

LEA: CHARLESTON INNOVATIVE LEARNING COMMUNITY, CHARLESTON COUNTY SCHOOL DISTRICT

Transformation Model Concept: Charleston Innovative Learning Community (CILC) was created to provide a laser-like focus on improving student achievement by providing selected programs, resources, and professional development that will enhance student support and improve faculty effectiveness, thereby transforming this new learning community from a cluster of at-risk schools to a high-flying learning community.

DECIDE – COMMIT - SUCCEED

Give a brief summary of your transformation model.

Charleston Innovative Learning Community (CILC) has been created to provide a laser-like focus on improving student achievement by providing selected programs, resources, and professional development that will enhance student support and increase teacher effectiveness, thereby transforming this new learning community from a cluster of at-risk schools to a high-flying learning community. Dr. James Winbush, former principal of Baptist Hill Middle High School, has been hired as the Associate Superintendent of CILC. Personnel from other Learning Communities and from high performing schools to include two learning specialists, one lead teacher, and ten instructional coordinators, will work under his leadership to provide immediate support for all Tier I schools, creating a seamless approach to reform. CCSD also understands that genuine transformation goes beyond superficial or one-time “fluke” results into changing school climate, community involvement, and students’ and teachers’ expectations of themselves. By including all levels of schools from primary through high schools in this learning community and providing substantial resources to support student achievement, we are ensuring academic success. CILC will oversee and coordinate all services, programs, and interventions to mandate a vertical alignment of interventions.

CILC will have thirteen district staff to serve as instructional coordinators, learning specialists, and a lead teacher to provide direct service and support to each school. The learning specialists and lead teacher will be twelve month employees to provide year-round support. This staff will be trained in research based strategies that will improve instruction, behavior, and assessment. To adequately meet the needs of the schools, CILC needs eight elementary instructional coordinators, two high school instructional coordinators, one lead teacher, an elementary learning specialist and a high school learning specialist.

Charleston County School District will provide monies for the two twelve-month learning specialists, six nine-month instructional coordinators, and a nine-month lead teacher. The extension of the lead teacher’s contract and the addition of two instructional coordinators is dependent on SIG funding. These extensions and additional requests are crucial to the success of the Transformation model.

This CILC staff will be assigned to schools to promote and enhance school-wide plans while implementing the overall design for increasing student achievement outlined in this plan. They will serve as mentors, coaches, and evaluators in the schools, provide professional

development, and ensure the fidelity of implementation of standards-based curriculum as required by Charleston County School District and the State of South Carolina.

(1) *Developing and increasing teacher and school leader effectiveness*

Required activities. The LEA must—

Replace the principal who led the school within the last two years prior to commencement of the transformation model

Program/Activity and Implementation Summary:

This element has been satisfied by creating the new learning community with a new associate superintendent and other key personnel.

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—

Take into account data on student growth (as defined in the notice) as a significant factor as well as other factors such as a multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

Are designed and developed with teacher and principal involvement

Program/Activity and Implementation Summary:

- Data will drive the implementation and evaluation of all activities and programs in the Charleston Innovative Learning Community (CILC). Data will be analyzed by principals, learning specialists, lead teacher, instructional coordinators, and teachers from multiple sources including MAP, PASS, EOC, HSAP, benchmark assessments, and classroom assessments.
- The instructional coordinators and lead teacher will meet with the principals and teachers to discuss data, create a plan of action to differentiate instruction, and then assess the success of the plan on a regular basis.
- Principals will be required to design and implement a comprehensive school-wide observation plan that incorporates peer observations, walk-through observations, and whole class observations to improve teaching and learning, thereby increasing student achievement. Principals will report directly to the associate superintendent for the CILC district.
- CILC staff will conduct random observations to determine if professional best practices exist in the schools.
- Teachers in Charleston County schools are formally evaluated using a research-based evaluative model (SAFE-T) that requires teacher reflections and examination of student growth data as well as multiple observations of performance.

X *Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so*

Program/Activity and Implementation Summary:

While the district is unable to provide incentives, schools are encouraged to provide incentives according to the following guidelines: increasing proficient scores by 20% on all Palmetto Assessment of State Standards (PASS) tests (English, mathematics, science, social studies, writing) and increasing exemplary scores by 10% on each test.

Teachers who have not successfully increased student achievement will be placed on a professional growth plan designed to improve their teaching skills. If, after ample opportunity and support have been provided, a teacher has not improved, appropriate steps will be followed leading to his or her removal.

 X *Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies*

Program/Activity and Implementation Summary:

- Charleston Innovative Learning Community (CILC) will begin its professional development by providing at a summer retreat for principals, the instructional leaders of the schools. The retreat will focus on team building for the newly formed district, planning and preparation for the school year, goal setting, and professional development on organizational effectiveness.
- Some professional development will originate at the district office and be disseminated to the schools through the CILC staff of learning specialists, instructional coordinators (IC's), and lead teacher. The CILC staff will be professionally trained and then, using the "train-the-trainer" model, disseminate the professional development to principals and teachers, building capacity for sustained, job-embedded professional development that affects student achievement.
- CILC trainers will use existing professional learning communities at each school as the platform for dissemination of professional development that is not content specific.
- Content specific professional development will occur during required Teacher Curriculum Team (TCT) meetings which occur during the regular school day, facilitated by instructional coordinators and the lead teacher.
- CILC staff will also support and enhance all professional development activities planned specifically in each school plan.

- The research based professional development will include Explicit Direct Instruction, Standards Based Grading and Assessment, Single Gender Education/Strategies, Standards in Practice, Understanding by Design as well as any content specific topics deemed necessary by the school plans. Professional development sessions and specific topics offered will be differentiated according to school data and expressed needs of the school leadership.

X *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.*

Program/Activity and Implementation Summary:

- While the district is unable to provide incentives, schools are encouraged to provide incentives according to the following guidelines: increasing proficient scores by 20% on all Palmetto Assessment of State Standards (PASS) tests (English, mathematics, science, social studies, writing) and increasing exemplary scores by 10% on each test.
- Each school is also offering school-based incentives to teachers whose students show improved achievement in the areas of MAP, EOC, HSAP, and graduation rate, based on school-wide goals.
- The contract for the lead teacher will be extended to a twelve month contract to provide continuous support for schools with extended learning programs, to plan and supervise professional development, and to analyze data to assist in creating goals for student achievement for the new year.
- To enable CILC staff to provide on-going, job-embedded professional development, they will have the opportunity to become “experts” in multiple areas including Explicit Direct Instruction, Standards Based Grading and Assessment, Single Gender Education/Strategies, Standards in Practice, and Understanding by Design. Training will be pursued through multiple avenues to include conferences, workshops, and specialized training sessions.
- An additional incentive for recruiting and retaining staff will be the multiple opportunities for teachers to receive intensive, focused professional development and training that will enhance their skills and promote career growth.

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

X *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and*

Program/Activity and Implementation Summary:

- North Charleston High School (NCHS) has experienced at-risk performance since 2005, meeting only eight out of fourteen objectives for Adequate Yearly Progress (AYP) in 2009. The 2009 South Carolina Report Card data show that NCHS had a 40.2% on time graduation rate, 40.5% HSAP passage rate, and only 24.7% of students passed EOC tests. Literacy remains a school-wide problem with 41% of rising ninth graders reading below a fourth grade level. With only 47% of teachers holding advanced degrees, 61.8% of teachers on continuing contract, and 72.9% of teachers returning from the previous year, NCHS faces a critical issue of recruiting, training, and retaining excellent teachers. Data indicate problems in multiple non-academic risk-factors including retention rate (14.3%), older than usual for grade (30%), dropout rate (7.5%), and extreme poverty (94%).
- Morningside Middle School (MMS) only met 52.9% of its AYP goals in 2009. The 2009 South Carolina Report Card data states that 58.5% did not meet standard in English/language arts, 62.8% did not meet standard in mathematics, 58.4% did not meet standard in science, 39.1% did not meet standard in social studies, and 60.4% did not meet standard in writing. With 14% of teachers holding emergency or provisional certificates and only 73% of teachers returning from the previous year, MMS faces a critical issue of recruiting, training, and retaining excellent teachers.
- Therefore, all programs requested in the school portions for English and mathematics, incentives and rewards, professional development, and instructional support are aimed at improving student achievement and the learning environment and retaining teachers. With concentrated support from the CILC staff, vertical articulation and alignment will occur, either through combined professional development sessions or through collaborative opportunities between the schools. Time will be provided on district professional development days.
- Multiple forms of data will be analyzed throughout the year to assess the programs used to determine success or failure. The data will include MAP data, benchmark data, classroom grades, teacher attendance and professional growth, and reports from the ARAS (At-Risk Alert System) data base.
- There will be common instructional reform strategies throughout the learning community, supported by the CILC staff through staff development and daily interventions.
- CCSD and CILC will require fidelity in the use of the common Coherent Curriculum to ensure that all instructional programs are vertically and horizontally aligned and fully support the South Carolina State standards.

 X *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—

 X (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

- (B) Implementing a school-wide “response-to-intervention” model;
- (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--

Program/Activity and Implementation Summary:

- The following sources of student data will be used on a regular basis to determine the success of any program and to differentiate instruction by class to meet the needs of the students.
 - Common assessments will be used on a regular basis.
 - Benchmarks will be administered quarterly.
 - Upper level schools will administer exams that are summative
 - MAP data will be available 3 times per year.
 - Classroom grades
- Teacher Curriculum Teams, under the guidance of instructional coordinators and the lead teacher, will meet on a weekly basis to analyze student data to drive and differentiate instruction in order to meet the academic needs of individual students.
- The CILC staff will conduct random walk-through observations to ensure that the Coherent Curriculum and instructional best practices are being implemented.
- CILC will support the use of computer-based instructional programs as needed to provide the best learning environment for students.
- The Charleston Innovative Learning Community will ensure accountability, alignment of resources, and effective implementation of the intervention models. By establishing CILC, CCSD has taken steps to ensure that the district’s infrastructure and staff can more effectively identify and align district resources to support implementation of the intervention models for each school.

3) Increasing learning time and creating community-oriented schools

Required activities. The LEA must—

- Establish schedules and strategies that provide increased learning time (as defined in this notice); and
- Provide ongoing mechanisms for family and community engagement.

Program/Activity and Implementation Summary:

CILC will focus on building partnerships and involving stakeholders—including volunteers, parents, faith-based organizations, community-based organizations, elected officials, colleges/universities, and the business community—in district-level and school-level decisions. Each school will have a School Improvement Council that is actively engaged in school decisions, mentoring/tutoring programs, and parent-teacher organizations. Schools will be required to publish newsletters, hold parent conferences, and use the district-wide ParentLink system to communicate regularly with parents. Dr. Winbush will maintain constant communication with all stakeholders through board meetings, community meetings, schools meetings, and media.

CILC will require schools to provide extended learning time and will provide additional support for these endeavors. Instructional coordinators and the lead teachers will assist the principals and teachers in planning, scheduling and operating the programs.

(4) Providing operational flexibility and sustained support

Required activities. The LEA must—

 X *Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and*

Program/Activity and Implementation Summary:

Dr. Winbush will empower principals to hire their own staff, create their school calendars, and budget their own funds to implement a fully comprehensive approach to substantially improving student achievement and increase graduation rates.

 Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Program/Activity and Implementation Summary:

CILC will have thirteen district staff to serve as instructional coordinators, learning specialists, and a lead teacher to provide direct service and support to each school. The learning specialists and lead teacher will be twelve month employees to provide year-round support. This staff will be trained in research based strategies that will improve instruction, behavior, and assessment. To adequately meet the needs of the

schools, CILC needs eight elementary instructional coordinators, two high school instructional coordinators, one lead teacher, an elementary learning specialist and a high school learning specialist.

Charleston County School District will provide monies for the two twelve-month learning specialists, six nine-month instructional coordinators, and a nine-month lead teacher. The extension of the lead teacher's contract and the addition of two instructional coordinators is dependent on SIG funding. These extensions and additional requests are crucial to the success of the Transformation model.

Aligning general operating funds, categorical funds (such as Title 1), and other programmatic funding will also be part of the function of the CILC and all CCSD district personnel will be made aware of CILC's mission to serve and support the SIG schools.

CILC, as LEA, will ensure that schools will receive ongoing, intensive technical assistance, training and related support from all internal (CILC and CCSD) and external organizations as designated in the school plans.

LEA: Charleston County School District

School: Morningside Middle School

Transformation Model Concept: Charleston Innovative Learning Community (CILC) was created to provide a laser-like focus on improving student achievement by providing selected programs, resources, and professional development that will enhance student support and improve faculty effectiveness, thereby transforming this new learning community from a cluster of at-risk schools to a high-flying learning community.

DECIDE – COMMIT - SUCCEED

Give a *brief* summary of your transformation model.

The Transformation model at Morningside Middle School will focus on improving teaching and learning which will thereby improve student achievement. Included in the model will be strategies for increasing teacher effectiveness through examination of student growth data to inform instruction that is tailored to student needs, multiple observations of performance, job-embedded professional development, and rewards/incentives for improved student achievement. Also included are research-proven means for acceleration of reading and mathematics skills including extended learning time; implementation of proven instructional best practices, and continuous use of data.

Morningside Middle School will increase student achievement and close the achievement gap by implementing programs and strategies designed to address the poor academic performance of our students on Measures of Academic Progress (MAP) and Palmetto Assessment of State Standards (PASS) tests. A number of programs will be implemented to assist students who are struggling in the areas of math and reading. The hiring of support staff to support literacy and numeracy will be a critical piece as well.

