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
3323 Gordon Persons Building
P.O. Box 302101
Montgomery, AL 36130-2101

For technical assistance, contact:

Dr. Karen Anderson
kanderson1@alsde.edu
Office: (334) 242 – 8173
Cell: (334) 332 – 0272

Christine Spear
cspear@alsde.edu
Office: (334) 353 – 5320
Cell: (334) 398 – 7180
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>
</tr>
</thead>
<tbody>
<tr>
<td>REPORT OF SIG METRICS</td>
<td>LEADING AND LAGGING INDICATORS</td>
<td>50</td>
</tr>
<tr>
<td>SIG IMPLEMENTATION NARRATIVE</td>
<td>MODEL IMPLEMENTATION</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ASSESSING QUALITY AND USE OF EXTERNAL PROVIDERS</td>
<td>10</td>
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<tr>
<td></td>
<td>ALIGNMENT OF RESOURCES WITH INTERVENTIONS</td>
<td>10</td>
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<td></td>
<td>MODIFYING PRACTICES AS NEEDED</td>
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<td></td>
<td>SUSTAINABILITY</td>
<td>10</td>
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<tr>
<td>SIG CONTINUATION FUNDING REQUEST NARRATIVE</td>
<td>PLAN FOR USE OF FUNDS</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>BUDGET</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>150</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>Paul W. Bryant High School</td>
<td>LEA Contact Name</td>
<td>Dr. Sandra Aldridge</td>
</tr>
<tr>
<td>Principal</td>
<td>Dr. Linda Harper</td>
<td>LEA Contact’s Email Address</td>
<td><a href="mailto:saldridge@tusc.k12.al.us">saldridge@tusc.k12.al.us</a></td>
</tr>
<tr>
<td>Principal’s Email Address</td>
<td><a href="mailto:lharper@tusc.k12.al.us">lharper@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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<th></th>
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<tbody>
<tr>
<td>Number of minutes in the school day</td>
<td>78,200</td>
<td>87,248</td>
<td>95,580</td>
<td>96,430</td>
</tr>
<tr>
<td>Graduation rate</td>
<td>64%</td>
<td>75%</td>
<td>72%</td>
<td>83%</td>
</tr>
<tr>
<td>Dropout rate</td>
<td>12%</td>
<td>10%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td># of Students completing advanced coursework (AP, Dual Enrollment)</td>
<td>200(35%)</td>
<td>447(50%)</td>
<td>464(53%)</td>
<td>544(55%)</td>
</tr>
<tr>
<td>Percentage of limited English proficient students who attain English language proficiency</td>
<td>10%</td>
<td>64%</td>
<td>76%</td>
<td>85%</td>
</tr>
<tr>
<td>Student Attendance %</td>
<td>92.1%</td>
<td>93%</td>
<td>93.65%</td>
<td>92.9%</td>
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<tr>
<td>Teacher Attendance %</td>
<td>80%</td>
<td>80.8%</td>
<td>85.2%</td>
<td>90.2%</td>
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<tr>
<td>Disciplinary Incidents</td>
<td>999</td>
<td>791</td>
<td>758</td>
<td>623</td>
</tr>
<tr>
<td>Percentage of 10th grade students that met the ACT Plan benchmark in reading and mathematics</td>
<td><strong>Reading/Language</strong></td>
<td><strong>Math</strong></td>
<td></td>
<td></td>
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<tr>
<td>Reading/Language</td>
<td>70.3% (AHSGE)</td>
<td>72.12% (AHSGE)</td>
<td>30% (ACT)</td>
<td>32% (ACT)</td>
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<tr>
<td>Math</td>
<td>69.8% (AHSGE)</td>
<td>72.72% (AHSGE)</td>
<td>8% (ACT)</td>
<td>10% (ACT)</td>
</tr>
<tr>
<td>Percentage of students at/above proficient</td>
<td><strong>Reading/Language</strong></td>
<td><strong>Math</strong></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>70.3% (AHSGE)</td>
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<td>Math</td>
<td>70.3% (AHSGE)</td>
<td>72.72% (AHSGE)</td>
<td>8% (ACT)</td>
<td>10% (ACT)</td>
</tr>
</tbody>
</table>
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;

   Throughout the implementation of the SIG grant, a broad range of stakeholders, including staff, parents and community members, have been invited to provide input into the overall design and implementation process. Specific stakeholders that have been involved and will be involved include: Parent-Teacher Organizations; parental involvement liaison, coffee with the principal for parents and community, adopt-a-school partners, and HELP Group program. Members of the community and all parents/guardians were invited to attend informational meetings related to the school improvement process and relevant data about the achievement of Paul W. Bryant High School students. Informal meetings with parents/guardians and students were conducted to gain insights and their suggestions for school improvement. Successive issues of the school’s newsletter provided all stakeholders with information related to school improvement efforts.

