

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

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

District: Simpson
 District Mailing Address 1: 430 South College Street
 District Mailing Address 2:
 District City: Franklin
 District ZIP: 42134
 District Phone: 270-586-8877
 Name of District Contact: Shelina Smith
 Position: Chief Academic Officer
 Contact Mailing Address 1: 400 South College Street
 Contact Mailing Address 2:
 Contact City: Franklin
 Contact ZIP: 42134
 Contact Phone: 270-586-3273
 Contact Email: shelina.smith@simpson.kyschools.us

District Name	NCES ID#	Total Awarded
		\$

School Name	NCES ID#	Intervention
1		Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) 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, or each priority and focus 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, or priority and focus 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. Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Superintendent Signature
Date

Notary Public
My commission expires

Notary seal

District Actions

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

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

school district only has one high school. That school is Franklin-Simpson High School.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight 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.

principal and SBDM has shown over the past 4 years to have the ability to manage the school improvement funds in order to implement to required activities of the Transformation model. The original SIG grant was written in 2013 and school has developed the capacity to maintain a Distinguished High School for 4 straight years.

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 grant cycle for the district. If a district chooses not to reserve funds for district level services, a 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 schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.

Funds will not be held at the district level.

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.)

School utilizes a Family Resource/Youth Service center, Title I funds that are managed at the district level.

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

STAR Testing 12,000 per year

ACT Testing for FR/SO/JR 12,000 per year

Work Keys Administration 10,000 per year Industry Certificate Assessments 10,000 per year
Student rewards for attendance, behavior, and grades 15,000 Curriculum, Instruction and Assessment
specialist 59,000 Clerical Assistant for GAP and Sped students 32,000
CTE secretary 29,000
CTE staffing 290,000
Alternative school staffing 690,000 School Nurse 28,000
Social worker FSHS 52,000 SRO 15,000
Total from District 964,000

Transformation Model - Permissible Activities

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

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.

No permissible activities

Year 1 Budget

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

District: District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
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131		\$
140		\$
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Kentucky Department of Education
 Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
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Kentucky Department of Education
 Section 1003g LEA Application
Transformation Model

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Total Amount Requested		\$

Year 2 Budget

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

District: District Name Here

MUNIS Code	Description of Activity	Amount Requested
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Kentucky Department of Education
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Kentucky Department of Education
Section 1003g LEA Application
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Total Amount Requested		\$

Year 3 Budget

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Kentucky Department of Education
 Section 1003g LEA Application
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Kentucky Department of Education
Section 1003g LEA Application
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Total Amount Requested		\$

Year 4 Budget

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Kentucky Department of Education
 Section 1003g LEA Application
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Year 5 Budget

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School Application

District: Simpson Co. Schools
School: Franklin-Simpson High School

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Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

The school report card data for 15-16 literacy is Novice 29.2%, Apprentice 11.0%, Proficient 40.3%, and Distinguished 19.5%. Math school report card data Novice 9.9%, Apprentice 31.0%, Proficient 38.5% and Distinguished 20.7%.

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 dropout and graduation rates, if applicable.

School average daily attendance is 94.1%, Retention rate of 0.1%, Dropout rate of 0.4% Free and reduced lunch 52.1%. and graduation rate of 97.5%.

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.

The causes for low student achievement in the areas of literacy and math could be contributed to many factors. One is the number of students that qualify for Free and/or reduced lunch. Students with poor attendance have not had as much success as our students who attend school regularly.

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

School has not had a diagnostic review in 4 years, however we continue to focus on the math and literacy goals from our original review. School has made literacy a focus for all instruction. School utilizes a book 20 Literacy strategies to meet the common core. Every teacher despite content area implements literacy strategies within their instruction. School has an intentional literacy intervention program using Reading Assistant for students not meeting benchmark on the STAR formative assessments given 3 times each year. School implements a math intervention course for all incoming 9th graders that are not on benchmark for STAR and/or EXPLORE testing . In math school will use catch up math and IXL math to help students improve their math knowledge.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

The district level administration adopted the Transformational model.

Transformation Model Required Activities

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

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

Principal was removed in original Transformation model in January of 2012.

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.

The current principal has been in place for 5 years. He has the flexibility to implement the current plan.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how each of the following components will be used in helping to assess the school's and staff's progress in meeting academic needs and goals: student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement, and increased high school graduation rates, if applicable.

