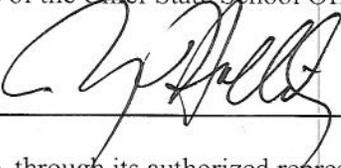


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

| | |
|---|---|
| <p>Legal Name of Applicant: Kentucky Department of Education</p> | <p>Applicant's Mailing Address: Capital Plaza Tower 500 Mero Street Frankfort, KY 40601</p> |
| <p>State Contact for the School Improvement Grant</p> <p>Name: David Millanti</p> <p>Position and Office: Program Consultant, Office of Next Generation Schools and Districts, Division of Consolidated Plans and Audits</p> <p>Contact's Mailing Address: Kentucky Department of Education Capital Plaza Tower-8th floor 500 Mero Street Frankfort, KY 40601</p> <p>Telephone: (502) 564-3791</p> <p>Fax: (502) 564-8149</p> <p>Email address: david.millanti@education.ky.gov</p> | |
| <p>Chief State School Officer (Printed Name): Terry Holliday, Ph.D.</p> | <p>Telephone: (502) 564-4770</p> |
| <p>Signature of the Chief State School Officer: X </p> | <p>Date: 11-30-10</p> |
| <p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p> | |

School Improvement Grants Application

Section 1003(g) of the
Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Kentucky



U.S. Department of Education
Washington, D.C. 20202



OMB Number: 1810-0682
Expiration Date: September 30, 2013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

| | |
|---|---|
| <p>Legal Name of Applicant: Kentucky Department of Education</p> | <p>Applicant's Mailing Address: Capital Plaza Tower 500 Mero Street Frankfort, KY 40601</p> |
| <p>State Contact for the School Improvement Grant</p> <p>Name: David Millanti</p> <p>Position and Office: Program Consultant, Office of Next Generation Schools and Districts, Division of Consolidated Plans and Audits</p> <p>Contact's Mailing Address: Kentucky Department of Education Capital Plaza Tower-8th floor 500 Mero Street Frankfort, KY 40601</p> <p>Telephone: (502) 564-3791</p> <p>Fax: (502) 564-8149</p> <p>Email address: david.millanti@education.ky.gov</p> | |
| <p>Chief State School Officer (Printed Name): Terry Holliday, Ph.D.</p> | <p>Telephone: (502) 564-4770</p> |
| <p>Signature of the Chief State School Officer: X</p> | <p>Date:</p> |
| <p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p> | |

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

| | | |
|--|--|--|
| SECTION A: ELIGIBLE SCHOOLS | <input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009 | <input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010 |
| | <i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input type="checkbox"/> SEA elects to generate new lists | <i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition |
| | <input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided | |
| SECTION B: EVALUATION CRITERIA | <input type="checkbox"/> Same as FY 2009 | <input checked="" type="checkbox"/> Revised for FY 2010 |
| SECTION B-1: ADDITIONAL EVALUATION CRITERIA | <input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided | |
| SECTION C: CAPACITY | <input type="checkbox"/> Same as FY 2009 | <input checked="" type="checkbox"/> Revised for FY 2010 |
| SECTION D (PART 1): TIMELINE | <input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided | |
| SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION | <input type="checkbox"/> Same as FY 2009 | <input checked="" type="checkbox"/> Revised for FY 2010 |
| SECTION E: ASSURANCES | <input checked="" type="checkbox"/> Updated Section E: Assurances provided | |
| SECTION F: SEA RESERVATION | <input checked="" type="checkbox"/> Updated Section F: SEA reservations provided | |
| SECTION G: CONSULTATION WITH STAKEHOLDERS | <input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided | |
| SECTION H: WAIVERS | <input type="checkbox"/> Updated Section H: Waivers provided | |

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

For an SEA keeping the same definition of PLA schools, please select one of the following options:

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

For an SEA revising its definition of PLA schools, please select the following option:

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

<http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/American+Recovery+and+Reinvestment+Act/State+Fiscal+Stabilization+Fund/Area+D+-+Supporting+Struggling+Schools.htm>

Kentucky's Low-Achieving Schools Definitions

Performance Measure

The performance measurement for all definitions below is an average of the percentage of proficient or higher in reading and mathematics on the state assessments under KRS 158.6455.

Lack of Progress Measure

The lack of progress measure for the definitions of Federal Tier 1 and Federal Tier 2 is failing to make adequate yearly progress for three (3) consecutive years.

Federal Tier 1

- 1) A Title I school that is in the lowest five percent (5%) or lowest five (5) schools, whichever is greater, of the group of Title I Schools that are identified in any one of the school improvement categories under the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor;

Or

- 2) A Title 1 high school whose graduation rate, based on the state's approved graduation rate calculation, has been sixty percent (60%) or less for three (3) consecutive years.

Federal Tier 2

- 1) A school that is eligible for, but does not receive Title I funds that contains grades 7-12, or any combination thereof, that is in the lowest five percent (5%) or lowest five (5) schools, whichever is greater, of the group of schools that are eligible for, but do not receive Title I funds that contain grades 7-12 or any combination thereof; that has at least 35% or greater poverty, as defined in the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor;

Or

- 2) A school that is eligible for, but does not receive Title I funds that contains grades 7 – 12, or any combination thereof, whose graduation rate, based on the state's approved graduation rate calculation, has been sixty percent (60%) or less for three (3)

consecutive years.

Federal Tier 3

All Title I schools that are identified in any school improvement category under the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor and are not included in the definitions of Federal Tier 1 above.

The steps in identifying Tier I schools (lowest 5% or 5, whichever is greater) were:

- Identify all Title I schools that are identified for improvement, corrective action or restructuring
- Using the “**all students**” group, determine the average percent of proficient or higher in reading and mathematics on the state assessments
- Determine which schools failed to make AYP for three consecutive years (Kentucky’s definition of “lack of progress”)
- Determine if any high schools have a graduation rate of 60% or less for three consecutive years that are not identified in the steps above (**Note: No schools were identified as meeting the graduation rate condition.**)
- **There were 138 schools in the pool used to determine Kentucky’s Tier I schools. This included the following groups of schools: 1) all served FY2009 Tier III school that remained in improvement, corrective action, or restructuring based on 2009-2010 data; 2) all FY2009 Tier III schools that were not served and remained in improvement, corrective action, or restructuring; and 3) all additional Title I schools that are in improvement, corrective action, and restructuring and were not on last year’s list of Tier I or Tier III schools.**

The steps in identifying Tier II schools (lowest 5% or 5, whichever is greater) were:

- Identify all schools that have any combination of grades 7-12 and are eligible to receive Title I funds but are not served by Title I
- Using the “**all students**” group, determine the average percent of proficient or higher in reading and mathematics for all groups on the state assessment
- Determine which schools failed to make AYP for three consecutive years (Kentucky’s definition of “lack of progress”)
- Determine if any high schools have a graduation rate of 60% or less for three consecutive years that are not identified in the steps above (**Note: No schools were identified as meeting the graduation rate condition.**)
- **There were 133 schools in the pool used to determine Kentucky’s Tier II schools. This pool included all currently served Tier II schools.**

The steps in identifying Tier III schools were:

- Identify all Title I schools that are identified for improvement, corrective action or restructuring and are not in Tier I

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

| SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS | | | | | | | | |
|--|---------------|-------------|-----------------|--------|---------|----------|-----------|-----------------------------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE ¹ |
| | | | | | | | | |
| | | | | | | | | |

| SCHOOLS SERVED WITH FY 2009 SIG FUNDS | | | | | | | |
|---------------------------------------|---------------|-------------|-----------------|--------|---------|----------|-----------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE |
| | | | | | | | |
| | | | | | | | |

EXAMPLE:

| SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS | | | | | | | | |
|--|---------------|---------------|-----------------|--------|---------|----------|-----------|----------------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| LEA 1 | ## | HARRISON ES | ## | X | | | | |
| LEA 1 | ## | MADISON ES | ## | X | | | | |
| LEA 1 | ## | TAYLOR MS | ## | | | X | | X |
| LEA 2 | ## | WASHINGTON ES | ## | X | | | | |
| LEA 2 | ## | FILLMORE HS | ## | | | X | | |
| LEA 3 | ## | TYLER HS | ## | | X | | X | |
| LEA 4 | ## | VAN BUREN MS | ## | X | | | | |
| LEA 4 | ## | POLK ES | ## | | | X | | |

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:

| SCHOOLS SERVED WITH FY 2009 SIG FUNDS | | | | | | | |
|--|----------------------|--------------------|------------------------|---------------|----------------|-----------------|------------------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE |
| LEA 1 | ## | MONROE ES | ## | X | | | |
| LEA 1 | ## | JEFFERSON HS | ## | | X | | X |
| LEA 2 | ## | ADAMS ES | ## | X | | | |
| LEA 3 | ## | JACKSON ES | ## | X | | | |

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

Part 1.

KDE will conduct a leadership assessment to determine capacity in each LEA which has Tier I and Tier II schools identified. This leadership assessment will determine the capacity of the LEA

and identified school(s) to implement SIG initiatives. Following the leadership assessment, each LEA must complete an application describing how decisions were made, data analyzed, strategies/models selected and specific information for each required section outlined in the SIG guidance.

A team consisting of staff from all offices within the Kentucky Department of Education (KDE) will evaluate the LEA's application for Tier I and Tier II schools using a scoring rubric, which indicates the application provides "sufficient evidence" or "limited evidence" for each section.

The rubric will analyze the extent to which the LEA successfully:

- analyzed the needs of each Tier I and Tier II school in its application
- used the results of the school's leadership assessment to select the intervention model
- selected the intervention to be implemented based on the needs analysis
- used the results of the district's leadership assessment to determine the district capacity to support each identified Tier I and Tier II school
- budgeted sufficient funds to implement the selected intervention and support Tier III school improvement activities over a three-year period

An application will be deemed "not approvable" if any section is rated as "limited evidence" and not sufficiently addressed. After the initial review is completed by the KDE cross agency team, the LEA will meet with the team to defend the plan and address any "limited evidence" sections of the plan. The LEA may revise and resubmit the application at the conclusion of the meeting.

A cross agency team will also evaluate the LEA's applications for Tier III schools using a scoring rubric, which indicates the application provides "sufficient evidence" or "limited evidence" for each section. The rubric will analyze the extent to which the LEA successfully:

- analyzed the needs of each Tier III school in its application
- developed an improvement plan to be implemented based on the needs analysis
- provided services to the school
- established annual goals for student achievement and developed a process to monitor progress
- budgeted sufficient funds to implement the improvement plan and support Tier III school improvement activities over a three-year period

An application will be deemed "not approvable" if any section is rated as "limited evidence" and not sufficiently addressed. After the initial review is completed by the KDE cross agency team, the LEA will meet with the team to defend the plan and address any "limited evidence" sections of the plan. The LEA may revise and resubmit the application at the conclusion of the meeting.

Part 2.

Each LEA must complete an application describing how decisions were made, data analyzed, strategies/models selected and specific information for each required section outlined in the

SIG guidance. A team consisting of staff from all offices within the KDE will evaluate the LEA's application using a scoring rubric, which indicates the application provides "sufficient evidence" or "limited evidence" for each section. The rubric will analyze the actions taken prior to submitting the application or will be taken after the application is approved. The rubric will determine the extent to which the LEA successfully:

- designed interventions consistent with the final requirements
- implemented, or will implement, the designed interventions
- will recruit, screen, and select external providers, if applicable; the LEA will describe:
 - a. the needs assessment conducted to determine the focus area(s) of external support
 - b. conduct research to determine external providers capable of supporting the school and have been successful in assisting similar schools
 - c. the process for selecting the external provider following state and local policies for contractual agreements
 - d. the projected work plan for the external provider
 - e. how the LEA will determine the external provider's effectiveness on an annual basis
- aligned other resources with the interventions
 - a. in the detailed budget narrative the LEA will describe how state (examples include but are not limited to Family Resource/Youth Services Centers, Preschool, Professional Development, etc.) and federal (examples include but are not limited to Title I, Title II, Title III, etc.) funds are aligned with the selected intervention model
 - b. in the detailed budget narrative the LEA will describe how other resources (e.g., personnel, materials and services) will be used to support the selected intervention model
- modified its practices or policies, if necessary, to enable it to implement the interventions fully and effectively
 - a. the LEA will describe how it will conduct a review of the practices or policies of the Board of Education and School Based Councils to determine necessary modifications
 - b. the LEA will provide minutes of the Board of Education meetings and School Based Council meetings documenting a review of policies to ensure the policies support the implementation of the intervention model
- described how the reforms will be sustained after the funding period ends
 - a. the LEA will describe how the identified state and federal resources (funds and personnel) will be adjusted to continue the practices implemented with the intervention model after the funding period ends
 - b. the LEA will describe how data analysis will continue to drive instructional changes and establish annual goals to ensure student achievement continues

An application will be deemed "not approvable" if any section is rated as "limited evidence" and "not sufficiently addressed". After the initial review is completed by the KDE cross agency

team, the LEA will meet with the team to defend the plan and address any “limited evidence” sections of the plan. The LEA may revise and resubmit the application at the conclusion of the meeting.

Please see the rubrics that will be used to evaluate LEA applications. These have been submitted as separate documents.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

(1) LEAs must complete a budget narrative that accompanies the actual budget. In the narrative the LEA must designate which pre-implementation activities are to occur during the first year of the plan. A team consisting of staff from all offices within the KDE will evaluate the LEA’s application using a scoring rubric. The team will determine if the budget narrative has “sufficient evidence” or “limited evidence” in identifying appropriate pre-implementation activities. After the initial review is completed by the KDE cross agency team, the LEA will meet with the team to defend the plan and address any “limited evidence” sections of the plan. The LEA may revise and resubmit the application at the conclusion of the meeting.

(2) LEAs must submit a timeline of activities to be implemented during the funding period. The KDE cross agency team will use the scoring rubric to evaluate the pre-implementation activities listed on the timeline. After the initial review is completed by the KDE cross agency team, the LEA will meet with the team to defend the plan and address any “limited evidence” sections of the plan. The LEA may revise and resubmit the application at the conclusion of the meeting.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

From November 2010 through January 2011, the KDE will conduct leadership assessments in the districts that have Tier I and Tier II schools, regardless of the district's claim of lack of capacity. The assessment teams will use "The Kentucky Standards and Indicators for School Improvement" (SISI) for districts, the "Missing Piece to the Proficiency Puzzle" and a working conditions survey to determine the district's capacity to implement a school intervention model in each Tier I and Tier II school. The results of these assessments will detail the challenges and issues that are driving low achievement, as well as successes and potentially promising practices. This data will inform the best course of action for struggling schools.