   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;

   Paul W. Bryant high school has regular meetings around student data. These meetings are held with the leadership team and department teams. After looking at the data is inquiring about data and acting on identified teaching and learning problems

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

   Meetings minutes are logged into AlaStar within two days. Sign-in sheets and minutes are also maintained in notebook, and drop box folder

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

   All schedules, goal and timelines were followed. 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.
   All data and forms were submitted to AlaStar in accordance to timelines and schedules. 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;
      This was accomplish by establishing a set of criteria for the screening process that signals which external providers have expertise in key elements of the reform process. The LEA invited the external partners to share and provided 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;

   Paul W. Bryant High School’s leadership team interviews and analyze various external providers to determine evidence-based effectiveness, experience, expertise, and documentation to ensure building wide changes. After external providers are interviewed and analyzed they are than presented to the entire faculty to determine if they will be the best fit for our SIG needs.

c. Selected an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;
   (1) Making data-driven decisions around needs by completing a comprehensive-needs assessment. (2) Identifying external providers that meet the needs of Paul W. Bryant and researching which provider would most effectively meet the needs determined as well as aligning with supports that may already be available in the district. (3) More in depth studying of narrowed provider list while contacting external providers to interview (and seek demonstrations, if applicable.) External providers that have been used by Bryant include; The Bailey Group, The Leadership and Learning Center and Family Counseling Center.
   (2) During the 2014-2015 school year the Bailey Group was brought in specifically to help 1st year teachers with classroom management. When the Bailey Group began these teachers accounted for 70% of the daily referrals that
were sent to administration. After these teachers had received intense support and professional development from the Bailey Group, and PWBHS leadership team, referrals from these teachers decreased by 65%.

d. Aligned the selection with existing efficiency and capacity of district and school resources, specifically time and personnel;
Before selecting external providers the leadership will review if their programs will be compatible with Paul W. Bryant High School.

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;

The school leadership team meets on a biweekly meeting to discuss external providers. Reports provided by the provider is reviewed and discussed. The leadership with the external provider determine what serves are need for the next two weeks.

f. Assessed the utilization of multiple sources of data to evaluate the effectiveness of the supports provided;
Reports were reviewed and teachers were observed. Observations took place pre, during, and post support. 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
Selected providers provide weekly reports to administration and the leadership team. These reports were reviewed and analyzed, and shared with the staff. Federal Program director set up quarterly meetings 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.

Paul W. Bryant High School 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 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 Classworks, ACT Aspire, and ACT. Instructional coaches, interventionists, coordinators all helped as additional resources for the turnaround effort. The LEA provided operational flexibility to our principal to lead the school improvement process. Also, the principal 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 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 Secondary 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 Paul W. Bryant High School to support students learning.

       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);

       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 Paul W. Bryant High School. A written report is provided to Bryant from the LEA with feedback regarding strengths and weaknesses upon completion of the reviews.

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

When PWBHS received the SIG grant our graduation rate was 63%. The SIG grant has allowed us to use extensive resources to increase the graduation rate. 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. Redirected resources that were not being used to support the school improvement process. Additional SIG grants will be used during the 2015-2016 school year to help increase ACT scores in English and Math. During FY 2014 30% of students achieved ACT college ready benchmark. The leadership team set a goal of having 73% of the student’s make benchmark in English and 67% of PWBHS students will make benchmark in math. Students will be given the opportunity of extended learning. Transportation will be provided to students who are in need.

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;

At Paul W. Bryant High School one of the challenges that has slowed or halted the school improvement implementation process is staff turnover. During the three years of the SIG implantation, PWBHS has hired a new principal, curriculum specialist, and has had a 50 percent teacher turnover rate. 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. To address teacher turnover all non-tenured teachers will benefit from a strong mentoring program which includes the following; a mentor from the local school, start-up funds from classroom instructional supplies in their first year teaching, and the opportunity to attend a national conference related to strengthening one of the four focus areas for the school within three years.

New teachers also have a monthly meeting with the leadership team to discuss the needs of themselves and students. Having these sessions were very helpful. New teachers were provided with a stipend for extending their day. At the end of the 2015 year PWBHS turnover rate was 35%.
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

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. District administrators interview the candidates. 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
      There is no system in place to reward teachers for performance
iv. Altering the traditional school day and/or calendar to include additional instructional and planning time.

