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
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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.

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**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><strong>SIG IMPLEMENTATION NARRATIVE</strong></td>
<td>MODEL IMPLEMENTATION</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ASSESSING QUALITY AND USE OF EXTERNAL PROVIDERS</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ALIGNMENT OF RESOURCES WITH INTERVENTIONS</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>MODIFYING PRACTICES AS NEEDED</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>SUSTAINABILITY</td>
<td>10</td>
</tr>
<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><strong>TOTAL</strong></td>
<td></td>
<td><strong>150</strong></td>
</tr>
</tbody>
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### SIG School Information

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Dallas County</th>
<th>Superintendent</th>
<th>Donald Willingham</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Southside High School</td>
<td>LEA Contact Name</td>
<td>Tanya Miles - Transformational Specialist</td>
</tr>
<tr>
<td>Principal</td>
<td>Clarence Jackson</td>
<td>LEA Contact’s Email Address</td>
<td><a href="mailto:miles@Dallask12.org">miles@Dallask12.org</a></td>
</tr>
<tr>
<td>Principal’s Email Address</td>
<td><a href="mailto:Jacksonc@dallask12.org">Jacksonc@dallask12.org</a></td>
<td>SIG Model</td>
<td>Transformational</td>
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#### Section 1 – Report of SIG Metrics

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of minutes in the school day</td>
<td>78,498</td>
<td>78,498</td>
<td>78,765</td>
<td>80,390</td>
</tr>
<tr>
<td>Graduation rate</td>
<td>68%</td>
<td>80%</td>
<td>86%</td>
<td>90%</td>
</tr>
<tr>
<td>Dropout rate</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
<td>N/A until 8/17/2015</td>
</tr>
<tr>
<td># of Students completing advanced coursework (AP, Dual Enrollment)</td>
<td>17</td>
<td>15</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Percentage of limited English proficient students who attain English language proficiency</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Attendance %</td>
<td>89.12%</td>
<td>88.57%</td>
<td>89.75%</td>
<td>90%</td>
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<tr>
<td>Teacher Attendance %</td>
<td>98.2</td>
<td>94.9%</td>
<td>95.78%</td>
<td>97.49</td>
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<tr>
<td>Disciplinary Incidents</td>
<td>2902</td>
<td>1949</td>
<td>1894</td>
<td>684</td>
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<tr>
<td>Percentage of 10th grade students that met the ACT Plan benchmark in reading and mathematics</td>
<td>Reading/Language</td>
<td>N/A</td>
<td>N/A</td>
<td>9% reading / 22% language</td>
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<tr>
<td></td>
<td>Math</td>
<td>N/A</td>
<td>N/A</td>
<td>2%</td>
</tr>
<tr>
<td>Percentage of students at/above proficient</td>
<td>Reading/Language</td>
<td>N/A</td>
<td>N/A</td>
<td>1% reading / 14% language ACT/Aprire</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>N/A</td>
<td>N/A</td>
<td>0% Math ACT/Aprire</td>
</tr>
<tr>
<td></td>
<td>Reading/Language</td>
<td>N/A</td>
<td>N/A</td>
<td>PLAN/ACT English: 15/13 Reading: 18/14</td>
</tr>
</tbody>
</table>

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AVERAGE SCALE SCORES ON STATE ASSESSMENTS IN READING/LANGUAGE ARTS AND IN MATHEMATICS, BY GRADE, FOR THE "ALL STUDENTS" GROUP

<table>
<thead>
<tr>
<th></th>
<th>MATHEMATICS: 19/15</th>
<th>PLAN/ACT MATHEMATICS: 12/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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</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;
   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;
   c. Maintained accurate documentation of meetings and communications using AlaStar and other means;
   d. Followed and/or revised schedules, goals, and timeline as needed, and
   e. Submitted all data/forms to the SDE or in AlaStar in accordance to timeline.