To address the poor literacy skills of our students, every student will be screened using an Oral Reading Fluency Exam (ORF) for placement in a leveled-reading intervention class for 45 minutes, four days a week. The FLEX reading programs include Soar to Success, Rewards, Rewards Plus, SRA Corrective Reading and Reading Workshop. Students that require more targeted intervention outside of this FLEX period will be enrolled in a Reading Essentials class for the year. This class will be based on techniques that are prescribed by the Johns Hopkins Talent Development Middle Grades Program.

Poor numeracy skills will be addressed in all math classes by utilizing explicit direct instruction techniques to encourage teamwork in learning computation skills. Math students who score below the 25th percentile on the Measures of Academic Progress (MAP) test will be

placed in a Math Essentials class which will use the Trans Math curriculum, a research based program to help address computation skills for students below grade level.

To acclimate, train and properly screen students, we plan to implement a mini extended school year where both staff and students return to school prior to the official start date for Charleston County schools. Students who have not met standards in writing, math and ELA are expected to attend tutoring 3 days per week. Each teacher will volunteer one hour of tutoring to his or her students weekly. Additionally, students who need more academic assistance beyond regular school hours may be referred to the Academy (after-school tutoring program). Other programs will be put in place to expose students to technology, leadership skills and school procedures.

We will also focus on teacher quality, which we know will be the premise of ensuring that we achieve all of the goals set forth for student achievement. Teachers will collaborate in professional learning communities for the purpose of frequently analyzing data; examining assignments, assessments, and student work; conducting research; reflecting on practices observed during peer observations; and planning Response to Interventions. Incentive and rewards will be offered to staff members who have contributed to improved student achievement. These will also serve to recruit and retain teachers who have proven successful at meeting the needs of our students. Intensive, on-going professional development and training will be provided throughout the school year to help teachers hone their skills and improve their teaching. The school principal will design and implement a comprehensive school-wide plan for teacher observation to ensure that instructional best practices are being used and that the required standards-based curriculum is implemented with fidelity.

In addition, Morningside Middle School been reassigned to the newly formed Charleston Innovative Learning Community (CILC). Support personnel from CILC, experienced educators with proven success at improving low-performing schools, will provide additional assistance and support including professional development aligned with the school's programs and needs.

(1) Developing and increasing teacher and school leader effectiveness

Required activities. The LEA must—

 X *Replace the principal who led the school within the last two years prior to commencement of the transformation model*

Program/Activity and Implementation Summary:

Morningside Middle School has been split into two single gender academies (one male and one female). Each Academy will have its own principal. Dr. Joe Williams will serve as the lead principal for both schools and this is his first year at Morningside Middle School.

 X *Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—*

 X *Take into account data on student growth (as defined in the notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and*

 X *Are designed and developed with teacher and principal involvement*

Program/Activity and Implementation Summary:

Teachers in Charleston County schools are formally evaluated using a research-based evaluative model (SAFE-T) that requires teacher reflections and examination of student growth data as well as multiple observations of performance. All schools within CCSD are required to have a CORE team that meets weekly to review multiple indicators about students (behavior, attendance, achievement) and to develop strategies to meet students' needs. In addition, teachers participate in weekly Teacher Curriculum Team (TCT) meetings during which they review student growth data, examine student work, analyze MAP data and plan instruction tailored to student needs based on these data.

 X *Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so*

Program/Activity and Implementation Summary:

School goals are to increase by 20% the number of students who earn a *met* score on all four subjects on the Palmetto Assessment of State Standards (PASS) test and to increase by 10% the number of students who earn an *exemplary* score on all four subjects on the Palmetto Assessment of State Standards (PASS) test. A staff incentive plan will reward certified and classified staff each year if goals are attained. This model has been established to promote collective and distributed accountability. If school goals are attained, everyone who has contributed to the success of the overall effort will receive the incentive pay. Progress toward school goals will be measured using the Measures of Academic Progress assessments in reading and math. Teachers who have not successfully increased student achievement will be

placed on a professional growth plan designed to improve their teaching skills. If, after ample opportunity and support have been provided, a teacher has not improved, appropriate steps will be followed leading to his or her removal.

X *Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies*

Program/Activity and Implementation Summary:

As a part of the Transformation model, intense, sustained professional development will be provided for teachers and staff. Professional development will begin July 26 and will continue every Tuesday and 1st Saturday, as well as throughout the school year during regular school hours. Morningside Middle School teachers will receive on-going sustained professional development which will focus on the Explicit Direct Instruction (EDI) model, single-gender strategies, differentiated instruction, using technology to support instruction, and standards-based instruction and assessment. At the July meeting, teachers will also be taught the norms, PBIS procedures and expectations for the year and receive professional development on the literacy and math interventions for the upcoming school year. Coaches, administrators, and other support staff will be trained in effective coaching strategies to support teachers in planning for, using, and assessing the effectiveness of best practices

In addition, Morningside Middle School has been reassigned to the newly formed Charleston Innovative Learning Community (CILC). Support personnel from CILC, experienced educators with proven success at improving low-performing schools, will provide additional assistance and support including professional development aligned with the school's programs and needs.

X *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.*

Program/Activity and Implementation Summary:

A staff incentive plan will reward staff members each year if school goals are attained. If school goals are attained, everyone who has contributed to the success of the overall effort will receive the incentive pay. This model will not only reward teachers for improved student achievement, but also serve as an incentive to retain teachers who have proven successful at meeting the needs of our students. An additional incentive for recruiting and retaining staff will be the multiple opportunities for teachers to receive intensive, focused professional development and training that will enhance their skills and promote career growth.

Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as—

_____ Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

 X Instituting a system for measuring changes in instructional practices resulting from professional development;

_____ Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

Program/Activity and Implementation Summary:

The school principal will design and implement a comprehensive, school-wide observation plan to ensure that instructional best practices reflective of professional development are implemented. In addition, CILC personnel will also conduct frequent classroom observations.

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

 X Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

Program/Activity and Implementation Summary:

For at least three years, Morningside Middle School has not met AYP because we have missed 8 of 17 indicators. Each year, the missed indicators have included: students with disabilities in Math and ELA, students who receive subsidized meals in the areas of Math and ELA, and African-American students in the areas of Math and ELA. Our school consists of approximately 80% African Americans, 10% Caucasian, 9% Hispanic, and 1% other populations, totaling 494 students. Currently, more than 79% of our students in grades 6-8 are reading

below grade level and many of our students also have problems with math computations. Our students' scores on the Palmetto Assessment of State Standards (PASS) test show an unacceptable percentage of students not meeting standard.

We believe the transformation model is best suited to enable Morningside Middle to reverse this trend and foster achievement for all students.

Percent Not Meeting Standard - PASS 2009					
	ELA	Math	Science	Social Studies	Writing
All Students	55.3	62.0	57.1	38.5	60.2
African American	56.7	64.6	58.2	41.7	59.5
Students with Disabilities	75.9	70.7	71.1	64.9	n/a
Subsidized Meals	56.0	62.7	59.8	39.7	60.8

A number of programs will be implemented to assist students who are struggling in the areas of Math and ELA. Each of these programs was selected by school psychologists in the district who brought in research to support them. Every student will be screened using an Oral Reading Fluency Exam (ORF) for possible placement in a leveled-reading intervention class for 45 minutes, four days a week. The FLEX reading programs include; Soar to Success, Rewards, Rewards Plus and SRA Corrective Reading. Students that require more targeted intervention outside of this FLEX period will be enrolled in a Reading Essentials class for the year. This class is based on techniques that are prescribed by the Johns Hopkins Talent Development Middle Grades Program. Math students who score below the 25th percentile on the Measures of Academic Progress (MAP) test will be placed in a Math Essentials class which will use the Trans Math curriculum, a research based program to help address computation skills for students below grade level.

 X *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

Program/Activity and Implementation Summary:

Teachers will meet weekly in Teacher Curriculum Teams (TCT's) to collaboratively analyze data and plan standards-based instruction tailored to students' needs. All teachers in core academic courses will use results of common assessments, benchmark assessments, teacher-made assessments, and analysis of MAP scores to inform them about effectiveness of instruction and to determine areas in which students still need extra help.

Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—

 X *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;*

X *Implementing a school-wide “response-to-intervention” model;*

 Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

 Using and integrating technology-based supports and interventions as part of the instructional program; and
In secondary schools--

 X *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*

 X *Improving student transition from middle to high school through summer transition programs or freshman academies;*

 Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

 X *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

Program/Activity and Implementation Summary:

Teachers are involved regularly (TCT meetings) in analysis of student growth data to inform instruction and make adjustments to instructional strategies and activities if needed. The principal will design and implement a comprehensive, school-side system of teacher observation to frequently monitor implementation of professional best practices and ensure that the required curriculum is being implemented with fidelity. With concentrated support from the Charleston Innovative Learning Community staff, vertical articulation and alignment and consistent implementation of standards-based instruction will be monitored.

We will use a school-wide Response to Intervention model that reflects the most extensive interventions for those students who are most significantly behind in reading and math. It also reflects extensive interventions for students with chronic problems, such as absenteeism. All schools within CCSD are required to have a CORE team that meets weekly to review multiple indicators about students (behavior, attendance, achievement) and to develop interventions and strategies to meet students’ needs.

Instruction in technology classes will include a focus on Inspiration, Photo Story, and pod-casting. Students will use technology to create graphic organizers (Inspiration), writing (Microsoft Word), presentations (PowerPoint and Photo Story), publishing (Web design and Publisher), and additional programs such as Google Earth and Sketch-Up. Students will also employ digital cameras, ipods and other digital equipment. Two technology teachers will be hired to facilitate the implementation of these strategies. Math and science classes will receive training and implement the use of graphing calculators, probes, and CBLs to gather and represent data. Teachers will create web sites on Echalk and post pictures, assignments, and announcements for parents.

To ease the transition of students from elementary to middle school and from middle school to high school, we will conduct cross- school visits in June. This will allow us to help students with the registration process and to help students become more familiar with their new school. We will add additional contract days for the 9 month Assistant Administrator (190 to 216 Days) to allow him/her to help with appropriate scheduling of students and to facilitate the summer transition efforts.

Charleston County's At Risk Alert System (ARAS), which identifies students who are most at risk, will continue to be used to identify early warning signs for those students for whom interventions are needed. Additionally, the CORE team will play a key role in identifying students' needs and notifying the administration, counseling department, or other appropriate agencies when interventions are needed.

(3) Increasing learning time and creating community-oriented schools

Required activities. The LEA must—

 X *Establish schedules and strategies that provide increased learning time (as defined in this notice); and*

 X *Provide ongoing mechanisms for family and community engagement.*

Program/Activity and Implementation Summary:

Students will arrive on August 16 to be taught school-wide expectations, school's affirmation (EXCEL) and creed (ARMS) research methodology, essential leadership skills (7 Habit of Highly Effective Teens) and procedures. This time will also be used to administer diagnostic tests in order for data to be available to begin flex class assignments. Students will attend school August 9-12 from 9 a.m. to 2 p.m. Breakfast and lunch will be served. Students who have not met standards in writing, math and ELA are expected to attend tutoring 3 days per week. If a student needs additional assistance, the student data will be reviewed by the grade level team and the student may be referred to the Academy (after school tutoring program). Each teacher will volunteer one hour of tutoring to his or her students each week.

We will conduct monthly SIC meetings and PTA meetings every two months as a measure to include parents and community members and to encourage them to be valid stakeholders in decisions made for Morningside Middle School. We will have periodic events to include breakfasts, concerts, and academic showcases to display student work. Phone messages via Parent Link, our automated call system, will be sent out as needed to keep parents informed of important happenings at the school.

Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-

 X *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;*

 X *Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*

 X *Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*

 Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Program/Activity and Implementation Summary:

Students will gain leadership skills through instruction in public speaking and debate, decision-making and problem-solving, entrepreneurship, and political science. These skills will be embedded in the curriculum. The utilization of a leadership development curriculum created by the Commonwealth of Virginia Board of Education and elements of *The 7 Habits of Highly Effective Teens* by Sean Covey will be adapted for use. Partnerships with local civic organizations, businesses, the military, and institutions of higher education will be developed and expanded to support students while providing career choices and community support necessary to give students real-world understanding of leadership in action. All students will take one quarter (9 weeks) of leadership. A leadership retreat will be held twice during the school year (fall and spring). Teachers will receive training during the summer sessions on Positive Behavior Intervention System (PBIS) and how it should be properly implemented. Students will be exposed to the school-wide PBIS plan as a part of the Morningside Bridge Camp which will take place before they are normally slated to come back to school in August of 2010.

(4) *Providing operational flexibility and sustained support*

Required activities. The LEA must—

X Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Program/Activity and Implementation Summary:

The LEA has approved the schedule, budget, and staffing requested to support this model to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. The newly formed Charleston Innovative Learning Community is committed to supporting Morningside Middle School in its efforts to do so.

 X Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Program/Activity and Implementation Summary:

The LEA has committed that the school will receive on-going, intensive technical assistance from the Charleston County School District and the Charleston Innovative Learning Community staff, and job-embedded professional development and follow-up coaching.

Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- X Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Program/Activity and Implementation Summary:

Morningside Middle School has been reassigned to the newly formed Charleston Innovative Learning Community which is committed to supporting the school with selected programs, resources, and professional development designed to improve teaching and learning thereby increasing student achievement.