PGES has developed the structure to guide discussions and create a growth mindset among the faculty at school. School is built around making decisions that are best for the students. The staff structures are built around weekly PLC's and are data driven. The data is reported weekly through the PLC process. The consistency that is developed among the teacher and evaluator from using the rubric and framework has helped develop teachers across the board at school. School has an in-depth walk through system for gathering data on the strategies at school.

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. How does this align with Kentucky's professional growth and effectiveness system?

School recognizes and celebrates teacher successes throughout the year. Teachers are recognized at staff meetings, teacher leader meetings and department meetings. School will recognize teachers with catered lunches and breakfast. All teachers are given the resources that are needed for their students to have success in the classroom. Teachers are given the opportunity to attend trainings to grow as an educator. The PGES system has given us the framework to have the discussions with teachers that creates a growth mindset among the staff.

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

School will utilize a corrective action plan to make sure the employee understands the importance of

delivering rigorous quality instruction to students. The administration will non-renew staff that are not meeting the standards.

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

School has job imbedded PD in the form of guided planning bi-weekly to help roll out strategies for better instruction. Weekly PLC's with content partners to look at assessments and strategies to drive instruction. Administrators look at plus/deltas from staff to make adjustments and changes to the PD that is offered to better serve our staff. We allow teacher choice in PD for staff over the summer. A plan must be submitted to administration for approval. At school, we require all teachers regardless of content area to utilize research based literacy strategies.

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.

School has started a weekly PLC structure that has a late start to school on Fridays so that staff have the opportunity to meet weekly with their content partner to plan and analyze data to better serve their students. We encourage out of the box thinking for staff in developing lessons for students. We firmly believe that it is ok to take risks and learn from your mistakes in order to become a teacher. As the principal, you have to trust among your staff and I believe that is why we retain effective teachers at school.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

School uses several research based literacy programs. School uses System 44 and Read 180 for its Tier 3 students. Tier 2 students are identified and use Reading Assistance daily in the RTI period. In math, school uses Catch up math for students that are below benchmark. Within the classroom IXL math is used to supplement the math classes. School would like to continue these programs, but would like to add a more collaborative teaching approach with the students in some areas. This would require collaborative furniture in order to maximize the time in making these transitions.

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.

The weekly PLC's are used to analyze student data. Within these PLC's teachers are looking at formative and summative data weekly to make adjustments to instruction. During the PLC's it gives staff time to look at standards that have been mastered and ones that need re-teaching or extra work. School gives practice ACT exams to all students in the 9th to 11th grade. This data is analyzed during the Learning Community Days to help improve instruction and ultimately improve students success on the ACT exam. STAR testing results are examined in Reading and Math to determine next steps for students. School has PD each year to look at school wide data to make informed decisions about planning for the ACT.

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).

School has a daily RTI period that is from 10:00-10:30am Monday through Thursday. School utilizes these 30 minute period per day or 2 hours per week for instruction to help any student be successful. School also utilizes a before and after school tutoring program. School and West Campus has an established credit recovery program that has seen lots of success. School West Campus is open every afternoon until 5:00pm for work in the credit recovery lab.

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 grant's duration.

School Site based decision making council is involved with producing input for the family and community supporters. CTE has committee meetings within the community. School utilizes the Advanced parent survey to gather data for school improvement processes as well.

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

The IT department at the district has been instrumental in the area of technical assistance. In 2015, they completely overhauled the wireless access points at School replacing every access point in the building adding more in the core areas of the school. They oversaw the implementation of the expanded bandwidth at FSHS that has help increase the efficiency of the wireless access at school.

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question. (1) What is the element to be modified? (2) How will the element be modified? (3) How does this modification continue to meet the intent of the originally required element?

school does receive REAP funds.

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

Transformation Model - Permissible Activities

Please Note: You may only type in the gray 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.

SBDM is still in place.

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

School follows district and SBDM hiring policy.

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

The district conducts quarterly walkthroughs and site visits each semester. At the conclusion, of these visits the high school admin and district staff have a complete debrief and look at key metrics that drive success or failure in the school. Next steps are discussed for improvement.

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

School has ELL teacher, currently we have 5 ELL students.

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.

