SCHOOL IMPROVEMENT GRANT CONTINUATION FUNDING REQUEST REPORT
FOR LOCAL EDUCATION AGENCIES

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

July 2015

Alabama Department of Education
Office of Student Learning
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P.O. Box 302101
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Introduction
School Improvement Grants (SIG) are grants to states used to make competitive subgrants to school districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. In the SDE’s application for continuation funding from the USDOE in March 2015, it was stated that SIG funds would not be guaranteed for each school, but a rigorous review process will be applied to ensure that all schools have the opportunity to demonstrate progress toward the goals inherent in their chosen model.

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 (kanderson1@alsde.edu) no later than August 5, 2015. A team of district and school leaders should work collaboratively to compile this report. Four components comprise this document: (1) School Information, (2) Report of SIG Metrics (from each school's annual Leading and Lagging Indicator Report), (3) SIG Implementation Narrative, and the (4) SIG Continuation Funding Request Narrative.

Scoring SIG School Reports
Reports will be scored according to the following rubric.

<table>
<thead>
<tr>
<th>REPORT COMPONENT</th>
<th>DESCRIPTION</th>
<th>MAXIMUM POINTS</th>
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<tbody>
<tr>
<td>REPORT OF SIG METRICS</td>
<td>LEADING AND LAGGING INDICATORS</td>
<td>50</td>
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<tr>
<td></td>
<td>MODEL IMPLEMENTATION</td>
<td>10</td>
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<tr>
<td>SIG IMPLEMENTATION NARRATIVE</td>
<td>ASSESSING QUALITY AND USE OF EXTERNAL PROVIDERS</td>
<td>10</td>
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<td>ALIGNMENT OF RESOURCES WITH INTERVENTIONS</td>
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<td></td>
<td>MODIFYING PRACTICES AS NEEDED</td>
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<td>SUSTAINABILITY</td>
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<td>SIG CONTINUATION FUNDING REQUEST NARRATIVE</td>
<td>PLAN FOR USE OF FUNDS</td>
<td>30</td>
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<td></td>
<td>BUDGET</td>
<td>20</td>
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<td>TOTAL</td>
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## SIG School Information

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Tuscaloosa City Schools</th>
<th>Superintendent</th>
<th>Dr. Paul McKendrick</th>
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<tbody>
<tr>
<td>School Name</td>
<td>Martin Luther King, Jr. Elementary</td>
<td>LEA Contact Name</td>
<td>Dr. Sandra Aldridge</td>
</tr>
<tr>
<td>Principal</td>
<td>Christi Butler</td>
<td>LEA Contact’s Email Address</td>
<td><a href="mailto:salbridg@tusc.k12.al.us">salbridg@tusc.k12.al.us</a></td>
</tr>
<tr>
<td>Principal’s Email Address</td>
<td><a href="mailto:cbutler@tusc.k12.al.us">cbutler@tusc.k12.al.us</a></td>
<td>SIG Model</td>
<td>Turnaround</td>
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### Section 1 – Report of SIG Metrics

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<tbody>
<tr>
<td>Number of minutes in the school day</td>
<td>67,320</td>
<td>70,000</td>
<td>77,520</td>
<td>67,312</td>
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<tr>
<td>Percentage of limited English proficient students who attain English language proficiency</td>
<td>N/A</td>
<td>N/A</td>
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<td>0%</td>
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<tr>
<td>Student Attendance %</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
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<tr>
<td>Teacher Attendance %</td>
<td>90%</td>
<td>90%</td>
<td>92%</td>
<td>93%</td>
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<tr>
<td>Disciplinary Incidents</td>
<td>262</td>
<td>213</td>
<td>222</td>
<td>74</td>
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<tr>
<td>Percentage of students at/above proficient</td>
<td>Reading/Language 79%</td>
<td>71%</td>
<td>16%</td>
<td>18%</td>
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<tr>
<td></td>
<td>Math 82%</td>
<td>86%</td>
<td>24%</td>
<td>31%</td>
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<tr>
<td>Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the &quot;all students&quot; group</td>
<td>Reading/Language</td>
<td>3rd 611.3</td>
<td>4th 626.6</td>
<td>5th 634.4</td>
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<tr>
<td></td>
<td>Math</td>
<td>3rd 622.5</td>
<td>4th 644.4</td>
<td>5th 661.5</td>
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SECTION 2 – SIG IMPLEMENTATION NARRATIVE