Students have greatly benefited from extended learning time, which is provided for all students. Using SIG funds we offer all students more time for learning by adding 2-3 hours daily to the school day. Staffed by certified and effective teachers, identified by the leadership team, and department heads. Students also have the opportunity to attend a Saturday session once a month. After school transportation is provided for these students. Students also have the option of attending tutoring daily until 4:45.

When students are having difficulty in classes they are referred to after-school tutoring. These tutoring sessions are held by the staff from Paul W. Bryant high school. Students are giving one on one attention to help them learn the concepts that they are not during the regular school hours. Students are also giving the opportunity to attend a Saturday session where they work on credit recovery. The extended learning hours has greatly decreased Paul W. Bryant dropout rate. At the beginning of the SIG grant Paul W. Bryant high school’s dropout rate was 12 percent. This year our dropout rate has decreased to 2 percent.

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. Dr. Terri Boman and Jim Knight at the University of Alabama in-service center conducted these sessions.

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 participate in weekly meetings, led by site-based instructional staff, where they examine student data, engage in collaborative planning and learn instructional strategies. Teachers benefit from best practices from across the nation as presented by school support center staff as
well as instructional strategies developed by their own colleagues’ experiences and feedback. Professional development continues into each classroom as site-based instructional staff members observe classroom instruction, model lessons and provide ongoing feedback to support teachers in their lesson design and educational delivery.

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

Title I funding- Redistributing according to greatest needs and data

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 summer workshops and after school on Mondays.

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, and state assessments 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;

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

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

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.

Paul W. Bryant High School is located at 6315 Mary Harmon Bryant Drive Cottontdale, AL 35453. The school was built in East Tuscaloosa City, just off Interstate I59N (Exit 77) eleven years ago. PWBHS currently serve 866 students in grades 9-12. The Community make up about one-third of Tuscaloosa City School District. The population is more than 34,456. The predominant household income for 24.1% of our area's households in 2012 was $50,000.00-$75,000.00. The school has experienced a large turnover in staff over the past three years and is currently seeking a building principal. The community surrounding the school is growing fast. The community is experiencing growth in industries and housing.

We the stakeholders of Paul W. Bryant High School not only believe that ALL students "CAN LEARN", but ALL students "MUST LEARN" and it is our responsibility to create an environment that promotes academic achievement, athletics, service, and leadership so that graduates are prepared as responsible and productive citizens in global society. We believe that each child is a unique individual who deserves the opportunity to develop to his/her maximum level mentally, physically, socially, and emotionally. We believe it is the responsibility of the school to make an accurate assessment of student needs and to create a learning environment necessary for each child to function effectively and to achieve at his/her highest potential. It is a major goal of our school to provide an educational
program to meet individual needs with an emphasis on mastery of content standards. In addition, it is our goal to foster in every child an intellectual curiosity that will make education a continuing process throughout life. We believe that is our responsibility to provide meaningful experiences for each student that will help to ensure the development of a positive self-concept and a recognition of the worth of every individual.

The school has implemented a new teacher mentoring program. The school is a 21st Century equipped classroom with addition of current technology access such as eBeams, Smartboards, Chrome Books, and wireless labs. During the 2014-2015 school year Paul W. Bryant established a goal to have at least 65% of their graduating seniors to graduate with a plan after high school. Plans would include college, work, or military. Paul W. Bryant Students exceed the goal and 97% of the graduating seniors had plans after they graduated from Paul W. Bryant High. The school held a commitment ceremony at the end of April where students announced their plans to parents, faculty, staff, and a host of stakeholders. At the commitment ceremony a video from First Lady Obama was played for the audience. Paul W. Bryant High School has created a school culture of College and Career readiness. Our halls are filled with college/university banners and flags from all over the United States. Everyone in the building has taking ownership in making sure that every student who graduates has a plan when they walk across the stage and receive their diploma.
READING COACH

MRS. DELOACH WILL WORK WITH STUDENTS WHO HAS BEEN IDENTIFIED BY THEIR TEACHER FROM TESTING DATA AS NOT READY OR CLOSE. MRS. DELOACH ALSO WORKS WITH TEACHERS. PROVIDING EFFECTIVE READING STRATEGIES IN THE CLASSROOM. SHE WILL ALSO HELP TO MONITOR AND DISAGGREGATE DATA TO MAKE NECESSARY INSTRUCTIONAL CHANGES.