The Dallas County School System (DCS) supervisory staff, school administrators, school staff, students, parents, ALSDE staff, and external providers participated in various round table discussions identifying the needs of Southside High School during the 2012-2013, 2013-2014, and 2014-2015 school years. There was a need to implement data disaggregation tools and methods that would allow teachers a way to identify specific individual student needs. Diagnostic Reports from Renaissance Learn, Data Director, which was replaced with Global Scholar during the 2013-2014 school year, were instruments used in creating assessments and analyzing test data. Benchmark Assessments were created at the district level during the 2012-2013 school year; however, teachers were provided professional development on creating Benchmark Assessments and during the 2013-2014 school year, teacher made assessments were implemented. Southside High School assessed the engagement of all stakeholders using various methods including but not limited to staff, student and parent surveys, evaluations of resources, student/parent orientation, regularly scheduled PTO meetings, Leadership Team Meetings, iCare forms, and hosting the Family and Community Engagement Project (F.A.C.E.).

In order to identify weaknesses within the school, teachers, and students, a review of data, instruction, and needs were evaluated to determine their overall effectiveness. During the 2012-2013 school year, data was collected and obtained but was ineffective, due to the district creating the
assessments and reviewing the results. Teachers did not take ownership of the assessments because they were not created by them, nor did they understand how to read the data once it was shared. Students did not take ownership because there was no accountability assigned to the assessments. However, during the 2013-2014 school year, professional development training was implemented to show teachers how to use the program, data meetings were led by the external provider and plans for growth were outlined in the 45 DAP. These plans were discussed at the 45 DAP meetings with the DCS supervisory staff, school administrators, superintendent, school staff, students, and parents. As there was continued need for growth, the 2014-2015 school year began with some challenges, as the external provider would no-longer be used. The school administrator or designee led all data meetings, and this created a culture of accountability and data-driven decision making. Teachers in English and Mathematics created pre and post assessments, and the results of the assessments were shared during data meetings. Items to be discussed were students performance bands, missed standards, mastered standards, areas of growth, and student’s strengths and weaknesses. Intervention plans were made and reviewed during bi-weekly department meetings. Various stakeholders attended data meetings such as interventionists, counselors, ALSDE staff, and district supervisors.

Documentation of scheduled meetings was placed in AlaStar and Advanc-Ed Assist. Attendees of meetings were provided with an agenda, and sign-in sheet. Minutes were taken at the meeting, and copies were provided to all stakeholders, and placed in AlaStar. Data notebooks were maintained by English and Math teachers to track the progress of the students using Global Scholar, and classroom assessments. The Leadership team and key stakeholders met to revise student schedules based on data results, teacher input, and school and district goals, as outlined in the 30-60-90 Day Plan as needed. All forms and data were submitted during bi-weekly leadership team meetings. In order for instructional goals to be more effective and efficient an enrichment/intervention period was added to the school schedule. The first forty-five minutes of the school day was used for enrichment and intervention to include ACT Prep, Reading and Math intervention using E2020, Drama, Debate, Robotics, and Math Team. The School Interventionist created schedules to include times for whole, group, and 1-1 instruction following the RTI model and using programs such as Math and Read 180. A monthly calendar was developed and given to all stakeholders that included dates for data and department meetings, professional development trainings, and upcoming events.

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;
   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;
   c. Selected an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;
d. Aligned the selection 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 service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs;

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

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

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.

To turn-around Southside High, which was one of the lowest performing schools in the Dallas County School, an external provider was needed to help implement the Alabama Transformation Model. Southside High School had not made Adequately Yearly Progress as a result of failing to meet performance standards in Reading and Mathematics. In order to identify the external provider, district supervisors reviewed the district needs assessment and identified areas of growth needed. A review of the list of external providers was conducted to determine their success with grant writing, their successes with other clients, in conjunction with SIG federal guidance, and elements of schools that had been transformed. A roundtable discussion was held with all stakeholders to make a decision about the provider, before meeting with the external provider to write the School Improvement grant. When assessing the list of external providers we looked at their evidence based effectiveness, experience, expertise, and skills they had to offer Southside High School and Dallas County Schools. The evaluation to choose a provider was extensive and included the following: interviews regarding services offered and how their product aligned to the identified needs of Southside High School; questions focused on their expertise of school transformation; strategies for improving teacher and student performance, instruction, data analysis, and technology integration