DIRECTIONS
In this section, state what your school has accomplished over the past three years of implementing your SIG model. Include celebrations and challenges experienced during the implementation period. Each of the five parts listed below should be included in your narrative in order to earn the maximum amount of points for your school’s report.

1. How has your district and school designed, implemented and documented interventions? Consider how your district and school:

   a. Assessed the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;

   Martin Luther King, Jr. Elementary involves parents, community members, school staff, and other stakeholders in planning for services to be offered at the school site. We conducted surveys and evaluations regularly, including data collected from all stakeholders such as the Bailey Educational Group to determine strengths and weaknesses of services and programs offered to create a continuous cycle of improvement.

   Martin Luther King, Jr. Elementary initiated processes for providing ongoing mechanisms for family and community engagement through the establishment of a Parent Advisory Board and an active Parent Teacher Association. The Executive Board of the PTA met bi-monthly to discuss and outline activities for school improvement. As we worked with the aforementioned groups, we provided consistent communication to parents utilizing School Cast, flyers, Facebook, school web page, and other community events. Our foster grandparents provide support to our teachers and students daily. We have foster grandparents in Kindergarten, 1st grade, and 2nd grade classrooms.

   Our Adopt-A-School partners, Sarrell Dental and Omega Psi Phi Fraternity, provide rewards for students with perfect attendance every nine weeks. The Watch D.O.G.S (Dads of Great Students) mentor program provides male mentors to assist with mentoring male students, chaperoning field trips and school events, and recruiting and training males to become mentors in the school.

   Tuscaloosa Testing Laboratories (TTL) provides prizes for the Accelerated Reader store so that students can redeem points from their Accelerated Reader reports to promote reading and comprehension. Mentors from the University of Alabama’s Al’s Pals, a one-on-one mentoring program serving youth in the Tuscaloosa community, also mentor our students. Stillman College, The University of West Alabama and Alabama State University provide interns. The Tuscaloosa Police Department provides crossing guards in the...
morning and afternoon for the safety of our students, parents, and teachers. The Pre-K program is partially funded by the City of Tuscaloosa. First United Methodist provides school supplies for our students.

We will continue to seek ways to sustain the partnerships established as well as engage and inform the community of the activities and successes of MLK King, Jr. Elementary.

b. Assessed the scheduling of regular (at least biweekly) data meetings to identify school/teacher/student weaknesses and to adjust plans for supports to address those weaknesses;

The Leadership Team meets monthly (Bi-weekly if needed) to use progress monitoring or formative assessment data to determine instructional changes in utilizing student data to drive instruction. The data from the universal screening system ClassWorks, core reading program unit and weekly assessments, state assessments, and/or DIBELS is reviewed to identify students who are academically on track in reading and mathematics. The leadership team reviews the data from these meetings to engage in instructional decision making.

c. Maintained accurate documentation of meetings and communications using AlaStar and other means;

All leadership team agendas and meeting notes are documented and maintained in AlaStar. Grade level team leaders maintained a notebook with minutes from all of their grade level meetings. This documentation from grade level data meetings was submitted to principal and curriculum specialist for review and feedback. Leadership team meetings were based upon this information.

d. Followed and/or revised schedules, goals, and timeline as needed, and

Quarterly meetings were held at the school. These meetings were led by the School Improvement Coordinator and attended by The Comprehensive Plan was revised based upon information gathered and discussed at Leadership Team Meetings. The timelines and goals were adjusted and revised accordingly to determine full implementation, limited development, and no development.

e. Submitted all data/forms to the SDE or in AlaStar in accordance to timeline.