Each school leadership assessment shall include in its findings the following:

- 1) a determination regarding the principal's leadership capacity in turning around the school and if the principal should be replaced
- 2) a determination of the school council's leadership capacity and a decision on the council's authority to govern per Kentucky Revised Statute 160.345

Each district assessment shall include in its findings the following:

- 1) a determination regarding the district leadership's capacity to manage the turnaround of the identified schools(s)

The KDE will deliver the assessment reports to each district, review the findings and collaborate with the district to determine what support the district needs from KDE. If it is determined that neither the school nor the district has the capacity to lead the turnaround

effort, the KDE will have an oversight role in the management of the turnaround and will approve the turnaround option chosen. That oversight will be managed by the Kentucky Department of Education's District 180.

Through the Leadership Assessments conducted by the KDE, which will determine capacity, districts and schools determined not to have or claim not to have capacity to serve all Tier I and Tier II schools will be given intensive assistance by KDE. In order to receive SIG funds, an LEA must commit to serve all of its Tier I and Tier II schools. LEAs will be given the option to not apply for any School Improvement Grants 1003(g) funds if they do not wish to serve all Tier I and Tier II schools within the district.

The model below illustrates various outcomes when schools, districts or both are deemed not to have leadership capacity.

Authority for Selection of an Intervention Option –

Scenario 1- If:

- School council has capacity
- District has capacity

Then:

1. School council shall, within thirty (30) days after the receipt of the commissioner's notification, choose an intervention option pursuant to KRS 160.346 and develop an action plan.
2. School council shall present the option and plan to the local board of education, which shall give final approval and provide the necessary support and resources for the recovery effort.

Scenario 2 - If:

- School council does not have capacity and leadership assessment recommends the council's authority be transferred
- District has capacity and leadership assessment recommends the council's authority be transferred to the superintendent

Then:

1. Superintendent shall, within thirty (30) days after the receipt of the commissioner's notification, make a recommendation for an intervention option, submit to the local board of education.
2. Local board makes the final determination on the intervention option.

Scenario 3 – If:

- School council has capacity
- District does not have the capacity

Then:

1. School council shall, within thirty (30) days after the receipt of the commissioner’s notification, choose the intervention option and submit its choice to the local board of education.
2. Local board submits the choice to the Commissioner of Education who shall approve the choice.

Scenario 4 – If:

- School council does not have capacity and leadership assessment recommends the council’s authority be transferred
 - District does not have capacity and the leadership assessments recommends the council’s authority be transferred to the Commissioner of Education
1. Commissioner of Education shall, within thirty (30) days after receipt of the assessment team determination and in consultation with the school council, superintendent and local board of education, determine the intervention option.
 2. School and local district shall implement the intervention option with support from the Kentucky Department of Education.

Link to SISI:

<http://www.education.ky.gov/kde/administrative+resources/school+improvement/standards+and+indicators+for+school+improvement/sisi+toolkit/>

Link to Missing Piece to the Proficiency Puzzle:

<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parents+and+families/the+missing+piece+of+the+proficiency+puzzle.htm>

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

Timeline for approving LEA applications:

- KDE will conduct leadership assessments in districts with Tier I and Tier II schools during November 2010 through January 2011. At the same time, leadership assessments will be conducted in the Tier I and Tier II schools. The assessment reports will be delivered to the districts and schools within four weeks of completion of the onsite leadership assessment.
- Within 30 days of receiving U. S. Department of Education approval of KDE's school improvement grants application, KDE staff will provide onsite technical assistance to districts regarding school improvement grant requirements (approximately January 30, 2011).
- District applications will be due to KDE for review 30 days after the completion of the technical assistance (approximately May 1, 2011).
- Applications will be reviewed by a KDE cross agency team within 30 days of receipt of the applications. Awards will be made immediately upon completion of the reviews and approval of the LEA application (approximately May 30, 2011).

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

(2) During the application phase, the SEA will review baseline data and goals established by the district for its Tier I and Tier II schools. The review will determine if the district has established a baseline and included goals that are SMART (specific, measureable, attainable, relevant and timely). Once approved, a team consisting of the Educational

Recovery Staff assigned to each identified school, staff from the District 180 and Centers for Learning Excellence will conduct quarterly reviews of the baseline data/current data and compare it to the goals the district has established to determine if progress is being made toward meeting the goals. At the end of each school year the team will compare current data and other leading indicators to determine if goals have been met or sufficient growth has occurred for continued funding.

(3) During the application phase, the SEA will review baseline data and goals established by the district for its Tier III schools. The review will determine if the district has established a baseline and included goals that are SMART (specific, measureable, attainable, relevant and timely). Once approved, a team consisting of Education Recovery Directors, University Staff, Education Recovery Content Specialists and Centers for Learning Excellence staff will review the baseline data/current data twice each year and compare it to the goals the district has established to determine if progress is being made toward meeting the goals. At the end of each school year the team will compare current data to determine if goals have been met or sufficient growth has occurred for continued funding.

(4) The Kentucky Department of Education has created District 180. This division has as its primary responsibility to monitor and provide support to Tier I, II, and III schools with specific focus on Tier I and II. Each Tier I and Tier II school will receive the services of three Educational Recovery Staff (ERS). One ERS is an Education Recovery Leader who will mentor and coach the school principal. One ERS is a reading/language arts content specialist and one is a mathematics specialist. The ERS are individuals with specific experience and training in working with teachers to make dramatic improvement in instructional practice that leads to improved student learning. They will focus on coaching, mentoring and modeling effective instructional practices in order to increase the effectiveness of the school's staff. The ERS will assist the LEA and schools in developing a plan for implementation, collecting supporting data and reviewing/revising the plan on a monthly basis. In addition, District 180 will meet at least monthly with the Education Recovery Directors and the ERS to review the monthly reports. Monthly meetings are to ensure continuous progress is being made toward improving student achievement and implementing the intervention model with efficacy, in addition to determining other support services the LEA and schools may need.

An additional level of support will be provided by Centers for Learning Excellence. These centers are regional partnerships between universities, regional service providers

and other partners and are established solely to address the needs of educational recovery schools.

(5) KDE will prioritize school improvement grants to LEAs if there is an insufficient amount of funding to serve all identified schools for which the LEAs apply to serve. All Tier I and Tier II schools for which the LEAs apply will be given priority. If grant funds are not sufficient to serve all Tier I and Tier II schools for which the LEAs apply the KDE will prioritize funding based on:

- Lowest average percentage of students proficient or higher in reading/language arts and mathematics on the state assessment
- Most years implementing school improvement consequences
- Lowest overall rating on the leadership assessment report which was conducted to determine leadership capacity and the schools' with the greatest needs.

(6) KDE has assigned weights to two criteria for Tier III schools. The criteria are AYP status (10 points for restructuring, 8 points for planning/corrective action, 6 points for corrective action, 4 points for improvement-year 2, and 2 points for improvement), and the average percentage of students proficient or higher in reading/language arts and mathematics on the state assessments (40 points for 30%, 30 points for 40%, 20 points for 50%, 10 points for 60%, 0 points for 70% higher).

KDE will prioritize funding based on these weights. Those districts with schools having the highest weighted score will receive priority in funding.

(7) SEA will not take over any Tier I or Tier II schools. SEA will provide direct support to the district and school staff will through Education Recovery Staff from District 180 and the staff from the Centers for Learning Excellence.

(8) If the leadership assessment determinations result in the SEA having an oversight role in the recovery, District 180 Services will use the assessment determinations and findings to make decisions as to turnaround options. All five of Kentucky's Tier I schools and one Tier II school are in the largest, and only, urban district. The other four Tier II schools are in rural areas. It is most likely that the option in the large urban district would be the Turnaround option and the option in the other Tier II schools would be the "Transformation" option since these schools are the only high schools in the LEA and "Re-Start" or "Closure" would be difficult. In no way does this statement reflect that KDE will dictate the intervention models that a particular school will use. The following

scenarios describe the intervention selection process:

Authority for Selection of an Intervention Option –

Scenario 1- If:

- School council has capacity
- District has capacity

Then:

3. School council shall, within thirty (30) days after the receipt of the commissioner’s notification, choose an intervention option pursuant to KRS 160.346 and develop an action plan.
4. School council shall present the option and plan to the local board of education, which shall give final approval and provide the necessary support and resources for the recovery effort.

Scenario 2 - If:

- School council does not have capacity and leadership assessment recommends the council’s authority be transferred
- District has capacity and leadership assessment recommends the council’s authority be transferred to the superintendent

Then:

3. Superintendent shall, within thirty (30) days after the receipt of the commissioner’s notification, make a recommendation for an intervention option, submit to the local board of education.
4. Local board makes the final determination on the intervention option.

Scenario 3 – If:

- School council has capacity
- District does not have the capacity

Then:

3. School council shall, within thirty (30) days after the receipt of the commissioner’s notification, choose the intervention option and submit its choice to the local board of education.
4. Local board submits the choice to the Commissioner of Education

who shall approve the choice.

Scenario 4 – If:

- School council does not have capacity and leadership assessment recommends the council’s authority be transferred
 - District does not have capacity and the leadership assessments recommends the council’s authority be transferred to the Commissioner of Education
3. Commissioner of Education shall, within thirty (30) days after receipt of the assessment team determination and in consultation with the school council, superintendent and local board of education, determine the intervention option.
 4. School and local district shall implement the intervention option with support from the Kentucky Department of Education.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

- KDE will provide technical assistance and guidance to districts with Tier I, Tier II and Tier III during the application process.
- KDE will conduct leadership assessments in districts with Tier I and Tier II schools to determine the district's capacity to support the schools.
- KDE will conduct leadership assessments in the Tier I and Tier II schools to determine school needs.
- KDE's District 180 and Centers for Learning Excellence will monitor and support eligible schools.
- KDE will contract with an external provider to evaluate the effectiveness and impact of state activities.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Kentucky requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot

request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Kentucky requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

| SCHOOL NAME | NCES ID # | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II ONLY) | | | |
|-------------|-----------|--------|---------|----------|-----------------------------------|---------|---------|----------------|
| | | | | | turnaround | restart | closure | transformation |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

| LEA XX BUDGET | | | | | |
|-----------------------------|---------------------------|-------------------------------------|----------------------|----------------------|-------------------------|
| | Year 1 Budget | | Year 2 Budget | Year 3 Budget | Three-Year Total |
| | Pre-implementation | Year 1 - Full Implementation | | | |
| Tier I ES #1 | \$257,000 | \$1,156,000 | \$1,325,000 | \$1,200,000 | \$3,938,000 |
| Tier I ES #2 | \$125,500 | \$890,500 | \$846,500 | \$795,000 | \$2,657,500 |
| Tier I MS #1 | \$304,250 | \$1,295,750 | \$1,600,000 | \$1,600,000 | \$4,800,000 |
| Tier II HS #1 | \$530,000 | \$1,470,000 | \$1,960,000 | \$1,775,000 | \$5,735,000 |
| LEA-level Activities | \$250,000 | | \$250,000 | \$250,000 | \$750,000 |
| Total Budget | \$6,279,000 | | \$5,981,500 | \$5,620,000 | \$17,880,500 |

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

| | Schools an SEA MUST identify in each tier | Newly eligible schools an SEA MAY identify in each tier |
|-----------------|---|---|
| Tier I | Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡] | Title I eligible [§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years. |
| Tier II | Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.” | Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years. |
| Tier III | Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**} | Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years. |

[‡] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{**} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

Kentucky SIG Schools - FY09

| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|--|-----------------|---------------|----------------|-----------------|------------------|-----------------------|
| LEA NAME,NCES ID# 2102990: Jefferson County | | | | | | |
| Shawnee High School | 210299000777 | Yes | | | | |
| Western Middle School | 210299000785 | Yes | | | | |
| Frost Middle School | 210299000678 | Yes | | | | |
| Western High School | 210299000677 | Yes | | | | |
| Valley High School | 210299000639 | Yes | | | | |
| Fern Creek High School | 210299000628 | | Yes | | | |
| Thomas Jefferson MS | 210299000682 | | | Yes | | |
| Doss HS | 210299000691 | | | Yes | | |
| Iroquois HS | 210299000753 | | | Yes | | |
| Knight MS | 210299000725 | | | Yes | | |
| Stuart MS | 210299001427 | | | Yes | | |
| Conway MS | 210299000726 | | | Yes | | |
| Fairdale HS | 210299000651 | | | Yes | | |
| Lassiter MS | 210299000711 | | | Yes | | |
| Myers MS | 210299000723 | | | Yes | | |
| Westport Traditional MS | 210299000670 | | | Yes | | |
| Moore Traditional School | 210299002026 | | | Yes | | |
| Waggener Traditional HS | 210299000649 | | | Yes | | |
| Central HS | 210299000730 | | | Yes | | |
| Farnsley MS | 210299001530 | | | Yes | | |
| Southern HS | 210299000637 | | | Yes | | |
| Stonestreet Elem | 210299000665 | | | Yes | | |
| Whitney Young Elem | 210299000757 | | | Yes | | |
| Lincoln Elem | 210299000772 | | | Yes | | |
| Rangeland Elem | 210299000674 | | | Yes | | |
| Coral Ridge Elem | 210299000654 | | | Yes | | |
| LEA NAME,NCES ID# 2103330: Leslie County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Leslie County High School | 210333000885 | | Yes | | | |
| LEA NAME,NCES ID# 2103240: Lawrence County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |

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| | | | | | | |
|---|-----------------|---------------|----------------|-----------------|------------------|-----------------------|
| Lawrence County High School | 210324000874 | | Yes | | | |
| LEA NAME,NCES ID# 2104140: Metcalfe County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Metcalfe High School | 210414001044 | | Yes | | | |
| LEA NAME,NCES ID# 2101110: Caverna Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Caverna High School | 210111000214 | | Yes | | | |
| LEA NAME,NCES ID# 2100030: Adair County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Adair Co. MS | 210003001919 | | | Yes | | |
| LEA NAME,NCES ID# 2100480: Berea Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Berea Community MS | 210048001658 | | | Yes | | |
| LEA NAME,NCES ID# 2100510: Boone County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Hillard Collins Elem. | 210051001608 | | | Yes | | |
| LEA NAME,NCES ID# 2100570: Bowling Green Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Bowling Green MS | 210057000104 | | | Yes | | |
| LEA NAME,NCES ID# 2100620: Boyd County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Boyd Co. MS | 210062000112 | | | Yes | | |
| LEA NAME,NCES ID# 2100720: Breckinridge County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Breckinridge Co. MS | 210072001304 | | | Yes | | |
| LEA NAME,NCES ID# 2100750: Bullitt County | | | | | | |

