS) indicated that culturally responsive teaching practices were not prevalent in classrooms.
- Results from MTSS Systems meeting, 2023-2024 Two-Day Review Report, and fall-spring MAP data indicated that tier 2 instruction is a weak component in terms of instructional practices and delivery. Focused efforts must be placed on tier 2 instructional planning, instructional delivery, and data collection to contribute to a positive system of continuous improvement in academic achievement.

* 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.

1. Daily Classroom Observations

2. School-Wide Walk-Through Tool

- 3. Student surveys connected to attitudes toward teaching and learning and culturally relevant learner experiences
- 4. Google Data Tracker - Tracking teacher observations, areas of need regarding coaching, rolling coaching agendas
- 5. PLC rolling agendas and documentation

* 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	<input type="text"/>	<input type="text"/>
Instructional Paraprofessionals	<input type="text"/>	<input type="text"/>
Non-instructional Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
Program Coordinator	<input type="text"/>	<input type="text"/>
Other (specify)	<input type="text"/>	<input type="text"/>
Total	<input type="text" value="0"/>	<input type="text" value="0.00"/>

Budget

Millcreek Elementary School (165-255-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

Category	Total
320LC - SIF School Activities	\$210,530.00
Total	\$210,530.00
Adjusted Allocation	\$210,530.00
Remaining	\$0.00

Budget Detail

Millcreek Elementary School (165-255-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

320LC - SIF School Activities - \$210,530.00 ▼

Budget Detail

Narrative Description

<p>Category: 320LC - SIF School Activities Object Code: 0113 - Other Certified - (Not part of Contract) District / School: Millcreek Elementary School (165-255-D) Quantity: 1.00 Cost: \$36,000.00 Line Item Total: \$36,000.00</p>	<p>Stipends for teachers to participate in Orton Gillingham + Comprehensive and/or Morphology Plus. Each course is 30 hours. 7 special education: OG & Morphology 12 Kindergarten - 2nd grade: OG 12 3-5 grades: Morphology 4 interventionists: OG & Morphology 2 EL: OG & Morphology Stipends for teachers to participate outside of school hours in Action Learning Project with Admin for NISL.</p>
<p>Category: 320LC - SIF School Activities Object Code: 0120 - Certified Substitute District / School: Millcreek Elementary School (165-255-D) Quantity: 1.00 Cost: \$21,600.00 Line Item Total: \$21,600.00</p>	<p>Substitutes for classroom teachers to attend Ron Clark academy. 36 teachers * 3 days each * \$200 a day.</p>
<p>Category: 320LC - SIF School Activities Object Code: 0222 - Employer Medicare Contributions District / School: Millcreek Elementary School (165-255-D) Quantity: 1.00 Cost: \$921.00 Line Item Total: \$921.00</p>	<p>Required benefit pay for stipends (0113) and substitutes (0120).</p>
<p>Category: 320LC - SIF School Activities Object Code: 0231 - KTRS Employer Contribution District / School: Millcreek Elementary School (165-255-D)</p>	<p>Required benefit pay for stipends (0113) and substitutes (0120).</p>

Quantity: 1.00 Cost: \$9,720.76 Line Item Total: \$9,720.76	
Category: 320LC - SIF School Activities Object Code: 0260 - Workmen's Compensation Insurance District / School: Millcreek Elementary School (165-255-D)	Required benefit pay for stipends (0113) and substitutes (0120).
Quantity: 1.00 Cost: \$453.00 Line Item Total: \$453.00	
Category: 320LC - SIF School Activities Object Code: 0338 - Registration Fees District / School: Millcreek Elementary School (165-255-D)	Registration fee for Orton Gillingham and Morphology courses. \$1,275 per course * 48 vouchers = \$63,750 Registration for Ron Clark Academy - 38 staff members * \$1,075 = \$32,250
Quantity: 1.00 Cost: \$96,000.00 Line Item Total: \$96,000.00	
Category: 320LC - SIF School Activities Object Code: 0580 - Travel District / School: Millcreek Elementary School (165-255-D)	Travel expenses and lodging for 38 staff members to attend The Ron Clark Academy \$1,100 * 38 = \$41,800
Quantity: 1.00 Cost: \$41,800.00 Line Item Total: \$41,800.00	
Category: 320LC - SIF School Activities Object Code: 0643 - Supplemental Books, Study Guides and Curriculum District / School: Millcreek Elementary School (165-255-D)	-40 x OG+ In a Bag (Student Kits) (\$1,400) -10 x 2lb bags Blue-Green Sensational Sand (\$100) -4 x OG+ In a Bag (Teacher Kits) (\$400) -48 x 12 pack Highlighters (\$332.16) -24 packs Sticky Notes (\$479.76) -12 x 2 pack File Crates (\$299.88) -24 packs Hanging Folders (\$523.44)

1.00
Cost: \$4,035.24
Line Item Total: \$4,035.24

Supplementary books referenced during NISL (\$500)

Total for 320LC - SIF School Activities: \$210,530.00
Total for all other Categories: \$0.00
Total for all Categories: \$210,530.00
Adjusted Allocation: \$210,530.00
Remaining: \$0.00

Budget Overview





Millcreek Elementary School (165-255-D) State Special School - FY 2025 - School Improvement Funds - Cohort 6 - Rev 0 - School Improvement Funds - Cohort 6

Filter by Location: All - \$210,530.00 ▼

Object Code	Category	320LC - SIF School Activities	Total
0113 - Other Certified - (Not part of Contract)		36,000.00	36,000.00
0120 - Certified Substitute		21,600.00	21,600.00
0222 - Employer Medicare Contributions		921.00	921.00
0231 - KTRS Employer Contribution		9,720.76	9,720.76
0260 - Workmen's Compensation Insurance		453.00	453.00
0338 - Registration Fees		96,000.00	96,000.00
0580 - Travel		41,800.00	41,800.00
0643 - Supplemental Books, Study Guides and Curriculum		4,035.24	4,035.24
Total		210,530.00	210,530.00
	Adjusted Allocation		210,530.00
	Remaining		0.00

Related Documents

Millcreek Elementary School (165-255-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	 Millcreek CSIP	
WWC Compliance Requirements for Evidence-based Practices [Upload at least 1 document(s)]	N/A	 Millcreek Standard 7 WWC Compliance Document	
		 Millcreek Standard 26 WWC Compliance Document	
Required Principal Assurance [Upload at least 1 document(s)]	N/A	 Millcreek Principal Assurance	

School Improvement Consultant Checklist

Millcreek Elementary School (165-255-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](#))

<p>1. District Requirements</p>	<p>OK</p>	<p>Ruth Swanson</p>	<p>8/6/2024 8:54:58 AM</p>
<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>			
<p>2. Improvement Planning Support and Monitoring:</p>	<p>OK</p>	<p>Ruth Swanson</p>	<p>8/6/2024 8:54:58 AM</p>
<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 include 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>			
<p>3. School Program Details</p>	<p>OK</p>	<p>Ruth Swanson</p>	<p>8/6/2024 8:54:58 AM</p>
<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>			
<p>4. Budget</p>	<p>OK</p>	<p>Ruth Swanson</p>	<p>8/6/2024 8:54:58 AM</p>
<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>			
<p>5. Related Documents</p>	<p>OK</p>	<p>Ruth Swanson</p>	<p>8/6/2024</p>



- 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?