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Office of Student Learning
Alabama Department of Education

July 2013

Elementary and Secondary Education Act
Section 1003 (6) of the

FOR LOCAL EDUCATION AGENCIES
SCHOOL IMPROVEMENT GRANT CONTINUATION FUNDING REPORT
### School Improvement Grant Continuation Funding Request Narrative

**Introduction**

The SIG Continuation Funding Request Narrative is a document that outlines the progress made by each SIG school over the past three years of SIG funding. This report will be used to assess the progress made by each SIG school in meeting the goals and objectives outlined in their chosen model.

This report will focus on demonstrating progress toward the goals and objectives. A rigorous review process will be applied to ensure that all schools have the opportunity to demonstrate progress toward the goals outlined in their chosen model.

**Significant Findings**

- The SIG Continuation Funding Request Narrative is a critical document for schools seeking to continue their SIG funding.
- It is used to assess the progress made by schools in meeting the goals and objectives outlined in their chosen model.
- Schools are encouraged to use this document as a tool to track progress and identify areas for improvement.

**New Findings**

- The SIG Continuation Funding Request Narrative is a key component of the ongoing assessment process for SIG schools.
- It provides a structured framework for schools to report on their progress and demonstrate accountability.

**next steps**

- Schools should review their SIG Continuation Funding Request Narrative to identify areas for improvement.
- They should also consider how they can use the document to guide future planning and resource allocation.

**Implementation**

- The SIG Continuation Funding Request Narrative is a key component of the ongoing assessment process for SIG schools.
- It provides a structured framework for schools to report on their progress and demonstrate accountability.
- Schools should review their SIG Continuation Funding Request Narrative to identify areas for improvement.
- They should also consider how they can use the document to guide future planning and resource allocation.
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**Math**

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**Percentage of Students At/Above Proficient**

- **ACT Plan Benchmark In Reading and Mathematics**
- **Percentage of 10th Grade Students That Met The Dispersary Incident**
- **Teacher Attendance %**
- **Student Attendance %**
- **Percentage of Limited English Proficient Students Who Attain English**
- **Dropped Out Rate**
- **Graduation Rate**
- **Number of Minutes in the School Day**
- **Use Last 3 Years Reports**

**Section 1 - Report of SIG METRICS**

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<td>Linda Jackson</td>
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**School Information**

- **Principal's Email Address**: principal@bullockco.org
- **School Name**: Bullock County High School
- **Superintendent**: Linda Jackson
- **LEA Name**: Bullock County Board of Education
Aloha School Improvement Grant Continuation Funding Request Report

Selected service provider(s) to ensure the full implementation of supports:

- Assessed the in-school presence to monitor the interactions of the school administration, faculty, and staff with the
  and
- Assessed the monitoring of records for quality and frequency of supports provided by the selected service provider(s);
- Assessed the utilization of multiple sources of data to evaluate the effectiveness of the supports provided;
- Taking place and are utilized according to the school's identified needs;
- Assessed the regular (at least bi-weekly) communication with the selected service provider(s) to ensure that supports are
  Personal;
- Align the selection with existing efficiency and capability of district and school resources, specifically time and
  ability to meet school needs;
- Selected an external provider based on the provider's commitment to timely and effective implementation and the
  documentation to assure quality and efficiency of each external provider based on each school's identified SIG needs;
- Interwove and analyzed external providers to determine evidence-based effectiveness, expertise, and
  Identified external providers based on each school's SIG needs;
- Followed an established schedule for communication and implemented an Engagement Plan to meet with designated
  stakeholders, parents, community members, etc., to provide input into the design and
- Assessed the engagement of stakeholders (stakeholders, parents, community members, etc.) to provide input into the design and
- Implementation Process;

How has your district and school designed, implemented, and documented implementation? Consider how your district and
your metrics in order to earn the maximum amount of points for your school's report.

In this section, state what your school has accomplished over the past three years of implementing your SIG model, including

SECTION 2 - SIG IMPLEMENTATION NARRATIVE
Alabama School Improvement Grant Continuation Funding Request Report

1. Identified alternative funding sources to sustain operational protocol that may require financial support.
   - Implementation of interventions into the classroom curriculum and activities.