The Leadership Team has scheduled monthly and quarterly meetings. Agendas and minutes from the meeting are recorded in AlaStar after each meeting.
2. Explain the process for recruiting, screening, selecting and monitoring the use of external providers to support your turnaround efforts. Consider how your district and school:

a. Identified external providers based on each school’s SIG needs;
   The LEA invited the external partners to share and provide a presentation of the desired program. The external partners were then given a background check and approved with the board of education. The Federal Programs Director along with the School Improvement Coordinator worked alongside the principal to ensure that external partners were achieving desired outcomes. The district process was used to recruit, screen, and select partners to work in the schools.

b. Interviewed and analyzed external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;
   The Federal Programs Director warranted that the system process and close communication with the principal and school improvement coordinator ensured that external partners were supporting the school in achieving desired results. A clear process was in place, including, but not limited to required summary of services reports and Quarterly reports that provide information about services and performance. The District began an outside review process that provided information about effectiveness of all support. A meeting was scheduled to make adjustments to the current plan based on the external review.

c. Selected an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;
   The Federal Programs Director along with the School Improvement Coordinator worked alongside the principal to ensure that external partners were achieving desired outcomes based on the schools’ needs. The district process was used to recruit, screen, and select partners to work in the schools. Providers met the schools’ needs in a timely and effective manner.

d. Aligned the selection with existing efficiency and capacity of district and school resources, specifically time and personnel;
   The LEA (School Improvement Coordinators) worked closely with the school’s leadership team to provide ongoing assistance to support the reform strategies and align allocation of resources to school improvement goals.
e. Assessed the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs;

Martin Luther King, Jr. Elementary had a school improvement coordinator that assisted and supported school reform strategies. All vendors had to meet the requirements of the federal programs checklist to ensure they were delivering intensive ongoing assistance as outlined in the grant. The school and vendors had quarterly meetings to measure the effectiveness of the school improvement process.

f. Assessed the utilization of multiple sources of data to evaluate the effectiveness of the supports provided;

Checklist, notes from data, meetings held from the leadership team were forms of data used to evaluate the effectiveness of the supports provided. Moreover, all vendors had a set of requirements from the federal programs checklist to ensure that they were delivering intensive ongoing assistance as outlined in the grant. The school and vendors also had quarterly meetings to measure the effectiveness of the school improvement process.

g. Assessed the monitoring of records for quality and frequency of supports provided by the selected service provider(s); and

Quarterly meetings were set up by Federal Program director and quarterly agendas serve as documentation.

h. Assessed the in‐school presence to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports.

Martin Luther King, Jr. Elementary has a school improvement coordinator that assist and support with school reform strategies. All vendors must meet the requirements of the federal programs checklist to ensure that they are delivering intensive ongoing assistance as outlined in the grant. The school and vendors have quarterly meetings to measure the effectiveness of the school improvement process.

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 aligned those resources with interventions? Consider how your district and school:

   a. Identified resources currently being utilized in an academic support capacity (ARI, AMSTI, etc.);

The school used Lexia and Reflex testing programs to monitor progress of students. Instructional coaches, interventionists, and ARI and AMSTI coordinators all helped as additional resources for the turnaround effort. The LEA provided operational flexibility to our interim principal to lead the school improvement process. Also, the interim principal was assigned school an improvement specialist.
b. Identified additional and/or potential resources that may be utilized in an academic support capacity;
   The Federal Programs Director warranted that the system process and close communication with the principal and school improvement coordinator ensured that external partners were supporting the school in achieving desired results. A clear process was in place, including, but not limited to required summary of services reports and Quarterly reports that provide information about services and performance. The District began an outside review process that provided information about effectiveness of all support. A meeting was scheduled to make adjustments to the current plan based on the external review.