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| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|---|--------------|--------|---------|----------|-----------|----------------|
| Bullitt Lick MS | 210075001410 | | | Yes | | |
| Zoneton MS | 210075001973 | | | Yes | | |
| Hebron MS | 210075000147 | | | Yes | | |
| LEA NAME,NCES ID# 2100990: Carroll County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Carroll Co. MS | 210099000191 | | | Yes | | |
| LEA NAME,NCES ID# 2101020: Carter County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| East Carter MS | 210102001698 | | | Yes | | |
| Heritage Elem. | 210102001884 | | | Yes | | |
| LEA NAME,NCES ID# 2101150: Christian County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| North Drive MS | 210115001580 | | | Yes | | |
| Christian Co. MS | 210115000221 | | | Yes | | |
| Hopkinsville MS | 210115000225 | | | Yes | | |
| Martin Luther King Jr. Elem. | 210115002024 | | | Yes | | |
| LEA NAME,NCES ID# 2101200: Clark County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Central Elem. | 210120000236 | | | Yes | | |
| LEA NAME,NCES ID# 2101230: Clay County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Clay Co. MS | 210123001699 | | | Yes | | |
| LEA NAME,NCES ID# 2101410: Cumberland County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Cumberland Co. Elem. | 210141000286 | | | Yes | | |
| LEA NAME,NCES ID# 2101760: Estill County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |

Kentucky SIG Schools - FY09

| | | | | | | |
|--|-----------------|---------------|----------------|-----------------|------------------|-----------------------|
| Estill Co. HS | 210176000342 | | | Yes | | |
| LEA NAME,NCES ID# 2101860: Fayette County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Bryan Station HS | 210186000388 | | | Yes | | |
| Russell Cave Elem. | 210186000380 | | | Yes | | |
| Crawford MS | 210186000357 | | | Yes | | |
| Tates Creek MS | 210186000382 | | | Yes | | |
| Leestown MS | 210186000369 | | | Yes | | |
| Cardinal Valley Elem. | 210186000392 | | | Yes | | |
| LEA NAME,NCES ID# 2101950: Floyd County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| South Floyd HS | 210195000472 | | | Yes | | |
| Betsy Layne HS | 210195000406 | | | Yes | | |
| LEA NAME,NCES ID# 2102100: Fulton County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Fulton Co. HS | 210210000445 | | | Yes | | |
| LEA NAME,NCES ID#2102160: Garrard County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Garrard MS | 210216001672 | | | Yes | | |
| LEA NAME,NCES ID# 2102300: Grayson County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Grayson Co. MS | 210230000487 | | | Yes | | |
| LEA NAME,NCES ID# 2102490: Hardin County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Bluegrass MS | 210249001673 | | | Yes | | |
| North Hardin HS | 210249000517 | | | Yes | | |
| John Hardin HS | 210249001910 | | | Yes | | |
| East Hardin MS | 210249000512 | | | Yes | | |
| Meadow View Elem. | 210249001566 | | | Yes | | |
| Central Hardin HS | 210249000528 | | | Yes | | |
| Radcliff MS | 210249000520 | | | Yes | | |

Kentucky SIG Schools - FY09

| | | | | | | |
|--|-----------------|---------------|----------------|-----------------|------------------|-----------------------|
| James T Alton MS | 210249000518 | | | Yes | | |
| Parkway Elem. | 210249000519 | | | Yes | | |
| Vine Grove Elem. | 210249000524 | | | Yes | | |
| LEA NAME,NCES ID# 2102710: Henderson County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Henderson Co. South MS | 210271000585 | | | Yes | | |
| LEA NAME,NCES ID# 2102860: Hopkins County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Browning Springs MS | 210286000601 | | | Yes | | |
| James Madison MS | 210286000681 | | | Yes | | |
| LEA NAME,NCES ID# 2102940: Jackson County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Jackson Co. HS | 210294000615 | | | Yes | | |
| Jackson Co. MS | 210294001674 | | | Yes | | |
| LEA NAME,NCES ID# 2103030: Jessamine County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| East Jessamine MS | 210303000797 | | | Yes | | |
| Rosenwald Dunbar Elem | 210303000092 | | | Yes | | |
| LEA NAME,NCES ID# 2103120: Knott County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Beaver Creek Elem | 210312000826 | | | Yes | | |
| LEA NAME,NCES ID# 2103150: Knox County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Lynn Camp HS | 210315000850 | | | Yes | | |
| Knox Central HS | 210315000847 | | | Yes | | |
| Knox Co. MS | 210315002029 | | | Yes | | |
| West Knox Co. Elem | 210315001617 | | | Yes | | |
| LEA NAME,NCES ID# 2103270: Lee County | | | | | | |

Kentucky SIG Schools - FY09

| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|---|--------------|--------|---------|----------|-----------|----------------|
| Lee Co. MS | 210327000877 | | | Yes | | |
| LEA NAME,NCES ID# 2103510: Livingston County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Livingston Co. MS | 210351001484 | | | Yes | | |
| LEA NAME,NCES ID# 2103990: McCreary County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| McCreary Central HS | 210399001014 | | | Yes | | |
| McCreary Co. MS | 210399002002 | | | Yes | | |
| LEA NAME,NCES ID# 2104170: Middlesboro Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Middlesboro HS | 210417001050 | | | Yes | | |
| LEA NAME,NCES ID# 2104200: Monroe County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Monroe Co. MS | 210420001053 | | | Yes | | |
| LEA NAME,NCES ID# 2104290: Morgan County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Morgan Co. MS | 210429001067 | | | Yes | | |
| LEA NAME,NCES ID# 2104440: Newport Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Newport MS | 210444001104 | | | Yes | | |
| LEA NAME,NCES ID# 2104530: Oldham County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| South Oldham MS | 210453001433 | | | Yes | | |
| LEA NAME,NCES ID# 2104620: Owsley County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Owsley Co. HS | 210462001143 | | | Yes | | |

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| LEA NAME,NCES ID# 2104650: Paducah Independent | | | | | | |
|---|--------------|--------|---------|----------|-----------|----------------|
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Paducah Tilghman HS | 210465001154 | | | Yes | | |
| Paducah MS | 210465001144 | | | Yes | | |
| LEA NAME,NCES ID# 2105040: Robertson County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Deming School | 2105040* | | | Yes | | |
| LEA NAME,NCES ID#2105190: Russellville Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| R E Stevenson Elem | 210519001274 | | | Yes | | |
| LEA NAME,NCES ID# 2105370: Silver Grove Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Silver Grove School | 210537001727 | | | Yes | | |
| LEA NAME,NCES ID# 2105520: Taylor County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Taylor Co. HS | 210552001318 | | | Yes | | |
| Taylor Co. MS | 210552001319 | | | Yes | | |
| LEA NAME,NCES ID#2105610: Trimble County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Trimble Co. MS | 210561001331 | | | Yes | | |
| LEA NAME,NCES ID# 2105640: Union County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Union Co. MS | 210564001602 | | | Yes | | |
| Morganfield Elem | 210564001334 | | | Yes | | |
| LEA NAME,NCES ID# 2105880: Whitley County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Whitley Co. MS | 210588001387 | | | Yes | | |
| LEA NAME,NCES ID# 2105970: Wolfe County | | | | | | |

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| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|--------------|--------------|--------|---------|----------|-----------|----------------|
| Wolfe Co. HS | 210597001397 | | | Yes | | |

Kentucky SIG Schools - FY10

| LEA NAME,NCES ID# 2100030 Adair County | | | | | | |
|---|--------------|--------|---------|----------|-----------|----------------|
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Adair Co. MS | 210003001919 | | | Yes | | |
| LEA NAME,NCES ID# 2100070: Allen County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Allen Co. Intermediate Center | 210007000013 | | | Yes | | |
| LEA NAME,NCES ID# 2100330: Bath County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Bath Co HS | 210033000057 | | | Yes | | |
| Bath Co MS | 210033001606 | | | Yes | | |
| LEA NAME,NCES ID# 2100420: Bellevue Ind. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Bellevue HS | 210042000075 | | | Yes | | |
| LEA NAME,NCES ID# 2100480: BERA INDEPENDENT | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | Tier III | GRAD RATE | NEWLY ELIGIBLE |
| Berea Community MS | 210048001658 | | | Yes | | |
| LEA NAME,NCES ID# 21005110 Boone County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Hillard Collins Elem. | 210051001608 | | | Yes | | |
| LEA NAME,NCES ID# 2100570 Bowling Green Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Bowling Green MS | 210057000104 | | | Yes | | |
| LEA NAME,NCES ID# 2100620 Boyd County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Boyd Co. MS | 210062000112 | | | Yes | | |
| LEA NAME,NCES ID# 2100720: Breckinridge Co. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Breckinridge Co. MS | 210072001304 | | | Yes | | |
| LEA NAME,NCES ID# 2100750: Bullitt County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Bullitt Lick MS | 210075001410 | | | Yes | | |
| Zoneton MS | 210075001973 | | | Yes | | |
| Hebron MS | 210075000147 | | | Yes | | |

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| LEA NAME,NCES ID# 2100870: Calloway County | | | | | | |
|---|-----------------|---------------|----------------|-----------------|------------------|-----------------------|
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Calloway Co. HS | 210087000171 | | | Yes | | |
| LEA NAME,NCES ID# 2100900: Campbell Co | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Crossroads El | 210090002198 | | | Yes | | |
| LEA NAME,NCES ID# 2100990: Carroll County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD | NEWLY |
| Carroll Co. MS | 210099000191 | | | Yes | | |
| Cartmell El | 210099000188 | | | Yes | | |
| LEA NAME,NCES ID# 2101020: Carter County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD | NEWLY |
| Heritage Elem. | 210102001884 | | | Yes | | |
| Olive Hill El | 210102000198 | | | Yes | | |
| East Carter County High | 210102000194 | | Yes | | | |
| East Carter County MS | 210102001698 | | | Yes | | |
| LEA NAME,NCES ID# 2101150: Christian County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD | NEWLY |
| Christian County High | 210115000220 | | Yes | | | |
| North Drive MS | 210115001580 | | | Yes | | |
| Christian Co. MS | 210115002221 | | | Yes | | |
| Hopkinsville MS | 210115000225 | | | Yes | | |
| Martin Luther King Jr. EL. | 210115002024 | | | Yes | | |
| LEA NAME,NCES ID# 2101200: Clark County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Central Elementary | 210120000236 | | | Yes | | |
| LEA NAME,NCES ID# 2101230: Clay County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Clay Co MS | 210123001699 | | | Yes | | |
| Clay Co HS | 210123000249 | | | Yes | | |
| LEA NAME,NCES ID# 2101350: Covington Ind. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD | NEWLY |
| Ninth District El | 210135000274 | | | Yes | | |
| LEA NAME,NCES ID# 2101410: Cumberland County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Cumberland Co. Elem | 210141000286 | | | Yes | | |
| Cumberland Co MS | 210141001561 | | | Yes | | |
| LEA NAME,NCES ID# 2101530: Dayton Ind. | | | | | | |

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| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|--|--------------|--------|---------|----------|-----------|----------------|
| Dayton HS | 210153000316 | | | Yes | | |
| Lincoln El | 210153000317 | | | Yes | | |
| LEA NAME,NCES ID# 2101680: Elliott Co. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Isonville El | 210168000328 | | | Yes | | |
| LEA NAME,NCES ID# 2101760: Estill County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Estill Co MS | 210176000341 | | | Yes | | |
| Estill Co. HS | 210176000342 | | | Yes | | |
| LEA NAME,NCES ID# 2101860: Fayette County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Bryan Station HS | 210186000388 | | | Yes | | |
| Cardinal Valley Elem | 210186000392 | | | Yes | | |
| Crawford MS | 210186000357 | | | Yes | | |
| James Lane Allen El | 210186000390 | | | Yes | | |
| Leestown MS | 210186000369 | | | Yes | | |
| Millcreek El | 210186001419 | | | Yes | | |
| Russell Cave Elem | 210186000380 | | | Yes | | |
| Tates Creek MS | 210186000382 | | | Yes | | |
| LEA NAME,NCES ID# 2101950: Floyd County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Allen Central HS | 210195000404 | | | Yes | | |
| South Floyd HS | 210195000472 | | | Yes | | |
| LEA NAME,NCES ID# 2101980: Frankfort Ind. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Second Street School | 210198000432 | | | Yes | | |
| LEA NAME,NCES ID# 2102010: Franklin Co. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Elkhorn El | 210201000439 | | | Yes | | |
| LEA NAME,NCES ID# 2102100: Fulton Co. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Fulton Co. HS | 210210000445 | | | Yes | | |
| LEA NAME,NCES ID# 2102130: Gallatin Co | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Gallatin Co MS | 210213001609 | | | Yes | | |
| LEA NAME,NCES ID# 2102160: Garrard Co | | | | | | |

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| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|--|--------------|--------|---------|----------|-----------|----------------|
| Garrard MS | 210216001672 | | | Yes | | |
| LEA NAME,NCES ID# 21022300: Grayson Co | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Grayson Co. MS | 210230000487 | | | Yes | | |
| LEA NAME,NCES ID# 2102400: Greenup Co. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Mckell MS | 210240001611 | | | Yes | | |
| Wurtland MS | 210240001610 | | | Yes | | |
| Greenup County High | 210240000496 | | Yes | | | |
| LEA NAME,NCES ID# 2102490: Hardin County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Bluegrass MS | 210249001673 | | | Yes | | |
| North Hardin HS | 210249000517 | | | Yes | | |
| John Hardin HS | 210249001910 | | | Yes | | |
| East Hardin MS | 210249000512 | | | Yes | | |
| Meadow View Elem | 210249001566 | | | Yes | | |
| Central Hardin HS | 210249000528 | | | Yes | | |
| Radcliff MS/North MS | 210249000520 | | | Yes | | |
| James T. Alton MS | 210249000518 | | | Yes | | |
| Parkway Elem | 210249000519 | | | Yes | | |
| Vine Grove | 210249000524 | | | Yes | | |
| New Highland El | 210249001446 | | | Yes | | |
| West Hardin MS | 210249000525 | | | Yes | | |
| LEA NAME,NCES ID# 2102710: Henderson County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Henderson Co. South MS | 210271000585 | | | Yes | | |
| LEA NAME,NCES ID# 2102760: Henry County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Henry Co HS | 210276000590 | | | Yes | | |
| Henry Co MS | 210276000591 | | | Yes | | |
| LEA NAME,NCES ID# 2102860: Hopkins County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Browning Springs MS | 210286000601 | | | Yes | | |
| James Madison MS | 210286000681 | | | Yes | | |
| South Hopkins MS | 210286001499 | | | Yes | | |
| LEA NAME,NCES ID# 2102940: Jackson County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Jackson Co MS | 210294001674 | | | Yes | | |

