

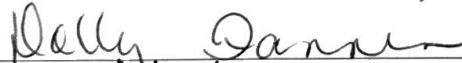
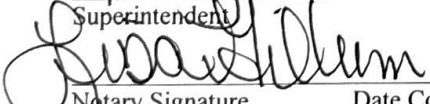
This FY26 Star Academy Application obtained the highest score during the review process. It is being provided as a sample to assist applicants. However, no application is perfect and it may contain errors or omissions from the provided rubric.

## FY26 STAR Academy Grant Application Cover Page

|                                       |                            |               |                                    |
|---------------------------------------|----------------------------|---------------|------------------------------------|
| <b>DISTRICT NAME</b>                  | XXXXXX County Schools      |               |                                    |
| <b>DISTRICT ADDRESS</b>               | 225 KY-7, XXXXXX, KY 41171 |               |                                    |
| <b>SCHOOL NAME</b>                    | XXXXXX XXXXX School        |               |                                    |
| <b>SCHOOL ADDRESS</b>                 | 351 KY-7, XXXXXX, KY 41171 |               |                                    |
| <b>PRINCIPAL NAME</b>                 | Emily Adkins               | <b>Phone:</b> | 606-738-8102                       |
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| <b>GRANT CONTACT</b>                  | Dolly Fannin               | <b>Phone:</b> | 606-738-8002                       |
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| <b>Additional Grant Collaborators</b> | N/A                        |               |                                    |

I assure the attached application contains accurate information. I understand that grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding for the grant and may impact future funding.

### Notarized Assurance of Commitment from the Superintendent

  
 Superintendent  
  
 Notary Signature

Date Commission Expires 3/3/26

12/09/25  
 Date  
 12-9-2025  
 Date

## Part 1: Needs assessment

### 1.1

XXXXXX County's small and somewhat isolated rural location offers limited community resources and few employment opportunities. This is an inherent risk factor that contributes to one of the most prominent of our student population: low socioeconomic status. Currently, 39 out of the 64 6<sup>th</sup> graders enrolled in XXXXXX XXXXX School are from low-income homes (60%). According to 2023 census data, the median income for households in the county was less than \$23,000.

Low academic achievement is another significant risk factor. Based on 2024-2025 end-of-year Kentucky Summative Assessments, 51% of our current 6<sup>th</sup> graders fell below proficiency in Reading and 60% performed below proficiency in Math. Twenty-five percent of current 6<sup>th</sup> graders are eligible for personalized plans under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (504).

### 1.2

Students with special needs will have access to and be served in the Star Academy. Currently, ten students, approximately 16% of the 6th-grade population, have been identified as students with disabilities under IDEA in addition to several students with 504 plans. All students with disabilities will be eligible to participate in the selection process along with their nondisabled peers. Students will be selected to participate in the Star Academy based solely on the selection process, regardless of disability status. Students with Individualized Education Programs (IEPs) will have specific goals and objectives outlined, as well as Specially Designed Instruction identified, allowing them to have access to, and make progress in, the general curriculum while in the Star Academy. Students with IEPs and 504 plans will also receive accommodations and

modifications, as identified in their individualized plans. They may receive services in addition to those provided within the Star Academy, based on what is indicated in their plans, as determined in their committees.

## Part 2: Space and Staffing

### 2.1

The principal, superintendent, and director of special education initially attended an informational session about and felt compelled to bring the opportunity to the district. The district's Star Academy administration team was formed (comprised of the district's middle school principal, the superintendent of schools, and the director of special education). The school principal met with the school staff for brainstorming sessions as part of the location selection and decision-making process. Information gained from the sessions was shared with the district's Star Academy administration team. The district's Star Academy administration team surveyed the school and met, while considering the school staff's input, to determine the most desirable Star Academy location. The intended location of the Star Academy is in the current middle school alongside the other middle school classes. The classrooms are in close proximity to administrative offices and exterior exits.

### 2.2

The intended location for our Star Academy will ensure that there is no disruption for current students. Classrooms that the students are already using in our middle school will be converted into Star Academy classrooms. Since students are already accustomed to having classes in this location, the location will not be a barrier. Transportation is not an issue, as we are already transporting students to this site/ location. The designated location is ADA compliant with elevator access nearby, and we have had students successfully navigate the campus in

wheelchairs in recent years. Four classrooms will be designated during the first school year and a fifth classroom will be designated beginning in the second school year. These are all in close proximity to administrative offices with exits nearby.