2. Developed process to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into operat ing flexibility of the school.
   - Developed process to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into school leadership flexibility.

3. What plans have been made to sustain your turnaround efforts? Consider how your district and school:
   - Aligned the traditional school day and/or calendar to include additional instructional and planning time.
     - Year-round vs. traditional school year.
     - Teacher-performance models; and
     - School administrator and staff transfer procedures.

4. No implementation effort proceeds without challenges. How has your district and school modified its practices to reflect the full implementation of the SIG model? Consider how your district and school:
   - Addressed implementation and incorporate a policy modification protocol that includes input that may include state and local education agencies, administrators, board members, and personnel; and
   - Assessed, designed, and implemented a policy modification protocol that includes that may include state and local education agencies, administrators, board members, and personnel; and
   - Reviewed the SIG model of other federal, state, and local resources with evidence-based effectiveness and impact with the design of interventions;

5. Each district and school has additional resources to devote to the turnaround effort in addition to SIG funds. How has your district and school:
   - Identified additional and/or potential resources that may be utilized in an academic support capacity;
   - Identified resources currently being utilized in an academic support capacity (e.g.,教师, AMST, etc.);
Identified meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement.

e. Demonstrated a commitment to the continuous development of teacher knowledge and skills by incorporating changes into their instruction as evidenced by an extensive action plan.

f. Developed a process to embed interventions and school improvement activities in an extensive strategic long-term plan.

g. Developed an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform sustainability in student achievement.

h. Developed a process to sustain alignment of resources with the school’s mission, goals, and needs.

I. Planned a growth model for both the fiscal and human capital within the district for implementation and sustainability of interventions and school improvement activities.

J. Established and implemented accountability processes that provide effective oversight of the interventions, school improvement activities, and operations of the school.
Alabaster School Improvement Grant Continuation Funding Request Report

Budgeting for sustaining technology, human resource management, and public relations. During the leadership academy, EduTech, formerly Leadership Academy provided by Information Transport Solution (ITS), the purpose of the leadership academy was to discuss Project C.A.R.E., the School Improvement Grant. The school board members, central office staff, school leadership teams, and community members attended a full day of training. County's High School assessed the engagement of parents, community partners, and faculty in various surveys. Throughout the year, 1 of our school's teachers, one reading teacher, one paraprofessional, and the special education teacher, were replaced. Our team includes one principal, an assistant principal, one assistant, one librarian, ten core teachers, four elective teachers, two ACCESS teachers, and two student teachers. Since May 2013, we have replaced several teachers (two science, one English, one special education, and five core teachers). Currently, our school board of education has employed two principals and two assistant principals at this location. Teacher turnover is a major challenge.

County High School is a priority school and implements the transformation model within a three-year time frame. Bullock

Successfully complete the requirement due to different learning styles.

ACCESS. Although students are afforded the opportunity to take Access Distance Learning courses, data supports that students do not.

The ultimate goal of the school is to support the needs of all students. Bullock County High School offers dual enrollment credits through University of Alabama Early College Program. Students receive free lunch. Bullock County High School has a total enrollment of 454 students. The school's population is 80% African American, 17% Hispanic, and 3% White. The overall gender makeup of the students is 51% males and 48% females. This school's population is 85% African American, 15% Hispanic, and 1% White. The overall gender makeup of the students is 51% males and 48% females. 100% of the school's current housed students through dual enrollment. Bullock County High School has a total enrollment of 454 students. The school's population is 80% African American, 17% Hispanic, and 3% White. The overall gender makeup of the students is 51% males and 48% females. This school's population is 85% African American, 15% Hispanic, and 1% White. The overall gender makeup of the students is 51% males and 48% females. 100% of the school's current housed students through dual enrollment. Bullock County High School has a total enrollment of 454 students. The school's population is 80% African American, 17% Hispanic, and 3% White. The overall gender makeup of the students is 51% males and 48% females. This school's population is 85% African American, 15% Hispanic, and 1% White. The overall gender makeup of the students is 51% males and 48% females. 100% of the school's current housed students through dual enrollment. Bullock County High School has a total enrollment of 454 students. The school's population is 80% African American, 17% Hispanic, and 3% White. The overall gender makeup of the students is 51% males and 48% females. This school's population is 85% African American, 15% Hispanic, and 1% White. The overall gender makeup of the students is 51% males and 48% females. 100% of the school's current housed students through dual enrollment. Bullock County High School has a total enrollment of 454 students. The school's population is 80% African American, 17% Hispanic, and 3% White. The overall gender makeup of the students is 51% males and 48% females.

