

Kentucky Department of Education
 District Application for School Improvement Funds
 (Section 1003g)
 Spring 2010

District: Breckinridge County	Mailing Address: 86 Airport Road Hardinsburg, KY 40143
District School Improvement Grant Contact: Name: Glenda Dowell Position: Assistant Superintendent Contact's Mailing Address: 86 Airport Road Hardinsburg, KY 40143 Telephone: 270.756.3113 Email address: glenda.dowell@breck.kyschools.us	
Signature of the Superintendent: <i>Janet Meeks</i>	Date: June 4, 2010
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.	

District Name	NCES ID #	Total Awarded
Breckinridge County	2100720	\$224,979

School(s) Name	NCES ID #	Tier III
Breckinridge County Middle School	210072001304	X

B. DESCRIPTIVE INFORMATION:

Sections 1 and 2. Commitment to Serve

District and school administrators reviewed the IPR and NCLB data during a principals' meeting in October 2009. During the analysis, principals shared strategies for improvement and discussed various reasons for low student achievement in particular content areas. Principals then conducted a data analysis with their staff and developed specific strategies for improvement. Also, the district and BCMS participated in a voluntary scholastic review in January 2009 and March 2009 respectively. District and school leadership met to review recommendations and next steps and prioritized strategies within improvement plans.

School Level Data:

Kentucky/Interim Performance Report and NCLB Data

- According to the 2009 NCLB Adequate Yearly Progress Report, BCMS students with disabilities and on free and reduced lunch are not performing proficiently in reading.
- According to the 2009 IPR, gaps between students with disabilities and students without disabilities and students on free and reduced lunch and students not on free and reduced lunch are a concern in all content areas.
- According to the 2009 IPR, 64% of 6th graders, 56% of 7th graders, and 71% of 8th graders scored proficient or distinguished in reading.
- According to the 2009 IPR, 71% of 6th graders, 52% of 7th graders, and 64% of 8th graders scored proficient or distinguished in math.
- According to the 2007, 2008, and 2009 performance reports, percentages of zeroes, ones, and twos remain high in open response in all areas.
- According to the 2009 IPR, the percentage of students scoring novice and apprentice in on-demand writing was at 72.
- According to Fall 2009 MAP testing, approximately half of BCMS students are not performing at grade level in reading or math.
- According to Spring 2010 MAP testing, approximately 25% of BCMS students are not performing at grade level in reading or math.

BCMS Classroom Walkthrough Data (256 walkthroughs)

- Higher order questions observed 44% of the time
- Differentiation levels- 84% of the time observed same task, same level
- Teachers engaged 97% of the time

Causes and Contributing Factors- BCMS Scholastic Review

BCMS Non-Cognitive Data

- 94.97% attendance rate
- 13 suspensions
- 0.3% retention rate (2 out of 588)

One of the single most important factors in a student's academic success is regular daily attendance. BCMS works to promote regular daily attendance with the help of the school's youth service center. Letters are sent home and home visits are made to promote this. Students that are suspended miss out on opportunities for educational interactions with teachers and peers, so BCMS works to promote pro-active classroom management strategies to keep students in school.

District and School Level Data:

Breckinridge County 2009 District Audit Report Data

- District leadership and stakeholders have not created a culture of high expectations for all students, staff and families.
- District leadership does not use results of all assessments to improve classroom practices and monitor student achievement in all schools.
- District leadership does not have a systematic process to ensure all teachers in all schools use effective instructional practices.
- The district does not have a fully aligned curriculum in all schools.
- District leadership does not monitor the impact of all fiscal, human and time resources for the purpose of measuring the impact on student achievement.
- Teacher designed assessments are not always rigorous and do not elicit proficient student work.
- All students cannot articulate what they should know in each content area.
- All teachers do not hold high expectations for all students academically and behaviorally.