c. Assessed the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;
   The Federal Programs Director along with the School Improvement Coordinator worked alongside the principal to ensure that external partners were achieving desired outcomes based on the schools’ needs. The district process was used to recruit, screen, and select partners to work in the schools. Providers met the schools’ needs in a timely and effective manner. The Tuscaloosa City School is committed to aligning and documenting all resources that will be used in implementing Martin Luther King, Jr. Elementary School’s Turnaround model and to working collaboratively with the school to integrate turnaround school improvement strategies that are researched-based and shown to be effective in dramatically increasing teacher efficacy and student achievement. The district has implemented the following to ensure that school resources are aligned to select model: conducted a review of the school’s current programs to evaluate each program’s impact on improvement efforts. The Executive Director of Personnel and Director of Federal Programs.

d. Assessed the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);
   The LEA (School Improvement Coordinators) worked closely with the school’s leadership team to provide ongoing assistance to support the reform strategies and align allocation of resources to school improvement goals.

   The district Instructional Technology Coordinator provides training and technical support for the integration of technology into the classroom instruction. The Director of Elementary Education, Director of Special Education Program Support and Community Relations, Director of Federal Programs, Executive Director of Personnel, Director of Student Services, School Improvement Coordinators, Attendance Coordinator and district Social Workers provide direct assistance to Martin Luther King, Jr. Elementary School to support students learning.
e. Conducted regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; and

Monthly financial expenditure reports were provided to the school administration in order to evaluate budget line items and to discuss the need to conduct a budget amendment. Additionally, monthly expenditure reports are discussed at the SIG Quarterly Meetings with the Leadership Team. Based upon the needs and recommendations of the leadership team during the SIG Quarterly meetings, adjustments were made to budget line items as requested. The Director of Federal Programs, with input from the committee, made the adjustments to the budget in MacAleer and EGAP. The Director of Federal Programs provides two opportunities throughout the year to amend the budget from the original submission. Lastly, the LEA conducts mid-year reviews to evaluate the programs and resources that are implemented through the use of SIG funds at MLK, Jr. Elementary. A written report is provided to MLK from the LEA with feedback regarding strengths and weaknesses upon completion of the reviews.

f. Redirected resources that were not being used to support the school improvement process.

We refocused a vendor that was used for extended day during the year 2013-2014 as it did not provide the support that the LEA intended for extended day. Often times, vendors are calling and stopping by to try to “sell” their resources. Our extended day program at MLK needed to have more of a focus of intervention/remediation. However, this vendor provided more “play” than intervention. We non-renewed their services. Our belief is if it isn’t good for kids, we don’t need it. We direct our resources on what will support the school improvement process.

We also purchased and implemented the use of Lexia Reading and Reflex Math programs. These are computer-based programs which our students enjoy and they allow teachers to assess the areas students need help in.
4. No implementation effort proceeds without challenges. How has your district and school modified its practices to facilitate full implementation of the SIG model? Consider how your district and school:

   a. Identified ALSDE and/or district challenges that have slowed or halted the school improvement implementation process; After review of the district’s policies and practices, the district does not find any policies or practices requiring modification to implement the selected intervention model. Should the leadership team identify practices or policies that slow or halt implementation, concerns will be directed to the Executive Director of Personnel.

   b. Assessed, designed, and implemented a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and

   Periodic meetings are held a minimum of three to four times yearly in the school and in the system to assure proper protocol. The necessary changes are made yearly. The Tuscaloosa City Board of Education is established under authority of state law for the purpose of exercising general supervision and administration of the public schools serving school age children who reside within the city limits of the City of Tuscaloosa, and of promoting the interests of the city schools and the children they serve. Those responsibilities are met, in part, by the adoption and implementation of formal policies by which the principles that guide decision making are established.

   c. Developed an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:

      i. School administrator and staff hiring practices;

      The LEA has an annual recruitment fair. The candidates are screened at the district level utilizing the Alabama State Department of Education website. The human resource department selects the applicants for interview based upon qualifications of their application. The candidates are interviewed by district administrators. The categories are highly recommend, recommend, and not recommended. The HR department provides this list to district administrators to utilize at the local school level for possible employment. The new hires attend an orientation and new teacher orientation. Local school has mentor programs and attend COMP (Classroom Organization and Management Program).
The school provides induction programs for new teachers and administrators by providing a bridge between teacher preparation and practice that supports the distinct learning needs during their initial years. For example, every new teacher is assigned a mentor and the principal provides a new teacher orientation. Educate/Lead Alabama is utilized to identify areas to improve professional practice.