SIG IMPLEMENTATION NARRATIVE - BCHS
Indicators were assessed and reviewed during the Leadership meetings. Team members were selected to discuss the revision during their
After the meetings, minutes were entered into Asher to document that the meetings actually took place at the scheduled time. All
Leadership Team meetings were held to address standards and indicators in the transformation plan. The agendas were developed in
Leadership Team along with ITT's decided that pre/post tests did not adequately measure student progress in mastering the lowest standards.
11% of Eleventh Grade Students met or exceeded the standards in ELA. After reviewing the data from the 45 Day DAP and pre/post tests, the
Il 1.36% of Ninth Grade Students met or exceeded the standards in ELA. 1.76% of Tenth Grade Students met or exceeded the standards in ELA and
standards in Algebra I. 13.0% of students met or exceeded the standards in Geometry, 30% of students met or exceeded the standards in Algebra I.
 mastered the lowest standards that were addressed during their first amendment. Benchmark data revealed the 0% of students met or exceeded the
were effective or ineffective at the next data meeting. Teachers kept anecdotal notes and administered formative assessments to document the
activities were provided after each data meeting and teachers were expected to implement these next steps and be ready to discuss if they
conducted to discuss end of the quarter exam results in order to identify the lowest standards. Next steps which included strategies and
the data to determine ways the LTA could improve communication between the parents and the school. Bi-weekly data meetings were
provided parents with surveys that were designed to assess the culture and climate of the school. The C.A.R.E. Coach also collected compiled
orientation, advisory council meetings, and open house served as collaborative forums for stakeholders. The district C.A.R.E. Coach
goal was to ensure that all stakeholders were aware of the process for the implementation and sustainability of the SIG. PTO meetings,
meetings were held with parents, staff and community stakeholders to share information and to ask for input regarding the SIG. The
meetings were conducted to discuss student and teacher data with the district leadership team and community members.
known as Information Transport Solution (ITS) provided the district leadership with an overview of standard based instruction. Quarterly 45 DAP
C.A.R.E. meetings to address the transformation model, monthly utilization of technology, and intervention strategies targeting specific student data disaggregation and analysis, and technology integration. Education, academic coach, technology specialist, and primary consultant held improvement strategies, products, and consulting services necessary to maximize student achievement through standards-based instruction. C.A.R.E model project C.A.R.E. is a comprehensive solution for school transformation and turnaround, which consists of proven school improvement strategies.

After conducting interviews, the district selected EduSolve, formally known as ITS, as our external provider. EduSolve uses the Project Communication of outcomes, quarterly measures, and annual performance reports for improving teacher and student performance, instruction, data analysis and technology integration, questions on measurement and focusing on level of expertise on school transformation, specific on the job training, both a school administrator and consultant, and strategies on determining questions about services offered and how their product fits the identified needs of the systems. Interviews of the providers with the best fit for the system. The evaluation process to choose a provider included the following steps: interviews of the providers with the district, screen and select external providers, after outlining the needs and goals for the school, the LEA researched external service providers that could service the schools as a whole. The AUSD provided a list of approved EMO providers and the district chose to complete interviews to recruit, screen, and select external providers.

The Build the County School Improvement Team led by the Superintendent used a logical and systematic decision-making process to support school improvement. Test Prep, and enrichment activities, observations to evaluate the effectiveness of the intervention classes revealed the lack of student engagement and participation.