How the district analyzed the audit results and determined the resources and related support each school needs

A Highly Skilled Educator led the district in a thorough review and analysis of the district scholastic audit report at a principal's meeting. Principals, Curriculum Specialists, and Central Office administrators brainstormed strategies for improvement. Strategies were then discussed at the school level and implementation plans were developed.

According to BCMS Walkthrough data, 84% of the time administrators observed teachers instructing students on the same task, same level. This data showed that there is a need for more differentiation within classrooms. Summer professional development activities were planned to address this need. Teachers have attended professional development sessions on differentiation, formative assessment, and student engagement. Also, administration has changed class schedules for the 2010-2011 school year so that all grades will be teaching the same sub domains in math at the same time. This will allow for flexible grouping in math for grades 6-8. Pre-assessments will be given each quarter and groups will be formed according to assessment results. Students will also be grouped during skills classes by language arts and math RIT scores, allowing for more differentiated instruction. Students at risk for failing any subject area will attend Credit Recovery. During credit recovery, students are placed in a small group or one-on-one setting in order to gain much needed skills and resubmit lessons.

Section 3: Actions

Breckinridge County Middle School plans to use the funding to hire an instructional math coach and a half time literacy coach. The focus of these two positions will be to provide professional assistance to staff members in the areas of math and literacy, monitor and implement math and literacy processes, analyze current classroom practices, model and assist with classroom instruction, and work with staff and administrators to develop a strong foundation for math and reading. District and school level administrators have analyzed student achievement and classroom walkthrough data at the middle school and feel these positions will help to increase student achievement and improve classroom instruction.

Describe actions the district has taken, or will take, to support schools in the creation and implementation of school-wide literacy and mathematics improvement plans.

The district supports schools by providing professional development opportunities that are focused on individual school needs. Each year curriculum specialists plan Mini Sessions based on various professional development needs throughout the district. Stipends or PD credit are provided for those attending. For the past three years, the district has provided funding for elementary and middle school teachers to attend the Math Alliance workshops at GRREC. Other professional development opportunities have included the Kentucky Middle School Conference and the National Middle School Conference. Beginning in July 2010, representatives from our district will attend professional learning communities in the areas of math and language arts, sponsored

by KDE. Representatives will collaborate with teachers in the GRREC to deconstruct the new standards. Information will be shared at the school level with teachers and administrators. GRREC was chosen as a PD provider because we are members of the Coop and have been pleased with the professional development they have provided in the past. Throughout the year there are local discussions regarding the value of the services provided by GRREC.

During the 2009-2010 school year, the district began the process of revising current writing policies at the elementary, middle, and high school level in order to meet the new writing program review requirements. The district curriculum specialist and the district writing coach have met and reviewed writing policies to ensure alignment of elementary to middle and middle to high. Policies have also been sent to KDE writing consultants for review. Feedback was reviewed at a curriculum specialist meeting. Curriculum specialists discussed feedback and made revisions.

The district supports BCMS through a variety of technology such as MAP (assessed three times per year in reading, math, language, and science), audience response systems, ceiling projectors, and school pads. MAP data is used to form skills groups and drive instruction in these classes. Audience response systems, ceiling projectors, and school pads are used to increase student engagement and meet individual learning styles.

Also, the district has funded various reading and math programs/assessments such as Read 180 and System 44. In addition, the district is purchasing Write to Learn, which is a web based program used to build writing skills and Compass-Odyssey, a web based program that designs prescriptive lessons for students based on their RIT score. Both of these programs will be implemented at the beginning of the 2010-2011 school year. All of these programs are used to assist in closing the gaps in our subpopulations for reading and math and provide individualized instruction for all students.

As part of the monitoring process, the district requires all schools to use the CATS Calculator to record common assessment data. Data is then submitted to the Assistant Superintendent and District Curriculum Specialist for review and analysis. Data is also reviewed during team meetings by the teachers, curriculum specialist, and principal. Also, the district requires a minimum of ten walkthroughs per week using E-walk. Principals report data at monthly principal meetings and to Board members.