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| | | | | | | |
|--|-----------------|---------------|----------------|-----------------|------------------|-----------------------|
| Jackson Co. HS | 210294000615 | | | Yes | | |
| LEA NAME,NCES ID# 2102990: Jefferson County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD | NEWLY |
| Carrithers MS | 210299000728 | | | Yes | | |
| Coral Ridge El | 210299000654 | | | Yes | | |
| Frederick Law Olmsted Ac | 210299000781 | | | Yes | | |
| Frederick Law Olmsted Ac | 210299001425 | | | Yes | | |
| Kennedy El Montessori | 210299000786 | | | Yes | | |
| Wilkerson El | 210299000660 | | | Yes | | |
| Iroquois High | 210299000753 | Yes | | | | |
| Doss High | 210299000691 | Yes | | | | |
| Fairdale High | 210299000651 | Yes | | | | |
| Waggener Traditional Hig | 210299000649 | Yes | | | | |
| Southern High | 210299000637 | Yes | | | | |
| Seneca High | 210299000667 | | Yes | | | |
| Thomas Jefferson MS | 210299000682 | | | Yes | | |
| Knight MS | 210299000725 | Yes | | | | |
| Stuart MS | 210299001427 | | | Yes | | |
| Conway MS | 210299000726 | | | Yes | | |
| Lassiter MS | 210299000711 | | | Yes | | |
| Myers MS | 210299000723 | | | Yes | | |
| Westport Traditional MS | 210299000670 | | | Yes | | |
| Moore Traditional | 210299002026 | | | Yes | | |
| Central HS | 210299000730 | | | Yes | | |
| Farnsley MS | 210299001530 | | | Yes | | |
| Stonestreet Elem | 210299000665 | | | Yes | | |
| Rangeland Elem | 210299000674 | | | Yes | | |
| LEA NAME,NCES ID# 2103030: Jessamine County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD | NEWLY |
| East Jessamine MS | 210303000797 | | | Yes | | |
| Rosenwald Dunbar Ele | 210303000092 | | | Yes | | |
| LEA NAME,NCES ID# 2103120: Knott County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD | NEWLY |
| Beaver Creek Elem | 210312000826 | | | Yes | | |
| Knott Co Central HS | 210312000837 | | | Yes | | |
| LEA NAME,NCES ID# 2103150: Knox County | | | | | | |
| Knox Central HS | 210315000847 | | | Yes | | |
| Knox Co MS | 210315002029 | | | Yes | | |
| LEA NAME,NCES ID# 2103240: Lawrence County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Blaine El | 210324000870 | | | Yes | | |
| LEA NAME,NCES ID# 2103270: Lee County | | | | | | |

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| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|---|--------------|--------|---------|----------|-----------|----------------|
| Lee Co. MS | 210327000877 | | | Yes | | |
| Lee Co HS | 210327000876 | | | Yes | | |
| LEA NAME,NCES ID# 2103360: Letcher Co. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| West Whitesburg El | 210336000903 | | | Yes | | |
| LEA NAME,NCES ID# 2103390: Lewis Co | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Lewis Co MS | 210339001503 | | | Yes | | |
| LEA NAME,NCES ID# 2103510: Livingston County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Livingston Co. MS | 210351001484 | | | Yes | | |
| LEA NAME,NCES ID# 2103720: Madison Co. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Mayfield El | 210372001590 | | | Yes | | |
| LEA NAME,NCES ID# 2103780: Marion County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Saint Charles MS | 210378000966 | | | Yes | | |
| LEA NAME,NCES ID# 2103840: Martin County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Eden El | 210384001902 | | | Yes | | |
| Inez MS | 210384001430 | | | Yes | | |
| Sheldon Clark HS | 210384000985 | | Yes | | | |
| LEA NAME,NCES ID# 2103990: McCreary County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| McCreary Central HS | 210399001014 | | | Yes | | |
| McCreary Co. MS | 210399002002 | | | Yes | | |
| LEA NAME,NCES ID# 2104110: Mercer County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Kenneth D. King MS | 210411000482 | | | Yes | | |
| LEA NAME,NCES ID# 2104170: Middlesboro Ind. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Middlesboro HS | 210417001050 | | | Yes | | |
| LEA NAME,NCES ID# 2104200: Monroe County | | | | | | |

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| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|--|--------------|--------|---------|----------|-----------|----------------|
| Monroe Co. MS | 210420001053 | | | Yes | | |
| LEA NAME,NCES ID# 2104260: Monticello Ind. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Monticello HS | 210426001062 | | | Yes | | |
| LEA NAME,NCES ID# 2104290: Morgan County. | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Morgan Co. MS | 210429001067 | | | Yes | | |
| LEA NAME,NCES ID# 2104440: Newport Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Newport HS | 210444001103 | | Yes | | | |
| LEA NAME,NCES ID# 2104740: Pendleton County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Pendleton Co HS | 210474001161 | | | Yes | | |
| LEA NAME,NCES ID# 2104890: Powell Conty | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Powell Co MS | 210489001218 | | | Yes | | |
| LEA NAME,NCES ID# 2105040: Robertson County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Deming School | 2105040* | | | Yes | | |
| LEA NAME,NCES ID# 2105190: Russellville Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| R E Stevenson Elem | 210519001274 | | | Yes | | |
| LEA NAME,NCES ID# 2105260: Scott County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Georgetown MS | 210526001280 | | | Yes | | |
| LEA NAME,NCES ID# 2105370: Silver Grove Independent | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Silver Grove School | 210537001727 | | | Yes | | |
| LEA NAME,NCES ID# 2105400: Simpson County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Franklin-Simpson HS | 210540001301 | | | Yes | | |

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| LEA NAME,NCES ID# 2105520 Taylor County | | | | | | |
|---|-----------------|---------------|----------------|-----------------|------------------|-----------------------|
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD | NEWLY |
| Taylor Co. HS | 210552001318 | | | Yes | | |
| Taylor Co. MS | 210552001319 | | | Yes | | |
| LEA NAME,NCES ID# 2105610: Trimble County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Trimble Co. MS | 210561001331 | | | Yes | | |
| LEA NAME,NCES ID# 2105640: Union County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD | NEWLY |
| Union Co. MS | 210564001602 | | | Yes | | |
| Morganfield Elem | 210564001334 | | | Yes | | |
| LEA NAME,NCES ID# 2105970: Wolfe County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Wolfe Co. HS | 210597001397 | | | Yes | | |
| LEA NAME,NCES ID# 2106000: Woodford County | | | | | | |
| SCHOOL NAME | NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| Simmons El | 210600001403 | | | Yes | | |

Kentucky Department of Education
 District Application for School Improvement Funds
 (Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

Cover Page

Please Note: You may only type in the highlighted areas.

| | | | |
|--|---|------------------|--|
| District | DISTRICT Mailing Address | | |
| | Street Address 1 _____ | | |
| Name of District Contact | Street Address 2 _____ | | |
| | City _____ | ZIP _____ | |
| Position | Phone _____ | | |
| | CONTACT Mailing Address (if different) | | |
| Email | Street Address 1 _____ | | |
| | Street Address 2 _____ | | |
| Submission Date (office use only) | City _____ | ZIP _____ | |
| | Phone _____ | | |

| District Name | NCES ID# | Total Awarded | |
|---------------|----------|---------------|------------------|
| | | \$ | |
| School Name | NCES ID# | Tier | Intervention |
| 1 | | | Turnaround Model |
| 2 | | | Turnaround Model |
| 3 | | | Turnaround Model |
| 4 | | | Turnaround Model |
| 5 | | | Turnaround Model |
| 6 | | | Turnaround Model |

Signature Page

SBDM Verification of SIG Application/CSIP

School Based-Decision Making (SBDM) councils are required to approve the comprehensive school improvement plan (CSIP), pursuant to KRS 160.345 (j). Since this School Improvement Grant (SIG) application serves as the CSIP, Corrective Action, or Restructuring Plans, and embeds the school Literacy and Math Plans the district must collaborate with the SBDM council on the development and implementation of this application. The SBDM council must approve this SIG application/CSIP in an agenda-based open council meeting and complete the following verification of approval.

We, the _____ SBDM Council have approved the SIG application/CSIP as required by KRS 160.345 (j).

We further acknowledge this plan will serve as the school(s') Corrective Action or Restructuring Plans, as applicable. This plan also encompasses the school's Literacy and Math Plans.

Signature of SBDM Council Chair

Date

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
- (4) Report to the KDE the school-level data required under section III of the final requirements.

E. Waivers: If the State has requested any waivers of requirements applicable to the district’s School Improvement Grant, a district must indicate which of those waivers it intends to implement.

The Kentucky Department of Education has applied for the waivers listed below. The district must check each waiver that the district will implement. If the district does not intend to implement the waiver with respect to each applicable school, the district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Signature of Superintendent

Date

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

District Actions

Please Note: You may only type in the highlighted areas.

Describe the district's capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.

Your Answer Here

If all Tier I and Tier II schools are not served, identify the school(s) and explain why they will not be served and provide supporting documentation for the decision.

Your Answer Here

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If a district chooses not to reserve funds for district level services, a three year line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the school(s') intervention model to address the causes and contributing factors to low student achievement at each of the school(s).

Your Answer Here

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Your Answer Here

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention.

Your Answer Here

Districts are not required to address “permissible activities”. However, if a district includes permissible activities it may do so in the spaces below.

Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities:

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

Year 1 Budget

Please Note: You may only type in the yellow highlighted areas.

District District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
 Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

Year 2 Budget

Please Note: You may only type in the highlighted areas.

District District Name Here

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Kentucky Department of Education
 District Application for School Improvement Funds
 Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

Year 3 Budget

Please Note: You may only type in the highlighted areas.

District District Name Here

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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

District _____ **School #1** _____
District Name Here School Name Here

Please Note: You may only type in the highlighted areas.

Commitment To Serve

Identify the school-level literacy and math data from NCLB and KY Interim Performance report and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Your Answer Here

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address drop-out and graduation rates, if applicable.

Your Answer Here

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

Your Answer Here

Summarize the Tier I or Tier II Leadership Audit results. Based on the audit, identify the literacy and math resources and related supports that are needed to improve student achievement.

Your Answer Here

Describe why this intervention model was selected to meet the improvement needs of the school.

Your Answer Here

Required Turnaround Activities

Turnaround Model (KY HB 176 Restaffing Model)

Please Note: You may only type in the highlighted areas.

Will the principal be replaced? (A principal hired in the last two years as part of an intervention plan does not have to be replaced). Documentation must be submitted verifying the hire date for both a newly hired and retained principal.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

Describe the operational flexibility (e.g., staffing, calendars/time, and budgeting) the principal will have throughout the implementation of this plan to substantially improve student achievement in literacy and math.

Your Answer Here

Explain the process used to measure the effectiveness of staff to determine those that will be retained. (Must rehire no more than 50% of staff, select new staff)

Your Answer Here

Identify the strategies in place (e.g., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Your Answer Here

Describe the on-going, job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

Your Answer Here

Identify the new governance structure (e.g., hire turnaround leader, contract with a management company, SBDM Council loses authority) in place and explain why it was selected.

Your Answer Here

Describe the research based literacy and math program that will address the previously identified causes and contributing factors to low student achievement. Explain how both programs are vertically aligned by grade and to state academic standards.

Your Answer Here

Describe the plan for the continuous use of student data (e.g., formative, interim, summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

Your Answer Here

Describe the schedules and strategies implemented to increase learning time (e.g., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

Identify appropriate social-emotional and community-oriented services provided for students and explain how they will reduce barriers to learning.

Your Answer Here

Districts are not required to address “permissible activities”. However, if a district includes permissible activities it may do so in the spaces below.

Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities:

Please Note: You may only type in the highlighted areas.

Describe the new school model (e.g., themed, dual language academy, etc.) being implemented and how it will improve student achievement.

Your Answer Here

Explain how the district plans to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of teacher seniority.

Your Answer Here

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

Your Answer Here

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

Your Answer Here

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

Your Answer Here

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Your Answer Here

Identify the strategies in place to increase graduation rates.

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

Your Answer Here

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

Your Answer Here

Identify the strategies implemented to improve school climate and discipline and explain how this will improve student achievement.

Your Answer Here

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

Your Answer Here

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

Your Answer Here

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses should be reflected in the school budget.

Your Answer Here

Actions

Please Note: You may only type in the highlighted areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

Your Answer Here

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Your Answer Here

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') intervention model for the next three years.

Your Answer Here

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this intervention model. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Your Answer Here

Identify the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

Your Answer Here

Identify supports, outside the district, (e.g., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe how these supports were selected and how they will be evaluated to determine their effectiveness.

Your Answer Here

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

Your Answer Here

Timeline

Please Note: You may only type in the highlighted areas.

Develop a three-year timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Your Answer Here

Annual Goals

Please Note: You may only type in the highlighted areas.

Develop ***annual*** S.M.A.R.T. goals (Goals must be specific, measurable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Your Answer Here

Develop ***quarterly*** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Your Answer Here

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

Your Answer Here

Consultation

Please Note: You may only type in the highlighted areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders (e.g., Board of Education members, school leadership, school staff, parents and community) during the SIG planning process. Include information regarding the development of the intervention model, identification of best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model during the next three years.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

School Budget Narrative

Please Note: You may only type in the highlighted areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

Describe how the school intends to use the SIG funds for each year of the three year cycle. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

Your Answer Here

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Your Answer Here

Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

Year 1 Budget

Please Note: You may only type in the highlighted areas.

School #1 School Name Here **District** District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
 Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

Year 2 Budget

Please Note: You may only type in the highlighted areas.

School #1 School Name Here **District** District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

Year 3 Budget

Please Note: You may only type in the highlighted areas.

School #1 _____ **School Name Here** _____ **District** _____ **District Name Here** _____

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 110 | | |
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| 291 | | |
| 293 | | |

Kentucky Department of Education
 District Application for School Improvement Funds
Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 294 | | |
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Kentucky Department of Education
 District Application for School Improvement Funds
 Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 584 | | |
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|-------------------------------|-----------|
| Total Amount Requested | \$ |
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----- End of School #1 Application -----

**SCHOOL IMPROVEMENT GRANTS (SECTION 1003G)
KENTUCKY DEPARTMENT OF EDUCATION
INDIVIDUAL REVIEWER FORM**

Turnaround Model Application ONLY

District: _____

| | | |
|-----------------------------------|-----------|----------|
| Schools to be served are listed | _____ Yes | _____ No |
| Tier status of schools identified | _____ Yes | _____ No |
| SBDM Signature Page Signed | _____ Yes | _____ No |
| District Verification Signed | _____ Yes | _____ No |

| SECTIONS | Limited Evidence | Sufficient Evidence |
|--------------------------------|-------------------------|----------------------------|
| District Actions | | |
| District Budget Narrative | | |
| Commitment to Serve | | |
| Required Turnaround Activities | | |
| Actions | | |
| Timeline | | |
| Annual Goals | | |
| Consultation | | |
| School Budget Narrative | | |

Overall strengths of the application:

Overall weaknesses of the application:

Approval will be granted when all sections are deemed "sufficient:".

