For technical assistance, contact:

Montgomery, AL 36130-2101
P.O. Box 302101
3323 Gordon Persons Building
Office of Student Learning
Alabama Department of Education

July 2013

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

FOR LOCAL EDUCATION AGENCIES
SCHOOL IMPROVEMENT GRANT CONTINUATION FUNDING REQUEST REPORT
<table>
<thead>
<tr>
<th>Maximum Points</th>
<th>Description</th>
<th>SIG Contingency Funding Request Narrative</th>
<th>SIG Implementation Narrative</th>
<th>Report of SIG Metrics</th>
<th>Report Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>Total Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Plan for Use of Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Sustainability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Addressing Practices As Needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Alignment of Resources With Interentions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Assessing Quality and Use of Externel Providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Model Implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Learning and Leading Indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reports will be scored according to the following rubric:

**Scoring SIG School Reports**

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 (kanderso@kstate.edu) no later than August 5, 2015. A team of district and school leaders should work collaboratively to complete this report. Four components comprise this document: (1) School Information, (2) Report of SIG Metrics, (3) SIG Improvement Narrative, and the (4) SIG Contingency Funding Request Narrative.
<table>
<thead>
<tr>
<th>Subject</th>
<th>8-9.415</th>
<th>8.4-11.5</th>
<th>7-6.99</th>
<th>7-6.65</th>
<th>7-6.35</th>
<th>6.3-6.0</th>
<th>6-5.7</th>
<th>5-5.4</th>
<th>5-5.1</th>
<th>5-4.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Math</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>%</td>
<td>77%</td>
<td>47%</td>
<td>33%</td>
<td>45%</td>
<td>48%</td>
<td>69%</td>
<td>87%</td>
<td>45%</td>
<td>47%</td>
<td>48%</td>
</tr>
</tbody>
</table>

**Section 1 - Report of SIG Metrics**

**Transformation**

- Linda Jackson@buittocco.com
- MS. Linda Jackson
- OR - Elliott L. Harris

**SIG Model**

- Sean.Metze@buittocco.com

**LEA Contact Information**

- South Highlands Middle School
- Superintendent
- Block

**Principal's Email Addresses**

- Principal1
- Principal2
- Principal3

**School Name**

- Block School

---

**Graduate for the "All Students" Group**

Average scale scores on state assessments in Reading/Language and Mathematics by grade level.

Percentage of Students at/above proficient.

Reading and Mathematics ACT Plan Benchmark.

Percentage of 20th Grade Students that meet the graduation rate.

Percentage of limited English proficient students who attain English Language Proficiency.

Number of minutes in the school day.
SECTION 2 – SIG IMPLEMENTATION NARRATIVE

Directions

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

- a. Identify external providers based on each school's identified SIG needs.
- b. Evaluate and analyze external providers to determine evidence-based effectiveness, expertise, and feasibility.
- c. Document these external providers for each school's SIG needs.
- d. Follow the regular (at least biweekly) communication plan with the external providers.
- e. Submit all data/forms to the SIG office for review and dissemination.
- f. Follow and revise school's goals and attainment as needed and identified SIG needs.
- g. Maintain accurate documentation of regular (at least biweekly) data meetings to identify school/teacher/student weaknesses and to address these weaknesses.
- h. Identify plan for supports to address these weaknesses.
- i. Adjust plans for supports to address these weaknesses.
- j. Adjust plan for SIG implementation.
- k. Identify plan for SIG implementation.
- l. Identify plan for SIG implementation.
- m. Identify plan for SIG implementation.
- n. Identify plan for SIG implementation.

3. Each district and school has additional resources to devote to the implementation effort in addition to SIG funds. How has your district and school aligned those resources with implementation? Consider how your district and school:

- a. Assessed the in-school presence to monitor the implementation of the school-wide intervention, faculty, and staff with the identified SIG needs.
- b. Assessed the effectiveness of records for quality and frequency of supports provided by the selected external provider(s).
- c. Assessed the utilization of multiple sources of data to evaluate the effectiveness of the supports provided.
- d. Aligned SIG funding with existing efficiency and capacity of district and school resources, specifically time and personnel.
- e. Assessed the regular (at least biweekly) communication with the selected external provider(s) to ensure that supports are taking place and are aligned according to the school's identified needs.
- f. Assessed the implementation of the SIG process and whether the SIG teacher(s) is meeting the SIG needs.
- g. Assessed and evaluated external providers to determine evidence-based effectiveness, expertise, and feasibility.