Align other state and federal resources with the selected intervention (i.e., technology, family and community supports, personnel, materials, services funding sources, professional development, etc.)

BCMS seeks to involve parental and community support in a variety of ways. Transition activities are planned each year for incoming 6th graders and their parents such as tours, informational meetings, and a spaghetti supper for teachers, students, and parents. Other transition activities are planned for 8th graders as they prepare for high school. Some of these activities include Powerpact and Reality Store. Communication

with parents is a high priority at BCMS. Teachers communicate with parents via email and newsletters. Also, the principal sends a weekly newsletter to parents enrolled on the parent notification site, which is a part of the district web site and managed at the district level. The BCMS Youth Service Center is committed to making home visits and communicating with parents about academic, social, and physical needs of their children. The center works to provide all students and their families the resources necessary to reduce the barriers that they face to the educational process, including, but not limited to, educational and motivational presentations, assistance with extended school services, and vocational program opportunities.

The School Improvement Plan was reviewed with parents and teachers during the June meeting. Although parental and community involvement was minimal for the initial planning of the school improvement plan, administration will schedule the literacy and math coaches to present math and reading data to the SBDM council and PTO. Parents will be encouraged to give feedback regarding implementation of the improvement plan. Parents will be invited to attend these meetings through the school newsletter. Parents will also be provided the opportunity to give feedback through surveys that will be sent home with student progress reports and/or report cards.

Teachers and administrators have received training this summer on differentiation (emphasis on formative assessment), active engagement, curriculum alignment and literacy strategies. These areas will be the focus of classroom walkthroughs for the 2010-2011 school year. Teachers will receive individual feedback from administrators regarding the walkthroughs. Grade level, literacy, and math team meetings will be used to analyze data, improve assessments, and discuss rigor/high expectations.

Describe how personnel have been assigned, or reassigned, to maximize these resources in addressing the school's improvement goals.

Teachers are assigned in order to maximize student learning, taking into account student needs, school needs, and teacher expertise. The decision to use funding for an instructional math coach and a literacy coach was made based on NCLB, KCCT, MAP, and classroom walkthrough data which shows a need for improvement in the areas of math and reading.

Title I funds have been used mainly for salaries and teacher resources. However, administrators have met and feel the greatest area of need is training for teachers. Therefore, additional Title I funds the district receives will be used for training.

Describe 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.

This summer BCMS has planned professional development based on walkthrough data and teacher surveys. Professional development will be focused on differentiation with

an emphasis on formative assessment, active engagement and literacy strategies, curriculum alignment, and analysis of student writing.

Modify practices and policies, if necessary, to enable its schools to implement the interventions fully and effectively. Description must include minutes from Board of Education meetings and School Based Council meetings documenting a review of policies.

SBDM Council members review policies throughout the year. Revisions are made as recommended by council members and teachers. After review of Board policies (SBDM implementation, Annual Gap report, Review of CSIPs, SBDM, and Additional Authority) by the assistant superintendent it was decided that there is nothing in the policies that would interfere with the implementation of the strategies listed in the SIG, therefore, no revisions were needed.

Sustain the reforms after the funding period ends. Description must include how the identified state and federal funding and resources will be adjusted to continue the practices and how the data analysis will continue to drive instructional changes and annual goals after the funding period ends.

After the funding period ends, the district will conduct a thorough review of data collected. This will include SIG quarterly reports, MAP data, common assessment data, district and school walkthrough data, and KCCT data. If the improvement strategies have had a positive effect on student achievement, a combination of general funds and Title I resources will be used to continue the math and literacy coach positions. Teachers, instructional coaches, and administrators on the literacy and math teams will continue to meet throughout the year for the purpose of analyzing common assessment data. An informal data analysis will also be conducted during team meetings. After a thorough analysis, teachers, instructional coaches, and administrators will make decisions regarding needed changes in instructional practice. These changes will be the focus of walkthroughs conducted by administrators.

Section 4. Timeline

Describe the timeline delineating the steps the district will take to implement the improvement plan for each Tier III school identified in the district's application.

