

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Simpson

School Name: Franklin-Simpson High School

Person Submitting Amendment: Tim Schlosser

Reviewer: Tara Rodriguez

Date Revision Approved: 5-24-19

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> • Assessment data • Non-cognitive data • Causes and contributing factors • Strategy selection 		<p>Behavioral data in IC shows a need for more behavioral supports for incoming freshman who displayed a pattern of discipline referrals.</p> <p>The Emotional Support Scale was given to our students that also shows an increase in students who have experienced some type of trauma causing disruption in their education.</p> <p>Identifying students based on the following factors:</p> <ul style="list-style-type: none"> • High risk for school failure • History of severe misbehavior • Severe misbehavior persists after attempts to provide positive behavioral interventions • Maladaptive behaviors (aggression) • Occasionally violent • Student level data supports the need for intensive positive behavioral support
<p>Section 2: Intervention Model (Tier I and Tier II)</p>		<p>* School's RTI team determines intervention(s) for area(s) of need based on screeners (scores 9-21 on external and/or internal behavior screeners, AND/OR other information/data reviewed</p> <p>Examples of <i>possible</i> interventions</p> <ul style="list-style-type: none"> • Mentoring (i.e. Check-In, Check-Out) • Social skills instruction (i.e. social stories, The Incredible 5 Point Scale) • Student self-monitoring • Behavior contract • Functional Behavior Assessment (FBA)- Condensed Version <p>BEHAVIOR BINDER OR PBIS WORLD.COM FOR ADDITIONAL INTERVENTION STRATEGIES)</p> <p>*Teacher(s) keep progress data/graphs on targeted behavior(s) with the intervention(s) in place for at least 6 weeks with at least 12 data points</p>

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<p>Section 3: Actions</p> <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform 		<p>To employ a Behavioral Intervention Teacher to work with individuals and small groups of students. The teacher will be responsible for teaching coping skills and reinforcing self-control. The Behavioral Intervention Teacher will model appropriate responses to stressful situations as well as provide reinforcements for positive reactions. This position will conduct small groups that role-play peer to peer interactions in order to continue to build social skills as well as decrease actions that result in negative consequences.</p>
<p>Section 4: Timeline</p> <ul style="list-style-type: none"> • Three year timeline 		<p>Goals will be measured annually through Infinite Campus behavior tab as well as the Data Tracker System.</p> <p>The position will be funded through IDEA funds subsequent years.</p>
<p>Section 5: Tier I and Tier II annual goals</p> <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		<p>Decrease behavioral referrals</p> <p>Increase positive peer to peer, peer to adult, and social interactions among students</p> <p>Develop a structured behavior program that will result in positive behavioral and academic outcomes</p>
<p>Section 6: Tier III Services</p> <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		<p>* School's RTI team determines if Tier 2 intervention should be more frequent/intense or change to another intervention</p> <p>Examples of <i>possible</i> interventions</p> <ul style="list-style-type: none"> * Peer Tutoring <ul style="list-style-type: none"> • Behavior Continuum <ul style="list-style-type: none"> * Self-Monitoring • Check In Check Out * • Counselor Referral • Daily Behavior Form <ul style="list-style-type: none"> * Structured Breaks • PASS <ul style="list-style-type: none"> * Behavior Contract • Individual social skills instruction (i.e. Why Try, Second Step, Skillstreaming) <p>If behaviors continue to increase the RTI team will determine if an extended FBA or Outside Agency Involvement is needed</p>

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		<ul style="list-style-type: none"> Outside agency involvement (i.e. Lifeskills) *Teacher(s) keep progress data/graphs on the behavior(s) with the intervention(s) in place for at least 6 weeks with at least 12 data points
Section 7: Tier III Annual Goals <ul style="list-style-type: none"> S.M.A.R.T. goals Quarterly benchmarks District support when not achieving goals 		With greater amounts of in-class time and removing social and emotional barriers, students with behavior issues will increase their likelihood of graduating college and/or career ready on time. By May of 2020, FSHS will increase behaviors that will promote learning and respectful interactions as evidence by a 10% reduction in discipline referrals for at-risk students.
Section 8: Consultation <ul style="list-style-type: none"> Stakeholder input/involvement 		Kentucky Department of Education Consolidated Monitoring Visit recommended a certified staff member for behavioral support to assist in decreasing in-school and out-of-school suspensions for at-risk students. Central Office staff members support the addition of a Behavior Intervention Teacher to model appropriate responses in a variety of situations. Students have voiced concerns to increase staff who provide support and counseling services during these formative years.

MUNIS Budget Request Change:

Please move the 64,506.62 from 0580 travel to the following codes:

FULLTIME		
MUNIS CODES	CERTIFIED FEDERAL MATCH:	
0110	CERTIFIED SALARY	46,893.00
0222	MEDICARE	679.95
0251	UNEMPLOY	190.8
0260	WORK COMP	215.71
0295	LIFE	12
0296	ADMIN	99.36
0294	HEALTH INS	8,863.68
0231	KTRS	7,552.12
		64,506.62