4. Explain how you plan to support the development of SIG participants.

- a. Consider the development of participants.
- b. Identify the development of participants.
- c. Plan the development of participants.
- d. Develop the development of participants.
- e. Implement the development of participants.
- f. Assess the development of participants.
- g. Adjust the development of participants.
- h. Plan the development of participants.
- i. Develop the development of participants.
- j. Assess the development of participants.
- k. Adjust the development of participants.
- l. Plan the development of participants.

5. Explain how you plan to support the development of SIG participants.

- a. Consider the development of participants.
- b. Identify the development of participants.
- c. Plan the development of participants.
- d. Develop the development of participants.
- e. Assess the development of participants.
- f. Adjust the development of participants.
- g. Plan the development of participants.
- h. Develop the development of participants.
- i. Asses the development of participants.
- j. Adjust the development of participants.
- k. Plan the development of participants.
- l. Develop the development of participants.

6. Explain how you plan to support the development of SIG participants.

- a. Consider the development of participants.
- b. Identify the development of participants.
- c. Plan the development of participants.
- d. Develop the development of participants.
- e. Assess the development of participants.
- f. Adjust the development of participants.
- g. Plan the development of participants.
- h. Develop the development of participants.
- i. Asses the development of participants.
- j. Adjust the development of participants.
- k. Plan the development of participants.
- l. Develop the development of participants.
Aldana School Improvement Grant Contribution Funding Request Report

1. What was the initial plan for the improvement grant that was submitted and what were the objectives set forth for the grant's purpose?

2. What were the anticipated outcomes of educational improvement initiatives?
   - Developed Meaningful Professional Development for School Leadership and Staff that Support Short-Term and Long-Term Improvement of Academic and Program Achievement
   - Developed Administrators and Teachers to Create and Implement Effective Instructional and Curriculum Activities

3. What plans have been implemented to sustain your turnaround efforts? Consider how your district and school:
   - Developed processes to ensure effective training of school leadership and staff to sustain the understanding and efficient implementation of new instructional and program initiatives
   - Improved the traditional school day and/or calendar to include additional instructional and planning time
   - Developed an ongoing process to assess areas that may be considered for policy and process modification that include:
     - Teacher-performance rewards
     - School administration and staff transfer procedures
     - School administration and staff hiring practices

4. What implementation efforts were planned and how has your district and school modified its practices to facilitate full implementation?
   - Developed a comprehensive model of the new instructional and program initiatives
   - Implemented a model of the new instructional and program initiatives

5. What additional resources were needed to support the school improvement process?
   - Additional financial resources that were not being used to support the school improvement process
   - Additional personnel resources that were not being used to support the school improvement process

6. Conducted regular evaluations of the resources allocated to ensure all areas are operating fully and effectively
   - Concluded that the resources were not being used to support the school improvement process
   - Concluded that the resources were not being used to support the school improvement process

7. Conducted regular evaluations of the resources allocated to ensure all areas are operating fully and effectively
   - Conducted regular evaluations of the resources allocated to ensure all areas are operating fully and effectively

8. What are the next steps for the district and school to ensure sustained improvement?
   - The selection of interventions
   - The selection of interventions
   - The selection of interventions
   - The selection of interventions
   - The selection of interventions

9. Identify any potential resources that may be utilized to support academic support capacity
   - Identified resources currently being utilized in academic support capacity (ARL, AMSTL, etc.)
Improve school improvement activities, financial management, and operations of the school.

1. Established and implemented accountability processes that provide effective oversight of the interventions school

2. Planned a Growth model for both the Fiscal and Human capital within the district for implementation and sustainability of

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

4. Developed an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and

5. Sustained gains in student achievement.

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

7. Their instruction is evidenced by an extensive action plan.

8. Demonstrated a commitment to the continuous development of teachers knowledge and skills to incorporate changes into
in each sixth grade class. The seventh grade has approximately twenty-six students in each class and the eighth grade has twenty-four.

The grade: The fifth grade classes have approximately twenty-one students in each class. There is an average of twenty-six students enrolled on the average. Approximately twenty-five percent of the students are Hispanic, and 17% White. The overall gender mix of the students is 50% male and 49% female. The pupil to teacher ratio depends on the class size and varies from 15:1 to 20:1.

Currently, South Highlands Middle School has a total enrollment of 394 students. The school population is 82% African American, 14% White, and 4% Hispanic.

Currently, there are two custodians, a school nurse, and five child nutrition workers. The school employs a full-time counselor, a guidance counselor, a teacher, and an administrative assistant. The school also has a school nurse, a school psychologist, and a school social worker.