In order to monitor the effectiveness of the external provider, ITS submitted a detailed plan and timeline of their process and plan that outlined the tasks to be accomplished, processes to be implemented, and a proposed monthly timeline for the competition of the Project C.A.R.E. transformation process. Several strategies were used and assessed to determine the effectiveness of the supports provided, such as, the Data Director system that was used to ensure academic core content performance data drove the instructional design. However, after the 2012-2013 school year, the Data Director System was no longer used due to the cost. The ALSDE released the Global Scholar Testing System at no-cost to LEA’s, and the district chose to use this program, which was used during the 2013-2014 and 2014-2015 school year. Additional instructional technology was a support provided by the EMO that was assessed to determine their overall effectiveness; however, trainings were inconsistent and the technology coach was replaced during the 2013-2014 school year.
The ITS Primary Consultant submitted reports to the DCS Transformational Specialist weekly. The Transformational Specialist met with the Senior Consultant from Information Transport Solutions monthly and the senior consultant weekly. Regularly scheduled meetings were held with academic coaches, principal, and staff to identify school, teacher, and student weaknesses. Bi-weekly meetings were held with the academic coaches, Primary Consultant, Transformational Specialist, and principal to communicate on-going professional development and support based on assessed need. To ensure fidelity, monthly walkthroughs and observations combined with the 45 DAP and the Continuous Improvement Plan helped in developing effective lines of communication with the ITS and ensured supports were taking place and adjusted accordingly. Walk-through observations were conducted to monitor effective standards based instruction strategies that were implemented by the EMO. Goals and objectives in the 45 Day Action Plans during the 2012-2013 and 2013-2014 school year, currently the 30-60-90 Day Plan were monitored by the district and adjusted quarterly by Southside High School’s leadership team. This was to ensure performance data indicated changes that needed to be made to guarantee all students were on track to meet and exceed proficiency standards. During the regularly scheduled meetings, assessments of data, supports provided, and an in-school presence were evaluated to determine full implementation of supports.

During the third year the district made the decision to terminate the contract with Information Transport Solutions due to increasing costs of the company, and after assessing the data such as, student progress monitoring system results, benchmark assessments, state assessments, staff surveys, school discipline, student attendance rates, parent/community participation data, as well as, a needs assessment, it was determined that we were not making substantial progress with the interventions put in place by the external provider. Additional data sources were used as tools to assess their effectiveness such as ACT, PLAN, and Global Scholar results to assess their effectiveness. However, they were improvement gains made in the areas of the graduation rate and attendance during the 2013-2014 school year. Students continued to not meet benchmarks in Reading and Math on state assessments.

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.);
   b. Identified additional and/or potential resources that may be utilized in an academic support capacity;
   c. Assessed the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;
   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);
   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
f. Redirected resources that were not being used to support the school improvement process.

In addition to resources provided from SIG funds, Southside High School currently uses Alabama Reading Initiative, Alabama Math Science & Technology Initiative, and Technology in Motion, ACT Prep Online, and Global Scholar in an academic support capacity. The English and Math teachers attend district and state CCRS trainings provided by AMSTI and ARI. AMSTI and ARI provide coaches to assist with teacher instruction, professional development, modeling, and co-teaching initiatives. Southside High School has high speed, broadband Internet access in each classroom, school computer, learning labs, and media center to enhance learning through technology. There are various departments within the DCS that aid in the transformational efforts of Southside High School, such as the District RTI coordinator and the District Instructional Specialist who provide strategies and best practices in Tier I, II,III interventions and learning supports. We also used Title I Funding to pay salaries for instructional support and technology, as well as, for teacher resources. We assessed information through data meetings by analyzing pretest and posttest data in Global Scholar. We also monitored state standardized testing (PLAN, ACT, & EOC) during the department meetings, leadership meetings, district CCRS meetings, and state CCRS meetings. The district decided it was more efficient to redirect funds from the external providers to provide personnel for academic supports. The Transformational Specialist and the school administrator conduct a yearly School Improvement Grant Evaluation of all resources implemented within the school using SIG funds and those without.

