July 2015

Elementary and Secondary Education Act

Section 1003 (c) of the

FOR LOCAL EDUCATION AGENCIES

SCHOOL IMPROVEMENT GRANT CONTINUATION FUNDING REQUEST REPORT

Christine Spear
Office: (334) 333-5320
cespear@alsde.edu

Karen Anderson
Office: (334) 242-8173
kanderson1@alsde.edu

For technical assistance, contact:

Montgomery, AL 36130-2101
P.O. Box 3201
3323 Girard Penson Building
Office of Student Learning
Alabama Department of Education
Reports will be scored according to the following rubric:

**School SIG School Reports**

<table>
<thead>
<tr>
<th>Maximum Points</th>
<th>Description</th>
<th>Report Component</th>
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<tbody>
<tr>
<td>50</td>
<td>Leading and Lagging Indicators</td>
<td>SIG Implementation Narrative</td>
</tr>
<tr>
<td>10</td>
<td>Assessing Quality and Use of External Providers</td>
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<td>10</td>
<td>Model Implementation</td>
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<td>10</td>
<td>Alignment of Resources with Interventions</td>
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<td>Modifying Practices as Needed</td>
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<td>10</td>
<td>Sustainability</td>
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<td>30</td>
<td>Plan for Use of Funds</td>
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<td>150</td>
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This report will be used to assess the progress made by each SIG school over the past three years of SIG funding, and should be submitted electronically to Dr. Karen Anderson (kanderson@islandedu). It is due by August 5, 2015.

**Introduction**

School Improvement Grants (SIGs) are grants to states used to make competitive subgrants to school districts that demonstrate the greatest need to demonstrate progress toward the goals inherent in their chosen model.
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</table>

**Reading/Language**

- 8th Grade: 89.16 minutes
- 9th Grade: 97.800 minutes
- Baseline Data: SIG Year 2

**TERMINATION**

- Transformation: Kehimian, M.K. - AL
- LEA Contacts: Email Address
- LEA: K-8 School
- LEA: K-8 School

**SIG SCHOOL INFORMATION**

- Blueprint: Birmingham City Schools
- Principal:
- School Name:
- LEA Name:
Administrators assess the scheduling of grade level data meetings each year to determine the number of data meetings that are needed per Achievement 3000, and all were studied to measure student progress over time. The SIG Team, Grade Level/Department Chairs along with the middle of teacher implementation was assessed by Hayes K-8 administrators. Implementation of intervention programs such as classroom works, encouragement to offer input by stakeholders, intervention programs, and provide feedback on the current school-wide intervention programs. The need to implement Parent Data Night at the end of each grading period to encourage the engagement of stakeholders. Staff members were March 2015 had 361 parents in attendance. Due to the response of our parents in attendance, for Parent Data Nights, the SIG Team determined that all stakeholders were in our school-wide interventions. Our Parent Data Night held in January 2015 had 246 parents in attendance and the one held in the second meeting where we assessed the engagement of parents and other stakeholders. We determined that a Parent Data Night was needed to involve parents.

During the past three years of implementing the transformation SIG model, Hayes K-8 has had regularly scheduled School Improvement Grant (SIG)

**Directions**

1. How has your district and school designed, implemented, and documented interventions? Consider how your district and school:
   - Assessed the engagement of stakeholders (staff, parents, community, etc.); to provide input into the design and implementation of interventions during the implementation period. Each of the five parts listed below should be included in your narrative to earn
   - Assessed the engagement of stakeholders (staff, parents, community, etc.); to provide input into the design and implementation
   - Measured the engagement of stakeholders (staff, parents, community, etc.); to provide input into the design and implementation