District Actions

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| <p>Limited evidence of district capacity to use school improvement funds to provide support to the identified SIG school.</p> <p>The district did not identify and explain why all Tier I and Tier II schools would not be served.</p> | <p>The district describes its capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.</p> <p>Identifies the Tier I and Tier II schools that will not be served and explains the reasons for this decision.</p> |

___ Yes ___ No If applicable, reserves funds at the district level to support the intervention model and reservation

___ Yes ___ No If applicable, reservation of funds aligns with the intervention Model

District Budget Narrative

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|---|
| <p>Limited evidence of how the district intends to use the SIG funds to support the school. Plans do not align to the intervention model.</p> | <p>Describes how the district intends to use the SIG funds at the district level to support the school. (Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If a district chooses not to reserve funds for district level services, a three year line item budget must be submitted showing that no funds will be withheld.)</p> |

| | |
|---|--|
| <p>Limited evidence of how the funds are aligned with state and federal funds.</p> | <p>Describes how the district aligned multiple state and federal funds with the selected intervention model. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)</p> |
| <p>Limited evidence services, personnel and financial supports provided by the district. Supports do not align with the model.</p> | <p>Describe the services, personnel and financial supports the district will provide and tell how they align to the school(s) intervention model.</p> |
| <p>Limited evidence and explanation of district pre-implementation activities that will occur to prepare the school for successful implementation of the model.</p> | <p>Describes the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.)</p> |

Commitment to Serve

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| <p>School level data from KY Interim Performance report and the NCLB report is provided with limited evidence of data analysis and few connections to need for intervention.</p> | <p>Describes school level data from KY Interim Performance report and the NCLB report with an analysis of the data indicating the school's need for intervention.</p> |
| <p>Limited evidence of analysis of non-cognitive data with few connections linking it to low student achievement.</p> | <p>Describes non-cognitive data and an analysis of how it contributes to low student achievement.</p> |
| <p>Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</p> | <p>Identifies and includes an analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention.</p> |
| <p>Limited evidence of analysis the audit results, determining the resources and related support for each school.</p> | <p>Describes analysis of the audit results to determine the literacy and math resources and related support needed for each school.</p> |

| | |
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| Limited evidence how the intervention model was selected based on the needs analysis. | Describes why the intervention model was selected based on the needs analysis. |
|---|--|

Required Turnaround Activities

For each school to be served, the district must complete the appropriate intervention information. Reviewer will complete the rubric(s) for that appropriate intervention model(s).

Turnaround Model

Does the description of the turnaround model sufficiently describe how the district will:

- Yes No Replace the principal (principals hired in the last 2 years as part of an intervention plan does not have to be replaced)
- Yes No Allow operational flexibility
- Yes No Use locally adopted competencies to measure the effectiveness of staff (rehire no more than 50% of staff, select new staff)
- Yes No Implement working condition strategies that are designed to recruit, place and retain staff

- Yes No Provide ongoing, high-quality, job-embedded professional development
- Yes No Adopt a new governance structure
- Yes No Implement s research-based, literacy and math program to address causes and contributing factors that is vertically aligned by grade level and state standards
- Yes No Promote the continuous use of student data
- Yes No Establish schedules and implement strategies that increase learning time
- Yes No Provide appropriate social-emotional and community-oriented services for students

Permissible Turnaround Activities

Districts are not required to address “permissible activities”. However, if a district does describe permissible activities in its application, reviewers should check those that are included. If the permissible activity does not have sufficient evidence, reviewers should make notes under each checked activity.

Turnaround Model Permissible activities:

A new school model (e.g. themed, dual language academy, etc.)

Does the district provide a plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal?

- ___ Does the district describe a plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective?
- ___ Does the district describe how additional supports and PD will be provided to teachers and principals to serve students with disabilities and limited English proficiency?
- ___ For secondary schools does the district describe plans to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs?
- ___ Does the district describe transition activities from middle to high school such as summer transition programs or freshman academies?
- ___ Does the district describe strategies to increase graduation rates?
- ___ Does the district partner with parents, organizations, and other agencies to create a safe school environment?
- ___ Does the district implement approaches to improve school climate and discipline?
- ___ Does the district expand the school program to offer full-day kindergarten or pre-kindergarten?
- ___ Does the district implement a per-pupil school-based budget formula that is weighted based on student needs?
- ___ Describes the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model.

Actions

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| Limited or no evidence there is a plan in place to monitor changes in instructional practice resulting from job-embedded professional development | Describes how the district will monitor changes in instructional practice resulting from job-embedded professional development |
| Limited evidence of personnel assigned to support school's improvement goals. | Describes how personnel have been assigned, or reassigned, to maximize these resources in addressing the school's improvement goals. |

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| <p>Limited evidence of how funds will be redirected and used to support the intervention model and the school's improvement goals.</p> | <p>Describes how funds will be redirected from various sources and used to support the school's improvement goals.</p> |
| <p>Limited evidence of family and community supports in planning, implementing and engaging partners in the intervention model.</p> | <p>Describes how family and community supports will be involved in a meaningful way with planning, implementing and engaging partners in the intervention model.</p> |
| <p>Limited evidence of the process used to review practices and policies.</p> | <p>Describes the process used to review the practices and policies of the Board of Education and the School Based Councils to determine necessary modifications.</p> |
| <p>Limited evidence of changes in practices and policies that prohibit a school from implementing the intervention model with fidelity.</p> | <p>Describes what practices and policies (i.e. staffing, calendars/time, budgeting, etc.) have been modified to ensure the school is able to implement the intervention model with fidelity</p> |
| <p>Limited evidence of supports outside the district to assist the school in meeting its improvement goals. No explanation as to how the supports were selected or how they will be evaluated for effectiveness</p> | <p>Identifies supports, outside the district, (e.g., education cooperatives, site researchers, higher education personnel, etc.) that will be utilized to assist the school in meeting its improvement goals. Describe how these supports were selected and how they will be evaluated to determine their effectiveness.</p> |
| <p>Limited evidence of how the reform efforts will be sustained after the SIG funds are no longer available.</p> | <p>Describes how the reform efforts will be sustained when the SIG funds are no longer available. Description includes how identified state and federal funding and resources will be adjusted to continue practices and how the data analysis will continue to drive instructional changes and annual goals.</p> |

Timeline

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| Limited evidence of a timeline delineating the steps it will take to implement an intervention model. | Describes a three year timeline that delineates the necessary steps to implement the selected intervention model. The timeline includes analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities. |

Annual Goals

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| Limited or no mention of baseline data for annual and/or quarterly goals. | Establishes baseline data for both annual and quarterly goals that will be used to measure progress. |
| Limited evidence of annual goals that will improve student achievement and classroom instruction. | Describes annual S.M.A.R.T. goals for each year of funding and for all grade levels. |
| Limited evidence of quarterly benchmarks and how they will be used to monitor the school's annual improvement goals. | Describes quarterly benchmarks for each year of funding and for all grade levels. Includes how the district will determine that sufficient progress is being made toward the annual goals. |
| Limited evidence that the district is providing additional supports when a school is not making sufficient progress toward reaching annual goals. | Describes steps the district will take to ensure the school reaches its annual goals. |

Consultation

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| Limited evidence of consultation with stakeholders regarding the district's application and implementation of the school's intervention model. | Describes how the district consulted with the SBDM Council and other relevant stakeholders regarding the district's application and the implementation of the school's intervention model for the next three years. |

School Budget

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| <p>Limited evidence of how funds are to be used at the school level.</p> | <p>Describes how the district intends to use the school improvement funds for each school it will serve</p> |
| <p>Limited evidence of how the funds are aligned with state and federal funds.</p> | <p>Describes how the school aligned multiple state and federal funds with the selected intervention model. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)</p> |
| <p>Limited evidence of a three year budget.</p> | <p>Contains complete budget information for each year of the three-year grant cycle for the district and each school it commits to serve.</p> |
| <p>Costs projected for each year do not reflect realistic amounts for implementing intervention model.</p> | <p>Costs projected for each year are reasonable within the context of the intervention model.</p> |
| <p>Limited evidence of alignment with the narrative description of the intervention model.</p> | <p>Budget information correlates with the narrative description of the intervention model.</p> |
| <p>Budgets are not within the minimum-maximum amounts.</p> | <p>Budgets are within the minimum \$50,000 - maximum \$2 million for each school the district commits to serve over the three-year period.</p> |

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Cover Page

Please Note: You may only type in the highlighted areas.

| | | | |
|--|---|------------------|--|
| District | DISTRICT Mailing Address | | |
| | Street Address 1 _____ | | |
| Name of District Contact | Street Address 2 _____ | | |
| | City _____ | ZIP _____ | |
| Position | Phone _____ | | |
| | CONTACT Mailing Address (if different) | | |
| Email | Street Address 1 _____ | | |
| | Street Address 2 _____ | | |
| Submission Date (office use only) | City _____ | ZIP _____ | |
| | Phone _____ | | |

| District Name | NCES ID# | Total Awarded | |
|---------------|----------|---------------|----------------------|
| | | \$ | |
| School Name | NCES ID# | Tier | Intervention |
| 1 | | | Transformation Model |
| 2 | | | Transformation Model |
| 3 | | | Transformation Model |
| 4 | | | Transformation Model |
| 5 | | | Transformation Model |
| 6 | | | Transformation Model |

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

Signature Page

Please Note: You may only type in the highlighted areas.

SBDM Verification of SIG Application/CSIP

School Based-Decision Making (SBDM) councils are required to approve the comprehensive school improvement plan (CSIP), pursuant to KRS 160.345 (j). Since this School Improvement Grant (SIG) application serves as the CSIP, Corrective Action, or Restructuring Plans, and embeds the School Literacy and Math Plans the district must collaborate with the SBDM council on the development and implementation of this application. The SBDM council must approve this SIG application/CSIP in an agenda-based open council meeting and complete the following verification of approval.

We, the _____ SBDM Council have approved the SIG application/CSIP as required by KRS 160.345 (j).

We further acknowledge this plan will serve as the school(s') Corrective Action or Restructuring Plans, as applicable. This plan also encompasses the school's Literacy and Math Plans.

Signature of SBDM Council Chair

Date

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
- (4) Report to the KDE the school-level data required under section III of the final requirements.

E. Waivers: If the State has requested any waivers of requirements applicable to the district’s School Improvement Grant, a district must indicate which of those waivers it intends to implement.

The Kentucky Department of Education has applied for the waivers listed below. The district must check each waiver that the district will implement. If the district does not intend to implement the waiver with respect to each applicable school, the district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Signature of Superintendent

Date

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

District Actions

Please Note: You may only type in the highlighted areas.

Describe the district's capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.

Your Answer Here

If all Tier I and Tier II schools are not served, explain why the school(s) will not be served and provide supporting documentation for the decision.

Your Answer Here

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If a district chooses not to reserve funds for district level services, a three-year line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the school(s') intervention model to address the causes and contributing factors to low student achievement at each of the school(s)).

Your Answer Here

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Your Answer Here

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Year 1 Budget

Please Note: You may only type in the highlighted areas.

District District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Year 2 Budget

Please Note: You may only type in the highlighted areas.

District _____ District Name Here _____

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Year 3 Budget

Please Note: You may only type in the highlighted areas.

District _____ District Name Here _____

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

District _____ **School #1** _____
District Name Here School Name Here

Please Note: You may only type in the highlighted areas.

Commitment To Serve

Identify the school-level literacy and math data from NCLB and KY Interim Performance report and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Your Answer Here

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address drop-out and graduation rates, if applicable.

Your Answer Here

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

Your Answer Here

Summarize the Tier I or Tier II Leadership Audit results. Identify the literacy and math resources and related supports that are needed based on the audit.

Your Answer Here

Describe why this intervention model was selected to meet the improvement needs of the school.

Your Answer Here

Transformation Model Required Activities

Please Note: You may only type in the highlighted areas.

Will the principal be replaced? (A principal hired in the last two years as part of an intervention plan does not have to be replaced). Documentation must be submitted verifying the hire date for both a newly hired and retained principal.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

Your Answer Here

Describe the rigorous, transparent and equitable evaluation system for teachers and school leaders adopted/implemented by the district. Provide details on how it was designed and developed with teacher and principal involvement. Explain how the system is based on student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement and increased high school graduation rates, if applicable.

Your Answer Here

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates.

Your Answer Here

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities have been provided for them to improve, have not done so.

Your Answer Here

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

Your Answer Here

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Your Answer Here

Describe the research based literacy and math program that is vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

Your Answer Here

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

Your Answer Here

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s) improvement plan for the next three years.

Your Answer Here

Identify the intensive technical assistance and support provided to the school by the district.

Your Answer Here

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Please Note: You may only type in the highlighted areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

Your Answer Here

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

Your Answer Here

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

Your Answer Here

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

Your Answer Here

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Your Answer Here

Describe strategies to increase graduation rates.

Your Answer Here

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

Your Answer Here

Describe the strategies implemented to improve school climate and discipline.

Your Answer Here

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

Your Answer Here

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

Your Answer Here

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

Actions

Please Note: You may only type in the highlighted areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

Your Answer Here

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

Your Answer Here

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Your Answer Here

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Your Answer Here

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

Your Answer Here

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe how these supports were selected and how they will be evaluated to determine their effectiveness.

Your Answer Here

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

Timeline

Please Note: You may only type in the highlighted areas.

Develop a three-year timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Your Answer Here

Annual Goals

Please Note: You may only type in the highlighted areas.

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measurable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Your Answer Here

Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Your Answer Here

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

Your Answer Here

Consultation

Please Note: You may only type in the highlighted areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders (e.g., Board of Education members, school leadership, school staff, parents and community) during the SIG planning process. Include information regarding development of intervention model, identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model during the next three years.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

School Budget Narrative

Please Note: You may only type in the highlighted areas

Describe how the school intends to use the SIG funds for each year of the three year cycle. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

Your Answer Here

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Your Answer Here

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Year 1 Budget

Please Note: You may only type in the highlighted areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

School #1 _____ **School Name Here** _____ **District** _____ **District Name Here** _____

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 110 | | |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 293 | | |
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | | |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 582 | | |
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 616 | | |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |

| | |
|-------------------------------|-----------|
| Total Amount Requested | \$ |
|-------------------------------|-----------|

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Year 2 Budget

Please Note: You may only type in the highlighted areas.