School encourages all students to engage in advanced coursework. The staff works to identify at risk and minority students to take advance coursework. School takes a group of at-risk and minority students each year to tour the WKU Honors College and the requirements to be involved at that level in your college experience.

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

school works hard with our middle school to ease the transition to the high school. The guidance department meets with all 8th graders in March to discuss future scheduling and transitions. Once that is completed we have 8th grade tours in the high school building during the school day to actually see a high school day in action. We host a registration night in early April where the parents and students come into the school and have the opportunity to meet with teachers and administrators to make scheduling choices for the next school year. In the summer we have a Freshmen orientation that is hosted by our Superintendents Student Advisory Council, Student Council, FFA, band, cheer and dance team to welcome them to School. During the afternoon we have several activities to make them more familiar with the high school such as dress code, classroom locations, pep rally events, school activity events, making id's, etc.

Describe strategies to increase graduation rates.

Our targeted interventions during the Academic Time(RTI) period help to keep students on track to graduate. We utilize the infinite campus Persistence to Graduation report to help track high risk students that are not likely to graduate.

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

School has a great partnership to help create a safe environment. The city provides the school with a school resource officer who is full time. There is a local partnership with the health department to provide

school nurses not only at the high school but the other 4 schools within the district.

Describe the strategies implemented to improve school climate and discipline.

The school places a large emphasis on the culture and climate of the school. The key component of a good school is the relationships that are built with the key stakeholders which consist of the students, staff, administration, parents, community, etc. The school sets the expectations from the first day of school. The entire first day of school is used to teach school wide rules, policies, and procedures.

There is also a component of culture and climate building between the staff and students. We believe that the first day of school should be the best day of school because you only get 1 first day. Within the first week we will have class meetings to go reiterate policy, to set class and school goals, define college and career readiness, culture building sessions, sign commitment to graduate banners and gowns. All of these strategies are used to build a positive climate and culture. We have seen tremendous growth in these areas in 5 years we have reduced behavior referrals from 2,600 to less than 1,000, Attendance has improved by 1%, school has been a Distinguished High School 4 years in a row, and named a Best High School by US News and World Report 4 years in a row.

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

Does not apply to school

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

The per pupil school based budget formula is 23 to 1. This formula is used to determine the number of teaching slots that are allocated to school.

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.

The community of are involved in the education of the youth. school has 5 partners that provide tuition for all juniors and seniors that attend the local community college for dual credit. This opportunity allows the students at FSHS to attend dual credit classes at the local community college for Free.

Actions

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

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

Simpson Co. Schools has 5 built in professional days throughout the year. During this time there is vertical alignment throughout the district in all content areas and related arts.

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

School assigns all school personnel based on their strengths.

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

SBDM sets the budget and the departments decide how the funds will be spent in their particular department. The school's decision making will be based on our mission statement to empower students to be college and/or career ready. The school level funds will be used to see that we maximize the potential to see that every student graduates with one these credentials.

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.)

The review process takes place in the site visits conducted at the school with the superintendent and Chief Academic Officer and central office directors. All policies and procedures are reviewed at the teacher leadership level, department level, and SBDM level as well.

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.

The site visits, weekly administrative meetings, monthly Leadership and Instructional leadership team meetings are used to implement the plan to fidelity.

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 the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

School will continue to utilize GRREC as a resource to implement and assist in programs at School. School partners with the Kentucky department of Education for support in many areas.

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.

The SBDM council have analyzed the budget to be able sustain all programs implemented at school Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how

data analysis will continue to drive instruction toward meeting annual goals.

School have developed systems of analyzing data, weekly PLC's and monthly department collaborations that don't require funding but emphasize best practice in education.

Timeline

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

Develop a 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.

The timeline to implement the model will begin immediately. School has been implementing the intervention model for the past 5 years. It is an ongoing process for School. Analyzing data is a weekly imbedded process at school, professional development is ongoing as well through the guided planning, stakeholder input is continous through the SBDM and parental surveys. Schoolhas an assessment calendar that is implemented yearly with formative assessments 3 times per year in literacy and math.

Annual Goals

Please Note: You may only type in the gray 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.

Literacy goal--school will decrease the number of Novice students by 10% each year in the grant. The time frame will be one school year and the measure will be the state accountability from the EOC exams. Currently the reading novice is at 29.2% which is 68 students. school STAR reading goal is that 80% of all students will show at least .5 growth on the STAR test from August to May.

