

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

Applicant Name & Position: Josh Tucker, Simpson Elementary Principal

School/Organization Involved: Simpson Elementary

Amount Requested: \$6,320

Purpose of Funding: Accelerated Reader Enrichment Program

Targeted Grade Levels: 1st through 3rd grades

Number of Students/Persons Affected by Grant: approximately 750

Academic Area: Reading

Brief Summary of Project (2 - 3 Sentences):

Simpson Elementary has the primary goal of Sparking Each Student to strive for success on a daily basis. In doing so, we have to find novel ways to engage students in the learning process. A part of this is motivating students and setting goals that can be tracked. Accelerated Reader is a program that is offered within our assessment suite that is used throughout the district. This tool is a great way to track student progress, comprehension, and monitor time that students spend reading outside of the classroom. Ample research shows the benefits of reading just 20 minutes a night. This particular tool is a way for teachers to effectively track and monitor progress for readers of all levels. We are submitting a proposal to the Franklin-Simpson Educational Excellence Foundation to fund the use of Accelerated Reader as an integral reading supplemental resource in the 2026-2027 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: Josh Tucker

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

Fax: 270-598-6059

E-Mail: josh.tucker@simpson.kyschools.us

Grant Cycle Submitted: August 2025

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 Spark Each Student 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 that students can access from anywhere. To achieve this objective, we kindly request funding from FSEEF to continue using the reading supplement, Accelerated Reader to individualize and enhance our students' reading/vocabulary acquisition experience.

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

Accelerated Reader is an online reading supplemental tool that helps students of all levels grow and enhances teachers' effectiveness. It is designed to support reading and vocabulary acquisition of all levels so our students can close learning gaps and achieve the reading goals needed for their next-grade readiness as set by SES. The supplemental Accelerated Reader program is designed to help students to dig deeper into reading and discover topics of interest. It helps to make reading enjoyable and rewarding. With this tool, teachers can track student progress and comprehension and to help students attain reading goals.

Accelerated Reader is used in addition to the Core Reading instruction that every child receives through scheduled instruction and district-provided curriculum materials. The "time target" is 20 minutes per day, outside of the classroom. Accelerated Reader can be incorporated into any routine, thus supporting our mission by promoting personalized instruction, ensuring that every student receives a unique learning experience tailored to their needs. For example, students are reading on their level and meeting their individual goals regardless of their individual ability. This tool can serve as a huge motivator to read as they are working towards building fluency, comprehension, and vocabulary as they explore their interests.

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

Accelerated Reader will be an invaluable resource for our teachers in achieving our objective of updating and improving our instructional activities/goals for students reading throughout the year. This reading resource has been proven to improve students' reading fluency, comprehension, and vocabulary acquisition. The Accelerated Reading supplemental resource is used by all students in grades 1 to 3 both in and outside of the classroom.

Accelerated Reader can ensure students get quality instruction when working independently reading both at school and at home. Thanks to text based assessment, each student gets quick feedback on their reading comprehension. Students progress at their own pace through our pedagogy-rich reading texts, 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 Accelerated Reader 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 interventions during Flex class.

The Accelerated Reader supplemental reading program provides usage reports so our teachers can better understand their students' reading 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 reading 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 Accelerated Reader for the 2026-27 school year. Accelerated Reader will respond to students' reading needs and vocabulary acquisition giving immediate feedback based on student data.

3. *Incorporate a timeline for implementation.*

- Renew Accelerated Reader by the start of the current school year (August 2026)
- All teachers will set goals based on student performance within the District Renaissance Assessment Suite.
- SES Staff Training on Accelerated Reader implementation in early August 2026
- Administer the school-wide Beginning-of-Year Assessment to all students in August 2026
- Utilize Accelerated Reader as a supplemental resource for differentiated instruction in Reading Flex class to increase student achievement
- Collaborate with grade-level teams during weekly PLCs on Accelerated Reader 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 and encourage guardians to continue to read at home to build towards individual student goals.
- Administer the school-wide End-of-Year Assessment to all students in April 2027
- Compare beginning and end-of-year assessments data (May 2027)
- Assess program effectiveness and implementation in May 2027

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 reading fluency, comprehension, and vocabulary will increase by the end of May 2027. We expect the number of students achieving next-grade readiness in reading goals will increase (compared to each grade level's results in the prior year). We will analyze data from Accelerated Reader's Yearly Success Report to review how each class performed for the 2026-27 school year. The report consists of four main sections: Class Distribution, Overall Progress, and Next Grade Readiness.

We anticipate that the ongoing integration of the Accelerated Reader program for all students during Reading 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 Reading Flex classes and continued reading at home.

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 Accelerated Reader reports at the end of the year. Responses from faculty needs surveys will reflect teachers’ perceptions of Accelerated Reader as a supplemental program. The survey will ask for faculty’s feedback on the reading program’s tools, reports, teaching opportunities, and other best practices aimed at supporting our students.

We will conduct an analysis and comparison of quantitative data obtained from universal reading screeners administered during the fall, winter, and spring assessments. The objective is to effectively illustrate the changes in students' reading achievement. It is anticipated that the continued utilization of Accelerated Reader will lead to an improvement in overall reading 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. 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 Accelerated Reader 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 Accelerated Reader supplemental reading program throughout the 2026-2027 school year.

Item	Price
Accelerated Reader Supplemental Online Program (Renewal of School Subscription for 2026-2027)	\$6,320
*All licensing is valid through June 30, 2027	

Attached to this application is a quote for Accelerated Reader during the 2026-2027 school year. Simpson County Schools funds our school’s core reading program, CKLA and the Renaissance Assessment Suite. CKLA 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 Accelerated Reader. Simpson County Schools will also support teachers’ ongoing professional development in the use of Accelerated Reader by dedicating time and resources to PD events, Learning Community Days, and PLCs.

Accelerated Reader will play a pivotal role in students' supplemental reading instruction during Flex class as well as a reading tool for parents at home. Other needed 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 reading 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 reading 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 Accelerated Reader, from addressing daily misconceptions to the improvements demonstrated in the End-of-Year assessments as well as individual reading assessments, will instill a sense of achievement in learners, particularly in mastering crucial reading fluency, comprehension, and vocabulary acquisition.

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