July 2010- hiring of highly qualified teacher to fill the position of Instructional Math Coach; District Writing Coach will change position to BCMS Literacy Coach

August 2010- April 2011- pre-assessments at the beginning of each unit of study/ post-assessments at the end of each unit of study

August 2010- May 2011- weekly team meetings with administrators and/or instructional coaches

August 2010- MAP testing; review of MAP data by Leadership Team

September 2010- Common Assessment #1 and review of KCCT and Common Assessment data by Leadership Team

October 2010- Literacy team meets to plan and analyze data; Math team meets to plan and analyze data

December 2010- MAP testing and Common Assessment #2; review of MAP and Common Assessment data by Leadership Team; Literacy team meets to plan and analyze data; Math team meets to plan and analyze data

February 2011- Literacy team meets to plan and analyze data; Math team meets to plan and analyze data

March 2011- MAP testing and Common Assessment #3; review of MAP and Common Assessment data

June-July 2011- Professional development workshops (focus will be decided after review of professional development needs assessment)

August 2011- April 2012- pre-assessments at the beginning of each unit of study/ post-assessments at the end of each unit of study

August 2011- May 2012- weekly team meetings with administrators and/or instructional coaches

August 2011- MAP testing; review of MAP data by Leadership Team

September 2011- Common Assessment #1 and review of KCCT and Common Assessment data by Leadership Team

October 2011- Literacy team meets to plan and analyze data; Math team meets to plan and analyze data

December 2011- MAP testing and Common Assessment #2; review of MAP and Common Assessment data by Leadership Team; Literacy team meets to plan and analyze data; Math team meets to plan and analyze data

February 2012- Literacy team meets to plan and analyze data; Math team meets to plan and analyze data

March 2012- MAP testing and Common Assessment #3; review of MAP and Common Assessment data

June-July 2012- Professional development workshops (focus will be decided after review of professional development needs assessment)

August 2012- April 2012- pre-assessments at the beginning of each unit of study/ post-assessments at the end of each unit of study

August 2012- May 2012- weekly team meetings with administrators and/or instructional coaches

August 2012- MAP testing; review of MAP data by Leadership Team

September 2012- Common Assessment #1 and review of KCCT and Common Assessment data by Leadership Team

October 2012- Literacy team meets to plan and analyze data; Math team meets to plan and analyze data

December 2012- MAP testing and Common Assessment #2; review of MAP and Common Assessment data by Leadership Team; Literacy team meets to plan and analyze data; Math team meets to plan and analyze data

February 2013- Literacy team meets to plan and analyze data; Math team meets to plan and analyze data

March 2013- MAP testing and Common Assessment #3; review of MAP and Common Assessment data

June-July 2013- Professional development workshops (focus will be decided after review of professional development needs assessment by school leadership team and PD coordinator)

Section 6. Tier III Services

Describe how the district will provide services to the Tier III schools or the activities the school will implement to improve student achievement.

The district will continue to provide services to BCMS through funding of a full time curriculum specialist at BCMS, who will work directly with teachers and students to improve classroom instruction and student achievement. An instructional coordinator will also be provided to assist with strategies for school improvement. The instructional coordinator's job responsibilities include assisting with curriculum development, assisting in staff development and professional growth, evaluating instructional methods and serving as a consultant and instructional resource to professional staff. Both the curriculum specialist and instructional coordinator will analyze student data on a regular basis and plan for interventions in reading and math. In addition to personnel, the district also provides professional development through mini sessions open to all teachers throughout the district. These sessions are planned based on the school and district needs. The district is sending representatives to professional learning communities in the areas of math and language arts. These PLCs are funded through

KDE and are focused on the new common core standards. Teachers and administrators who attend these PLCs will share the information with other teachers and administrators in the building.