School #1 School Name Here **District** District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 110 | | |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |
| 294 | | |

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | | |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
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| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |
| 584 | | |

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 585 | | |
| 586 | | |
| 589 | | |
| 616 | | |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |

| | |
|-------------------------------|-----------|
| Total Amount Requested | \$ |
|-------------------------------|-----------|

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Year 3 Budget

Please Note: You may only type in the highlighted areas.

School #1 _____ **School Name Here** _____ **District** _____ **District Name Here** _____

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 110 | | |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
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| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | | |
| 338 | | |
| 432 | | |
| 433 | | |
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| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 616 | | |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |

| | |
|-------------------------------|-----------|
| Total Amount Requested | \$ |
|-------------------------------|-----------|

----- End of School #1 Application -----

**SCHOOL IMPROVEMENT GRANTS (SECTION 1003G)
KENTUCKY DEPARTMENT OF EDUCATION
INDIVIDUAL REVIEWER FORM**

Transformation Model Application ONLY

District: _____

| | | |
|-----------------------------------|-----------|----------|
| Schools to be served are listed | _____ Yes | _____ No |
| Tier status of schools identified | _____ Yes | _____ No |
| SBDM Signature Page Signed | _____ Yes | _____ No |
| District Verification Signed | _____ Yes | _____ No |

| SECTIONS | Limited Evidence | Sufficient Evidence |
|--------------------------------|------------------|---------------------|
| District Actions | | |
| District Budget Narrative | | |
| Commitment to Serve | | |
| Required Turnaround Activities | | |
| Actions | | |
| Timeline | | |
| Annual Goals | | |
| Consultation | | |
| School Budget Narrative | | |

Overall strengths of the application:

Overall weaknesses of the application:

Approval will be granted when all sections are deemed "sufficient."

District Actions

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| <p>Limited evidence of district capacity to use school improvement funds to provide support to the identified SIG school.</p> <p>The district did not identify and explain why all Tier I and Tier II schools would not be served.</p> | <p>The district describes its capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.</p> <p>Identifies the Tier I and Tier II schools that will not be served and explains the reasons for this decision.</p> |

___ Yes ___ No If applicable, reserves funds at the district level to support the intervention model and reservation

___ Yes ___ No If applicable, reservation of funds aligns with the intervention Model

District Budget Narrative

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|---|
| <p>Limited evidence of how the district intends to use the SIG funds to support the school. Plans do not align to the intervention model.</p> | <p>Describes how the district intends to use the SIG funds at the district level to support the school. (Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If a district chooses not to reserve funds for district level services, a three year line item budget must be submitted showing that no funds will be withheld.)</p> |

| | |
|---|--|
| <p>Limited evidence of how the funds are aligned with state and federal funds.</p> | <p>Describes how the district aligned multiple state and federal funds with the selected intervention model. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)</p> |
| <p>Limited evidence services, personnel and financial supports provided by the district. Supports do not align with the model.</p> | <p>Describe the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.</p> |
| <p>Limited evidence and explanation of district pre-implementation activities that will occur to prepare the school for successful implementation of the model.</p> | <p>Describes the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.)</p> |

Commitment to Serve

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| <p>School level data from KY Interim Performance report and the NCLB report is provided with limited evidence of data analysis and few connections to need for intervention.</p> | <p>Describes school level data from KY Interim Performance report and the NCLB report with an analysis of the data indicating the school's need for intervention.</p> |
| <p>Limited evidence of analysis of non-cognitive data with few connections linking it to low student achievement.</p> | <p>Describes non-cognitive data and an analysis of how it contributes to low student achievement.</p> |
| <p>Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</p> | <p>Identifies and includes an analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention.</p> |
| <p>Limited evidence of analysis the audit results, determining the resources and related support for each school.</p> | <p>Describes analysis of the audit results to determine the literacy and math resources and related support needed for each school.</p> |

| | |
|---|--|
| Limited evidence how the intervention model was selected based on the needs analysis. | Describes why the intervention model was selected based on the needs analysis. |
|---|--|

Required Transformation Activities

For each school to be served, the district must complete the appropriate intervention information. Reviewer will complete the rubric(s) for that appropriate intervention model(s).

Transformation Model

Does the description of the Transformation model sufficiently describe how the district will:

- Yes No Replace the principal (principals hired in the last 2 years as part of an intervention plan does not have to be replaced)
- Yes No Allow operational flexibility
- Yes No Develop a rigorous, transparent and equitable evaluation system that was designed with teacher and principal involvement. system is aligned with student growth data, multiple observation based assessments of performance, formative data collection tied to student achievement and , if applicable, increased graduation rate
- Yes No Process to identify and reward principals and teachers and other staff who have increased student achievement and graduation rates
- Yes No Process to remove school leaders, teachers, and other staff who after ample opportunities have not improved
- Yes No Provide ongoing, high-quality, job-embedded professional development
- Yes No Implement working condition strategies that are designed to recruit, place and retain staff
- Yes No Implement s research-based, literacy and math program to address causes and contributing factors that is vertically aligned by grade level and state standards
- Yes No Promote the continuous use of student data
- Yes No Establish schedules and implement strategies that increase learning time Describes how family and community supports will be involved in a meaningful way with planning, implementing and engaging partners in the intervention model.
- Yes No Intensive technical assistance and support from the district

Permissible Transformation Activities

Districts are not required to address “permissible activities”. However, if a district does describe permissible activities in its application, reviewers should check those that are included. If the permissible activity does not have sufficient evidence, reviewers should make notes under each checked activity.

Transformation Model Permissible activities:

- Adopt a new governance structure
- Does the district provide a plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal?
- Does the district describe a plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective?
- Does the district describe how additional supports and PD will be provided to teachers and principals to serve students with disabilities and limited English proficiency?
- For secondary schools does the district describe plans to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs?
- Does the district describe transition activities from middle to high school such as summer transition programs or freshman academies?
- Does the district describe strategies to increase graduation rates?
- Does the district partner with parents, organizations, and other agencies to create a safe school environment?
- Does the district implement approaches to improve school climate and discipline?
- Does the district expand the school program to offer full-day kindergarten or pre-kindergarten?
- Does the district implement a per-pupil school-based budget formula that is weighted based on student needs?
- Describes the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model.

Actions

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| <p>Limited or no evidence there is a plan in place to monitor changes in instructional practice resulting from job-embedded professional development</p> | <p>Explains how the district will monitor changes in instructional practice as a result of job embedded professional development.</p> |
| <p>Limited evidence of personnel assigned to support school's improvement goals.</p> | <p>Describes how personnel have been assigned, or reassigned, to maximize these resources in addressing the school's improvement goals.</p> |
| <p>Limited evidence of how funds will be redirected and used to support the intervention model and the school's improvement goals.</p> | <p>Describes how funds will be redirected from various sources and used to support the school's improvement goals.</p> |
| <p>Limited evidence of the process used to review practices and policies.</p> | <p>Describes the process used to review the practices and policies of the Board of Education and the School Based Councils to determine necessary modifications.</p> |
| <p>Limited evidence of changes in practices and policies that prohibit a school from implementing the intervention model with fidelity.</p> | <p>Describes what practices and policies (i.e. staffing, calendars/time, budgeting, etc.) have been modified to ensure the school is able to implement the intervention model with fidelity</p> |
| <p>Limited evidence of supports outside the district to assist the school in meeting its improvement goals. No explanation as to how the supports were selected or how they will be evaluated for effectiveness</p> | <p>Identifies supports, outside the district, (e.g., education cooperatives, site researchers, higher education personnel, etc.) that will be utilized to assist the school in meeting its improvement goals. Describe how these supports were selected and how they will be evaluated to determine their effectiveness.</p> |
| <p>Limited evidence of how the reform efforts will be sustained after the SIG funds are no longer available.</p> | <p>Describes how the reform efforts will be sustained when the SIG funds are no longer available. Description includes how identified state and federal funding and resources will be adjusted to continue practices and how the data analysis will continue to drive instructional changes and annual goals.</p> |

Timeline

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| Limited evidence of a timeline delineating the steps it will take to implement an intervention model. | Describes a three year timeline that delineates the necessary steps to implement the selected intervention model. The timeline includes analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities. |

Annual Goals

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| Limited or no mention of baseline data for annual and/or quarterly goals. | Establishes baseline data for both annual and quarterly goals that will be used to measure progress. |
| Limited evidence of annual goals that will improve student achievement and classroom instruction. | Describes annual S.M.A.R.T. goals for each year of funding and for all grade levels. |
| Limited evidence of quarterly benchmarks and how they will be used to monitor the school's annual improvement goals. | Describes quarterly benchmarks for each year of funding and for all grade levels. Includes how the district will determine that sufficient progress is being made toward the annual goals. |
| Limited evidence that the district is providing additional supports when a school is not making sufficient progress toward reaching annual goals. | Describes steps the district will take to ensure the school reaches its annual goals. |

Consultation

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| Limited evidence of consultation with stakeholders regarding the district's application and implementation of the school's intervention model. | Describes how the district consulted with the SBDM Council and other relevant stakeholders regarding the district's application and the implementation of the school's intervention model for the next three years. |

School Budget

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| Limited evidence of how funds are to be used at the school level. | Describes how the district intends to use the school improvement funds for each school it will serve |
| Limited evidence of how the funds are aligned with state and federal funds. | Describes how the school aligned multiple state and federal funds with the selected intervention model. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.) |
| Limited evidence of a three year budget. | Contains complete budget information for each year of the three-year grant cycle for the district and each school it commits to serve. |
| Costs projected for each year do not reflect realistic amounts for implementing intervention model. | Costs projected for each year are reasonable within the context of the intervention model. |
| Limited evidence of alignment with the narrative description of the intervention model. | Budget information correlates with the narrative description of the intervention model. |
| Budgets are not within the minimum-maximum amounts. | Budgets are within the minimum \$50,000 - maximum \$2million for each school the district commits to serve over the three-year period. |

Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Cover Page

Please Note: You may only type in the highlighted areas

| | | | |
|--|---|------------------|--|
| District | DISTRICT Mailing Address | | |
| | Street Address 1 _____ | | |
| Name of District Contact | Street Address 2 _____ | | |
| | City _____ | ZIP _____ | |
| Position | Phone _____ | | |
| | CONTACT Mailing Address (if different) | | |
| Email | Street Address 1 _____ | | |
| | Street Address 2 _____ | | |
| Submission Date (office use only) | City _____ | ZIP _____ | |
| | Phone _____ | | |

| District Name | NCES ID# | Total Awarded | |
|---------------|----------|---------------|---------------|
| | | \$ | |
| School Name | NCES ID# | Tier | Intervention |
| 1 | | | Restart Model |
| 2 | | | Restart Model |
| 3 | | | Restart Model |
| 4 | | | Restart Model |
| 5 | | | Restart Model |
| 6 | | | Restart Model |

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Signature Page

Please Note: You may only type in the highlighted areas.

SBDM Verification of SIG Application/CSIP

School Based-Decision Making (SBDM) councils are required to approve the comprehensive school improvement plan (CSIP), pursuant to KRS 160.345 (j). Since this School Improvement Grant (SIG) application serves as the CSIP, Corrective Action, or Restructuring Plans, and embeds the school Literacy and Math Plans the district must collaborate with the SBDM council on the development and implementation of this application. The SBDM council must approve this SIG application/CSIP in an agenda-based open council meeting and complete the following verification of approval.

We, the _____ SBDM Council have approved the SIG application/CSIP as required by KRS 160.345 (j).

We further acknowledge this plan will serve as the schools(s') Corrective Action or Restructuring Plans, as applicable. This plan also encompasses the school's Literacy and Math Plans.

Signature of SBDM Council Chair

Date

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
- (4) Report to the KDE the school-level data required under section III of the final requirements.

E. Waivers: If the State has requested any waivers of requirements applicable to the district’s School Improvement Grant, a district must indicate which of those waivers it intends to implement.

The Kentucky Department of Education has applied for the waivers listed below. The district must check each waiver that the district will implement. If the district does not intend to implement the waiver with respect to each applicable school, the district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Signature of Superintendent

Date

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

District Actions

Please Note: You may only type in the highlighted areas.

Describe the EMO's capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, staff dedicated to provide support to SIG schools, additional funding, and use of external resources.

Your Answer Here

If all Tier I and Tier II schools are not served, identify the school(s) and explain why they will not be served and provide supporting documentation for the decision.

Your Answer Here

District Budget Narrative

Please Note: You may only type in the highlighted areas

Describe how the Education Management Organization (EMO) intends to use the school improvement funds for the school(s) it will serve to ensure it correlates with the intervention model. **An EMO has the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If an EMO chooses not to reserve funds for district level services, a three year line item budget must be submitted showing that no funds will be withheld.**

Your Answer Here

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Restart Model Permissible Activities:

Identify district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Year 1 EMO Budget

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Please Note: You may only type in the highlighted areas.

District District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
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Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Year 2 EMO Budget

Please Note: You may only type in the highlighted areas.

District District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Year 3 EMO Budget

Please Note: You may only type in the highlighted areas

District District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Restart Model**
(Kentucky does not currently have charter legislation)

District _____ **School #1** _____
District Name Here School Name Here

School #1

Please Note: You may only type in the highlighted areas.

Commitment To Serve

Identify the school-level literacy and math data from NCLB and KY Interim Performance report and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Your Answer Here

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address drop-out and graduation rates, if applicable.

Your Answer Here

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

Your Answer Here

Summarize the Tier I or Tier II Leadership Audit results. Based on the audit, identify the literacy and math resources and related supports that are needed to improve student achievement.

Your Answer Here

Describe the process used to select the Restart Model to convert or close and reopen the school under an education management organization.

Your Answer Here

Identify the Education Management Organization (EMO) from the approved state provider list to be hired to manage operations at the school and describe prior success in schools with similar demographics and that can best address the identified needs of the school.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Actions

Please Note: You may only type in the highlighted areas.

Describe the plan designed by the (EMO) to make meaningful changes in the school. The plan must include:

- research based activities and strategies to address literacy and math needs

Your Answer Here

Timeline

Please Note: You may only type in the highlighted areas.

Develop a three-year timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Your Answer Here

Annual Goals

Please Note: You may only type in the highlighted areas.

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measurable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Your Answer Here

Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Your Answer Here

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Consultation

Please Note: You may only type in the highlighted areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders (e.g., Board of Education members, school leadership, school staff, parents and community) during the SIG planning process. Include information regarding the development of the intervention model, identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model during the next three years.