CURRICULUM SPECIALIST

MRS. HOLLOMAN WORKS SUPERVISES THE IMPLEMENTATION OF THE SIG GRANT AT PWBHS. SHE ORGANIZES ALL LEADERSHIP MEETING TO DISCUSS AND IMPLEMENT SIG INDICATORS. SHE ALSO COMPLETES ALL SIG RELATED ASSIGNMENTS. INCLUDING PUT ITEMS IN ALASTAR. SHE WILL ALSO HELP TO MONITOR AND DISAGGREGATE DATA TO MAKE NECESSARY INSTRUCTIONAL CHANGES.

OUTSIDE VENDORS

AT PAUL W. BRYANT WE UTILIZE THE EXPERTISE OF OUTSIDE VENDORS. THESE VENDORS WORK WITH BOTH STUDENTS AND TEACHERS. WITH THE HELP OF THESE VENDORS PAUL W. BRYANT HIGH SCHOOL HAS IMPROVED THE TEACHING AND LEARNING THAT IS OCCURRING. WITH THE VENDORS WE FOCUS ON HAVING OUR STUDENT COLLEGE AND CAREER READY.

EXTENDED LEARNING

THE PAUL W. BRYANT 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 GRADES, CLASSWORKS, AND ACT ASPIRE. TEACHERS FROM THE REGULAR SCHOOL DAY WILL TEACH EXTENDED LEARNING PROGRAM PROVIDING INSTRUCTION IN READING, MATH, AND STEM ACTIVITIES. EXTENDED LEARNING WILL BE TAUGHT 3 DAYS WITH NO MORE THAN 10 STUDENTS PER TEACHER. PAUL BRYANT ALSO PROVIDES SATURDAY SESSIONS WHERE STUDENTS CAN RECEIVE TUTORING AND WORK ON CREDIT RECOVERY CLASSES. TRANSPORTATION WILL BE PROVIDED FOR THOSE STUDENTS WHO PARENTS INDICATES THEY NEED IT.
**Professional Development for Leadership Team and Faculty**

At Paul W. Bryant one of our desired results is to increase rigor and make all students college and career ready. SIG funds will be used to fund professional development to support teachers’ in becoming expertise in creating rigorous lesson plans. Professional development will include job-embedded and also attending conferences and workshops. Stipends will be provided to teachers who extend their work day to attend professional development. According to a report from the National Center for Education Evaluation and Regional Assistance, teachers who receive substantial professional development an average of 49 hours-can boost their students’ achievement by 21 percentile points. As such, a stipend of $1000 that will be provided at ½ increments the end of each semester for certified staff who complete all of the following: participate in professional development sessions; successfully implement transformational strategies in accordance with professional development as evidenced by observations and walks through; participate in all necessary team meeting, grade level meetings, and staff retreats; and either conduct tutoring sessions outside the school day at least once a week. This incentive will directly be tied to adopting effective practices as documented through walk through and teacher observations, sign-in sheets from professional development and required meetings, and documentation of participation in activities outside of the school day. Additionally, flexibility in grade level planning will be available to teachers at the rate of $25.00 per hour for up to two hours per week outside of the instructional day with an agenda approved by the principal, sign-in sheets and minutes.

Incentives will be paid based on appropriate documentation that all criteria has been met. Reimbursements for planning time will require timesheets and accompanying documentation that the time meets criteria listed. Teachers may expend start-up funds through purchase orders.
<table>
<thead>
<tr>
<th>Object</th>
<th>1,107,559.20</th>
<th>Expenditure Description and Itemization</th>
</tr>
</thead>
</table>
| Salaries and Benefits                       | $601,378     | Reading Coach  
Curriculum Specialist  
Instruction Consulting Teacher  
Social Worker  
School Improvement Coordinator (25%)  
Credit Recovery Teacher  
Additional Guidance Counselor  
Additional Math Teacher & Science Teacher  
12-5-1100-011-0055-4122-0-1500-0000       |
| Staff Development, staff Ed Service         | $329,181.00  |                                                                                                       |
| Extending Learning hours                    | $40,000.00   |                                                                                                       |
| School Culture (material and supplies)      | $20,000.20   |                                                                                                       |
| Teacher incentive                           | $75,000.00   | 1000-Teachers  
2500-Couns, Co, AP  
5000-Principal                                                                     |
<p>| Staff development, registration fees        | $5,000.00    |                                                                                                       |
| Staff development in-state                  | $10,000.00   |                                                                                                       |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff development out-of-state</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Ext Day Transp Al SCH SYSTEM</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Ext Day/depend car, other purchased serve</td>
<td>0</td>
</tr>
<tr>
<td>Staff Development Substitutes</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>