Math goal-- school will decrease the number of Novice students by 10% each year in the grant. The time frame will one school year and the measure will be the state accountablity from the EOC exams. Currently the math novice is 9.9%which is 19 students. school STAR math goal is that 80% of all students will show at least .5 grwoth on the STAR test from August to May.

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.

Literacy goal and Math Goal-- school will decrease the number of Novice students in literacy and math by 5% by analyzing teacher developed End of trimester exams. school administers trimester exams in November, February and May. There are built in weekly PLC's and Learning Community Days to analyze the data.The baseline data will coem from the pre-test and prior year test results.

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.

school admin meets weekly to examine progress on many key metrics to make real time adjustments if progress is not being made toward meeting annual goals.

Consultation

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

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and 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 throughout the grant cycle.

The SBDM council meets annually with the board of education to discuss goals that relate to school. During these meetings all stakeholders in the education community come together to identify best practices currently being used, areas of concerns and next steps to improve. The stakeholders continue to be involved through the reporting of FSHS to the board of education during their meetings.

School Budget Narrative

Please Note: You may only type in the gray areas

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

The SIG funds will be utilized to enhance the educational opportunities offered to the students at school. The funds will help to continue to upgrade the technological needs of the students. They will be used for teacher development to better understand the ever changing needs of the students. Teacher professional development is one of the key areas for improvement for students that are performing at a low level. This professional development comes in many forms from instructional strategies to developing the right culture and climate to meet the needs of all students. SIG funds will be used to change the landscape of how students typically learn in schools. school will utilize collaboration learning labs in the classroom and in the library. school would like to use funds to develop new seating opportunities for students such as standing desk or non traditional type chairs. Basically, changing the landscape in some areas of the school with non traditional furniture.

Code 735 (software) - FSHS will purchase the following software and licensing agreements for the purpose of intervention, reteaching, and strengthening vocabulary.

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.)

District FRYSC and Title programs are aligned to all intervention opportunities at school. The FRYSC is aligned to meet the basic needs of any students that is lacking in any area that would create a barrier. school SBDM budget provided school supplies for all students to start the 2016-2017 school year.

Year 1 School Budget

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

District: Simpson
 School: High School

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$

Kentucky Department of Education
Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
296		\$
297		\$
321		\$
322	ACT boot camp through ACT Mastery Prep	\$6,000
322	Ruby Pyane training for staff to understand the ever changing Free and Reduced population in Simpson Co. On site training for Google Classroom and Google for Educators.	\$10,000
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531	Mailing newsletter and announcements to parents and community members	\$1,500
541	Advertising for parental and stakeholder involvement using radio, TV, print, and billboard	\$2,500
542		\$
552		\$
553		\$
555		\$
580	Travel – airfare	\$23,800
581	Mileage, car rental, cab service	\$10,800
582	Travel to observe schools with active parent organizations	\$1,500

Kentucky Department of Education
Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
584	Travel to Renaissance conference for students and staff. Travel to national conference for AP teachers to advance the AP program at FSHS. Travel for staff on Professional Learning Communities trainings, and assessment training, and strategy training on literacy and math.	\$29,000
585	Meals	\$13,400
586	Lodging	\$23,800
591		\$
592		\$
610		\$
616		\$
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641	Books for school wide intervention reading period	\$7,000
642		\$
643		\$
644	Textbooks (AP Human Geography – 30) Not district required	\$5,000
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734	60 chromebook devices, smart boards, document cameras, laptop stations, and calculators for math department.	\$12,300
735	IXL Math (\$400.00/year) ISL English (\$400.00/year) Membean (300 subscriptions @ \$15.00/year = \$4,500.00) Upfront (site license \$200.00/year) WIN (site license \$3,500.00/year) READ 180 (20@ \$750.00 = \$15,000.00/year) System 44 (10@ \$750.00 = \$7,500.00/year) Catchup Math (\$500.00/year) Plato (site license \$8,000/year)	\$40,000
739		\$
810	Dues and subscription for admin and teachers	\$1000
894		\$
Total Amount Requested		\$187,600