LEA: Charleston County School District

School: Morningside Middle School

Transformation Model Concept: Charleston Innovative Learning Community (CILC) was created to provide a laser-like focus on improving student achievement by providing selected programs, resources, and professional development that will enhance student support and improve faculty effectiveness, thereby transforming this new learning community from a cluster of at-risk schools to a high-flying learning community.

DECIDE – COMMIT - SUCCEED

Give a *brief* summary of your transformation model.

The Transformation model at Morningside Middle School will focus on improving teaching and learning which will thereby improve student achievement. Included in the model will be strategies for increasing teacher effectiveness through examination of student growth data to inform instruction that is tailored to student needs, multiple observations of performance, job-embedded professional development, and rewards/incentives for improved student achievement. Also included are research-proven means for acceleration of reading and mathematics skills including extended learning time; implementation of proven instructional best practices, and continuous use of data.

Morningside Middle School will increase student achievement and close the achievement gap by implementing programs and strategies designed to address the poor academic performance of our students on Measures of Academic Progress (MAP) and Palmetto Assessment of State Standards (PASS) tests. A number of programs will be implemented to assist students who are struggling in the areas of math and reading. The hiring of support staff to support literacy and numeracy will be a critical piece as well.

To address the poor literacy skills of our students, every student will be screened using an Oral Reading Fluency Exam (ORF) for placement in a leveled-reading intervention class for 45 minutes, four days a week. The FLEX reading programs include Soar to Success, Rewards, Rewards Plus, SRA Corrective Reading and Reading Workshop. Students that require more targeted intervention outside of this FLEX period will be enrolled in a Reading Essentials class for the year. This class will be based on techniques that are prescribed by the Johns Hopkins Talent Development Middle Grades Program.

Poor numeracy skills will be addressed in all math classes by utilizing explicit direct instruction techniques to encourage teamwork in learning computation skills. Math students who score below the 25th percentile on the Measures of Academic Progress (MAP) test will be

placed in a Math Essentials class which will use the Trans Math curriculum, a research based program to help address computation skills for students below grade level.

To acclimate, train and properly screen students, we plan to implement a mini extended school year where both staff and students return to school prior to the official start date for Charleston County schools. Students who have not met standards in writing, math and ELA are expected to attend tutoring 3 days per week. Each teacher will volunteer one hour of tutoring to his or her students weekly. Additionally, students who need more academic assistance beyond regular school hours may be referred to the Academy (after-school tutoring program). Other programs will be put in place to expose students to technology, leadership skills and school procedures.

We will also focus on teacher quality, which we know will be the premise of ensuring that we achieve all of the goals set forth for student achievement. Teachers will collaborate in professional learning communities for the purpose of frequently analyzing data; examining assignments, assessments, and student work; conducting research; reflecting on practices observed during peer observations; and planning Response to Interventions. Incentive and rewards will be offered to staff members who have contributed to improved student achievement. These will also serve to recruit and retain teachers who have proven successful at meeting the needs of our students. Intensive, on-going professional development and training will be provided throughout the school year to help teachers hone their skills and improve their teaching. The school principal will design and implement a comprehensive school-wide plan for teacher observation to ensure that instructional best practices are being used and that the required standards-based curriculum is implemented with fidelity.

In addition, Morningside Middle School been reassigned to the newly formed Charleston Innovative Learning Community (CILC). Support personnel from CILC, experienced educators with proven success at improving low-performing schools, will provide additional assistance and support including professional development aligned with the school's programs and needs.

(1) Developing and increasing teacher and school leader effectiveness

Required activities. The LEA must—

 X *Replace the principal who led the school within the last two years prior to commencement of the transformation model*

Program/Activity and Implementation Summary:

Morningside Middle School has been split into two single gender academies (one male and one female). Each Academy will have its own principal. Dr. Joe Williams will serve as the lead principal for both schools and this is his first year at Morningside Middle School.

 X *Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—*

 X *Take into account data on student growth (as defined in the notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and*

 X *Are designed and developed with teacher and principal involvement*

Program/Activity and Implementation Summary:

Teachers in Charleston County schools are formally evaluated using a research-based evaluative model (SAFE-T) that requires teacher reflections and examination of student growth data as well as multiple observations of performance. All schools within CCSD are required to have a CORE team that meets weekly to review multiple indicators about students (behavior, attendance, achievement) and to develop strategies to meet students' needs. In addition, teachers participate in weekly Teacher Curriculum Team (TCT) meetings during which they review student growth data, examine student work, analyze MAP data and plan instruction tailored to student needs based on these data.

 X *Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so*

Program/Activity and Implementation Summary:

School goals are to increase by 20% the number of students who earn a *met* score on all four subjects on the Palmetto Assessment of State Standards (PASS) test and to increase by 10% the number of students who earn an *exemplary* score on all four subjects on the Palmetto Assessment of State Standards (PASS) test. A staff incentive plan will reward certified and classified staff each year if goals are attained. This model has been established to promote collective and distributed accountability. If school goals are attained, everyone who has contributed to the success of the overall effort will receive the incentive pay. Progress toward school goals will be measured using the Measures of Academic Progress assessments in reading and math. Teachers who have not successfully increased student achievement will be

placed on a professional growth plan designed to improve their teaching skills. If, after ample opportunity and support have been provided, a teacher has not improved, appropriate steps will be followed leading to his or her removal.

X *Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies*

Program/Activity and Implementation Summary:

As a part of the Transformation model, intense, sustained professional development will be provided for teachers and staff. Professional development will begin July 26 and will continue every Tuesday and 1st Saturday, as well as throughout the school year during regular school hours. Morningside Middle School teachers will receive on-going sustained professional development which will focus on the Explicit Direct Instruction (EDI) model, single-gender strategies, differentiated instruction, using technology to support instruction, and standards-based instruction and assessment. At the July meeting, teachers will also be taught the norms, PBIS procedures and expectations for the year and receive professional development on the literacy and math interventions for the upcoming school year. Coaches, administrators, and other support staff will be trained in effective coaching strategies to support teachers in planning for, using, and assessing the effectiveness of best practices

In addition, Morningside Middle School has been reassigned to the newly formed Charleston Innovative Learning Community (CILC). Support personnel from CILC, experienced educators with proven success at improving low-performing schools, will provide additional assistance and support including professional development aligned with the school's programs and needs.

X *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.*

Program/Activity and Implementation Summary:

A staff incentive plan will reward staff members each year if school goals are attained. If school goals are attained, everyone who has contributed to the success of the overall effort will receive the incentive pay. This model will not only reward teachers for improved student achievement, but also serve as an incentive to retain teachers who have proven successful at meeting the needs of our students. An additional incentive for recruiting and retaining staff will be the multiple opportunities for teachers to receive intensive, focused professional development and training that will enhance their skills and promote career growth.

Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as—

_____ Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

 X Instituting a system for measuring changes in instructional practices resulting from professional development;

_____ Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

Program/Activity and Implementation Summary:

The school principal will design and implement a comprehensive, school-wide observation plan to ensure that instructional best practices reflective of professional development are implemented. In addition, CILC personnel will also conduct frequent classroom observations.

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

 X Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

Program/Activity and Implementation Summary:

For at least three years, Morningside Middle School has not met AYP because we have missed 8 of 17 indicators. Each year, the missed indicators have included: students with disabilities in Math and ELA, students who receive subsidized meals in the areas of Math and ELA, and African-American students in the areas of Math and ELA. Our school consists of approximately 80% African Americans, 10% Caucasian, 9% Hispanic, and 1% other populations, totaling 494 students. Currently, more than 79% of our students in grades 6-8 are reading

below grade level and many of our students also have problems with math computations. Our students' scores on the Palmetto Assessment of State Standards (PASS) test show an unacceptable percentage of students not meeting standard.

We believe the transformation model is best suited to enable Morningside Middle to reverse this trend and foster achievement for all students.

Percent Not Meeting Standard - PASS 2009					
	ELA	Math	Science	Social Studies	Writing
All Students	55.3	62.0	57.1	38.5	60.2
African American	56.7	64.6	58.2	41.7	59.5
Students with Disabilities	75.9	70.7	71.1	64.9	n/a
Subsidized Meals	56.0	62.7	59.8	39.7	60.8

A number of programs will be implemented to assist students who are struggling in the areas of Math and ELA. Each of these programs was selected by school psychologists in the district who brought in research to support them. Every student will be screened using an Oral Reading Fluency Exam (ORF) for possible placement in a leveled-reading intervention class for 45 minutes, four days a week. The FLEX reading programs include; Soar to Success, Rewards, Rewards Plus and SRA Corrective Reading. Students that require more targeted intervention outside of this FLEX period will be enrolled in a Reading Essentials class for the year. This class is based on techniques that are prescribed by the Johns Hopkins Talent Development Middle Grades Program. Math students who score below the 25th percentile on the Measures of Academic Progress (MAP) test will be placed in a Math Essentials class which will use the Trans Math curriculum, a research based program to help address computation skills for students below grade level.

 X *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

Program/Activity and Implementation Summary:

Teachers will meet weekly in Teacher Curriculum Teams (TCT's) to collaboratively analyze data and plan standards-based instruction tailored to students' needs. All teachers in core academic courses will use results of common assessments, benchmark assessments, teacher-made assessments, and analysis of MAP scores to inform them about effectiveness of instruction and to determine areas in which students still need extra help.

Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—

 X *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;*

X *Implementing a school-wide “response-to-intervention” model;*

 Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

 Using and integrating technology-based supports and interventions as part of the instructional program; and
In secondary schools--

 X *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*

 X *Improving student transition from middle to high school through summer transition programs or freshman academies;*

 Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

 X *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

Program/Activity and Implementation Summary:

Teachers are involved regularly (TCT meetings) in analysis of student growth data to inform instruction and make adjustments to instructional strategies and activities if needed. The principal will design and implement a comprehensive, school-side system of teacher observation to frequently monitor implementation of professional best practices and ensure that the required curriculum is being implemented with fidelity. With concentrated support from the Charleston Innovative Learning Community staff, vertical articulation and alignment and consistent implementation of standards-based instruction will be monitored.

We will use a school-wide Response to Intervention model that reflects the most extensive interventions for those students who are most significantly behind in reading and math. It also reflects extensive interventions for students with chronic problems, such as absenteeism. All schools within CCSD are required to have a CORE team that meets weekly to review multiple indicators about students (behavior, attendance, achievement) and to develop interventions and strategies to meet students’ needs.

Instruction in technology classes will include a focus on Inspiration, Photo Story, and pod-casting. Students will use technology to create graphic organizers (Inspiration), writing (Microsoft Word), presentations (PowerPoint and Photo Story), publishing (Web design and Publisher), and additional programs such as Google Earth and Sketch-Up. Students will also employ digital cameras, ipods and other digital equipment. Two technology teachers will be hired to facilitate the implementation of these strategies. Math and science classes will receive training and implement the use of graphing calculators, probes, and CBLs to gather and represent data. Teachers will create web sites on Echalk and post pictures, assignments, and announcements for parents.

To ease the transition of students from elementary to middle school and from middle school to high school, we will conduct cross- school visits in June. This will allow us to help students with the registration process and to help students become more familiar with their new school. We will add additional contract days for the 9 month Assistant Administrator (190 to 216 Days) to allow him/her to help with appropriate scheduling of students and to facilitate the summer transition efforts.

Charleston County's At Risk Alert System (ARAS), which identifies students who are most at risk, will continue to be used to identify early warning signs for those students for whom interventions are needed. Additionally, the CORE team will play a key role in identifying students' needs and notifying the administration, counseling department, or other appropriate agencies when interventions are needed.

(3) Increasing learning time and creating community-oriented schools

Required activities. The LEA must—

 X *Establish schedules and strategies that provide increased learning time (as defined in this notice); and*

 X *Provide ongoing mechanisms for family and community engagement.*

Program/Activity and Implementation Summary:

Students will arrive on August 16 to be taught school-wide expectations, school's affirmation (EXCEL) and creed (ARMS) research methodology, essential leadership skills (7 Habit of Highly Effective Teens) and procedures. This time will also be used to administer diagnostic tests in order for data to be available to begin flex class assignments. Students will attend school August 9-12 from 9 a.m. to 2 p.m. Breakfast and lunch will be served. Students who have not met standards in writing, math and ELA are expected to attend tutoring 3 days per week. If a student needs additional assistance, the student data will be reviewed by the grade level team and the student may be referred to the Academy (after school tutoring program). Each teacher will volunteer one hour of tutoring to his or her students each week.

We will conduct monthly SIC meetings and PTA meetings every two months as a measure to include parents and community members and to encourage them to be valid stakeholders in decisions made for Morningside Middle School. We will have periodic events to include breakfasts, concerts, and academic showcases to display student work. Phone messages via Parent Link, our automated call system, will be sent out as needed to keep parents informed of important happenings at the school.

Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-

 X *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;*

 X *Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*

 X *Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*

 Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Program/Activity and Implementation Summary:

Students will gain leadership skills through instruction in public speaking and debate, decision-making and problem-solving, entrepreneurship, and political science. These skills will be embedded in the curriculum. The utilization of a leadership development curriculum created by the Commonwealth of Virginia Board of Education and elements of *The 7 Habits of Highly Effective Teens* by Sean Covey will be adapted for use. Partnerships with local civic organizations, businesses, the military, and institutions of higher education will be developed and expanded to support students while providing career choices and community support necessary to give students real-world understanding of leadership in action. All students will take one quarter (9 weeks) of leadership. A leadership retreat will be held twice during the school year (fall and spring). Teachers will receive training during the summer sessions on Positive Behavior Intervention System (PBIS) and how it should be properly implemented. Students will be exposed to the school-wide PBIS plan as a part of the Morningside Bridge Camp which will take place before they are normally slated to come back to school in August of 2010.