The middle school curriculum specialist and instructional coordinator will have monthly meetings and seek assistance from the literacy and math coaches in the further development of the literacy and math plans. This group is also participating in the PLCs for the new standards. Assistance will also be provided from departmental meetings which are already scheduled for the year. The writing component of the literacy plan is completed. Presently in math, the same content strands are being taught across grade levels at the same time. Pretesting is done at the beginning of each quarter to determine where student needs may best be met and changes in placement may occur. During the further development of both plans, they will be shared at Parent Teacher Organization meetings, team and faculty meetings for input, and when it is time for approval these plans will be brought before the SBDM council.

The school developed strategies based on SISI self-assessment, Scholastic Review report, and walkthrough observations from a Highly Skilled Educator. The strategies include MAP testing three times per year, giving common assessments three times per year, using data to drive instruction, employing a math and literacy coach, use of higher order thinking and active engagement strategies, and differentiation.

Section 7. Tier III Annual Goals

Describe the annual goals the district has established for student achievement on the State's assessments in both reading/language arts and mathematics for each Tier III school receiving the school improvement funds. Include how the district will monitor the progress throughout the school year.

Reading – By September 2011, BCMS will reduce the number of students performing at novice and apprentice by 5% on the state assessment.

Math - By September 2011, BCMS will reduce the number of students performing at novice and apprentice by 5% on the state assessment.

Reading – By September 2012, BCMS will reduce the number of students performing at novice and apprentice by 5% on the state assessment.

Math - By September 2012, BCMS will reduce the number of students performing at novice and apprentice by 5% on the state assessment.

Reading – By September 2013, BCMS will reduce the number of students performing at novice and apprentice by 5% on the state assessment.

Math - By September 2013, BCMS will reduce the number of students performing at novice and apprentice by 5% on the state assessment.

Quarterly Benchmarks- MAP data will be submitted to the Assistant Superintendent and District Curriculum Specialist three times per year (August, December, and March) and common assessment data at the end of the year will provide the fourth set of data. The August MAP data for 2010 will be used as the baseline data to begin comparisons for improvement. During the review of MAP data, administration will be looking for an increase in the percentage of students on grade level and an increase in the percentage of students meeting or exceeding their MAP goal. Each student receives an individual goal created by NWEA. The common assessment data at the end of the year will be placed into the CATS Calculator and will provide the level of proficiency for students in their tested areas.

Quarterly Goals-

Reading- By December 2010, BCMS will reduce the number of students below grade level by 5%.

Math- By December 2010, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Reading- By March 2011, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Math- By March 2011, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Reading- By May 2011, BCMS will reduce the number of students performing at novice and apprentice by 5% (Common assessment data).

Math - By May 2011, BCMS will reduce the number of students performing at novice and apprentice by 5% (Common assessment data).

Reading- By August 2011, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Math- By August 2011, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Reading- By December 2011, BCMS will reduce the number of students below grade level by 5%.

Math- By December 2011, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Reading- By March 2012, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Math- By March 2012, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Reading- By May 2012, BCMS will reduce the number of students performing at novice and apprentice by 5% (Common assessment data).

Math - By May 2012, BCMS will reduce the number of students performing at novice and apprentice by 5% (Common assessment data).

Reading- By August 2012, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Math- By August 2012, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Reading- By December 2012, BCMS will reduce the number of students below grade level by 5%.

Math- By December 2012, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Reading- By March 2013, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Math- By March 2013, BCMS will reduce the number of students below grade level (MAP scores) by 5%.

Reading- By May 2013, BCMS will reduce the number of students performing at novice and apprentice by 5% (Common assessment data).

Math - By May 2013, BCMS will reduce the number of students performing at novice and apprentice by 5% (Common assessment data).

How will the district determine that sufficient progress is being made toward the annual goal?

District administrators will analyze and discuss data with school administrators to determine if sufficient progress is being made in order to attain the annual goal.

In order to ensure the attainment of the school goals, the district will meet with school administrators to discuss strategies for improvement. The district will offer for the gap coordinator to be assigned to BCMS during the week to assist with specific improvement strategies.