2. SIG IMPLEMENTATION NARRATIVE
Provide(s) to ensure the full implementation of supports:

- Assessed the in-school presence to monitor the integration of the school administration, faculty, and staff with the selected service provider(s) and
- Assessed the monitoring of records for quality and frequency of supports provided by the selected service provider(s);
- Assessed the utilization or multiple sources of data to evaluate the effectiveness of the supports provided;
- Place and are addressed according to the school’s identified needs;
- Assessed the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place;
- Aligned the school’s selection with existing efficiency and capacity of district and school resources, specifically time and personnel;
- School needs;
- Selected an external provider based upon the provider’s commitment to long-term and effective implementation and ability to meet the needs;
- Assessed quality and efficiency of each external provider based on each school’s identified SIG needs;
- Interviewed and analyzed external providers to determine evidence-based effectiveness, expertise, and documentation;
- Identified external providers based on each school’s SIG needs;

2. Explain the process for recruiting, selecting, screening, and monitoring the use of external providers to support your improvement efforts.

Timely manner:

Meetings reflect administrators based on our team making decisions based on school needs. All data forms are submitted to the SIG or in a cluster in a basis. The SIG team has followed and/or reviewed studies, goals, and timelines as needed during our regular meetings. Our minutes are maintained. The SIG Coordinator uses the minutes to create weekly agendas and maintain and update meeting minutes on a regular basis. All SIG meetings minutes are recorded by SIG coordinator and a designated member of SIG Team to ensure accurate minutes.

Improvement Plans: The SIG team works jointly with administrators and teachers to address school, teacher, and student weaknesses they need to meet on a weekly basis. The SIG team monthly with administrators to discuss plans and requests to address school, teacher, and student weaknesses. The SIG Team determined that in order to address and adjust plans, based on
Alabama School Improvement Grant Continuation Funding Request Report

3. Each district and school has additional resources to devote to the turnaround effort; in addition to SIG funds. How has your district and school monitored during the regular SIG meetings to ensure that they are systematic: by selected providers during regular SIG meetings. The selected providers have their in-school interactions with school administrators, faculty, and staff not solely based on SIG meetings. The SIG team does not have a formalized assessment of monitoring of SIGs for quality and frequency of standards. The SIG team does not have a formalized assessment of the utilization of multiple sources of data to adjust plans based on school needs. The SIG team uses data to adjust plans based on school needs during our regular meetings. The SIG Team Reviews the SIG team will continue to develop and adjust the plan to assess the regular communication with selected providers. The SIG Team Reviews the school resources as needed. Services that provide assistance are managed within school day with minimal assistance of school personnel. Can assist with making the necessary gains toward school improvement. The selected external providers work alongside school personnel utilizing that provider can meet the school needs. The SIG Team has selected external providers that have committed effective data driven programs that effectively assist. The SIG Team or selected members meet with external providers yearly to review data to determine effectiveness and to ensure

The district provides support with district representatives as an active member of SIG team. The district representative assists the school in
Agencies: administrators, board members, and personnel.

2. Assessed, designed, and implemented a policy modification protocol that included input that may include state and local education agencies.

3. Identified ASTE and/or district challenges that have slowed or halted the school improvement implementation process.

4. No implementation effort proceeded without challenges. How has your district and school modeled its practices to facilitate full utilization during our meetings.

utilizes the regular meetings to ensure that we use all resources to support our school Improvement process and make necessary plans to ensure all areas are operating fully and effectively to meet our set goals and make the necessary adjustments. The SIG team along with administrators, SIG team members, and SIG team members are reviewing resources with goals and timelines of the Grant are assessed during our SIG meetings to ensure that they can be sustained beyond the Grant monies. The SIG team meetings are reviewed yearly our resource alignment to ensure that all SIG team perceptions to impact student achievement. The alignment of resources with goals and timelines of the Grant are assessed during our SIG meetings.

Support: As the SIG team looked at the data to determine school needs, we assessed alignment of resources by looking at the sustainability and learning. Additional resources or potential resources are identified, so we look at our community engagement partners to provide academic resources were identified based on school needs to change school culture and improve reading and math scores through STEM and project-based learning.