(4) *Providing operational flexibility and sustained support*

Required activities. The LEA must—

X Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Program/Activity and Implementation Summary:

The LEA has approved the schedule, budget, and staffing requested to support this model to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. The newly formed Charleston Innovative Learning Community is committed to supporting Morningside Middle School in its efforts to do so.

 X Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Program/Activity and Implementation Summary:

The LEA has committed that the school will receive on-going, intensive technical assistance from the Charleston County School District and the Charleston Innovative Learning Community staff, and job-embedded professional development and follow-up coaching.

Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- X *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*
- Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

Program/Activity and Implementation Summary:

Morningside Middle School has been reassigned to the newly formed Charleston Innovative Learning Community which is committed to supporting the school with selected programs, resources, and professional development designed to improve teaching and learning thereby increasing student achievement.

LEA: Charleston County School District

School: North Charleston High School

Transformation Model Concept: Ninth Grade Academy and Intensive Interventions

Give a *brief* summary of your transformation model.

Rigorous interventions will be made with students before and during their first year of high school. Although the district intends to sponsor a Summer Bridge program for students before ninth grade, the deficiencies of incoming grade 9 students warrants a “triage” approach. Specific components of the first year of high school interventions include the following:

Redefined sequence of courses for ELA to include READ 180 - The planned “triage” response to intervention includes a sequence of three courses (Essentials of Reading, Essentials of English, and English I) before taking the English I EOC with a required extended year (Summer Bridge) intervention. Only English I will be counted for English credit; others will be for elective credits. Essentials of Reading and will be based on the **READ 180** model and taken in the first semester. READ 180 is based on a 90-minute instructional period in which students have whole group direct instruction, three small group rotations (small group direct instruction, adaptive software instruction, and modeled and independent reading), and whole group wrap-up. Class size will be no larger than 15, and a reading interventionist will work with the regular ELA teachers to provide instruction. During the spring semester, students who need additional assistance will be provided one-on-one tutoring and “inclusion-like” support by the reading interventionist within the Essentials of English classroom. READ 180 was selected, in part, because of the district’s familiarity with the model and because it is used at R. B. Stall High School, another Tier I high school in North Charleston. Students continually transfer back and forth between NCHS and Stall within the school year, so using a model that is implemented in both schools would make it easier for students who transfer to not fall further behind or lose credits.

Triple-dosing/double-dosing in mathematics and use of Power Teaching: Mathematics (PT:M) – Students who are significantly behind will take a sequence of courses that includes Essentials of Math, Algebra I, Part 1, and Algebra I, Part 2, resulting in the Algebra I EOC being taken at the conclusion of the first semester in the second year of high school. Non-honors students who are not as far behind will take a sequence of Algebra I, Part 1 and Algebra I, Part 2. PT:M will impact either scenario, as the focus of the model is on professional development of the teacher to use more engaging strategies rather than on a “canned” program, which was a primary factor in its selection as the model. The program was also cost effective, in that it costs no more to train all the math teachers in the school than it does to train the NGA. Class sizes will be based on a ratio of no more than 1:12, and a math interventionist will also support instruction through inclusion-like and one-to-one tutoring. The SACS five-year timeline reflects that the school had already determined that double-dosing of math was a priority based on availability of funds, but no intervention model had been selected. This model was selected because of its likelihood of being sustained over time. Since it is an instructional model rather than a program, the potential to impact instruction long-term is enhanced.

Extended Day (After school tutorial) in Cougar Academy – Students who need extra help (both from within NGA and throughout the school) will be encouraged to participate in Cougar Academy offered three days a week after school. Three teachers will be paid to work to ensure consistency, and other teachers will be expected to work one hour per week as a part of their contracted time to support students who need extra help/time through this approach.

APEX Lab – The APEX Lab will be used during the regular school year and in the summer to support students who need credit or unit recovery.

Summer Bridge (Extended Year) – Students who are not ready for English I following intensive intervention will attend a 6-week Summer Bridge program. **READ 180** will be used to support ELA, and **PT: M** strategies will be used to support math extra help.

Advisor/Advisee will be implemented school-wide. Small groups of students will be matched with certified staff who will serve as advisor and mentors. They will remain with their advisor throughout their high school experience.

HSAP interventionists – To ensure students significantly deficient in reading and math skills have appropriate interventions, HSAP interventionists (one for ELA and one for math) will provide one-on-one tutoring for students in their second year of high school. Many of these students are, unfortunately, still classified as ninth graders.

A designated NGA parent advocate and counselor will provide support to students and parents. A designated director, student concern specialist, math coach, and reading coach will be integral members of the NGA team to provide support for students and teachers. The school's curriculum specialist will provide support for curriculum and instruction school-wide.

The components of the intervention plan are aligned with the previously developed SACS five-year School Improvement Plan and timeline developed by the Leadership Team of the school with input from the faculty. Specific research-proven models included in the grant were researched by school staff (including some teachers), recommended by the district, and have faculty support. A meeting was held with the entire faculty on Friday, May 7, 2010 to discuss the model.

A new Freshmen Seminar curriculum (Leadership for the 21st Century) will be used as the “anchor” course for grade 9.

Because so many staff members are inexperienced in teaching in an urban setting (and many have fewer than five years of teaching experience in general), job-embedded professional development is a critical part of the grant proposal. The intent is to build capacity so that the changes implemented through the grant will change the culture of the school and be sustained long after grant funding has ended.

Teachers will collaborate in professional learning communities for the purpose examining assignments, assessments, and student work; conducting research; reflecting on practices observed during peer observations; examining data; planning Response to Interventions; and in root cause analysis. Strategies to impact the culture of the school from SREB's *Creating a Culture of High Expectations* module will be integrated, as well as those from Transforming School Culture (Muhammed). The culture will be one of high expectations among the entire faculty to work together to ensure distributed,

internal, and authentic accountability for achievement and learner success. The newly formed Leadership Team/Focus Team structure which places teachers in positions of shared decision-making will be strengthened so it reflects a community of committed adults who take pride in the work of ensuring student success. Improved achievement will reflect not only the hard work of teachers as they have learned new strategies and implemented best practices with fidelity, it will reflect the efforts of professional support personnel, staff, and the administration who work collaboratively with parents, the community, and other agencies to ensure student success.

Each of these areas must be addressed. In addition, any of the permissible activities in italics may be addressed as well. **You must explain what you are going to do (program and/or program activity) and how you are going to do it (implementation plan) for each required component.** A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness

Required activities. The LEA must—

Replace the principal who led the school within the last two years prior to commencement of the transformation model

Program/Activity and Implementation Summary:

North Charleston High School (NCHS) was reconstituted at the beginning of the 2009-2010 school year. The principal, as well as the assistant principals, have been at NCHS for only one school year.

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—

Take into account data on student growth (as defined in the notice) as a significant factor as well as other factors such as a multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

Are designed and developed with teacher and principal involvement

Program/Activity and Implementation Summary:

SMART goals that are aligned with the school goals will be developed by each staff member (teacher involvement) and approved by the Leadership Team (which includes teachers and administrators). Portfolios of evidence and data will be presented to the Leadership Team, which will make recommendations to the administration for approval. Example: Parent Advocate's goal: "Contact parents of 100% of truant students within 3 days of the

absence which resulted in the student being deemed truant” may result in an increased number of students attending math and English classes every day in ninth grade academy or may reflect a percentage increase in attendance rates in the school overall, which supports goals related to performance objectives in math and ELA, as well as the graduation rate.

As required by CCSD’s Action Design, each administrator will document that he/she has conducted an average of 5 classroom observations per week with feedback to teachers. Teachers will be provided feedback and will be engaged in cognitive coaching and reflective dialogue on lesson plans, assessments, and grade frequency distribution reports (teacher and principal involvement).

**See Implementation Plan (attached).

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so

Program/Activity and Implementation Summary:

A staff recognition will be used to recognize the efforts of certified and classified staff each year if goals are attained. SMART goals that are aligned with the school goals will be developed by each staff member and approved by the Leadership Team (which includes teachers and administrators). Portfolios of evidence and data will be presented to the Leadership Team, which will make recommendations to the administration for approval. Example: Parent Advocate’s goal: “Contact parents of 100% of truant students within 3 days of the absence which resulted in the student being deemed truant” may result in an increased number of students attending math and English classes every day in ninth grade academy or may reflect a percentage increase in attendance rates in the school overall, which supports goals related to performance objectives in math and ELA, as well as the graduation rate.

**See Implementation Plan.

Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies

**See Implementation Plan.

Program/Activity and Implementation Summary:

Funds are being requested for the primary purpose of investing in individuals. Curriculum specialists, coaches, administrators, and other support staff will be trained in effective coaching strategies to support teachers in planning for, using, and assessing the effectiveness of best practices. The use of external sources for training and job-embedded coaching in implementation of READ 180 and Power Teaching:Mathematics, as well as the use of an external coach (Sandy Brossard) who has more than 20 years experience in implementing High Schools That Work (on which the Education and Economic Development Act is based), will ensure greater chances of implementation with fidelity.

The greatest impact we can have on the children who will enter NCHS in the future is to ensure the staff is highly trained to not only work with the students, but to build capacity of other teachers and leaders who come to work at NCHS. The Leadership/Focus Team structure which has been functioning well this school year should only improve with time and will ensure distributed and collaborative accountability.

**See Implementation Plan.

Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Program/Activity and Implementation Summary:

Although there are no funds for financial incentives, a Culture Team has been established. This focus team’s primary role is to positive effect the culture of the school to benefit students and staff so that neither group wishes to transfer from the school and so that each feels more connected to the school and to each other. If fewer teachers leave, fewer will need to be recruited.

**See Implementation Plan.

Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as—

Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

Instituting a system for measuring changes in instructional practices resulting from professional development; or

Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

Program/Activity and Implementation Summary:

One of the primary reasons for having external follow-up coaching is to ensure practices are changed in classrooms as a result of professional development. It is the responsibility of the external coaches to provide feedback to the administration and curriculum support personnel of the school regarding which staff members need assistance to ensure implementation with fidelity.

As a Palmetto Priority School, NCHS has requested that it not be required to accept a teacher from another school who has been RIFed except by mutual consent.

**See Implementation Plan.

(2) *Comprehensive instructional reform strategies*

Required activities. The LEA must—

Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

Program/Activity and Implementation Summary:

READ 180 is an intervention program that addresses individual needs of students through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Best Evidence Encyclopedia gives this model a “Moderate Evidence of Effectiveness” rating (no reading programs for high school have a “Strong Evidence of Effectiveness” rating.)

Power Teaching: Mathematics is an Instructional Process Program (IP) designed around a research-proven Cycle of Effective Instruction that engages students and extends their mathematical understanding. Best Evidence Encyclopedia gives this model a “Strong Evidence of Effectiveness” rating. The model provides teachers with a clear and simple structure for framing their mathematics instruction, can be used with any math curriculum, creates a community of educators, empowers students to work together, engages students in cooperative learning and problem-solving, incorporates on-going coaching and support, and provides multiple opportunities for practice and evaluation.

The overarching model used for the majority of the grant proposal, Ninth Grade Academy and intensive interventions in subsequent grades, is advocated in the Education and Economic Development Act of SC, which is based on the *High Schools That Work* Model. Other components of the grant, including extra help for students through extended day, extended year, Advisor/Advisee, double-dosing of English and mathematics, are recommendations to support key practices of *HSTW*. Ninth Grade Academy is also a component of the Talent Development, another research-based model which is partnered with *HSTW*.

The curriculum is based on South Carolina academic standards and reflects a commitment to continued vertical articulation (facilitated at the district level).

**See Implementation Plan.

Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Program/Activity and Implementation Summary:

- All teachers in English and math courses will submit teacher-made unit assessments to determine if they are providing standards-based instruction as measured by the Internal Instructional Review and will be trained in the process of examining their own assessments using the IIR. Information from these assessments will be used to inform and differentiate instruction in order to meet the academic needs of individual students.
- All teachers in core academic courses will use benchmark assessments to inform them about effectiveness of instruction and to determine areas in which students still need extra help.
- Goal-setting conferences will be held with 100% of the students taking Fall MAP, and goals will be developed to improve student learning. Interim conferences will be held with students for the purpose of self-reflection and assessment of progress toward meeting goals.
- Advisors will use interim and report card data every 4 and ½ weeks to discuss progress with students in all their classes and to help students plan how they will address deficiencies in progress.