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;
   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;
      ii. School administrator and staff transfer procedures;
      iii. Teacher-performance rewards; and
      iv. Altering the traditional school day and/or calendar to include additional instructional and planning time.

There were some challenges that slowed our school improvement process such as elevated teacher turnover and inability to find highly qualified teachers. The new requirements placed on potential teacher candidates to become certified are also another challenge. Initially, the modified schedule was a challenge because classes were not awarded a credit, and teachers found it difficult to motivate students through an engaging
intervention process. The LEA implemented a district SIG leadership team that includes district supervisors, school administrators, and external providers that completed a quarterly walkthrough to observe instruction and SIG grant deliverables, and conducted a roundtable meeting to discuss the school transformational model. In order to hire staff and administrators for Southside High School, the applicant must be interviewed by the superintendent and the assistant superintendent. They must turn in certification documentation, as well as, have their employment approved by the board. In order to apply for a interdistrict transfer, staff members must submit a written request for a transfer to the school administrator, or personnel can also be transferred by the district based on the needs of the school. Teacher-performance rewards were given based on school attendance, professional development, and instructional observation reports. Additional rewards are implemented at the school level, through Teacher of the Nine-Weeks Program.

Schedules were modified to include the intervention/enrichment period, pullout schedules for math and reading intervention, as well as, modified schedules for activities such as assemblies. During the 2012-2013 school year, the school schedule was modified to include a thirty minute block of enrichment and intervention during third block. However, from conducting a needs assessment this schedule was found to be ineffective and changes were made during the 2013-2014 school year to move the intervention period to the beginning of the school day for third minutes. The traditional school day was altered during the 2014-2015 school year by beginning the school day earlier to extend the additional thirty minute Extended Learning Opportunity (ELO) block to forty-five minutes. The ELO occurs within the first forty-five minutes of the school day and is called the “Zero Block” period. It is 45 minutes of uninterrupted intervention and enrichment to include programs such as E2020, ACT Prep, Read and Math 180. The school calendar has also been developed to include additional professional development and planning days scheduled periodically throughout the school year. The calendar functions as a companion to the district calendar and includes dates scheduled for teacher growth and development. Teachers, the Transformational Specialist, and district supervisors receive a copy of the calendar at the beginning of each month.

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;
   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;
   c. Identified alternative funding sources to sustain operational protocol that may require financial support;
   d. Identified meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;
   e. Demonstrated a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;
f. Developed a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;
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;
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.

During the 2015-2016 school year, plans have been put into place to sustain turnaround efforts at Southside High School that consist of re-appropriating funds, readjusting schedules in staffing, and conducting program reviews. To ensure effective training of the leadership staff, a district supervisor is assigned to each school that works collaboratively on the vision and mission of the school. This includes working to accomplish goals in the Continuous Improvement Plan and indicators for the School Improvement Grant. The leadership team attends various professional development opportunities and workshops throughout the year and provide turn-around trainings to staff to share in the vision and mission of the school. Weekly faculty meetings, bi-weekly leadership team meetings, and data meetings are scheduled to discuss the Continuous Improvement Plan and look at the development of teacher knowledge and skills that incorporate changes to instruction. Southside is a school that is working towards transparency and holding everyone accountable for its successes. Additional funding sources such as Title 1 and School Improvement Funds have been set aside by the district to aid in maintaining sustainability that will be used to maintain staff on site. Needs Assessments are conducted each year to identify the types of meaningful professional development that is needed for sustainability such as ARI and AMSTI Coaching for teachers in instructional practices, Safe and Civil Schools training in positive behavior supports, and Technology in Motion in innovative project based learning.