South Highlands Middle School is located in Union Springs, Alabama. It is the only middle school in the Bullock County School District.
After the Leadership Team meetings, the team
and meeting notes were entered into a cluster to document that the meetings took place. After the Leadership Team meetings, the team
biweekly to address standards and indicators in the transformation plans. The Leadership Team meeting agendas were created in the cluster
intensive intervention. By the end of the 2015 school year, that number was reduced by 12%. Leadership Team meetings were held
students. We implemented Problem Solving Teams (PST). At the start of the intervention period, 33% of students in Grades 5-8 needed
Teach teachers created individual student intervention plans to address the lowest standards to meet the instructional needs of the
achievement.
Achievement
and instructional decision-making strategies that are transparent, individualized, and rely on evidence-based measures of student
teaching and instructional decision-making strategies that are transparent, individualized, and rely on evidence-based measures of student
engagement as a tool for increasing student achievement. The creation of a culture designed to focus on student learning instead of
engagement is a tool for increasing student achievement. The creation of a culture designed to focus on student learning instead of
interventions, time for student intervention, data analysis, evaluation, and usage, Technology integration that focuses on student
81% 91% Reading: 81%-93%, 91%-93%, 91%-93%, 91%-93%, 91%-93%. After reviewing the data, 45 day action plans were created that targeted specific
According to scoring achievement series data, the students did not meet standards in Math/Reading: 5th-65%, 6th-84%, 7th-61%,
data and classroom data to determine non-mastered standards.
were held to identify, review, analyze, and interpret student data in all subject areas. Teachers reviewed and analyzed achievement series,
Improvement Grant, PTO meetings, and Open House served as collaborative forums for stakeholder expression. Bi-weekly data meetings
Parents, staff, and community stakeholders were given the opportunity to provide input in the implementation of the school
Alabama School Improvement Grant Contribution Funding Request Report

Regarding standards-based instruction, technology integration, and worked with the school staff in disaggregating data by student,

were the focuses of all interactions with our external provider. The Edutone staff provided professional development to teachers

Three areas, “true” standards-based instruction, data disaggregation and analysis, and student-centered technology integration

stakeholders. They also aided in pre and post test creation.

with teachers, monthly leadership meetings with school administrators, and 45 day action plan meetings with school and community

individual student intervention strategies. Educute provided small group coaching and participated in weekly data meetings

leadership teams, and the instructional staff aided in assessing academic movement and monitored the proper implementation of

strategies targeting specific student learning deficiencies. A mentorship for an evidence-based transformation for new principals, school

accomplishments, were carefully explained and communicated to all stakeholders. Edutone, Academic Coach, Technology Specialist, and

learning to a culture that is student-centered and data driven. A timeline detailing the process of transformation, including the tasks to be

The Bullock County School District selected Edutone, formally Information Transport Solution (ITS) model Project C.R.E. (Creating

submitted in a timely manner.

members were encouraged to share the information with their grade levels. Schedules were followed, revised, and goals were developed

According to the mid-year review 2012 walkthrough summary report, the weaknesses were teachers
Institution and intervention that personalizes every student's learning experience. Therefore, prepare across the strengths and needs and learning is that teachers determined each student's needs, interests according to data. Compass provides developmentally appropriate Title I funds are utilized to purchase Compass Learning to increase intervention efforts in all subject areas. The impact of Compass teachers.

Coaching support to new teachers that are new to the school. The AMSTI specialists provided resources and technical support to the implementation resources from the AMSTI kits to ensure proper implementation of the activities. An AMSTI specialist provided side-by-side coaching support to new teachers that are new to the school. The AMSTI specialists provided additional training in high schools, middle schools to teachers attended professional development activities during the summer to receive additional training in implementing resources designed to enhance the implementation of student activities in mathematics, science, and technology, South Carolina. AMSTI is currently being utilized to assist teachers with 20-45% for the special education students. Therefore, the LEAs determined that teachers needed professional development and side-by-side education students in Grades 5-7 did not meet the proficiency goal in the area of mathematics the proficiency index score was AMSTI assistance was requested because according to 2011-2012 ARP Annual Accountability Report indicated that special and meeting agendas are documentation of the processes described above. Training in standards-based instruction, from this information, interventions were made to our instructional practices. Participant sign-ins professional development in implementing standards-based instruction in all core subject areas. Therefore, the LEAs determined that teachers needed professional development in implementing standards-based instruction. The LEA determined that teachers needed
Successfully implement and maintain improvement. However, the Academic Coach will continue to provide support/side-by-side coaching.

Teachers in implementing standards-based instructional practices. Through gradual release of responsibility, teachers will be able to sustainability of the transformation process. The goal of side-by-side coaching will be to improve capacity and professional practices of teachers will be supported by the Academic Coach who will be onsite every day. This will build capacity in teachers and ensure.