**See Implementation Plan.

Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—

Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

Implementing a school-wide “response-to-intervention” model;

Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

Using and integrating technology-based supports and interventions as part of the instructional program;

and

In secondary schools--

Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

Improving student transition from middle to high school through summer transition programs or freshman academies;

Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;
or

Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Program/Activity and Implementation Summary:

- All teachers in English and math courses will submit teacher-made unit assessments to determine if they are providing standards-based instruction as measured by the Internal Instructional Review and will be trained in the process of examining their own assessments using the IIR. Information from these assessments will be used to inform and differentiate instruction in order to meet the academic needs of individual students.
- All teachers in core academic courses will use benchmark assessments to inform them about effectiveness of instruction and to determine areas in which students still need extra help.
- Our entire grant is based on a RtI model that reflects the most extensive interventions for those students who are most significantly behind in reading and math. It also reflects extensive interventions for students with chronic problems, such as absenteeism (through the use of truancy officer and parent advocates).
- READ 180 is a technology-based intervention, as is APEX, which is used for credit recovery.
- Students with reading and math skills at the grade 6-8 level will be challenged to take college preparatory courses, with extra help provided through double-dosing. Students who are working on grade level will be challenged to take honors courses.
- A summer BRIDGE program will be required for students who are functioning below the 6th grade level in reading and/or math. A freshman academy will be implemented with fidelity and will include the use of a NGA administrator, curriculum specialist, reading specialist, math specialist, parent advocate, and counselor.
- Students who need to recover credits or units of study within a class will have the opportunity to do so through APEX.

- The district’s ARAS system which identifies students who are most at risk will continue to be examined to identify early warning signs for those students for whom interventions are needed. Additionally, the student’s advisor will play a key role in notifying the school’s CORE Team and counseling department when interventions are needed.

** See Implementation Plan.

(3) *Increasing learning time and creating community-oriented schools*

Required activities. The LEA must—

Establish schedules and strategies that provide increased learning time (as defined in this notice); and

Provide ongoing mechanisms for family and community engagement.

Program/Activity and Implementation Summary:

Extended Day (After school tutorial) in Cougar Academy – Students who need extra help (both from within NGA and throughout the school) will be encouraged to participate in Cougar Academy offered three days a week after school. Three teachers will be paid to work to ensure consistency, and other teachers will be expected to work one hour per week as a part of their contracted time to support students who need extra help/time through this approach.

APEX Lab – The APEX Lab will be used to support students who need credit or unit recovery. APEX Lab will be provided during the school day, as well as after regular school hours.

Summer Bridge (Extended Year) – Students who are not ready for English one following intensive intervention, will attend a 6-week Summer Bridge program. **READ 180** will be used to support ELA and **PT: M** strategies will be used to support math extra help.

Students will be **double-or triple-dosed in English and mathematics** at the ninth grade level to ensure a solid foundation in reading and mathematics.

Opportunities for community and family engagement will be promoted through the use of the following:

As students begin to perform better academically, it is the faculty’s hope that more of them will see themselves as college-bound. An **SAT/ACT Prep** class will be offered each year to build students’ confidence. **Partnerships with postsecondary institutions** to support dual credit enrollment have already been established and will be expanded, though no funds are being requested from the grant for this purpose.

An additional parent advocate is needed to work with families and the community (the school currently has only two). Parent advocates will serve with the same students/families for the duration of their high school experience. We are hopeful this effort to have stronger relationships will result in increased student achievement and improved graduation rates.

**See Implementation Plan.

Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-

Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Program/Activity and Implementation Summary:

One additional **parent advocate** is needed to work with families and the community. Parent advocates will serve with the same students/families for the duration of their high school experience. We are hopeful this effort to have stronger relationships will result in increased student achievement and improved graduation rates.

Advisor/Advisee will be implemented school-wide. Small groups of students will be matched with certified staff who will serve as advisor and mentors. They will remain with their advisor throughout their high school experience.

**See Implementation Plan.

(4) *Providing operational flexibility and sustained support*
Required activities. The LEA must—

Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Program/Activity and Implementation Summary:

The LEA, by virtue of its submission of this grant proposal, has approved the schedule, budget, and staffing requested to support this model needed to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

**See Implementation Plan.

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Program/Activity and Implementation Summary:

The LEA, by virtue of its submission of this grant proposal, has committed that the school will receive on-going, intensive technical assistance from the district staff, as well as from external sources, such as those who will provide READ 180, Power Teaching:Mathematics, and job-embedded professional development and follow-up coaching. The district has enjoyed a positive and collaborative relationship with the SEA through the Palmetto Priority Schools initiative and works very closely with the PPS liaison and staff.

**See Implementation Plan.

Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
 Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Program/Activity and Implementation Summary:

Implementation Plan Template

IMPLEMENTATION PLAN

For Morningside Middle School

In Charleston County School District

Intervention Model: Transformation

Need Summary (one sentence): Improve student achievement by addressing the areas of literacy and numeracy.

Action Summary (one sentence): Implement the Transformation Model to help us achieve the goal of improving student achievement in the areas of literacy and numeracy.

Add additional rows and lines as needed.

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
May 2010	Conduct meeting to establish/form a team to look at the Request for Proposals (RFP) Application Package and decide a plan of action on how to complete it.	(1) (i) B 1	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine 	<ul style="list-style-type: none"> • Sign-In Sheet 	Completed School Improvement Grant application.
May 2010	Conduct meeting to complete Request for Proposals (RFP) Application Package by taking into consideration student data at Morningside Middle School.	(1) (i) B 1	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine • Kevin Smith • Stephanie Flock • Sheeneque Baily 	<ul style="list-style-type: none"> • Sign-In Sheet 	Completed School Improvement Grant application.
August 2010- May 2011	Address the academic, behavioral and social needs of all students by implementing proven single gender best practices both inside and outside of the classroom. Teachers will receive initial training in the summer and continuous training with feedback from a state	(1)(i) 2 D	<ul style="list-style-type: none"> • Lead Teacher 	<ul style="list-style-type: none"> • PD Sign-In Sheets • Submit sample of lesson plans, at least 10, reflecting the use 	Decrease the amount of discipline referrals written by 10% for the school year, which in turn will have a direct effect

Implementation Plan Template

	department representative monthly throughout the school year. To check for fidelity of implementation of these practices, the observation feedback form that is utilized by administrators will have a section to check for these differentiated strategies.			of differentiated strategies.	on student achievement.
June 2010	Hire a reading specialist who will teach teachers how to embed literacy strategies into their curriculum, school-wide literacy focus with common professional development, reading instruction across the curriculum.	(1)(i) 2 D	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine 	<ul style="list-style-type: none"> • Copy of ESF and job description. • Copies of lesson plans (10) showing reading strategies implemented in all core content areas 	70% of students will meet MAP expected growth target in Reading from Fall to Spring administration. 90% of all students passing ELA classes in June 2011.
June 2010	Hire a numeracy specialist who will teach math teachers how to utilize Power Teaching Math strategies to help improve computation skills of students in their classes.	(1)(i) 2 D	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine 	<ul style="list-style-type: none"> • Copy of ESF and job description. • Copies of lesson plans (10) showing Power Math Teaching strategies implemented in all math classes. 	70% of students will meet MAP expected growth target in Math from Fall to Spring administration. 90% of all students passing Math classes in June 2011.
June 2010	Hire 1 teacher to teach ELA and 2 for Math in 6 th grade to reduce class sizes from 34 to 18.	(1)(i) 2 D	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine 	<ul style="list-style-type: none"> • Copy of ESF • Copy of signed teacher contract 	70% of students will meet MAP expected growth target in Reading from Fall to Spring administration. 90% of all 6 th grade students passing Math and ELA and Math classes in June 2011.
July 2010	Add additional Contract Days for 9 month Assistant Administrator (190 to 216 Days) to help with scheduling students in Algebra I Spanish and Keyboarding as a means of preparing students for high school to help increase graduation rates for the North Charleston area. Also to assist with professional development during extended school year for	(2)(ii)E1 1 (i) 2 D	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine 	<ul style="list-style-type: none"> • Copy of point change form. • Copy of class rosters from English I and Algebra I 	25% class pass rate on ELA EOC 50 % class pass rate on ALG I EOC Assistant administrator will

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	teachers.				schedule students to take English I and Algebra I. Assistant Administrator will assist in conducting PD.
August 2010- May 2011	Offer English 1 and Algebra I to selected 8 th grade students.	(2) (ii)1E	<ul style="list-style-type: none"> • Robert Woods • Caffey McCarty 	<ul style="list-style-type: none"> • Printed student schedules 	25% class pass rate on ELA EOC 50 % class pass rate on ALG I EOC
August 2010- May 2011	Address Literacy through leveled FLEX classes, Reading Support classes, Voyager Reading and after school tutoring. Flex classes will range from Corrective Reading for students with the most severe reading deficiencies to Independent Novel Reading courses for students reading at and above grade level.	(2) (i)(A) (2) (i) B	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine • Kevin Smith • Stephanie Flock • Sheeneque Baily • Robert Woods • Caffey McCarty 	<ul style="list-style-type: none"> • Fall ORF's • FLEX Class Rosters • Spring 10 Reading MAP scores • 2009 PASS ELA ratings 	Increase student ORF by an average of 20 words from August 2010-May 2011
August 2010- May 2011	Address Numeracy through Math Essentials classes using the Trans Math curriculum, V-Math classes and after school tutoring. Students enrolled in these classes will be selected based on pre-screening math instruments (placement tests), Aimsweb computational probes and percentile levels on math MAP (below 25th %).	(2) (i)(A) (2) (i) B	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine • Kevin Smith • Stephanie Flock • Sheeneque Baily • Robert Woods • Caffey McCarty 	<ul style="list-style-type: none"> • Fall pre-screening instruments • Trans Math and V-Math class rosters • Spring 10 Math MAP scores • 2009 PASS Math ratings 	75 % of students enrolled in V-Math will meet their 4 th Quarter Benchmark goal. 75% of students will increase an average of 3 points from Fall to Spring.
July 2010- August 2010	Have teachers arrive in late July (July 26) to begin professional development on the initiatives. Teachers will begin extensive professional development on the EDI method of teaching and Single-Gender Best Practices. Teachers will also be taught the norms, PBIS, procedures and expectations for the year and receive professional development on the literacy and math interventions for the upcoming school year.	(1)(i) 2 D	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine • Kevin Smith • Stephanie Flock • Sheeneque Bailey 	<ul style="list-style-type: none"> • PD Sign-In Sheets • Agendas from trainings • Copies of power points from training. 	95% of staff will attend PD's on initiatives.

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August 2010	Have students arrive on August 16 to be taught school-wide expectations, school's affirmation (EXCEL) and creed (ARMS) research methodology, essential leadership skills (7 Habit of Highly Effective Teens) and procedures. This time will also be used to administer diagnostic tests in order for data to be available to begin FLEX class assignments. Students will attend school August 16-17 from 9 a.m. to 2 p.m. Breakfast and lunch will be served.	(3) (i) (A) (2) (ii) 4 E	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine • Kevin Smith • Stephanie Flock • Sheeneque Bailey • 	<ul style="list-style-type: none"> • Agendas from trainings • Copy of diagnostic test • Class rosters from sessions. 	100% of students attending early session will be assessed and placed in Reading or math FLEX support classes.
December 2010 June 2011	All staff will be eligible to receive incentive pay twice (December & June) during the school year if the established school goals are met. School goals will be measured using the Measures of Academic Progress assessments in the reading and math number of discipline referrals and staff daily attendance will also be utilized too.	1 (ii) (A)	<ul style="list-style-type: none"> • Cheryl Heening • Shaniqua Gold • Janet Rose-Baele 	<ul style="list-style-type: none"> • Reading and math MAP spreadsheet. • MUNIS attendance report print out. 	75% of staff will receive the incentive in either December or June
September 2010- June 2011	Have students who have not met standards in writing, math and ELA attend tutoring 3 days per week. If a student needs additional assistance, the student data will be reviewed by the grade level team, referred to the Academy (after school tutoring program). Each teacher will volunteer one hour of tutoring to his or her students each week.	1 (ii) (A)	<ul style="list-style-type: none"> • Kevin Smith • Sheeneque Bailey • Stephanie Flock 	<ul style="list-style-type: none"> • Attendance Sheets • Tutoring schedule 	All students not meeting standards in writing, math, ELA will be invited to attend afterschool tutoring.
August 2010- June 2011	Students will gain leadership skills through instruction in public speaking and debate, decision-making and problem-solving, entrepreneurship, and political science. These skills will be embedded in the curriculum. The utilization of a leadership development curriculum created by the Commonwealth of Virginia Board of Education and elements of The 7 Habits of Highly Effective Teens by Sean Covey will be adapted for use. Partnerships with local civic organizations, businesses, the military, and institutions of higher education will be developed and expanded to support students while providing career choices and community support necessary to give students real-world understanding of leadership in action. All students will take one quarter (9 weeks) of leadership. A leadership retreat will be held twice during the school year (fall and spring).	(3) (ii) (A)	<ul style="list-style-type: none"> • Leadership Teacher 	<ul style="list-style-type: none"> • Class rosters • Agenda from Leadership Retreats • Copies of lesson plans (5) showing teaching of Highly Effective Teens 	A Leadership course will be offered and we will conduct 2 Leadership summits (Fall & Spring)

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September 2010- May 2011	We will conduct monthly SIC meetings and PTA meetings every two months as a measure to include parents and community members and to encourage them to be valid stakeholders in decisions made for Morningside Middle School. We will have periodic events to include breakfasts, concerts, and academic showcases to display student work. Parent links will be sent out as needed to keep parents informed of important happenings at the school.	(3)(i)B	<ul style="list-style-type: none"> • Sherell Brown • Sheeneque Bailey • Stephanie Flock • Kevin Smith 	<ul style="list-style-type: none"> • Sign-in sheets from meetings • Flyers from programs • Copies of Parent Link messages 	Increase the amount of parent participation in PTA by 10% from August 2010 to April 2011
August 2010	Provide professional development that will focus on the Explicit Direct instruction (EDI) model, single-gender strategies, and differentiated instruction, using technology to support instruction and forming cooperative groups capable of producing projects aligned with themes. Teachers will have to be trained in the literacy and math programs, the use of the technology, and facilitating research-based projects. Differentiating products will provide students the opportunity to exercise and expand their various learning styles, creativity, and technological preferences. Teachers will be grouped into instructional clusters which will allow core and connection teachers to integrate their curricula and teach showing relevance between subject areas. Every Tuesday and 1 st Saturdays, MMS teachers will receive on-going sustained professional development in the aforementioned areas.	(1) (i) 2 D	<ul style="list-style-type: none"> • Dr. Joe Williams • Kala Goodwine • Kevin Smith • Stephanie Flock • Sheeneque Bailey 	<ul style="list-style-type: none"> • PD Sign-In Sheets • Agendas from sessions • Copies of powerpoints from sessions 	Conduct a total of 9 PD's that focus on Explicit Direct Instruction, single gender strategies, differentiated instruction with an average of 90% staff attendance.
August 2010- June 2011	Students will take elective courses in technology exploration that will focus on Inspiration, Photo Story, and pod-casting. Students will use technology to create graphic organizers (Inspiration), writing (Microsoft Word), presentations (PowerPoint and Photo Story), publishing (Web design and Publisher), and additional programs such as Google Earth and Sketch-Up. Students will also employ the use of digital cameras, ipods and other digital equipment. Two technology teachers will be hired to facilitate the school's elective technology courses. Math and science classes will receive training and implement the use of graphing calculators, probes, and CBLs to gather and represent data. Teachers will create web sites on Echalk and post pictures, assignments, and announcements for parents.	2 (ii) D	<ul style="list-style-type: none"> • Caffey McCarty • Robert Woods • Lead Teacher 	<ul style="list-style-type: none"> • Class rosters • Copies of lesson plans (5) showing use of graphing calculators, probes, and CBL's. 	100% of students attending for all four quarters will be enrolled in a technology course for 1 quarter. Math and science teachers will attend training on the use of graphing calculators, probes, and CBL's to gather and represent data.