Section 8. Consultation

Describe how the district consulted with relevant stakeholders regarding the district's application and the implementation of the intervention models in Tier I and Tier II schools. Describe how the district consulted with relevant stakeholders regarding the district's application and the implementation of the improvement plan in Tier III schools.

The Assistant Superintendent met with the District Curriculum Specialist to discuss requirements for the SIG. Both the Assistant Superintendent and the District Curriculum Specialist met with the Curriculum Specialist and Principal at BCMS in order to review the requirements of the SIG, discuss possible strategies for improvement, and develop SIG strategies.

The literacy and math coaches will update the SBDM Council and PTO members on math and reading data and the progress of the implementation of the improvement plan. Feedback from stakeholders will be recorded and discussed at school leadership team meetings.

C. BUDGET:

Section 1. Budget Narrative

Describe how the district intends to use the school improvement funds each year to support school improvement activities at the school or district level for each Tier III school identified

Year 1: School improvement funds will be used to employ an Instructional Math Coach and Literacy Coach at BCMS. Coaches will work closely with teachers and administrators to ensure that individual student needs are being met. Coaches will model in classrooms and provide professional development training for teachers. School improvement funds will be used to provide professional development opportunities and stipends for literacy and math team planning and analysis of data. Registration and travel costs for the state and national middle school conference, and any other conference deemed appropriate will be paid for through school improvement funds. A team consisting of administrators and teachers will be attending these conferences. Administrators have attended these conferences in the past and have felt they were beneficial. Literacy and math teams will meet three times per year to plan and analyze data. Teams will review and analyze common assessment data and change instructional practices and/or student groups based on analysis. Stipends will be provided for team members.

Year 2: School improvement funds will be used to employ an Instructional Math Coach and Literacy Coach at BCMS. Coaches will work closely with teachers and administrators to ensure that individual student needs are being met. Coaches will model in classrooms and provide professional development training for teachers. School improvement funds will be used to provide professional development

opportunities, and provide stipends for literacy and math team planning and analysis of data. Registration and travel costs for the state and national middle school conference and Middle Schools That Work Conference/ other professional development opportunity deemed appropriate will be paid for through school improvement funds. Administrators have attended these conferences in the past and have felt they were beneficial. A team consisting of administrators and teachers will be attending these conferences. Literacy and math teams will meet three times per year to plan and analyze data. Teams will review and analyze common assessment data and change instructional practices and/or student groups based on analysis. Stipends will be provided for team members. District funds will be used to pay for one quarter of the stipends for the math and literacy teams plus the Literacy Coach's salary. Title I School Improvement funds will pay for one of the three professional development conferences.

Year 3: School improvement funds will be used to pay ½ of the salary for the Instructional Math Coach at BCMS, provide professional development opportunities, and provide stipends for literacy and math team planning and analysis of data. Title I School Improvement funds will pay for one of the three professional development conferences.

Section 2. Budget

See Appendix B (p.11-22)

D. Assurances

By submitting this application, the Breckinridge County Board of Education assures it will do the following:

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 establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds.

Report to the KDE the school-level data required under section III of the final requirements.

E. Waivers:

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.

X 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.

Proposed District Budget Summary
 School Improvement Grants
 2010-11 School Year

District: Breckinridge County

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
120		
211		
212		
213		
214		
221		
222		
231		
251		
253		
260		
294		
295		
296		
297		

MUNIS Code	Description of Activity	Amount Requested
320		
580		
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$0

Proposed District Budget Summary
School Improvement Grants
2011-12 School Year

District: Breckinridge County

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
120		
211		
212		
213		

MUNIS Code	Description of Activity	Amount Requested
214		
221		
222		
231		
251		
253		
260		
294		
295		
296		
297		
320		
580		
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$0

Proposed District Budget Summary
School Improvement Grants
2012-13 School Year

District: Breckinridge County

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
120		
211		
212		
213		
214		
221		
222		
231		
251		
253		
260		
294		
295		
296		
297		
320		
580		
610		
630		
640		