Haves K-8 school utilizes ARI, AIMS, Jones Valley Teaching Farm, District Program Specialists, and EdWorks coaches for academic supports. There's not a special resource that were not being used to support the school improvement process.

f. Reduced outcomes or making adjustments as necessary; and

e. Conducted regular scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the time alignment of the curriculum, instruction, technology, resources/equipment.

d. Assessed the alignment of other federal, state, and local resources with the goals and timelines of the Grant (e.g., fiscal, personnel,
Aldomoro School Improvement Grant Continuation Funding Request Report

1. Interventions into the classroom curriculum and activities:

   - Developed processes to assure effective training of school staff to ensure the understanding and efficient implementation of
   - Interventions into operating flexibility of the school:
   - Developed processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation

2. What plans have been made to sustain your turnaround efforts? Consider how your district and school:

   - Extracurricular activities for 100 student in Grades 1-5 during their after school program.

3. Identified a need for external support of students in Grades 6-8 for reading. The partnership with Center for New Generation provides

   - Grades 6-8 that language arts and reading needs to be separated for focused instruction that will improve reading scores. The team has

4. Institutional time with the regular day. The SIG team and administrators reviewed data and determined to best serve the needs of students in

   - Institutional achievement, the school assessed its inability to sustain the extended day and developed a plan by creating a daily schedule that maximizes

5. Review goals for teacher performance rewards and develop reward programs to reduce teacher absenteeism. In order to improve student

   - Administrators to hire staff that best fit the needs of school and transfer staff based on proper documentation. The SIG team will continue to

6. The district has committed to sustain the administrators for the school throughout the school improvement process. The district has worked with

   - Changes show the implementation as the new administrators learn about SIG the flexibility needed to implement all components effectively.

   - These district challenges that show allowed the school improvement process has been the changes in district level administration. These

   - Allowing the traditional school day and or calendar to include additional instructional and planning time.

   - Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not

   - Currently:
Alabama School Improvement Demonstration Funding Request Report

Improvement at Haynes K-8. The school has developed scheduling to ensure that we can embed purchased interventions into our instructional and math strategies, project-based learning, flipped classroom and blended learning. These areas support both long and short initiatives for school funds. The school has identified professional development opportunities online and face to face in the areas of differentiated instruction, reading,

The SIG Team has worked to ensure that programs that require financial support can be sustained with alternative funding sources such as Title I professional development to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities.

continually develop his leadership skills. The SIG Team reviews data and conducts instructional rounds to ensure that teachers are offered into operating flexibility of the school. The district supported the administration through his participation with Principal Leadership Network to

The district transferred an experienced administrator to Haynes K-8 to ensure the understanding and efficient implementation of interventions.

activities, financial management, and operations of the school.

- Established and implemented accountable processes that provide effective oversight of the interventions, school improvement, and instructional and school improvement activities;
- Planned a growth model for both the fiscal and human capital within the district for implementation and sustainability of;
- Developed a process to assign alignment of resources with the school’s mission goals; and needs;
- Developed an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist
gain in student achievement;
- Developed a process to embed interventions and school improvement activities in an expansive strategic long-term plan to sustain
- Instruction was evidenced by an extensive action plan;
- Demonstrated a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their
- Identified meaningful professional development for school leadership and staff that support short-term and long-term initiatives of
- Identified alternative funding sources to sustain operational protocol that may require financial support;
The budget is attached in another document.

Improvement: The goal is to add an Instructional Coach with an emphasis on mathematics to work alongside the Art coach.

The additional funding will be used to maintain the interventions’ programs and human capital needed to change school culture and improve reading and mathematics scores. The preliminary data for this year’s act aspire data indicates that students are not yet making the consistent gains needed for school yet met its goals. Particularly in the sections referenced above, state how additional funding will support this endeavor with regard to your ACIP.

In this section address, in a narrative below, how your district and school plans to utilize additional funding. Include a budget. If the school has not Section 3 - SIG Continuation Funding Request Narrative

Ensure that all resources are aligned to meet the school’s mission, goals, and needs.

model by providing training to develop lessons that utilize these interventions. The school reviews consistency as a measure of accountability to
<table>
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<th>Description</th>
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**Total Salary and Benefits**: $150,354.00