Your Answer Here

School Budget Narrative

Please Note: You may only type in the highlighted areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

Describe how the district/EMO intends to use the school improvement funds for the school(s) it will serve to ensure it correlates with the intervention model.

Your Answer Here

Describes how the EMO will align multiple state and federal funds with the selected intervention model at the school. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Your Answer Here

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Restart Model Permissible Activities:

Identify school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Year 1 Budget

Please Note: You may only type in the highlighted areas.

School #1 School Name Here **District** District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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|-------------------------------|-----------|
| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Year 2 Budget

Please Note: You may only type in the highlighted areas.

School #1 School Name Here **District** District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

Year 3 Budget

Please Note: You may only type in the highlighted areas.

School #1 School Name Here **District** District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Restart Model

(Kentucky does not currently have charter legislation)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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----- End of School #1 Application -----

**SCHOOL IMPROVEMENT GRANTS (SECTION 1003G)
KENTUCKY DEPARTMENT OF EDUCATION
INDIVIDUAL REVIEWER FORM**

Restart Model Application ONLY

District: _____

| | | |
|-----------------------------------|-----------|----------|
| Schools to be served are listed | _____ Yes | _____ No |
| Tier status of schools identified | _____ Yes | _____ No |
| SBDM Signature Page Signed | _____ Yes | _____ No |
| District Verification Signed | _____ Yes | _____ No |

| SECTIONS | Limited Evidence | Sufficient Evidence |
|---------------------------|------------------|---------------------|
| District Actions | | |
| District Budget Narrative | | |
| Commitment to Serve | | |
| Actions | | |
| Timeline | | |
| Annual Goals | | |
| Consultation | | |
| School Budget Narrative | | |

Overall strengths of the application:

Overall weaknesses of the application:

Approval will be granted when all sections are deemed "sufficient:".

District Actions

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|---|
| <p>Limited evidence of EMO capacity to use school improvement funds to provide support to the identified SIG school.</p> <p>The district did not identify and explain why all Tier I and Tier II schools would not be served.</p> | <p>The EMO describes its capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, staff dedicated to provide support to SIG schools, additional funding, and use of external resources.</p> <p>Identifies the Tier I and Tier II schools that will not be served and explains the reasons for this decision.</p> |

District Budget Narrative

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| <p>Limited evidence of how the EMO intends to use the SIG funds to support the school. Plans do not align to the intervention model.</p> <p>Limited evidence of how the funds are aligned with state and federal funds.</p> | <p>Describes how the EMO intends to use the SIG funds at the district level to support the school. (An EMO has the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If an EMO chooses not to reserve funds for district level services, a three year line item budget must be submitted showing that no funds will be withheld.)</p> <p>Describes how the EMO will align multiple state and federal funds at the district level with the selected intervention model. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)</p> |

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| <p>Limited evidence and explanation of district pre-implementation activities that will occur to prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.)</p> | <p>Describes the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.)</p> |
|---|--|

Commitment to Serve

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| <p>School level data from KY Interim Performance report and the NCLB report is provided with limited evidence of data analysis and few connections to need for intervention.</p> | <p>Describes school level data from KY Interim Performance report and the NCLB report with an analysis of the data indicating the school's need for intervention.</p> |
| <p>Limited evidence of analysis of non-cognitive data with few connections linking it to low student achievement.</p> | <p>Describes non-cognitive data and an analysis of how it contributes to low student achievement.</p> |
| <p>Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</p> | <p>Identifies and includes an analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention.</p> |
| <p>Limited evidence of analysis the audit results, determining the resources and related support for each school.</p> | <p>Describes analysis of the audit results to determine the literacy and math resources and related support needed for each school.</p> |
| <p>Limited evidence how the intervention model was selected based on the needs analysis.</p> | <p>Describes why the intervention model was selected based on the needs analysis.</p> |
| <p>Education Management Organization (EMO) was not identified or selected from the state approved list. Explanation of why this EMO was selected.</p> | <p>Identify the Education Management Organization (EMO) from the state approved list and explain why they were selected.</p> |

Actions

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|---|
| Limited activities and strategies to improve student achievement. | Describe the plan designed by the (EMO) to make meaningful changes in the school. The plan must include: <ul style="list-style-type: none">• research based activities and strategies to address literacy and math needs |

Timeline

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| Limited evidence of a timeline delineating the steps it will take to implement an intervention model. | Describes a three year timeline that delineates the necessary steps to implement the selected intervention model. The timeline includes analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities. |

Annual Goals

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|--|
| Limited or no mention of baseline data for annual and/or quarterly goals. | Establishes baseline data for both annual and quarterly goals that will be used to measure progress. |
| Limited evidence of annual goals that will improve student achievement and classroom instruction. | Describes annual S.M.A.R.T. goals for each year of funding and for all grade levels. |
| Limited evidence of quarterly benchmarks and how they will be used to monitor the school's annual improvement goals. | Describes quarterly benchmarks for each year of funding and for all grade levels. Includes how the district will determine that sufficient progress is being made toward the annual goals. |

| | |
|---|---|
| Limited evidence that the district is providing additional supports when a school is not making sufficient progress toward reaching annual goals. | Describes steps the district will take to ensure the school reaches its annual goals. |
|---|---|

Consultation

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| Limited evidence of consultation with stakeholders regarding the district’s application and implementation of the school’s intervention model. | Describes how the district consulted with the SBDM Council and other relevant stakeholders regarding the district’s application and the implementation of the school’s intervention model for the next three years. |

School Budget

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| Limited evidence of how funds are to be used at the school level. Use of funds is not aligned with the improvement model or school needs. | Describes how the EMO intends to use funds at the school level to improve student achievement. |
| Limited evidence of how the funds are aligned with state and federal funds. | Describes how the EMO will align multiple state and federal funds with the selected intervention model at the school. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.) |
| Limited evidence and explanation of school pre-implementation activities that will occur to prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.) | Describes the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.) |

| | |
|--|---|
| <p>Limited evidence of a three year budget.</p> <p>Costs projected for each year do not reflect realistic amounts for implementing intervention model.</p> <p>Limited evidence of alignment with the narrative description of the intervention model.</p> <p>Budgets are not within the minimum-maximum amounts.</p> | <p>Contains complete budget information for each year of the three-year grant cycle for the district and each school it commits to serve.</p> <p>Costs projected for each year are reasonable within the context of the intervention model.</p> <p>Budget information correlates with the narrative description of the intervention model.</p> <p>Budgets are within the minimum \$50,000 - maximum \$2 million for each school the district commits to serve over the three-year period.</p> |
|--|---|

Kentucky Department of Education
 District Application for School Improvement Funds
School Closure Model

(Section 1003g)

Cover Page

Please Note: You may only type in the highlighted areas.

| | | | |
|--|---|------------------|--|
| District | DISTRICT Mailing Address | | |
| | Street Address 1 _____ | | |
| Name of District Contact | Street Address 2 _____ | | |
| | City _____ | ZIP _____ | |
| Position | Phone _____ | | |
| | CONTACT Mailing Address (if different) | | |
| Email | Street Address 1 _____ | | |
| | Street Address 2 _____ | | |
| Submission Date (office use only) | City _____ | ZIP _____ | |
| | Phone _____ | | |

| District Name | NCES ID# | | Total Awarded | |
|---------------|-------------|----------|---------------|----------------|
| | | | \$ | |
| 1 | School Name | NCES ID# | Tier | Intervention |
| | | | | School Closure |

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **School Closure Model**

Signature Page

Please Note: You may only type in the highlighted areas.

SBDM Verification of SIG Application/CSIP

School Based-Decision Making (SBDM) councils are required to approve the comprehensive school improvement plan (CSIP), pursuant to KRS 160.345 (j). Since this School Improvement Grant (SIG) application serves as the CSIP, Corrective Action, or Restructuring Plans, and embeds the school Literacy and Math Plans the district must collaborate with the SBDM council on the development and implementation of this application. The SBDM council must approve this SIG application/CSIP in an agenda-based open council meeting and complete the following verification of approval.

We, the _____ SBDM Council have approved the SIG application/CSIP as required by KRS 160.345 (j).

We further acknowledge this plan will serve as the school(s') Corrective Action or Restructuring Plans, as applicable. This plan also encompasses the school's Literacy and Math Plans.

Signature of SBDM Council Chair

Date

Kentucky Department of Education
District Application for School Improvement Funds
School Closure Model

(Section 1003g)

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
- (4) Report to the KDE the school-level data required under section III of the final requirements.

E. Waivers: If the State has requested any waivers of requirements applicable to the district’s School Improvement Grant, a district must indicate which of those waivers it intends to implement.

The Kentucky Department of Education has applied for the waivers listed below. The district must check each waiver that the district will implement. If the district does not intend to implement the waiver with respect to each applicable school, the district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Signature of Superintendent

Date

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **School Closure Model**

District Actions

Please Note: You may only type in the highlighted areas

Describe the district's capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.

Your Answer Here

If all Tier I and Tier II schools are not served, identify the school(s) and explain why they will not be served and provide supporting documentation for the decision.

Your Answer Here

District Budget Narrative

Please Note: You may only type in the highlighted areas

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for the school(s) to implement the School Closure Model. The reservation of funds at the district level is optional. Examples of allowable costs can be found in items D-2 and D-3 of Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965.

Your Answer Here

Districts are not required to address "permissible activities". However, if a district does include permissible activities it may do so in the spaces below.

School Closure Permissible Activities:

Identify district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Kentucky Department of Education
 District Application for School Improvement Funds
School Closure Model

(Section 1003g)

One Year Budget

Please Note: You may only type in the highlighted areas.

District District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 110 | | |
| 111 | | |
| 112 | | |
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| 120 | | |
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Kentucky Department of Education
 District Application for School Improvement Funds
School Closure Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 295 | | |
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Kentucky Department of Education
 District Application for School Improvement Funds
School Closure Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 585 | | |
| 586 | | |
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| 810 | | |
| 892 | | |
| 894 | | |

| | |
|-------------------------------|-----------|
| Total Amount Requested | \$ |
|-------------------------------|-----------|

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **School Closure Model**

District _____ District Name here _____ **School #1** _____ School Name here _____

School #1

Please Note: You may only type in the highlighted areas.

School Closure Model:

Describe (1) the district review process to select the School Closure Model and (2) why the model was chosen for the identified school.

Your Answer Here

Identify the higher achieving schools that will be receiving schools. Explain how they were selected to be receiving schools.

Your Answer Here

Describe the proximity of the receiving schools in relation to the closed school. Explain how it was determined the proximity of the receiving school(s) is within reasonable distance to the closed school.

Your Answer Here

Timeline

Please Note: You may only type in the highlighted areas.

Develop a timeline for school closure that does not exceed one school year. Describe the steps necessary to implement the School Closure Model. The timeline must include, but is not limited to the following activities: parent communications, revising transportation route, and student assignments. **(Not all costs associated with the closure model can be paid from SIG funds.) Examples of allowable costs can be found in items D-2 and D-3 of Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965.**

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
School Closure Model

(Section 1003g)

Consultation

Please Note: You may only type in the highlighted areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders (e.g., Board of Education members, school leadership, school staff, parents and community) during the SIG planning process and the implementation of the School Closure Model.

Your Answer Here

Budget Narrative

Please Note: You may only type in the highlighted areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

Describe how the school intends to use the school improvement funds for the school(s) to implement the School Closure Model. **Examples of allowable costs can be found in items D-2 and D-3 of Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965.**

Your Answer Here

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

School Closure Permissible Activities:

Identify school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Kentucky Department of Education
 District Application for School Improvement Funds
School Closure Model

(Section 1003g)

One Year Budget

Please Note: You may only type in the highlighted areas.

| School #1 MUNIS Code | School Name Here | District | District Name Here |
|----------------------------|-------------------------|----------|---------------------|
| | Description of Activity | | Amount Requested |
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Kentucky Department of Education
District Application for School Improvement Funds
School Closure Model

(Section 1003g)

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Kentucky Department of Education
 District Application for School Improvement Funds
School Closure Model

(Section 1003g)

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| | |
|-------------------------------|-----------|
| Total Amount Requested | \$ |
|-------------------------------|-----------|

----- End of School #1 Application -----

**SCHOOL IMPROVEMENT GRANTS (SECTION 1003G)
KENTUCKY DEPARTMENT OF EDUCATION
INDIVIDUAL REVIEWER FORM**

School Closure Model Application ONLY

District: _____

| | | |
|-----------------------------------|-----------|----------|
| Schools to be closed are listed | _____ Yes | _____ No |
| Tier status of schools identified | _____ Yes | _____ No |
| SBDM Signature Page Signed | _____ Yes | _____ No |
| District Verification Signed | _____ Yes | _____ No |

| SECTIONS | Limited Evidence | Sufficient Evidence |
|---------------------------|-------------------------|----------------------------|
| District Actions | | |
| District Budget Narrative | | |
| School Closure Model | | |
| Timeline | | |
| Consultation | | |
| School Budget Narrative | | |

Overall strengths of the application:

Overall weaknesses of the application:

Approval will be granted when all sections are deemed "sufficient:".

District Actions

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| <p>Limited evidence of district capacity to use school improvement funds to provide support to the identified SIG school.</p> <p>The district did not identify and explain why all Tier I and Tier II schools would not be served.</p> | <p>The district describes its capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.</p> <p>Identifies the Tier I and Tier II schools that will not be served and explains the reasons for this decision.</p> |

District Budget Narrative

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|---|
| <p>Limited evidence of how the district intends to use the SIG funds to close the school. Plans do not align to the intervention model.</p> <p>Limited evidence and explanation of district pre-implementation activities that will to prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.)</p> | <p>Describes how the district intends to use the SIG funds at the district level to close the school. Allowable uses may include: parent outreach, announcements, parent orientation, open houses, costs that exceed normal expenditures. See guidance D2-D3. The reservation of funds at the district level is optional.</p> <p>Describes the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.)</p> |

School Closure Model

- Yes No The district conducted a review process to select the School Closure Model.
- Yes No The district identified the higher achieving schools that will be receiving schools.
- Yes No The higher achieving receiving schools are within reasonable proximity to the closed school.