ii. School administrator and staff transfer procedures;
   All TCS administrators and staff who are interested in transfers within our district are required to log into the Online SearchSoft for TeachinAlabama through https://ats1.searchsoft.net and complete a transfer application for the job of which they are interested in transferring. The personnel department will review all applicants and transfer requests and determine who is qualified to be called in for an interview. A transfer request is not guaranteed by the TCS administration. Transfer applicants who are called for interviews must completed full interview as all others.

iii. Teacher-performance rewards; and
   Leadership Team members received a stipend of $2,000 in Year 1, $2,000 in Year 2, and $1,000 in year 3. All certified staff received $25 per hour for the following: participating in professional development sessions; successfully implementing strategies in accordance with professional development; participating in all necessary team meetings, grade level meetings, and staff retreats; and conducting tutoring sessions outside of the school day at least once a week and in the summer. They received $100 per day for professional development activities held outside of the regular school day.

iv. Altering the traditional school day and/or calendar to include additional instructional and planning time.
   Extended learning is provided twice a week for students requiring additional assistance in academics. There is also a summer school program held for four weeks during the summer. The master schedule was altered to allow for all teachers to collaboratively meet during school hours to plan lessons, analyze data, identify next steps, and engage in professional learning.

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

   a. Developed processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;
Teachers holding an administrative certification are encouraged to participate in the Alabama Council for Leadership Development Professional Learning Unit provided by the district. This is an effort to build a pool of candidates for future leadership positions within the school system.

The principal, counselor, turnaround administrator, curriculum specialist and instructional coach attended PLU sessions provided by the school district on exceeding the standards high-impact instruction. These sessions were conducted by Dr. Terri Bowman and Jim Knight at the University of Alabama in-service center.

b. Developed processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;

Teachers meet bi-monthly to engage in common grade level planning. They are given a grade level planning focus by the Curriculum and Instruction Team. Teachers also meet with other grade levels during faculty meetings or job-embedded professional development for instructional planning.

c. Identified alternative funding sources to sustain operational protocol that may require financial support;

Title I funding- Redistributing according to greatest needs and data
OSR Grants- apply for additional grants to help support Pre-K needs
Title IV- 21st Century Grant- apply for an extended program grant for afterschool needs.

d. Identified meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;

All staff is provided with high quality job-embedded differentiated professional development. A Professional Development survey was sent to teachers to rank their needs. The professional development is embedded into data meetings, grade level planning, and after school on Mondays. Also, the Bailey Educational Group created a PLC Drop Box for Math.
e. Demonstrated a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;

The principal developed a master schedule that allows every teacher to engage in common grade level planning. The teachers met bi-monthly for instructional planning. The teachers were given a grade level planning focus by the Curriculum and Instruction Team to record their instructional planning. The planning document is submitted to the Curriculum and Instruction team to address any areas of concerns or to determine next steps for the grade level.

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

The Leadership Team meets monthly (bi-weekly if needed) to use progress monitoring or formative assessment data to determine instructional changes in utilizing student data to drive instruction. The data from the universal screening system Classworks, core reading program unit, weekly assessments, state assessments, and/or DIBELS will be reviewed to identify students who are academically on track in reading and mathematics.

g. Developed an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;

The Leadership Team is provided with reading and math unit assessment data for review on a weekly basis. The data is compiled and used during discussions at data or grade level meetings. The principal monitors teachers’ delivery of instruction daily by conducting announced/unannounced observations, reviewing follow-up observation forms, and ensuring the implementation of planned strategies. The principal will continue to engage in reflective feedback with teachers in regards to high quality instruction.