Implementation Plan Template

**Implementation Plan for North Charleston High School
In Charleston County School District**

Intervention Model: Transformation – START RIGHT, KEEP IT RIGHT (Emphasis on Ninth Grade)

Need Summary (one sentence): Improve the achievement of ninth grade students, thereby improving EOCs, HSAP, and on-time graduation

Action Summary (one sentence): Provide intensive interventions in reading through READ 180 (offered as Essentials of Reading in the Fall semester), followed by Essentials of English (in the Spring Semester of the first year at NCHS), followed by a six-week summer bridge intervention (for students who are still significantly behind), with English I being taken in the Fall semester of the second year of high school.

Start Date-End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be Collected	Performance Measure
YEAR 1 (Where strategies are on-going, they are so designated and are not repeated.)					
6/10 – 7/10 Annually	Develop a master schedule that supports true NGA with common planning for teachers.	Organizational Structure to Support NGA	Juanita Middleton, Principal	Copy of master schedule	<u>All</u> NGA teachers who are on teams will have common planning.
5/10 – 6/10 Annually	Revise tentative PD calendar to reflect additional PD to support planned interventions.	Professional Development – Teachers and Staff	Dave Jessen, HSTW Site Coordinator Sandy Brossard, External Coach	Student and teacher performance data and teacher surveys to identify gaps in PD	PD evaluations and reflection logs will reflect that the majority of staff found PD to be relevant and engaging. <u>(At least 90% overall)</u>
7/26/10	Survey teachers to determine their needs based on plans for interventions	Professional Development – Teachers and Staff	Dave Jessen, HSTW Site Coordinator	Survey results	Teachers respond favorably to PD offerings throughout the year.
8/2/10	Finalize PD calendar based on school priorities and teacher/staff needs related to those priorities.	Professional Development – Teachers and Staff	Dave Jessen, HSTW Site Coordinator, Juanita Middleton, Principal	PD Calendar	PD calendar and model represents a focused approach to professional development that supports school goals, is differentiated to meet the needs of teachers in reaching school goals, reflects a variety of professional development opportunities and types of professional development offerings to meet the needs of the adult learner, and holds those who participate accountable for using what they have learned.
7/20/10 –	Hold a leadership retreat to develop a plan	Professional	Juanita Middleton,	Summary of Data Analyzed	Evaluation of the workshop retreat by



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7/30/10	for more effectively leading and supporting the faculty, to engage in analysis of data, to develop expectations for faculty and staff to ensure successful implementation of the grant and accomplishment of goals, to develop a meeting matrix to inform teachers and staff of professional development dates, to plan the location of Situation Room and what will be included, PLC meeting times, Teacher Curriculum Team meetings, etc.	Development - Leadership	Principal Sandy Brossard, External Coach	Copy of Faculty Handbook with revised expectations Meeting matrix Plan and protocols to provide quality feedback on observations and artifacts that reflect teacher effectiveness	participants will reflect that workshop objectives were met. (100% will state that 100% of workshop objectives were met.) Development of materials and plans as defined in workshop objectives. (These materials will be available for review by external sources to document quality and alignment to objectives.)
7/1/10 – 8/12/10	Employ additional teachers and staff needed to ensure objectives of the grant are met.	Key Personnel - NGA, READ 180, Parent Involvement, Power Teaching: Mathematics	Juanita Middleton, Principal	Resumes and relevant information to make best decisions regarding staffing	Performance evaluations, efforts to be a part of the NCHS learning community, and student achievement data will reflect the quality of teachers employed. (100% of teachers who are evaluated each year will either demonstrate proficient performance or will be placed on improvement plans with support to be successful. Teachers who do not meet the objectives of their improvement plans will be documented for non-renewal at NCHS. Student achievement data referenced above refers to Exact Measures and Annual Goals sections of the grant narrative.)
8/9-10/10	Provide training for READ 180 teachers.	READ 180 (Reading Intervention) Professional Development	NGA Administrator/Scholastic	Sign-in sheets; Evaluations	Successful implementation of READ 180 model as reflected through coaching visits by READ 180 consultants and district-trained READ 180 staff; gains in performance of students in reading as measured by MAP data, Fall to Winter, Winter to Spring (As stipulated in the Exact Measures and Annual Goals portions of the grant narrative relative to MAP, EOC, and HSAP ELA)
9/10 –	Provide on-going embedded professional	Professional	NGA Curriculum	Feedback report provided by vendor	Teachers will evaluate coaching services of

Implementation Plan Template

6/11	development and coaching follow-up to READ 180 teachers and interventionists.	Development	Specialist (TBD)	following each visit and formative conference with principal and instructional support staff	vendor, and Fidelity of Implementation Report will be generated by consultants.
9/1/10 – 9/15/10	Provide training for English and Math teachers on how to interpret and use MAP results to plan for differentiated instruction.	NGA – Assessment of implementation of interventions	NGA Curriculum Specialist and NGA teachers	MAP RIT scores, evidence of conferencing with all students who take MAP regarding their performance and goals	Evidence of students meeting growth targets (See Exact Measures and Annual Goals portions of the grant narrative relative to performance on MAP)
8/10 – ongoing	Begin training and coaching for instructional support staff that will be continued throughout the year on cognitive coaching, development quality lesson plans, assessments and other topics referenced in the grant.	Professional Development – Instructional Support Staff	Sandy Brossard, External Coach	Copies of all training materials, documentation of all coaching sessions with instructional support staff	Quality of coaching sessions with teachers and feedback on artifacts created will be improved as instructional support staff gains greater confidence in instructional leadership. (Survey those being coached to ascertain their perceptions of effectiveness of coaching support.) Best practices will become more evident in classrooms <u>during observations</u> as a result of instructional support staff's implementation of instructional leadership skills/practices.
9/10 – 6/11 Annually	Implement Cougar Academy (selection of staff, schedule, materials, letters home, transportation arranged, location of sessions, etc.)	Extra Help for All Students - HSAP	Administrative Team	Copies of notification letters Copies of transportation documents Teacher assignments	Student success in class will be increased as a result of extra help. More students will participate than in the past. (See Exact Measures and Annual Goals in grant narrative. Longitudinal, comparative data will be used to track participation with an expectation that the number of students participating will increase by at least 20% in Year 1 and by 10% in years 2 and 3. It is hoped that fewer students will need the extended day intervention after year 3.)
9/10-4/11	Hold MAP goal-setting conferences with students with follow-up conference in the	Using Data - HSAP	Teachers	Copies of goal sheets completed by all students.	As a result of setting goals and having meaningful conferences, more students will put



Implementation Plan Template

Annually	Winter and Spring.				forth more effort to work toward achieving their target growth goals and will accept ownership for their learning. <i>(See Exact Measure and Annual Goals portions of grant narrative relative to MAP gains.)</i>
7/30/10-8/10/10 Annually	Provide initial training on Power Teaching: Mathematics during year 1 with additional training for new-comers to the faculty each summer afterwards.	Math Intervention	SW Curriculum Specialist (TBD)	Sign-in sheets; evaluations	Successful implementation of Power Teaching: Mathematics model as reflected through coaching visits by Success for All consultants, gains in performance of students in math as measured by MAP data, Fall to Winter, Winter to Spring. <i>(See Exact Measure and Annual Goals portions of grant narrative relative to MAP gains.)</i>
9/11 – ongoing	Provide HSAP interventions through small group and one-on-one tutoring after finalizing schedule.	Math and ELA Intervention	Curriculum Specialist HSAP interventionists	Schedule of HSAP intervention sessions Attendance book	HSAP goals established in the grant will be met.
910 – 6/11 Annually, with less days for coaching	Provide on-going embedded professional development and coaching follow-up to Power Teaching: Mathematics teachers and interventionists.	Professional Development	NGA Curriculum Specialist (TBD) Success for All Foundation	Feedback report provided by vendor following each visit and formative conference with principal and instructional support staff	Teachers will evaluate coaching services of vendor, and Fidelity of Implementation Report will be generated by consultants. <i>(See Exact Measure and Annual Goals portions of grant narrative relative to math gains.)</i>
7/10 – 9/10 (to be repeated each year)	Examine quality NGA orientation materials developed by other schools and plan a robust and meaningful 9 th grade orientation for NCHS students and their families.	NGA	NGA Administrator NGA Counselor <i>Student Advancement and Support Focus Team</i> <i>School Climate Focus Team</i>	Copy of NGA Orientation PowerPoint and other materials Photos of NGA Orientation Copies of correspondence to students and their parents regarding orientation	The following will be considered in evaluation effectiveness: <u>Level of parents</u> in other planned sessions <u>Survey of parent and</u> student perceptions Student understanding of expectations and commitment to NGA (Observation and focus groups)
8/10 - 8/10 Refresher	Provide training for the successful implementation of Advisor/Advisee , disseminate materials, share established Advisory groups with staff, and begin	Relationships	Juanita Middleton, Principal Erica Evans, Guidance Director	Copies of training materials Sign-in sheets	<u>On-going observations</u> of staff leading Advisor/Advisee will be conducted with feedback. Changes in school culture will be noted as a

Implementation Plan Template

in 2011 and 2012 Opening of School	Advisory periods.		Sandy Brossard, External Coach		result of more positive relationships between adults and students. <i>Additionally, surveys regarding the effectiveness of Advisor/Advisee will be administered and analyzed to determine program effectiveness and need for revisions.</i>
8/10 and on-going	Ensure all NGA students are in a designated area of the building with designated NGA teachers, counselor, an administrator, interventionists, and instructional support staff.	NGA	Administrative Team	Map of school with NGA area designated	The NGA area will be clearly designated for ninth grade students.
8/10 and on-going	Establish and maintain a parent resource center/parent education program to serve parents and students of NGA in new location.	NGA/Parent Support	Administrative Team Parent Advocates School and Community Relations Focus Team	Parent Resource Center located in designated NGA area Documentation of increased parent involvement	<i>More students will come to school</i> as a result of the implementation of the Parent Resource Center and the work of the NGA parent advocate. <i>Increase student attendance rate to meet or exceed state average for “schools like ours”.</i>
9/10 and on-going	Expand the adult mentoring program for NGA students by increasing collaboratives with the <i>Community Coalition</i> to support North Charleston High School and provide expanded support services for students.	NGA – Parenting/Relationships	Parent Advocates School and Community Relations Focus Team	Data comparing numbers of adult mentors serving 9 th grade students and level of service Copies of letters expressing interest in community and business partnerships from parent advocates Notes of phone calls with community members and businesses Log of community and business partnership participation	A great number of adult mentors will support 9 th grade students, and as a result, academic performance and behavior will be positively impacted. <i>Increase the number of adult mentors annually and analyze the effects of mentors on academic performance and behavior through quantitative and qualitative analysis of students’ records (those who had mentors) over time, i.e., noting changes in behavior and performance after mentoring, comments by students relative to the help provided by their mentors, etc.</i>
8/10 –	Implement the district’s new <i>Freshmen</i>	NGA – Relationships	NGA Administrator	Freshman Focus Curricula for 2010-	<i>Observations</i> completed in Freshman Focus



Implementation Plan Template

6/11 And ongoing	<i>Focus</i> curricula as the NGA “anchor” course.	Study Skills Leadership	<i>Student Advancement and Support Focus Team</i>	2011 Master Schedule which reflects Freshman Focus class in schedule	class will provide evidence of the level of implementation of the curriculum. <u>Surveys of students</u> will provide information about the benefits of the class.
7/10 – 6/11 Refresher as needed	Provide training for NGA teachers on integrated, project-based instruction, review standards-based units, and implement four units in the spring semester.	NGA – Professional Development	NGA Administrator <i>Instructional Quality and Support Focus Team</i> Sandy Brossard, External Coach	Evidence of four thematic units of instruction Copies of training materials	<u>Student data reflecting mastery of standards taught</u> through the themed units will be examined. <u>Teacher feedback</u> on how they felt about teaching their first project-based units will be considered.
8/10 Annual Review and Update	Develop common course syllabi for all EOC courses and review annually. (The syllabi must reflect the following: course description, instructional philosophy, power standards/course goals, major assignments and projects, assessment and grading plan, recommended/required readings, extra help/support provided to assist students.)	NGA -	NGA Administrator NGA Curriculum Specialist and Sandy Brossard, External Coach <i>Instructional Quality and Support Focus Team</i>	Copies of course syllabi Training materials	Course syllabi will reflect rigor, standards-based instruction, and consideration of whether grades support learning or are measures of compliant behavior. (Review of course syllabi)
1/11 – 6/11 Annual Review and Update	Develop common course syllabi for all other courses. Follow <i>HSTW</i> -recommended guidelines.	Instructional Practices	Curriculum Specialists Sandy Brossard, External Coach <i>Instructional Quality and Support Focus Team</i>	Copies of course syllabi Training materials	Course syllabi will reflect rigor, standards-based instruction, and consideration of whether grades support learning or are measures of compliant behavior. (Review of course syllabi)
8/10 – ongoing	Establish student recognition programs to recognize the following: NGA “Student of the Month”, “Most Improved” in Each Class, “Most Improved Overall”	Student Incentives	NGA Administrator and Counselor <i>Student/Teacher Incentives and Recognition Focus Team</i> Guidance CORE Team	Pictures showing students being recognized Announcements	Data will be collected to see if the <u>number of students being recognized increases</u> as a result of students feeling validated by results of their efforts.