Test Prep, and enrichment activities. Observations to evaluate the effectiveness of the intervention classes. During the intervention period, students were exposed to ACT prep. FOC standards' USA modified to include a specific time for student intervention. During intervention, students were exposed to ACT prep. FOC standards' USA rose from having new administrative team and only two returning members from the previous leadership team. Regular bell schedule was departmental meetings. One of our challenges during the 2014-2015 school year, was scheduling bi-weekly leadership meetings.
This time provided intensive interventions for students who are lagging behind in common core standards. The school was able to create three intervention grades of the general forty-five minutes were added to the school day to ensure that the teachers were afforded the opportunity to address the learning needs of their students. Extended time was allotted to increase the quality, consistency, and productivity of classroom instruction. Funds are utilized to provide professional development opportunities to all teachers and hire highly qualified teachers. Federal funds were utilized to hire highly qualified teachers, purchase materials/supplies, and license for Compass Learning to increase development.

According to the Instructional Audit of November 2013, there was limited evidence that school-wide initiatives are implemented of administrators, and 45-day action plan meetings with school and community stakeholders. They also added in pre- and posttest creation.
Throughout the external providers, processes learned during the SIG process. The Project C.A.R.E. Coach and Resource Specialist will continue to sustain the process learned.

Through the external providers, processes learned during the SIG processes. The Project C.A.R.E. Coach and Resource Specialist will continue to sustain the process learned.

Develop teacher knowledge and skills. The district will include many of the strategies and action steps in our ACP that will support many of the initiatives to support the use of effective instructional practices and provide appropriate time and necessary fiscal support to continuously develop teacher knowledge and skills. The district will continue to collaborate with state and materials to keep pace with the educational trends, student growth, and technology. The district will continue to collaborate with state and materials to keep pace with the educational trends, student growth, and technology. The district will continue to collaborate with state and materials to keep pace with the educational trends, student growth, and technology.

To sustain the processes and practices implemented during the SIG, Bullock County Schools will continuously upgrade facility tools.

Make short-term changes such as grouping changes and long-term decisions such as changing the entire school schedule. Year results and outcomes will be utilized to inform our practices and help us make informed decisions based on data. This allowed us to ensure that students were given ample time to gain mastery of the common core standards. The district monitored and evaluated activities to ensure that students were given ample time to gain mastery of the common core standards. The district monitored and evaluated activities to ensure that students were given ample time to gain mastery of the common core standards. The district monitored and evaluated activities to ensure that students were given ample time to gain mastery of the common core standards.

Incentives for displaying a growth in student performance. The school day was changed from 7:30 to 8:00 in Year 1 to 8:14 in Year 2.

The district hired administrators that met the qualifications as outlined in the Grant. Administrators and teachers were provided with incentives to meet the growth in student performance. The school day was changed from 7:30 to 8:00 in Year 1 to 8:14 in Year 2.

Incentives need to include review school/district leadership team meetings to determine if all resources are aligned and make adjustments as needed. Midyear reviews and year-end reviews include a review of growth in student performance. The school day was changed from 7:30 to 8:00 in Year 1 to 8:14 in Year 2.

Computers lab for students to online assessments, research papers, and online intervention programs. The school day was changed from 7:30 to 8:00 in Year 1 to 8:14 in Year 2.

Incentives need to include review school/district leadership team meetings to determine if all resources are aligned and make adjustments as needed. Midyear reviews and year-end reviews include a review of growth in student performance. The school day was changed from 7:30 to 8:00 in Year 1 to 8:14 in Year 2.
and ensure sustainability. The institutional staff will be utilized as a training the training model and this will sustain reform efforts.

In order to sustain the needed level of performance achieved in the transformation, personal will train other districts employees to build capacity.

The principal will ensure that schools have effective leaders who will remain in place and receive any further support that is needed in
Academic Coach will be utilized to assist teachers with planning, implementing, and evaluating standards based lessons. The academic coach will support the instructional processes to be implemented at Bullock County High school. Also, the instruction, and using formative assessment to adjust the instruction.