Year 2 School Budget

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

District: Simpson
 School: High School

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$

Kentucky Department of Education
Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
296		\$
297		\$
321		\$
322	ACT boot camp through ACT Mastery Prep	\$6,000
322	Ruby Pyane training for staff to understand the ever changing Free and Reduced population in Simpson Co. On site training for Google Classroom and Google for Educators.	\$10,000
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531	Mailing newsletter and announcements to parents and community members	\$1,500
541	Advertising for parental and stakeholder involvement using radio, TV, print, and billboard	\$2,500
542		\$
552		\$
553		\$
555		\$
580	Travel – airfare	\$23,800
581	Mileage, car rental, cab service	\$10,800
582	Travel to observe schools with active parent organizations	\$1,500

Kentucky Department of Education
Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
584	Travel to Renaissance conference for students and staff. Travel to national conference for AP teachers to advance the AP program at FSHS. Travel for staff on Professional Learning Communities trainings, and assessment training, and strategy training on literacy and math.	\$29,000
585	Meals	\$13,400
586	Lodging	\$23,800
591		\$
592		\$
610		\$
616		\$
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641	Books for school wide intervention reading period	\$7,000
642		\$
643		\$
644	Textbooks (AP Human Geography – 30) Not district required	\$5,000
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734	60 chromebook devices, smart boards, document cameras, laptop stations, and calculators for math department.	\$12,300
735	IXL Math (\$400.00/year) ISL English (\$400.00/year) Membean (300 subscriptions @ \$15.00/year = \$4,500.00) Upfront (site license \$200.00/year) WIN (site license \$3,500.00/year) READ 180 (20@ \$750.00 = \$15,000.00/year) System 44 (10@ \$750.00 = \$7,500.00/year) Catchup Math (\$500.00/year) Plato (site license \$8,000/year)	\$40,000
739		\$
810	Dues and subscription for admin and teachers	\$1000
894		\$
Total Amount Requested		\$187,600

Year 3 School Budget

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

District: Simpson
School: High School

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$

Kentucky Department of Education
Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
296		\$
297		\$
321		\$
322	ACT boot camp through ACT Mastery Prep	\$6,000
322	Ruby Pyane training for staff to understand the ever changing Free and Reduced population in Simpson Co. On site training for Google Classroom and Google for Educators.	\$10,000
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531	Mailing newsletter and announcements to parents and community members	\$1,500
541	Advertising for parental and stakeholder involvement using radio, TV, print, and billboard	\$2,500
542		\$
552		\$
553		\$
555		\$
580	Travel – airfare	\$23,800
581	Mileage, car rental, cab service	\$10,800
582	Travel to observe schools with active parent organizations	\$1,500

Kentucky Department of Education
Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
584	Travel to Renaissance conference for students and staff. Travel to national conference for AP teachers to advance the AP program at FSHS. Travel for staff on Professional Learning Communities trainings, and assessment training, and strategy training on literacy and math.	\$29,000
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586	Lodging	\$23,800
591		\$
592		\$
610		\$
616		\$
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641	Books for school wide intervention reading period	\$7,000
642		\$
643		\$
644	Textbooks (AP Human Geography – 30) Not district required	\$5,000
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734	60 chromebook devices, smart boards, document cameras, laptop stations, and calculators for math department.	\$12,300
735	IXL Math (\$400.00/year) ISL English (\$400.00/year) Membean (300 subscriptions @ \$15.00/year = \$4,500.00) Upfront (site license \$200.00/year) WIN (site license \$3,500.00/year) READ 180 (20@ \$750.00 = \$15,000.00/year) System 44 (10@ \$750.00 = \$7,500.00/year) Catchup Math (\$500.00/year) Plato (site license \$8,000/year)	\$40,000
739		\$
810	Dues and subscription for admin and teachers	\$1000
894		\$
Total Amount Requested		\$187,600

Year 4 School Budget

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

District: Simpson
 School: High School

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$

Kentucky Department of Education
 Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
296		\$
297		\$
321		\$
322		\$
322		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
455		\$
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457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$

Kentucky Department of Education
 Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
592		\$
610		\$
616		\$
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 5 School Budget

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

District: Simpson
 School: High School

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$

Kentucky Department of Education
 Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
296		\$
297		\$
321		\$
322		\$
322		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$

Kentucky Department of Education
 Section 1003g LEA Application
Transformation Model

MUNIS Code	Description of Activity	Amount Requested
592		\$
610		\$
616		\$
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

----- End of School Application -----