Implementation Plan Template

10/10 – ongoing	Hold quarterly NGA Celebration for students recognized throughout the year. Recognize student achievement, attendance, community service, and behavior.	NGA	NGA Administrator and Counselor <i>Student/Teacher Incentives and Recognition Focus Team</i> Guidance CORE Team	Pictures showing students being recognized Announcements Publications in which students are featured	The <u>number of students being recognized will increase</u> throughout the year.
8/10 – ongoing	Provide EOC extra help two days per week utilizing the school’s ROAR schedule.	NGA	NGA Administrator Mathematics Department Chair Mathematics Department	Copies of materials used by teachers	EOC scores will improve. (See Exact Measure and Annual Goals portions of grant narrative relative to EOC gains.)
9/10-ongoing	Ensure each quarterly parenting newsletter contains at least one article related to NGA.	NGA	NGA Parent Advocate <i>School and Community Relations Focus Team</i>	Copies of parent newsletters	Perceptions of parents and students regarding high school will improve as parents are better informed. (SC Climate Survey Data)
8/10 – ongoing	Hold large-group parent meetings quarterly within the school to communicate to NGA parents the need for higher expectations. Meet with parents individually throughout the year to foster stronger relationships.	NGA	NGA Parent Advocate <i>School and Community Relations Focus Team</i>	Sign-in sheets of parent meetings in the school Agenda	<u>The number of parents participating will increase</u> throughout the year.
9/10-ongoing	Ensure each monthly guidance newsletter has at least one article pertinent to NGA students and parents.	NGA	NGA Counselor Guidance Department	Copies of monthly guidance newsletter	Parents and students will report feeling more informed about what their NGA students are experiencing in high school. <u>Climate survey data will improve.</u>
8/10-ongoing	Increase the number of phone calls to parents of NGA students.	NGA	Parent Advocates Teachers	Monthly documentation of phone calls and conferences with NGA parents by	Efforts to communicate with parents will be considered in the performance appraisal of



Implementation Plan Template

			<i>School and Community Relations Focus Team</i>	NGA Administrator, Parent Advocate, and NGA teachers via log	teachers and staff. <i>(Logs will be maintained and examined.)</i>
10/10 – ongoing	Investigate ways to promote 8 th grade transition to NCHS by using technology to showcase programs and initiatives.	NGA – Transition	NGA Administrator NGA Counselor NGA teachers	Video Powerpoint Documentation of visits to feeder schools to promote NCHS	<i>A lesser percentage</i> of parents will apply for their children to transfer to another school rather than attending NCHS.
8/10 – ongoing	Provide refresher training on “The Power of I” to all teachers and discuss its implementation.	Culture of school	Curriculum Specialist Sandy Brossard, External Coach <i>Instructional Quality and Support Focus Team</i>	Sign-in sheet documenting presence of staff PowerPoint on Power of I	More teachers will consistently use the Power of I to hold students accountable for learning. <i>(As a result, the percentage of students experiencing success in their courses will increase as reflected by higher passing rates.)</i>
8/10 – ongoing	Have teachers post daily standards and indicators being taught, as well as agenda.	Achievement/Quality Instruction	<i>Administrative Team</i> Curriculum Specialists	-Observation of posting	Teachers will be more attuned to standards-based instruction and the importance of effective planning. <i>Observations will reveal indicators are posted.</i>
8/10 – ongoing	Post lesson plans weekly to the network shared folder and in a designated area in each classroom.	Achievement/Quality Instruction	<i>Administrative Team</i> Curriculum Specialists	-Lesson plans on shared drive -Lesson plans in classroom	Quality of lessons observed will reflect the quality of the planning.
8/10- ongoing	Review lesson plans (assistant principals and instructional support staff). Provide feedback as needed.	Achievement/Quality Instruction	<i>Administrative Team</i> Department Chairpersons Instructional Support Staff	-Lesson plans and feedback samples	Quality of lessons observed will reflect the quality of planning.
8/10 – ongoing	Hold departmental meetings a minimum of once per month and more frequently, as needed. Maintain minutes and artifacts documenting each meeting.	Achievement/Quality Instruction	Department Chairpersons	- Agenda and minutes (including presence of members) of departmental meetings	Teachers will use departmental meetings to review assessments, assignments and student work. As a result, greater consistency and alignment to standards will be established. <i>(As documented through Fall and Spring Internal Instructional Reviews to examine</i>



Implementation Plan Template

					assessments)
8/10 – ongoing	Publish achievements of (all) students and teachers through a variety of communication vehicles (e.g., local newspaper stories, newsletters, school Web site, announcements of academic achievement at athletic events, etc.).	School Climate and Culture	<i>Administrative Team</i> Parent Advocates <i>School and Community Relations Focus Team</i>	-Copies of publications and communiqués	Data will be collected to see if <u>the number of students being recognized increases</u> as a result of students feeling validated by results of their efforts.
8/10- ongoing	Establish student recognition program to recognize the following: “Student of the Month”, “Most Improved” in Each Class, “Most Improved Overall”	School Climate and Culture	NGA Administrator and Counselor <i>Student/Teacher Incentives and Recognition Focus Team</i> Guidance CORE team	-Pictures showing students being recognized -Publications in which students are recognized	The number of students being recognized <u>will increase</u> throughout the year.
8/10 – ongoing	Hold quarterly celebration for students recognized throughout the year. Recognize student achievement, attendance, community service, and behavior.	School Climate and Culture	NGA Administrator and Counselor <i>Student/Teacher Incentives and Recognition Focus Team</i> Guidance CORE team	-Pictures showing students being recognized -Announcements	The number of students being recognized <u>will increase</u> throughout the year.
8/10 – ongoing	Address attendance issues with parents and students.	Achievement and Graduation Rate	Parent Truancy Interventionist	Log of interventions and results	Improved student attendance should result in greater achievement and more on-time graduations. (Attendance rate will equal or exceed the state average for “schools like ours”.)
9/10 - Ongoing	Notify parents of their child’s parent advocate and implement the grade assigned	Relationships	<i>Administrative Team</i>	Notification to parents Pictures of parenting meetings	The level of parent participation/involvement will <u>be increased at all grade levels.</u>



Implementation Plan Template

	advocacy program.			Log of visits with parents at school, in homes, or in other locations	
Fall 2010	Have the Leadership Team participate in components of SREB’s Leadership Module: <i>Creating a Culture of High Expectations</i> .	Culture	Administrative Team Sandy Brossard, External Coach	Completion of assignments within module	The Leadership Team will <u>self-assess the culture of the school using SREB’s Self-Assessment Inventory</u> of distributed accountability.
9/10-10/10	Provide professional development in credit and unit recovery for the entire faculty	Achievement	Administrative Team Instructional Quality and Support Focus Team Curriculum Specialist Sandy Brossard, External Coach	- Presence of training on staff development docket - Presentation materials	A greater number of teachers will reflect the use of Power of I in their grading practices on course syllabi. (Review of course syllabi)
1/11 and ongoing	Provide on-going professional development and support for differentiated instruction and other effective teaching and learning strategies using Train-the-trainer model	Instructional Practices	Curriculum Specialists Sandy Brossard, External Coach	-Newsletters -Professional development plans, docket and calendar -Professional development notebooks -Lesson plans	Evidence of teachers using more differentiated strategies in observations and as reflected in lesson plans
8/10 – ongoing	Conduct peer observations at least once per quarter as a part of the school’s professional development plan. (Teachers will be asked to specifically identify student-centered content and strategies in their observation feedback.)	Instruction	Administrative Team Curriculum Specialist Instructional Quality and Support	- Peer observation documentation	<u>Greater collaboration will be exhibited by staff and instructional strategies will be shared</u> as a result of peer observation.
8/10 - ongoing	Conduct an average of five classroom administrative observations per week; provide feedback to teachers. (Classroom observations will be focused on student-centered instruction and alignment of activities and assessments to standards.)	Professional Development	Administrative Team Curriculum Specialists Coaches Sandy Brossard, External Coach (training)	- PowerUser documentation of classroom visits - Copies of observation forms Instructional Support Staff observations will NOT be entered into PowerUser but documentation will be maintained of visits.	Documentation of classroom observations will reflect usefulness of feedback focused on student-centered instruction and alignment of activities and assessments to standards. (Documentation of observations in PowerUser)



Implementation Plan Template

8/10 - ongoing	Implement a focused professional development plan that is aligned to the priorities of the school and district and that reflects the variety of professional development options that support the adult learner. (PD plans will reflect an emphasis on modeling and using effective instructional strategies, i.e., Socratic seminar, hands-on activities, cooperative learning, cross-curricular instruction, real-world connections, student choice in assignments, etc.)	Professional Development	<i>Administrative Team</i> Curriculum Specialists Coaches Sandy Brossard, External Coach <i>Instructional Quality and Support Focus Team</i>	- Professional development plans, docket and calendar - Newsletters - Professional development notebooks	The PD plan will support the school's efforts and individual teachers' needs as reflected by results on a survey of the quality of PD.
8/10 - ongoing	Maintain individual teacher professional development notebooks that include professional development handouts and notes from professional development meetings. (Guidelines for how to effectively maintain the notebook will be provided.)	Professional Development	<i>Administrative Team</i> Faculty and Staff	-Professional development notebook -Tips for maintaining an organized PD notebook	PD notebooks will quality learning experiences that they have incorporated in their classrooms with honest assessments of what worked and what did not.
8/10 - ongoing	Disseminate teaching tips related to student-centered instruction each week via email that support professional development training.	Professional Development	Curriculum Specialist Sandy Brossard, External Coach	-Copies of teaching tips	Teachers will gain knowledge of effective instructional strategies through technology medium. (Documentation of teaching tips being disseminated electronically)
3/11-4/11 Annually each year thereafter	Notify parents of students who are in danger of being required to attend mandatory Extended Year (Summer Bridge)	NGA	NGA Administrator	Letters of notification	The NGA team will identify all students who are in danger of not being ready for English I or Algebra I, Part 2 and inform parents in hopes that such notification will promote greater effort (if effort is a factor) and participation in in-school extra help activities and Cougar



Implementation Plan Template

					Academy.
4/11 – 5/11 Annually each year thereafter	Finalize plans for Extended Year (Summer Bridge) including but not limited to curriculum materials, selection of staff, schedule, transportation arrangements, etc.	NGA	NGA Administrator	Curriculum materials Schedule Staff roster Transportation arrangements finalized	The Extended Year (Summer Bridge) Program will result in an increased number of students being ready for the rigors of English I and Algebra I, Part 2 in the Fall semester.
6/11 Annually each year thereafter	Evaluate what worked and what did not work, and monitor plans for the next year, as needed.	Organizational Structure	Leadership Team Sandy Brossard, External Coach	Examination of data to determine effectiveness of providers, programs, and support	Recommendations for changes in the model will be supported by data. Root cause analysis will be used to determine why initiatives that were thought to have great promise did not work.
When data is available	Provide incentives to teachers and staff.	Incentives	Administration, Leadership Team	Examination of data against criteria recommended by Student/Teacher Incentives and Recognition and approved by Leadership Team	Performance of staff will include measures of student achievement, as well as evidence of meeting goals established to support collective accountability. (See Exact Measure and Annual Goals portions of grant narrative relative to gains.)
YEARS 2 and 3					
7/11-ongoing	Repeat of activities that are “ongoing” above, monitoring as needed based on what worked and what did not.		All, as assigned above	Data stipulated above	See performance measures for individual items.
7/11 and ongoing Annually	Train any new teachers and instructional support staff in ongoing initiatives and in best practices that should, by this time, be a part of the culture of the school.	Culture Professional development	Curriculum Specialists, Coaches	PD sign-in sheets	Initiatives will continue to be implemented with fidelity, and the goals of the grant will remain central to the efforts of the staff.