The district and school-based leadership will also be responsible for evaluating the effectiveness of the supports provided.

Leadership.

made as we utilize the examination of teacher and student performance data and walk-through observations by district and school-based

effectively and efficiently monitor the implementation of the strategies and action steps. It will ensure that appropriate adjustments are

and academic coaches for the school that received the SIG funds. Through utilization of the aforementioned positions, the LEA will be able

received for the professional development that they attended. Federal funds were utilized to provide a district transformation specialist.

Quarterly meetings and Title I PD; Workshop notes depicted that the teachers were implementing some of the strategies that they

focused on small group instruction, RTI, academic, college and career readiness, standards. Teachers attended workshops that

The SIG funds are utilized to provide professional development opportunities to all teachers. Teachers attended workshops that

by the Compass Learning and the teacher, which are aligned with the College and Career Readiness Standards.

pinned with skills gaps for each student as a result of utilizing Compass Learning’s Individualized Learning Paths were generated and created.
South Highlands Middle School received Professional Development on "The Standards-Based Instruction, data disaggregation and

receiving the school improvement Grant, as a district, the district leadership determined that it was vitally important that the teachers of
development and side-by-side coaching from the district transformation specialist, academic coaches, and members of Education. Upon

posing challenges to our school improvement process. To combat these issues, teachers were provided with job-embedded professional

In taking a critical look towards our efforts for school improvement, we noticed that teacher attendance and motivation were

of our entire staffing procedures: which resulted in a shift in school leadership and the teaching staff.

provide opportunities for us to analyze our practices through "counterfactual conversations," which often times, involved a close assessment

realized that communication was vital. Therefore, weekly meetings at the district and school levels were held. These meetings would

realized that, as a district, we had to be ready for change and had to become committed to changing the cultures of our schools. We

In implementing the SIG model, we noticed that there were several issues. Importantly, the academic growth of our students. We

resources were allocated and made adjustments as needed.

implemented through the utilization of an instruction audit, midyear review, school/district leadership team meetings to determine if all

school was equipped to meet the needs of the technology (computers) that was purchased with other Title funds. Reviews were

attached the opportunity to address the learning needs of their students. The school updated the schools infrastructure to ensure that the

During the implementation of the Grant in 1993 and forty minutes was added to the school day to ensure that the teachers were

analyzed.

to teachers who are still having difficulty with the implementation of the standards based instruction, technology integration and data
Each year to ensure that funds are available to pay for the identified needs as stated. It is our belief that funds will be needed to maintain the current level of development. Contingency plans will be created to address changes in staffing and resources. A budget audit will be performed.

School leaders will foster and maintain professional learning communities (PLCs) as an active agent in our job-embedded professional development. Administrators, faculty, and support staff, the train-the-trainer model will be utilized to address our ongoing instructional practices.

The ability to sustain the transformation process is vital. Therefore, school leaders must commit to unwavering communication and growth on end of quarter test (EQT).

Indicators: attendance, parent/community involvement, conduct at least three data/PT meetings, and achieve 50% activities and complete PD evaluation sessions as stated in the incentive plan. Administrators must meet or exceed on the following:

Data growth on end of quarter tests; decrease the number of students scoring in need of support, 95% of students must achieve a "C" or above; participate in PT (Problem Solving Team) and create student profile folders for struggling students, show academic improvement; attend data meetings; teachers must meet or exceed in the following areas: attendance, parent and community involvement, attendance, and student-centered technology. Funds were included in the budget to pay stipends and incentives for teachers and administrators who meet or exceed expectations.
Steer our professional development endeavors.

The findings from educational assessments will be used to make adjustments according to student need. The school will have the flexibility to change schedules and to make adjustments according to student need. The school will have the flexibility to change the plan as needed with the guidance of the central office staff. South Highlands Middle School will maintain the operating license for Compass Learning and other web-based software. School administrators will maintain the job positions of academic coach, computer applications teacher, and fine arts instructor. We believe that funds will be needed to...
The additional funding at South Highlands Middle School will be used to hire a resource specialist, community C.A.R.E. coach, and a technology assistant to enhance technology instruction. The school has not yet met its goals, particularly in the sections referenced above, so the additional funding will support this endeavor with regard to your ACP. In this section address, in a narrative below, how your district and school plans to utilize additional funding, including a budget if the ACP allows.
maximum performance throughout the 2015-2017 school years.