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

Over the past three years the school’s mission, goals, and needs have been aligned through side-by-side support provided by the administrator and School Improvement coordinators in conjunction with coaching and leadership planning provided by the Bailey Group, building capacity for the achievement of short-term and long-term goals. The gradual release built into the three years of grant funding was predicated on initially building knowledge and skills necessary, receiving coaching and participating in professional
communities to learn to apply skills, taking ownership of the process, building purposeful ACIP plans based on student data, and moving to independently sustaining the process as the support diminishes and the school moves towards advancing the process on its own. We will take the additional funds this school term to continue the same missions and goals.

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; and

The LEA and administrators will work closely with the school’s leadership team to provide ongoing assistance to support the reform strategies and align allocation of resources to school improvement goals. There are systems in place for monitoring the continuous use of student data will be assessed using ALASTAR indicators and ACIP goals/strategies. In addition, regularly held leadership team meetings, data meetings, grade level meetings, professional learning communities, and district professional development opportunities will promote ways to routinely assess students’ mastery of instructional objectives.

j. Established and implemented accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.

Administrators, team leaders, school improvement coordinators and other leaders ensured that proper interventions were in place through walk-throughs, quarterly meetings, Educate Alabama, and being visible daily throughout the building. Data was used to measure if interventions were being effective. Strategies for re-teaching were developed when necessary. The same procedures will take place this school term as well.
SECTION 3 – SIG CONTINUATION FUNDING REQUEST NARRATIVE

DIRECTIONS
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 yet met its goals, particularly in the sections referenced above, state how additional funding will support this endeavor with regard to your ACIP.

Martin Luther King Jr. Elementary has been under the direction of numerous principals since 2011. During the 2014-15 school year the school had four interim administrators. A new principal was chosen to lead Martin Luther King Jr. Elementary School in May of 2015 and a new assistant principal/turnaround administrator was added in August. The turnaround transformation model implemented the first three years of the grant have yielded great results.

Martin Luther King Jr., Elementary School is located in the western area of Tuscaloosa, Alabama. We are an urban school serving a minority community. We serve approximately 380 students, of which 99% are African American and 1% Hispanic with 92% of the student population qualifying for free or reduced lunch. The school is in its third year of operating as a Pre K through fifth grade configuration. Additionally, Martin Luther King Jr. Elementary is a Title 1 school and in its second of the implementation of the School Improvement Grant (SIG). Our mission is to create a stimulating environment that will empower all students to demonstrate the academic and social skills that support an innovative learning community. Our instructional programs, Scott Foresman: Reading Street and Investigations are aligned to the Alabama Common Core Standards.

The faculty is made up of 22 general education teachers and three resource teachers. The faculty also includes a speech pathologist, two interventionists, a nurse, an instructional coach, a social worker, and a parent liaison. The school's administration is composed of a principal and a turnaround administrator. All teachers are highly qualified. Providing additional direct support to the students are 13 support personnel. Martin Luther King Jr. Elementary School has two computer labs and two portable Kineo carts for the classrooms. All classrooms are equipped with a Promethean board, a document camera, a laptop and a galaxy tablet, an active slate and at least three desktop computers.

Parents and community members have many opportunities to be involved and participate in the decision making process through regular scheduled leadership team meetings, Watch Dads of Great Students (Watch D.O.G.S) and Parent Teacher Association. There are other opportunities for parental involvement through the school volunteer program, parent education workshops that include math, reading, and writing strategies. Martin Luther King Jr. Elementary boast a strong relationship with Serrell Dental, PHIFER Incorporated, First United Methodist Church, Family Counseling Services, University of Alabama, Stillman College, Bailey Group, and the Tuscaloosa Chapter of Omega Phi Psi Fraternity Incorporated.

The extended grant funds will be used to continue the reform efforts for the 201-2016 school year.
Our goal is to utilize the additional funding in the following ways:

**Interventionists**
We will employ two retired teachers to work with students who have been identified by their teacher from testing data as not ready or close. The interventionists will pull the students to work on targeted skills in small group 4 days a week for half days.

