

**Franklin-Simpson Educational Excellence Foundation, Inc.**  
**GRANT APPLICATION COVER PAGE**

**Applicant Name & Position:** Michael Barnum, Simpson Elementary Principal

**School/Organization Involved:** Simpson Elementary

**Amount Requested:** \$2,900

**Purpose of Funding:** Happy Numbers Math Supplement

**Targeted Grade Levels:** 1st through 3rd grades

**Number of Students/Persons Affected by Grant:** approximately 750

**Academic Area:** Mathematics

**Brief Summary of Project (2 - 3 Sentences):**

SES has set a major goal for this school year to update and improve the instructional activities and resources during Math Flex classes, which are ability-grouped classes that all students receive in addition to the Core Math curriculum. To assist teachers in achieving this objective, SES acquired Happy Numbers – an adaptive and digital program for supplementary math education. Happy Numbers' online platform offers virtual manipulatives, charts, and models that allow students to build conceptual understanding and repair misconceptions. We are submitting a proposal to the Franklin-Simpson Educational Excellence Foundation to fund the use of Happy Numbers as an integral math supplemental resource in the 2024-2025 school year. Our aim is to provide students with a personalized learning experience at any level of intervention. We appreciate the Foundation's consideration of our proposal.

**Address of School/Organization:** 721 Witt Road, Franklin, KY 42134

**Contact Person:** Michael Barnum

**Phone: (Day & Evening):** 270-586-4414

**Fax:** 270-598-6059

**E-Mail:** michael.barnum@simpson.kyschools.us

**Grant Cycle Submitted:** April 2024

**Required Signatures**

***Simpson County Schools:***

**Principal/Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Superintendent** \_\_\_\_\_ **Date** \_\_\_\_\_

**Board Representative** \_\_\_\_\_ **Date** \_\_\_\_\_

**Grant Preparer** \_\_\_\_\_ **Date** \_\_\_\_\_

**PLEASE USE THE FOLLOWING INFORMATION TO CREATE YOUR GRANT APPLICATION.**

**A. NARRATIVE: I. SIMPSON COUNTY SCHOOLS AND PERSONNEL**

*1. Describe the problem(s) or need(s) addressed by this request. Be sure to:*

*a. State your school's mission.*

Simpson Elementary is committed to providing its students with the best possible education. We believe that every student has the potential to succeed, and our mission is to ***S**park **E**ach **S**tudent to be ready for success*. To achieve this, we are constantly seeking out the latest research and tools to make learning engaging, effective, and meaningful.

One of our main goals is to update and improve our instructional activities and resources during Math Flex classes. To achieve this objective, we kindly request funding from FSEEF to continue using the math curriculum supplement Happy Numbers to individualize and enhance our students' math learning experience.

*b. Clearly describe how this program/project will help your school to carry out its mission.*

Happy Numbers is an online math instructional tool that helps students of all levels grow and enhances teachers' effectiveness. It is designed to support learning recovery so our students can close learning gaps and achieve the math goals needed for their next-grade readiness as set by SES. The supplemental Happy Numbers program is designed to be engaging and fun, with interactive games, puzzles, and other activities that make learning math enjoyable and rewarding.

Happy Numbers is used in addition to the Core Math instruction that every child receives through scheduled instruction and district-provided curriculum materials. The "time target" is 45 minutes per week, divided into daily chunks of 10-15 minutes. Happy Numbers can be incorporated into a Math Flex rotation, thus supporting our mission by promoting personalized instruction, ensuring that every student receives a unique learning experience tailored to their needs. For example, small groups of students complete individualized learning paths in Happy Numbers while other groups of students complete differentiated tasks with the teacher and peers at other stations.

Additionally, SES's after-school Professional Learning Community Days in 2023-2024 focused on math fact fluency strategies. Teachers engaged in a book study using the *Math Fact Fluency* text by Jennifer Bay-Williams and Gina Kling. PLC sessions featured group discussions of the book's chapters and teacher testimonials, including the application of classroom math fluency strategies. FSEEF's donation towards the renewal of Happy Numbers will support our school-wide math fluency initiative through the 2024-2025 school year.

*2. Describe in detail the specific activities and strategies of this project.*

Happy Numbers will be an invaluable resource for our teachers in achieving our objective of updating and improving our instructional activities during Math Flex classes. This interactive math curriculum has been proven to improve students' math skills and understanding. The Happy Numbers supplemental resource is used by all students in grades 1 to 3 during Math Flex instruction.

Happy Numbers can ensure students get quality instruction when working independently during Math Flex class. Thanks to built-in Quantile-based assessment, each student starts off at the right point in the curriculum. Students progress at their own pace through our pedagogy-rich math story, supported by instant, individualized feedback and scaffolding.

Professional Learning Communities (weekly team meetings) will give teachers the time and space to discuss their use of Happy Numbers with colleagues. During PLCs, teachers will collaborate with the school's Curriculum, Instruction, and Assessment Specialist and Principal to analyze student data, make instructional decisions, and plan math interventions during Flex class.

The Happy Numbers supplemental math curriculum provides usage reports so our teachers can better understand their students' math progress. For instance, one report shows individual student progress since the curriculum starting point as a percentage, average weekly time spent, curriculum gains by skill, and overall math growth. There are also parent reports to easily explain where their child began and where they moved to based on the student's results.

FSSEF funding will allow teachers to use Happy Numbers in the 2024-2025 school year. Happy Numbers will respond to students' math needs by breaking concepts down into small steps, providing learning support, and giving immediate feedback based on student data.