Effective essential questions, creating and integrating word walls, applying the appropriate before/during/after strategies for English

Instruction. Also, the walkthroughs stated teachers need additional support with implementation of standards-based instruction. Writing

conducted on September 2013, teachers need coaching on how to implement intervention strategies and how to apply standards based

and implement standards-based instruction processes at Bullock County High School. According to the 45 DAY walk through

efforts are meeting and addressing the needs of all students. The Resource Specialist will assist the academic coach to learn, support,

professional development. The Resource Specialist will assist the academic coach in providing data analysis and ensuring intervention

with the academic coach; provide support to the school leadership team; serve as a liaison to the central office and to conduct and plan

Reform in Education, Coach salaries and benefits. The Resource Specialist primarily duties will include but not limited to: work closely

and an Art Teacher. Also, funds will be allocated to pay 25% of the Resource Specialist and Community C.R.E. (Communities Accepting

Bullock County High school will use the additional funding to employ an Academic Coach, Interventionist, and Reading Teacher

with regard to your ACP.

school has not yet met its goals, particularly in the sections referenced above, state how additional funding will support this endeavor

in this section address, in a narrative below, how your district and school plans to utilize additional funding. Include a budget. If the

DIRECTIONS

SECTION 3 – SIG CONTINUATION FUNDING REQUEST NARRATIVE
concern for the lack of opportunity for the Bullock County Career Technical Center teachers to co-plan with peers in Bullock County.

Institutional audit conducted April 2015, through interviews and observations at Bullock County Career Technical Center, there is a

The additional funding will be used to support teachers for professional development. According to the ALDE

instruction, all core teachers and the art teacher will collaborate to integrate content coursework into the art lessons.

The art teacher will instruct students in the basic principles of art and art history. The art teacher will use standards based

Bullock County High School

community and school to encourage parents and community stakeholders to become more involved in the education of the students at

participation in school sponsored activities. According to the 2015 parent survey, 94.3% of the parents strongly agreed that the school

will coordinate and implement various parenting classes and workshops for parents. According to the parent survey, parents are not

The Reading Teacher will teach the basics of reading skills, literacy awareness, and written skills. The Community C.A.R.T. Coach

Implementing the standards based process.

personnel will be charged with the responsibilities of sustaining accomplishments in the grant schools and delivering training on

experiencing difficulties in the classroom will receive small group or individualized support from the Interventionist. These two

provide daily small groups and individualized support to identified students who are at risk academically. Students who are

Academic Coach will support planning and conduct provide side by side coaching on standards based lessons. The Interventionist will
Throughout the 2015-2016 and 2016-2017 school years, teachers and administrators must demonstrate maximum performance.

50% Growth on end of course test. To receive this funding, teachers and administrators must meet or exceed the following indicators: attendance, parental community involvement, conduct at least three data meetings, and achieve complete PD 360 evaluation sessions as stated in the teacher incentive plan. Administrators must meet or exceed the following indicators: attendance, parental community involvement, conduct at least three data meetings, and achieve complete PD 360 evaluation sessions as stated in the teacher incentive plan. Administrators must meet or exceed the following indicators: attendance, parental community involvement, conduct at least three data meetings, and achieve complete PD 360 evaluation sessions as stated in the teacher incentive plan.

Therefore, teachers must meet or exceed the following indicators: attendance, parental community involvement, conduct at least three data meetings, and achieve complete PD 360 evaluation sessions as stated in the teacher incentive plan. Administrators must meet or exceed the following indicators: attendance, parental community involvement, conduct at least three data meetings, and achieve complete PD 360 evaluation sessions as stated in the teacher incentive plan.

Better understanding of the lesson in college and career ready. Materials and supplies will be used to enhance what the teachers are teaching and for the students to get a concrete understanding of the lesson. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level.

High school teachers at Bullock County High and Bullock County Career Technical Center will provide professional development on standards based instruction, technology integration, and data analysis. The professional development will provide direction, guidance, and resources to educators. Also, providing professional development will bridge the gap in allowing relief in currently understaffed areas. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level. Bullock County Career teachers will be kept abreast on best teaching strategies and techniques to ensure students are learning at the highest level.