MUNIS Code	Description of Activity	Amount Requested
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$0

Proposed School Budget Summary
School Improvement Grants
2010-11 School Year

School: Breckinridge County Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Base Salary (Full-time Math Coach and Half-time Literacy Coach)	\$ 75,330.00
111		
113		
120	Stipends (quarterly after-school meetings with Math – Sp Ed teachers & L.A. – Sp Ed teachers) \$2,200 salary + \$329 fringes	2,529.00
211		
212		
213		
214		
221		
222	Medicare	985.00
231	KTRS	9,872.00

MUNIS Code	Description of Activity	Amount Requested
251	Unemployment	120.00
253		
260	Workman's Compensation	309.00
294	Health Insurance	8,752.00
295	Life Insurance	45.00
296	State Administrative Fee	120.00
297	Health Insurance (Flex Account)	2,100.00
320		
580	Lodging/Airfare/Food (National Middle School Conference, KY Middle School Conference, and other professional development opportunity deemed appropriate)	7,275.00
610		
630		
640		
670		
734		
735		
810 (0338 New Code)	Registration Fees (National Middle School Conference, KY Middle School Conference, and other professional development opportunity deemed appropriate)	3,630.00
892		
894		
933		
Total Amount Requested		\$111,067.00

Proposed School Budget Summary
School Improvement Grants
2011-12 School Year

School: Breckinridge County Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Base Salary (Full-time Math Coach) Half-time Literacy Coach paid with other district funds	\$ 50,489.00
111		
113		
120	Stipends (quarterly after-school meetings with Math – Sp Ed teacher & L.A. – Sp Ed teachers with district funding one quarter expenses) \$1,650 salary + \$247 fringes	1,897.00
211		
212		
213		
214		
221		
222	Medicare	660.00
231	KTRS	6,617.00
251	Unemployment	60.00
253		
260	Workman's Compensation	207.00
294	Health Insurance	0.00
295	Life Insurance	23.00
296	State Administrative Fee	60.00
297	Health Insurance (Flex Account)	2,100.00
320		
580	Lodging/Airfare/Food (National Middle School Conference and SREB Middle Schools That Work Summer Conference) KY Middle School Conference will be funded with Title I SIF	6,315.00

MUNIS Code	Description of Activity	Amount Requested
610		
630		
640		
670		
734		
735		
810 (0338 New Code)	Registration Fees (National Middle School Conference and SREB Middle Schools That Work Summer Conference) KY Middle School Conference reg fees will be funded with Title I SIF	3,120.00
892		
894		
933		
Total Amount Requested		\$71,548.00

Proposed School Budget Summary
School Improvement Grants
2012-13 School Year

School: Breckinridge County Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Base Salary (Full-time Math Coach-1/2 will be funded with district funds) and Half-time Literacy Coach- paid with other district funds	\$ 25,497.00
111		
113		
120	Stipends (quarterly after-school meetings with Math – Sp Ed teachers & L.A – Sp Ed teachers \$2,200 salary + \$330 fringes	2,530.00
211		
212		

MUNIS Code	Description of Activity	Amount Requested
213		
214		
221		
222	Medicare	334.00
231	KTRS	3,341.00
251	Unemployment	30.00
253		
260	Workman's Compensation	105.00
294	Health Insurance	0.00
295	Life Insurance	12.00
296	State Administrative Fee	30.00
297	Health Insurance (Flex Account)	1,050.00
320		
580	Lodging/Airfare/Food (National Middle School Conference and SREB Middle Schools That Work Summer Conference) KY Middle School Conference will be funded with Title I SIF	6,315.00
610		
630		
640		
670		
734		
735		
810 (0338 New Code)	Registration Fees for National Middle School Conference and SREB Middle Schools That Work Summer Conference) KY Middle School Conference will be funded with Title I SIF	3,120.00
892		
894		

MUNIS Code	Description of Activity	Amount Requested
933		
Total Amount Requested		\$42,364.00