3. *Incorporate a timeline for implementation.*

- Renew Happy Numbers by the end of the current school year (May 2024)
- In May 2024, plan effective teacher professional development for Happy Numbers implementation in the 2024-2025 school year
- Select teachers will attend math fluency workshops at GRREC in June 2024
- SES Staff Training on Happy Numbers implementation in early August 2024
- Administer the school-wide Beginning-of-Year Assessment to all students in August 2024
- Group students into Math Flex classes based on data from the Happy Numbers assessment and STAR and FastBridge Screeners (August 2024 and after the Winter and Spring screeners)
- Utilize Happy Numbers as a supplemental resource for differentiated instruction in Math Flex class to increase student achievement
- Collaborate with grade-level teams during weekly PLCs on Happy Numbers usage, reports, and instructional decisions
- Provide coaching during classroom observations and debriefing sessions
- Provide support throughout the year on district Learning Community Days
- Share student outcomes with families at parent conferences
- Administer the school-wide End-of-Year Assessment to all students in April 2025
- Compare beginning and end-of-year assessments data (May 2025)
- Assess program effectiveness and implementation in May 2025

4. *Describe in detail the expected outcome/goals of your project and how these outcomes will be measured.*

The expected outcome of this project is that student achievement for math learning goals will increase by the end of May 2025. We expect the number of students achieving next-grade readiness in math goals will increase (compared to each grade level's results in the prior year). We will analyze data from Happy Numbers' Yearly Success Report to review how each class performed for the 2024-25 school year. The report consists of four main sections: Class Distribution, Overall Progress, Next Grade Readiness, and Student Progress Tab. The

Student Progress Data Tab presents student progress since the curriculum starting point as a percentage, average weekly time spent, curriculum progress bar with shaded sections indicating covered material, all test results, and math growth based on those results.

We anticipate that the ongoing integration of the Happy Numbers program for all students during Math Flex sessions will have a favorable effect on quantitative data, as evidenced by assessments such as STAR, Fastbridge, and KSA (mandatory state testing). We plan to utilize notes from our Professional Learning Community (PLC) meetings, which are documented continuously, to assess our teachers' perceptions regarding the program's impact on student learning during Math Flex classes.

**B. EVALUATION**

- 1. Please describe the evaluation method you will use to measure the success of your project. What questions will be answered?*

To measure the success of this project, we will use qualitative data from faculty needs surveys, quantitative data from our universal math screeners, which are given three times per year, and results from the Happy Numbers End-of-Year test. Responses from faculty needs surveys will reflect teachers' perceptions of Happy Numbers as a math supplemental program. The survey will ask for faculty's feedback on the math program's tools, reports, teaching opportunities, and other best practices aimed at supporting our Flex math goals.

We will conduct an analysis and comparison of quantitative data obtained from universal math screeners administered during the fall, winter, and spring assessments. The objective is to effectively illustrate the changes in students' math achievement. It is anticipated that the continued utilization of Happy Numbers will lead to an improvement in overall math proficiency compared to the previous school year. Another quantitative method for assessing the success of our project will be the End-of-Year (EOY) Test, which is included with the annual subscription to Happy Numbers. The EOY Test provides insights into students' readiness for the next grade. We will utilize the growth expectations to evaluate student performance based on the anticipated progress from the Beginning of Year (BOY) test to the Mid-Year test and from BOY to EOY. The progress made by students across these three Happy Numbers assessments will serve as a suitable indicator of the project's effectiveness.

**C. BUDGET**

- 1. Provide a detailed budget of how you plan to use the requested funding to ensure the success of your proposed project. Applicant may attach estimates, quotes, or data collected online to support budget projections. Attachments DO NOT replace a constructed project budget.*

Funds awarded by the Franklin-Simpson Educational Excellence Foundation will enable SES to utilize the Happy Numbers math supplemental program throughout the 2024-2025 school year.

Item	Price
Happy Numbers Math Supplemental Online Program (Renewal of School Subscription for 2024-2025)	\$2,900
*All licensing is valid through June 30, 2025	

Attached to this application is a quote for Happy Numbers during the 2024-2025 school year. Simpson County Schools funds our school's core math curriculum, HMH GoMath. GoMath includes student editions, teacher

planning guide bundles, and access to an online database of instructional materials. To supplement this program, we are requesting funds from FSEEF to resubscribe to Happy Numbers. Simpson County Schools will also support teachers' ongoing professional development in the use of Happy Numbers by dedicating time and resources to PD events, Learning Community Days, and PLCs.

Happy Numbers will play a pivotal role in students' supplemental math instruction during Flex class. Other needed Flex Math class materials and resources will be provided with support from our PTO and SES's School-Based Decision Making (SBDM) committee.

2. Please indicate any other sources of funding you are seeking for this project and the amounts anticipated from those sources.

Revised 08/18

#### **D. APPLICATION SUMMARY**

Simpson Elementary School's Mission Statement: To develop students to become life-ready in an environment where everyone is honest, responsible, respectful, and safe.

FSEEF's Mission Statement: To financially support the Simpson County Board of Education in providing a level of education excellence through learning opportunities for all residents of Simpson County, Kentucky. The foundation acts as a funding partner to help meet the education challenges facing the school system.

Our proposed project will be crucial for providing daily supplemental math instruction to the Simpson Elementary School (SES) Wildcats in the upcoming school year. This initiative is in line with SES's mission to equip students with the necessary foundational math skills essential for their transition to intermediate, middle, and high school, thus preparing them for life beyond the classroom. If approved, the project will also be in line with FSEEF's mission. Every student at SES will benefit from weekly supplementary math instruction and practice during Flex class. The funding from FSEEF will play a pivotal role in helping our school district achieve its objective of creating an environment that nurtures students' belief in themselves, empowers them to excel, and fosters their success on a daily basis. The progress made by students through their engagement with Happy Numbers, from addressing daily misconceptions to the improvements demonstrated in the End-of-Year assessment, will instill a sense of achievement in learners, particularly in mastering crucial math skills.