The funds allocated by the ALSDE are budgeted by the district and the transformational specialist works collaboratively with the school administrator on purchases and hiring practices. A needs assessment is conducted each year to determine the effectiveness of all external partners such as the intervention programs Read 180 and Math 180, as well as, observations of teacher instruction, practice, and interventions put in place. State and local assessment data is reviewed throughout the year to determine growth, gaps, strengths and weaknesses. From data gathered, the Transformational Specialist works as a liaison between the school leader, and district leadership team to determine sustainability of interventions and school improvement activities. The Transformational Specialist also works with district supervisors to identify additional services to aid in transformational efforts. Non-negotiables are outlined by the district and school to establish accountability. This is a continual process where
discussion and reflection take place between all stakeholders. Fiscal needs are also determined by a needs-assessment where the district leadership team, administrators, school staff, Transformational Specialist, and Superintendent identify what will be responsible and effective resources to ensure sustainability.

To sustain transformation, Southside High School aligns its Continuous Improvement Plan to the following School Improvement Grant Indicator Categories: Organizational Structures; Leadership; Personnel and Professional Development; Curriculum and Instruction; Support Systems and Strategies. The SIG indicator categories mirror the ALSDE local indicator goals thus merging and/or aligning them when developing the CIP will aid in reform and school improvement. Goals are written to address indicators that align to school needs and are guideposts in identifying intervention models and improvement activities that need to be implemented. The strategies and action steps developed by the leadership team are implemented throughout the year from the selected goals. This will lead to school reform and continual adjustments made through this process will ensure school improvement is effective. Continued support from SIG and the ALSDE will aid Southside High School in maintaining sustainability and creating a culture shift in school reform efforts that have been implemented. As Southside is located in the Black Belk region of the state in a rural poverty stricken area, it is the goal to improve Reading and Mathematics assessment scores despite the student’s circumstances, build capacity, and extend learning to all students. Community Engagement and Parental Involvement is a key component in the reform efforts at Southside High School. SIG funding has provided a social-worker that aids in establishing some connections, but a complete restructuring and branding is essential to maintain lasting partnerships. In order to become transparent, the culture of the community must change and buy-in must occur from all stakeholders. The needs assessment revealed that although teachers are provided with professional development, due to high-turnover rates, consistency in instruction is lacking and students are not meeting benchmarks on state assessments. There is a lack of parental and community involvement and there is a need for community out-reach programs that increase support and garners resources for the community Southside serves. There is a need for innovative technology initiatives for students to prepare them for the 21st century job market.
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.

The Dallas County School District in conjunction with Brantley Elementary and Southside High School plan to utilize additional funds based upon budgeting through the Electronic Grants Application Process (EGAP). Line items are the delineated into McAleer Solutions Educational software management system. The line items include instructional supplies, technology and salaries. Special education teachers, interventionist, a social worker, a Response to Intervention (RTI) facilitator, a Transformational Specialist, and an Instructional Aide are paid from continual SIG funding. Also included in the continual SIG funding are purchase services. Purchase services include, guest speakers for needs assessed professional development. Professional development items include fees for teachers to attend professional development teaching sessions, library and media
resources, technology licensing fees, and educational applications. (APPS). All district and school-wide goals were met as indicated in the SIG grant goals. The high school graduation rate increased, elementary math and reading scores increased, as well as, attendance rates. During the first two years of the SIG grant, both SIG schools worked with our external partners ITS. However, ITS was unable to be rehired during the third year of SIG grant implementation due to lack of funding. When the SIG grant funding has been depleted, Title I, Special Education, and State foundations funding will be shifted, as needed to sustain all. This includes sustaining personnel, as well as, fourth year focuses. These focuses will be to be update technology in the computer labs. As computer labs are updated, the old computers will be moved into classrooms. The school will continue to analyze the needs-assessment in order to continue to budget the funding in areas of most need. The continued SIG funding is not to supplant other funding sources, ie. Title I, Special Education, and State Foundation funds.