Understanding of the lessons. Teachers and administrators, who work extremely hard to raise student achievement, will receive extra explaining the answers, materials and supplies will be used to enhance what the teachers are teaching, and for the students to get a better research-based instruction that emphasizes daily problem solving. From concept to skill, which focuses on justifying and teaching mathematics, mathematics teachers will benefit from professional development that emphasizes moving from traditional strategies to balanced learning, differentiated instruction, effective instructional strategies, disciplinary literacy, and a balanced approach to teaching. The additional funding will be used for support teachers for professional development. The professional development will provide
Purchased Services- Staff Educational Services:

- 
- 

Purchased Services-Staff Educational Services:

- Beta Club Field Trips and induction accessories
- 

In-State Travel:

- Mega Conference, Clas, Amst, ALSDE and other local professional development workshops.

Out-of-State Travel:

- 30th Annual HSTW Staff Development Conference (SREB)
- Nuts and Bolts Symposium Middle School Conference
- National Conference on Differentiated Instruction
- Girl Bullying & Empowerment National Conference
- International Society for Technology in Education ISTE National Conference

Student Classroom Supplies:

- Accelerated Reader incentives, book bags, pencils, storage devices, headphones, art/music supplies, paper, etc. book study literature

Instructional Equipment:

- Science equipment, iPods, iPads, iMac accessories, poster maker/laminator supplies, etc.

Stipends

- Saturday trainings, conference presentations, evening trainings, etc.
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipends</td>
<td>7,950.00</td>
</tr>
<tr>
<td>Principal/Teacher Incentives</td>
<td>4,450.00</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>2,400.00</td>
</tr>
<tr>
<td>Substitutes</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Unemployment Compensation</td>
<td>421.00</td>
</tr>
<tr>
<td>Medicare</td>
<td>2,041.00</td>
</tr>
<tr>
<td>Social Security</td>
<td>8,731.00</td>
</tr>
<tr>
<td>Retirement</td>
<td>168,120.00</td>
</tr>
<tr>
<td>Resource Specialist 25%</td>
<td>16,862.00</td>
</tr>
<tr>
<td>100% Art/Music Teacher</td>
<td>36,879.00</td>
</tr>
<tr>
<td>100% Keyboarding Teacher</td>
<td>36,879.00</td>
</tr>
<tr>
<td>25% Parent/Community Liaison</td>
<td>15,829.00</td>
</tr>
<tr>
<td>12,000.00</td>
<td></td>
</tr>
<tr>
<td>12,000.00</td>
<td></td>
</tr>
<tr>
<td>Student Classroom Supplies</td>
<td></td>
</tr>
<tr>
<td>16,000.00</td>
<td></td>
</tr>
<tr>
<td>16,000.00</td>
<td></td>
</tr>
<tr>
<td>Instructional Equipment</td>
<td></td>
</tr>
<tr>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>Out-of-State Travel</td>
<td></td>
</tr>
<tr>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>In-State Travel</td>
<td></td>
</tr>
<tr>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>Purchased Services - Other Professional Educational Services</td>
<td></td>
</tr>
<tr>
<td>334-738-2896</td>
<td>PHONE</td>
</tr>
<tr>
<td>South Highlands Middle School</td>
<td>SCHOOL</td>
</tr>
<tr>
<td>334-738-2896</td>
<td>BUILDING</td>
</tr>
<tr>
<td>334-738-2896</td>
<td>DISTRICT</td>
</tr>
</tbody>
</table>

Proposed Budget for SIG Continuation Funding - YEAR 1

SIG SCHOOL REPORT
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipends</td>
<td>7,500.00</td>
</tr>
<tr>
<td>Principal/Teacher Incentives</td>
<td>44,500.00</td>
</tr>
<tr>
<td>Health Insurance Subsidies</td>
<td>23,400.00</td>
</tr>
<tr>
<td>Unemployment Compensation</td>
<td>421.00</td>
</tr>
<tr>
<td>Medicare</td>
<td>2,941.00</td>
</tr>
<tr>
<td>Social Security Retirement</td>
<td>8,731.00</td>
</tr>
<tr>
<td>25% Resource Specialist</td>
<td>15,829.00</td>
</tr>
<tr>
<td>100% Art/Music Teacher</td>
<td>16,886.00</td>
</tr>
<tr>
<td>100% Keyboarding Teacher</td>
<td>36,879.00</td>
</tr>
<tr>
<td>25% Parent/Community Liaison</td>
<td>15,829.00</td>
</tr>
<tr>
<td>12.000.00</td>
<td></td>
</tr>
<tr>
<td>13,000.00</td>
<td></td>
</tr>
<tr>
<td>16,000.00</td>
<td></td>
</tr>
<tr>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>10,253.80</td>
<td></td>
</tr>
</tbody>
</table>

Proposed Budget for SIG Continuation Funding - Year 2

SIG SCHOOL REPORT