### 2.3

The district will designate staff to teach in the Star Academy. The district's Star Academy administration team developed guidelines for the staff selection process after receiving input from current teachers and reviewing information from other Star Academy sites. The team identified specific responsibilities and skills that Star Academy teachers will demonstrate, as follows:

#### Responsibilities:

- Provides academic and interpersonal support to students
- Facilitates hands-on learning environments
- Dedicates time outside of the classroom to explore curriculum, materials, standards documents
- Manages resources and time
- Attends professional development
- Teaches and grades students
- Works with at-risk students
- Works with the Star Academy Liaison (SAL) and the district Star Academy administrative team

#### Skills:

- Possesses a willingness to learn and implement a new educational paradigm
- Shows respect for students and has confidence in all students' ability to learn
- Displays excellent classroom management capabilities
- Views the classroom from a highly organized perspective
- Possesses proficiency with computer literacy
- Commits to following a prescribed scope and sequence
- Values students working individually, in pairs, and in small groups
- Ability to provide instruction from a variety of methodologies/ instructional materials
- Possesses subject-area expertise
- Displays the ability to work with students to guide them in creating their own solutions
- Provides support (both academic and interpersonal) to students

### 2.4

The district's Star Academy administration team was the governing body that surveyed the school and met, while considering the school staff's input, to determine the most desirable Star

Academy location. The intended location of the Star Academy is in the current middle school alongside the other middle school classes. The Star Academy administration team took school staff input into account for location and staffing decision making in relation to the Star Academy.

## 2.5

As aforementioned, the district's Star Academy administrative team asked for input from the staff to create a list of desired responsibilities and skills for its Star Academy teachers. The administrative team then developed the list and will designate, from existing staff, qualified teachers who meet the criteria for each of the four content areas. The building principal is on the team and will discuss the decision with the school-based decision-making committee as well.

## Part 3: Student Identification and Selection

### 3.1

The district will target and identify students who are currently in 6<sup>th</sup> grade students to be served by the program and accept up to 80 students. The district has created an application and family compact form, based on the Star Academy guidelines, to facilitate this process. This information, along with information sessions about Star Academy, will be shared with every 6<sup>th</sup>-grade student during homeroom at school. To ensure that families can participate in the selection process, this information will also be shared with all families during the district's first Star Academy family night. Guardians will be required to participate in the application/ compact process. As indicated on the application and family compact form, the following competencies will be considered during selection and students will have to provide documentation for evidence of these competencies:

- Academic performance level
  - Star Academy recommends a minimum of a 5th-grade reading level
  - (Students with disabilities may receive services in addition to Star Academy)
- Interpersonal and intrapersonal work habits

- Can work independently
  - Can work in groups
- Behavior
  - Hands-on components included
- Attendance
  - Prioritize good attendance

### 3.2/ 3.3

Interested students who can demonstrate most/all of the identified competencies will be encouraged to apply for selection, along with their guardians, using the application/ family compact form. They will be required to list evidence/documentation of their ability to meet the designated competencies. The form requires signatures from the student and a guardian, as well as an indication of their commitment to continued demonstration of the competencies that are inherent to the Star Academy program.

The district's Star Academy administration team will review all applications and relevant student data to make decisions regarding student selections. On the applications/ compact forms, the students will have indicated evidence of proficiency in each of the required competencies, which will require individualized review. Parents/ guardians will sign the compacts to agree to provide support in the implementation of the criteria. Students and their guardians will be notified when selection decisions have been made. The district's compact (that students/ families will complete) will include the following criteria (which may include accommodation/ modifications and specially designed instruction for students with disabilities as per IEPs):

- I can/will read at about a 5<sup>th</sup> grade level or higher.
- I can/will work by myself and in groups.
- I can/will attend school regularly and not miss excessively.
- I agree to try my best in every classroom for academic success.
- I agree STAR is providing computers for academic use, not personal, and I will use them accordingly/ respectfully.