**Parental Involvement**
For the past three years parental involvement has meant the participation of parents in regular two-way communication involving student academic learning and other school activities, including (a) that parents play an integral role in assisting in their child’s learning, (b) that parents are encouraged to be actively involved at school in the child’s learning and (c) that parents are full partners and are included in decision making and on advisory committee to assist in the education process for their children. Also, Mrs. Taylor will continue to hold monthly workshops for the parents. Mrs. Taylor will be here for our parental liaison for four half days. She will also assist with Watch Dogs (dads of great students).

**Assistant Principal**
The salary for an assistant principal will also come from this budget. The Assistant Principal is needed to assist with everyday operations and functions of the school. She will also help to monitor and disaggregate data to make necessary instructional changes. The board of education pays a portion of the assistant principal’s salary/benefits.

**Extended Learning**
The Martin Luther King, Jr. Elementary learning program has been a part of the SIG grant for the past 3 years. Our data indicates that our students need an extension of the school day. Students are selected for extended learning by reviewing data from DIBELS, ClassWorks, and ACT Aspire. Teachers from the regular school day will teach in the extended learning program providing instruction in reading, math, and STEM activities. Extended learning will be taught 2 days with no more than 10 students per teacher. Transportation will be provided for those students whose parents indicate they need it.

**Summer School using EPIC program**
Martin Luther King Jr. Elementary School’s summer program consisted of students in grades K-4 who were retained for the upcoming school year as well as students who DIBELS and CLASSWORKS data indicated a need for extra assistance in the areas of reading and math. Forty students were selected to participate in the summer program. The summer school program for the 2014-2015 school year was EPIC (Educational, Purposeful, Innovative, and Creative) which is designed and organized to give students high-quality opportunities to encourage the development of essential social and academic skills. EPIC program is comprehensive and includes all curriculum, supplies and manipulatives. The Epic summer program was chosen because it provides instruction in reading, math and STEM opportunities. The Epic program also includes a character education component which helps with discipline. Fifty students will be selected this summer (2016) based on end-of-the-year data. The students will be given a backpack with all of the school necessities along with two camp T-shirts (included in budget price). They will be given pre-and post- tests. The students have had and will have the opportunity to develop their thinking skills as well as persistence while participating in collaborative based problem solving challenges. This interactive module ignites the children’s interest by developing a deeper knowledge comprehension skills and strategies with an exposure of literature, phonics,
team building, writing essentials and automaticity of math facts. The training for teachers is included in the budgeted price as well. The school will provide transportation is also provided for summer school.

Consultation/professional development

Professional development will be provided on-site by the Bailey Education Group. Professional development will focus on the following areas:

- Instructional leadership
- Data
- Assessment
- Project based learning
- Standards based instruction
- Writing

**Martin Luther King, Jr. Elementary School**

**Proposed budget for SIG continuation funding**

<table>
<thead>
<tr>
<th>Description of Expenditure</th>
<th>Budgeted</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALARIES</td>
<td>$205,000</td>
<td>Includes Asst. Principal for two years and Reading Teacher for one year</td>
</tr>
<tr>
<td>Extended Learning Program with PCG Education</td>
<td>$44,375</td>
<td>Price includes all materials/supplies and teacher salaries.</td>
</tr>
<tr>
<td>Summer School Program</td>
<td>$35,040</td>
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<tr>
<td>Transportation for Extended Day</td>
<td>$20,000</td>
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<tr>
<td>Retired Teacher Salary (Interventionist)</td>
<td>$37,200</td>
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<tr>
<td>Retired Teacher Salary (Parent Involvement Liaison)</td>
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<tr>
<td>Staff Development-Stipends/Professional Development</td>
<td>$11,500</td>
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<tr>
<td>Staff Development-Substitutes</td>
<td>$6,387.52</td>
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<tr>
<td>Staff Development Consulting-Bailey Group</td>
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<tr>
<td>Certified Employee Incentives</td>
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<tr>
<td>Teacher/Student Supplies</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$462,801.52</strong></td>
<td></td>
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</table>