Timeline

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|---|
| Limited evidence of a timeline delineating the steps it will take to implement the model. | Develop a timeline for school closure that does not exceed one school year. Describe the steps necessary to implement the School Closure Model. The timeline must include, but is not limited to the following activities: parent communications, revising transportation route, and student assignments. <u>(Not all costs associated with the closure model can be paid from SIG funds.)</u> <u>Examples of allowable costs can be found in items D-2 and D-3 of Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965.</u> |

Consultation

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| Limited evidence of consultation with stakeholders regarding the district’s application and implementation of the school’s intervention model. | Describes how the district consulted with the SBDM Council and other relevant stakeholders regarding the district’s application and the implementation of the school(s’) intervention model |

School Budget

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| <p>Limited evidence of how funds are to be used at the school level.</p> | <p>Describes how the school intends to use the school improvement funds for each school it will serve.</p> |
| <p>Limited evidence and explanation of school pre-implementation activities that will occur to prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.)</p> | <p>Describes the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.)</p> |
| <p>Limited evidence of a one year budget.</p> | <p>Contains complete budget information for one year.</p> |
| <p>Costs projected for each year do not reflect realistic amounts for implementing intervention model.</p> | <p>Costs projected for each year are reasonable within the context of the intervention model.</p> |
| <p>Limited evidence of alignment with the narrative description of the intervention model.</p> | <p>Budget information correlates with the narrative description of the intervention model.</p> |
| <p>Budgets are not within the minimum-maximum amounts.</p> | <p>Budgets are within the minimum \$50,000 - maximum \$2 million for each school the district commits to serve over the three-year period.</p> |

Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

Cover Page

Please Note: You may only type in the highlighted areas.

| | | | |
|--|---|------------------|--|
| District | DISTRICT Mailing Address | | |
| | Street Address 1 _____ | | |
| Name of District Contact | Street Address 2 _____ | | |
| | City _____ | ZIP _____ | |
| Position | Phone _____ | | |
| | CONTACT Mailing Address (if different) | | |
| Email | Street Address 1 _____ | | |
| | Street Address 2 _____ | | |
| Submission Date (office use only) | City _____ | ZIP _____ | |
| | Phone _____ | | |

| District Name | NCES ID# | Total Awarded | |
|---------------|----------|---------------|--------------|
| | | \$ | |
| School Name | NCES ID# | Tier | Intervention |
| 1 | | | |
| 2 | | | |
| 3 | | | |
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Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Tier III School Improvement Model**

Signature Page

Please Note: You may only type in the highlighted areas.

SBDM Verification of SIG Application/CSIP

School Based-Decision Making (SBDM) councils are required to approve the comprehensive school improvement plan (CSIP), pursuant to KRS 160.345 (j). Since this School Improvement Grant (SIG) application serves as the CSIP, Correction Action, or Restructuring Plans, and embeds the School Literacy and Math Plans the district must collaborate with the SBDM council on the development and implementation of this application. The SBDM council must approve this SIG application/CSIP in an agenda-based open council meeting and complete the following verification of approval.

We, the _____ SBDM Council have approved the SIG application/CSIP as required by KRS 160.345 (j).

We further acknowledge this plan will serve as the school(s') Corrective Action or Restructuring Plans, as applicable. This plan also encompasses the school's Literacy and Math Plans.

Signature of SBDM Council Chair

Date

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Tier III School Improvement Model**

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
- (4) Report to the KDE the school-level data required under section III of the final requirements.

E. Waivers: If the State has requested any waivers of requirements applicable to the district’s School Improvement Grant, a district must indicate which of those waivers it intends to implement.

The Kentucky Department of Education has applied for the waivers listed below. The district must check each waiver that the district will implement. If the district does not intend to implement the waiver with respect to each applicable school, the district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Signature of Superintendent

Date

District Actions

Describe the district’s capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the school reforms as described below. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.

Your Answer Here

District Budget Narrative

Districts have the option of withholding funds for district level services to support the reform strategies in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If a district chooses not to reserve funds for district level services, a three year line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the school(s’) intervention model to address the causes and contributing factors to low student achievement at each of the school(s)).

Your Answer Here

Identify the multiple state and federal funds to be coordinated with the improvement plan and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Your Answer Here

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Tier III Permissible Activities:

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

Year 1 Budget

Please Note: You may only type in the highlighted areas.

District District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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| 110 | | |
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| 120 | | |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
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| 584 | | |

Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 585 | | |
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|-------------------------------|-----------|
| Total Amount Requested | \$ |
|-------------------------------|-----------|

Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

Year 2 Budget

Please Note: You may only type in the highlighted areas.

District District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
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Kentucky Department of Education
District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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|-------------------------------|-----------|
| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

Year 3 Budget

Please Note: You may only type in the highlighted areas.

District District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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| 110 | | |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Tier III School Improvement Model**

District _____ **School #1** _____
District Name Here School Name Here

Please Note: You may only type in the highlighted areas.

Commitment To Serve

Identify the school-level literacy and math data from NCLB and KY Interim Performance report and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Your Answer Here

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address drop-out and graduation rates, if applicable.

Your Answer Here

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

Your Answer Here

Actions

Please Note: You may only type in the highlighted areas.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') improvement plan for the next three years.

Your Answer Here

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

Your Answer Here

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Tier III School Improvement Model**

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

Your Answer Here

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Your Answer Here

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

Your Answer Here

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

Your Answer Here

Districts are not required to address "permissible activities". However, if a district does include permissible activities it may do so in the spaces below.

Tier III Permissible Activities:

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, etc.) that will be utilized to assist the school in meeting its improvement goals. Describe how these supports were selected and how they will be evaluated to determine their effectiveness.

Your Answer Here

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Tier III School Improvement Model**

Timeline

Please Note: You may only type in the highlighted areas.

Develop a three-year timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Your Answer Here

Services

Please Note: You may only type in the highlighted areas.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') improvement plan.

Your Answer Here

Based on the comprehensive needs assessment, identify and describe the research based reading and math activities/strategies the school will implement to improve student achievement.

Your Answer Here

Annual Goals

Please Note: You may only type in the highlighted areas.

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measureable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Your Answer Here

Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Your Answer Here

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

Your Answer Here

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Tier III School Improvement Model**

Consultation

Please Note: You may only type in the highlighted areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders (e.g., Board of Education members, school leadership, school staff, parents and community) during the SIG planning process. Include information regarding development of the improvement plan, identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the plan during the next three years.

Your Answer Here

Budget Narrative

Please Note: You may only type in the highlighted areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

Describe how the school intends to use the SIG funds for each year of the three year cycle. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

Your Answer Here

Describe how the school aligned multiple state and federal funds with the selected improvement plan. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Your Answer Here

Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

Year 1 Budget

Please Note: You may only type in the highlighted areas.

School #1 _____ **School Name Here** _____ **District** _____ **District Name Here** _____

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

Year 2 Budget

Please Note: You may only type in the highlighted areas.

School #1 School Name Here **District** District Name Here

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

Year 3 Budget

Please Note: You may only type in the highlighted areas.

School #1 _____ **School Name Here** _____ **District** _____ **District Name Here** _____

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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Kentucky Department of Education
 District Application for School Improvement Funds
Tier III School Improvement Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
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| Total Amount Requested | \$ |
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----- End of School #1 Application -----

**SCHOOL IMPROVEMENT GRANTS (SECTION 1003G)
KENTUCKY DEPARTMENT OF EDUCATION
INDIVIDUAL REVIEWER FORM**

Tier III Application ONLY

District: _____

Schools to be served are listed _____ Yes _____ No
 SBDM Verification Signed _____ Yes _____ No
 District Verification Signed by Superintendent _____ Yes _____ No

| SECTIONS | Limited Evidence | Sufficient Evidence |
|---------------------------|-------------------------|----------------------------|
| District Budget Narrative | | |
| Commitment to Serve | | |
| Actions | | |
| Timeline | | |
| Services | | |
| Annual Goals | | |
| Consultation | | |
| School Budget | | |
| | | |

Overall strengths of the application:

Overall weaknesses of the application:

Approval will be granted when all sections are deemed "sufficient".

District Actions

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| Limited evidence of district capacity to use school improvement funds to provide support to the identified SIG school. | The district describes its capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the school reforms as described. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources. |

District Budget Narrative

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| Limited evidence of how the district intends to use the SIG funds to support the school. Plans do not align to the intervention model. | Describes how the district intends to use the SIG funds at the district level to support the school. (Districts have the option of withholding funds for district level services to support the reform strategies in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If a district chooses not to reserve funds for district level services, a three year line item budget must be submitted showing that no funds will be withheld.) |
| Limited evidence of how the funds are aligned with state and federal funds. | Describes how the district aligned multiple state and federal funds with the selected intervention model. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.) |
| Limited evidence and explanation of district pre-implementation activities that will occur to prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.) | Describes the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model. (Pre-implementation is not a requirement.) |

Commitment to Serve

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|--|
| <p>School level data from KY Interim Performance report and the NCLB report is provided with limited evidence of data analysis and few connections to need for intervention.</p> <p>Limited evidence of analysis of non-cognitive data with few connections linking it to low student achievement.</p> <p>Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for an improvement plan.</p> | <p>Describes school level data from KY Interim Performance report and the NCLB report with an analysis of the data indicating the school’s need for intervention.</p> <p>Describes non-cognitive data and an analysis of how it contributes to low student achievement.</p> <p>Describes analysis of causes and contributing factors to low student achievement and/or need for schoolwide improvement plan.</p> |

Actions

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| <p>Limited evidence of family and community supports in planning, implementing and engaging partners in the improvement plan.</p> <p>Limited evidence of personnel assigned to support school’s improvement goals.</p> <p>Limited evidence of how funds will be redirected and used to support the improvement plan and the improvement goals.</p> <p>Limited evidence of professional development aligned to the school’s improvement goals and is not job-embedded nor is it connected to classroom instructional practices.</p> <p>Limited evidence of the process used to review practices and policies.</p> <p>Limited evidence of changes in practices and policies that prohibit a school from implementing the improvement plan with fidelity.</p> | <p>Describes how family and community supports will be involved in a meaningful way with planning, implementing and engaging partners in the improvement plan.</p> <p>Describes how personnel have been assigned, or reassigned, to maximize these resources in addressing the school’s improvement goals.</p> <p>Describes how funds will be redirected from various sources and used to support the school’s improvement goals.</p> <p>Describes professional development that is aligned to the school’s improvement goals, designed with the school staff, connected to standards, school curricula and is job-embedded.</p> <p>Describes the process used to review the practices and policies of the Board of Education and the School Based Councils to determine necessary modifications.</p> |

| | |
|---|--|
| Limited evidence of how the reform efforts will be sustained after the SIG funds are no longer available. | Describes what practices and policies (e.g., staffing, calendars/time, budgeting, etc.) have been modified to ensure the school is able to implement the improvement plan with fidelity. |
|---|--|

Tier III Permissible Activities:

Districts are not required to address “permissible activities”. However, if a district does include permissible activities in its application, the reviewers should check those that are included. If the permissible activity does not have sufficient evidence, reviewers should make notes under the check activity.

_____ **Yes** _____ **NO** The application describes recruiting, screening, and evaluating external supports. Describes how district will utilize external supports (i.e., Education Recovery Specialist, education cooperatives, site researchers, higher education personnel, etc.) as support and assistance.

_____ **YES** _____ **NO** Describes the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model.

Timeline

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| Limited evidence of a timeline delineating the steps it will take to implement an improvement plan. | Describes a three year timeline that delineates the necessary steps to implement the improvement plan. |

Services

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|--|
| Limited evidence of district services to the school. | Describes services the district will provide to the school, including personnel and financial supports. |
| Limited evidence of activities the school will implement to improve student achievement. | Describes the activities and strategies that will be implemented in the school based on a comprehensive needs assessment. Activity and strategies are best practices and are research based. |

Annual Goals

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|---|
| <p>Limited or no mention of baseline data for annual and/or quarterly goals.</p> <p>Limited evidence of annual goals that will improve student achievement and classroom instruction for reading/language arts and mathematics.</p> <p>Limited evidence of quarterly benchmarks and how they will be used to monitor the school’s improvement goals.</p> <p>Limited evidence that the district is providing additional supports when a school is not making sufficient progress toward reaching annual goals.</p> | <p>Establishes baseline data for both annual and quarterly goals that will be used to measure progress.</p> <p>Describes annual S.M.A.R.T. goals for reading/language arts and mathematics.</p> <p>Describes quarterly benchmarks for each year of funding and for all grade levels. Includes how the district will determine that sufficient progress is being made toward the annual goals.</p> <p>Describes what the district will provide in support to ensure the school reaches its annual goals.</p> |

Consultation

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|---|--|
| <p>Limited evidence of consultation with stakeholders regarding the district’s application and implementation of the school’s intervention model.</p> | <p>Describes how the district consulted with relevant stakeholders regarding the district’s application and the implementation of the school’s intervention model.</p> |

School Budget

| LIMITED EVIDENCE | SUFFICIENT EVIDENCE |
|--|---|
| <p>Limited evidence of how funds are to be used at the school level.</p> | <p>Describe how the district intends to use the school improvement funds for the schools it will serve.</p> |

| | |
|--|---|
| <p>Limited evidence of how the funds are aligned with state and federal funds.</p> | <p>Describes how the district aligned multiple state and federal funds with the selected intervention model. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)</p> |
| <p>Limited evidence of a three year budget.</p> | <p>Contains complete budget information for each year of the three-year grant cycle for the district and each school it commits to serve.</p> |
| <p>Costs projected for each year do not reflect realistic amounts for implementing intervention model.</p> | <p>Costs projected for each year are reasonable within the context of the intervention model.</p> |
| <p>Limited evidence of alignment with the narrative description of the intervention model.</p> | <p>Budget information correlates with the narrative description of the intervention model.</p> |
| <p>Budgets are not within the minimum-maximum amounts.</p> | <p>Budgets are within the minimum \$50,000 - maximum \$2 million for each school the district commits to serve over the three-year period.</p> |

Attachment: Notice of Comment Request

The following request for public comment was posted to the Kentucky Department of Education's website. It was also directly sent to all state superintendents and the Federal Programs Committee of Practitioners.

Based upon Title I, Part A School Improvement Grant Section 1003g guidance provided by the United States Department of Education, states have been granted the opportunity to apply for waivers of the requirements of the following regulations pursuant to Title I, Part A to allow:

- 1. Extending the availability of the Section 1003g funds to September 30, 2014.*
- 2. A school in Federal Tier I, Tier II, and Tier III status that will implement a turnaround or restart model to start over in the school improvement timeline.*
- 3. A school in Federal Tier I, Tier II, and Tier III status to operate a Title I schoolwide program if the school's percent of poverty is below 40%.*

Information concerning the Title I, Part A School Improvement Grant Section 1003g can be found [here](#).

Please direct any questions or comments on Kentucky's waiver request of the above Title I requirements via e-mail at title1reports@education.ky.gov by noon ET on Tuesday, January 25, 2011.

The following comment was received. **The original email is attached for reference.**

"I think the proposed targets for 1003g funds are appropriate. Thanks for the thoughtful work."