Budget Narrative Charleston Innovative Learning Community

Object Category	Item and Justification	Year One	Year Two	Year Three	Total
Salaries/ Stipends (100)	2 Instructional Coordinators will allow the Charleston Innovative Learning Community to assign an Instructional Coordinator to serve each of the SIG schools, providing on-site coaching, professional development, and support to teachers. 2 IC's X 46,772 = 93,554	\$93,544	\$93,544		\$107,088
	CCSD contract for the Lead teacher is 190 days. Additional days throughout the year are needed for planning and support of the year-long programs at both North Charleston High School and Morningside Middle School. 1 Lead Teacher x 71 days, 8 hours per day @ 38.75 per hour	\$22,010	\$22,010	\$22,010	\$66,030
	Total Salaries and Stipends	\$115,554	\$115,554	\$22,010	\$253,118
Employee Benefits (200)	2 Instructional Coordinators will allow the Charleston Innovative Learning Community to assign an Instructional Coordinator to serve each of the SIG schools, providing on-site coaching, professional development, and support to teachers. 2 IC's X 46,772 = 187,088	\$30,058	\$30,058		\$60,116

CCSD contract for the Middle School Lead teacher is 190 days. Additional days throughout the year are needed for planning and support of the year-long programs at both North Charleston High School and Morningside Middle School.¹ Lead Teacher x 71 days, 8 hours per day @ 38.75 per hour

	\$7,065	\$7,065	\$7,065	\$21,195
Total Employee Benefits	\$37,123	\$37,123	\$7,065	\$81,311

Purchased Services (300)

Launch for the new Charleston Innovative Learning Community: professional development for all CILC principals and key leadership personnel: planning and preparation for the school year, team building, goal setting, professional development on organizational effectiveness.

Facility rental

	\$2,000	\$2,000		\$4,000
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Food, beverages

	\$2,500	\$2,500		\$5,000
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Registration, lodging, and travel for CILC staff to attend conferences, workshops, trainings to enable them to be experts in instructional best practices so they can provide professional development for principals and teachers.

	\$13,500	\$13,500		\$27,000
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	Professional development: Explicit Direct Instruction, Standards-based Grading and Assessment, Single-gender Education/Strategies, Standards in Practice.	\$12,000	\$12,000		\$24,000
	Total Purchased Services	\$30,000	\$30,000		\$60,000
Supplies and Materials (400)	Supplies for professional development for CILC staff.	\$10,000	\$10,000		\$20,000
	Materials and supplies for workshops and professional development sessions offered throughout the school year: Everyday Math, Standards-based Grading and Assessment, SIP, EDI, Single-gender Strategies, the 3-minute Walkthrough, etc.	\$20,000	\$20,000	\$5,724	\$45,724
	Subtotal Supplies and Materials	\$30,000	\$30,000	\$5,724	\$65,724
Capital Outlay (500)		\$0	\$0	\$0	\$0
Other (600)					
	Total Other	\$0	\$0	\$0	\$0
Total Direct Costs		\$212,677	\$212,677	\$34,799	\$460,153
Indirect Costs (700)					
Total					

**Morningside Middle School/Charleston County School District
School Improvement Grant
Budget Narrative**

7/1/2010	Total Yr 1	Total Yr 2	Total Yr 3	Total
Salaries (with 3% COLI) & Stipends				
Salary (212 days) for Reading Specialist (Coach) to work with teachers to teach them how to embed literacy strategies into their lessons. In addition, the reading specialist will facilitate professional development.	\$57,986	\$59,901	\$59,901	\$177,788
Salary (212 days) for Numeracy Specialist (Coach) to work with teachers to teach them how to utilize Power Teaching math strategies. In addition, the numeracy specialist will facilitate professional development.	\$57,986	\$59,901	\$59,901	\$177,788
Salary (218 days) for College Access Coordinator to coordinate career days, college field trips, service learning projects, and other activities that make students more aware of career and college opportunities beyond high school.	\$42,697	\$44,460	\$44,460	\$131,616
Salary for teachers to start their teaching contract 6 days earlier than the regular school year. Teachers will receive extensive professional development on the new initiatives and procedures for the 2010-2011 school year. (July 26-29, August 9, 10)	\$60,998	\$60,998	\$60,998	\$182,994
Stipends for non-administrative staff (teachers, guidance, media) to attend 9 Saturday professional development sessions from September to May during the 2010-2011 school year.	\$28,350	\$28,350	\$28,350	\$85,050
Increase the contract days of the 9 month assistant administrator from 190 to 216 contract days for her to assist with professional development and scheduling students in reading and math classes (i.e.English I, Algebra I) to increase the high school graduation rate in the North Area (i.e. North Charleston High School).	\$6,279	\$7,004	\$7,004	\$20,287

Stipends for teachers and staff who encumber additional responsibilities before and after school	\$10,000	\$10,000	\$10,000	\$30,000
Salary (180 days) for 3-6th grade teachers to reduce class sizes from 36:1 to 18:1.	\$132,777	\$88,518	\$88,518	\$309,813
Subtotal Salaries/Stipends	\$397,073	\$359,132	\$359,132	\$1,115,337
Benefits				
3-6th Grade Teachers	\$43,470	\$28,980	\$28,980	\$101,430
Reading Specialist (Coach)	\$12,432	\$17,316	\$17,316	\$47,064
Numeracy Specialist (Coach)	\$12,432	\$17,316	\$17,316	\$47,064
College Access Coordinator	\$14,155	\$14,532	\$14,532	\$43,219
Teachers (6 additional days)	\$13,077	\$13,469	\$13,861	\$40,407
Non-administrative staff for 9 PD Saturday sessions	\$6,078	\$6,078	\$6,078	\$18,234
Assistant Administrator (6 additional days)	\$1,502	\$1,502	\$1,502	\$4,505
Teachers and staff who encumber additional responsibilities before and after school	\$2,144	\$2,144	\$2,144	\$6,432
Subtotal Benefits	\$105,290	\$101,337	\$101,729	\$308,355
Purchased Services				
Student bus transportation 2 days in addition to the 2010-2011 school year (early start)-- This price is a quote from Director of Transportation and Charter School Services. The bus company will send invoices.	\$1,111	\$3,000	\$3,000	\$7,111
Contract with the Department of Mental Health for them to provide one Mental Health Counselor on site for students to be served at Morningside Middle School.	\$20,000	\$22,000	\$23,000	\$65,000
Student bus transportation for the extended school day (tutoring) for all students who are not meeting academic standards (PPS)	\$0	\$10,000	\$5,000	\$15,000
Cleaning Services for the building to be cleaned 6 days in addition to the 2010-2011 cleaning contract	\$5,000	\$5,500	\$5,750	\$16,250
Electricity and water for 6 days in addition to the 2010-2011 school year	\$5,670	\$6,200	\$6,350	\$18,220

Transportation for students to attend colleges and seminars that will increase their college awareness and readiness	\$2,500	\$3,000	\$3,500	\$9,000
Tranportation and fees for all 8th grade students to attend an overnight college field trip in May 2011 to increase college awareness and expose students to diverse opportunities	\$20,000	\$15,000	\$13,000	\$20,000
Subtotal Purchased Services	\$54,281	\$64,700	\$59,600	\$178,581
Supplies				
Materials for all 6th-8th grade (~420) students to complete quarterly service projects (i.e. rakes, gloves, buckets, and paint)	\$750	\$645	\$595	\$1,990
Materials for 6th - 8th grade students to attend colleges and for the school to host seminars that will increase their college awareness and readiness. Costs include transportation, materials for the college fair, and binding and printing materials.	\$625	\$650	\$652	\$1,927
Subtotal Supplies	\$1,375	\$1,295	\$1,247	\$3,917
Other				
Incentive pay for certified teachers and staff who meet the established goal (two times per year). The Measures of Academic Progress and teacher attendance are two of the criteria that will be used. The incentive is for 36 certified teachers at \$3,000.00 each and 12 Instructional support staff (2 Guidance Counselors, 1 Media Specialist, 5 Administrators, 1 Lead teacher, 1 Literacy Specialist, 1 Numeracy Specialist, and 1 College Access Coordinator at \$3,000)	\$144,000	\$144,000	\$144,000	\$432,000
Single gender professional development for teachers to assist with teaching proper implementation of strategies and create a positive learning culture for young men and ladies. Cross school visits (in and out of state) for teachers to see proper implementation of single gender strategies.	\$5,000	\$5,000	\$1,000	\$11,000

As a part of the leadership class curriculum, provide funds for a leadership retreat that will be held twice during the school year (fall and spring). Costs include transportation, facility rental, copies, materials, food, and trainers.	\$5,000	\$7,500	\$9,000	\$21,500
Subtotal Other	\$154,000	\$156,500	\$154,000	\$464,500
Total Direct Costs	\$712,019	\$682,964	\$675,708	\$2,070,691



School Improvement Subgrant Application (2010–2011)

Budget Summary

COMBINED TOTAL BUDGET SUMMARY FORM (LEA AND ALL SCHOOLS TO BE SERVED)

Name of District: **CHARLESTON INNOVATIVE LEARNING COMMUNITY – CHARLESTON COUNTY**

This form should reflect the total application of SIG funds, including district- and school-level activities. Applicants may request between \$50,000 and \$2,000,000 per year for each Tier I and Tier II school to be served. For Tier III schools, applicants may request from \$50,000 to \$2,000,000 per school per year with the understanding that funds are may not be available. No more than 10% of each year’s award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2011; plans, progress, and compliance will determine continuation funding.

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	911,405		903,247		701,434		2,516,086
Employee Benefits (200)	272,062		278,526		213,000		763,588
Purchased Services (300)	231,482		216,022		150,926		598,430
Supplies and Materials (400)	112,684		85,004		61,243		258,931
Capital Outlay (500)	0		0		0		0
Other (600)	154,000		156,500		154,000		464,500
Total Direct Costs	1,681,633		1,639,299		1,280,603		4,601,535
Indirect Costs (700)							
Total	1,681,633		1,639,299		1,280,603		4,601,535



School Improvement Grant Subgrant Application
(2010–2013)

LEA-LEVEL EXPENDITURES BUDGET SUMMARY FORM

LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR CHARLESTON INNOVATIVE LEARNING COMMUNITY – CHARLESTON COUNTY

No more than 10% of each year's award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2011; plans, progress, and compliance will determine continuation funding.

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	115,554		115,554		22,010		253,118
Employee Benefits (200)	37,123		37,123		7,065		81,311
Purchased Services (300)	30,000		30,000				60,000
Supplies and Materials (400)	30,000		30,000		5,724		65,724
Capital Outlay (500)							
Other (600)							
Total Direct Costs	212,677		212,677		34,799		460,153
Indirect Costs (700)							
Total							460,153



School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

LEA (DISTRICT) BUDGET SUMMARY FOR SCHOOLS TO BE SERVED IN CHARLESTON INNOVATIVE LEARNING COMMUNITY – CHARLESTON COUNTY

Applicants may request between \$50,000 and \$2,000,000 per year for each Tier I and Tier II school to be served. For Tier III schools, applicants may request from \$50,000 to \$2,000,000 per school per year with the understanding that funds are may not be available. Year 1 funds must be expended by June 30, 2011, and continuation funding depends on progress and compliance with requirements.

Summary of Funds for each school to be Served and which tier	Year 1 Requested	Year 1 Match or In-kind	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Morningside Middle School Tier 1	712,019		682,964		675,708		2,070,691
North Charleston High School Tier 1	756,937		743,658		570,096		2,070,691
Total Direct Costs	1,468,956		1,426,622		1,245,804		4,141,382
Indirect Costs (700)							
Total							4,141,382



South Carolina
Department of Education
Together, we can.

School Improvement Grant Subgrant Application
(2010–2013)

SCHOOL BUDGET SUMMARY FORM

SCHOOL-LEVEL BUDGET SUMMARY FORM

Name of School: **MORNINGSIDE MIDDLE SCHOOL** Name of District: **CHARLESTON INNOVATIVE LEARNING COMMUNITY – CHARLESTON COUNTY**

Object Category	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	397,073		359,132		359,132		1,115,337
Employee Benefits (200)	105,290		101,337		101,729		308,356
Purchased Services (300)	54,281		64,700		59,600		178,581
Supplies and Materials (400)	1,375		1,295		1,247		3,917
Capital Outlay (500)							
Other (600)	154,000		156,500		154,000		464,500
Total Direct Costs	712,019		682,964		675,708		2,070,691
Indirect Costs (700)							
Total	712,019		682,964		675,708		2,070,691



SCHOOL-LEVEL BUDGET SUMMARY FORM

Name of School: **NORTH CHARLESTON HIGH SCHOOL** Name of District: **CHARLESTON INNOVATIVE LEARNING COMMUNITY – CHARLESTON COUNTY**

Object Category	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	398,778		428,561		320,292		1,147,631
Employee Benefits (200)	129,649		140,066		104,206		373,921
Purchased Services (300)	147,201		121,322		91,326		359,849
Supplies and Materials (400)	81,309		53,709		54,272		189,290
Capital Outlay (500)							
Other (600)							
Total Direct Costs	756,937		743,658		570,096		2,070,691
Indirect Costs (700)							
Total	756,937		743,658		570,096		2,070,691