



**TRANSFORMATION MODEL TEMPLATE**

**LEA:** Hampton County School District Two

**School:** Estill High School

**Transformation Model Concept:** Direct Instruction

Give a *brief* summary of your transformation model.

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In an effort to improve upon our student achievement at Estill High School, we have chosen the rigorous intervention model of transformation. Within this model, there are four specific components that include:

**1. Developing and increasing teacher and school leader effectiveness**

- a. Power of Teaching Training/Professional Development
- b. Direct Instruction Professional Development
- c. Performance based pay based on student achievement growth

**2. Comprehensive instructional reform strategies**

- a. Direct Instruction Program Model

**3. Increasing learning time and creating community-oriented school**

- a. A+ Learning
- b. USA Test Prep
- c. After-school program
- d. Community-based Learning Centers
- e. Double blocking English Language Arts and Mathematics
- f. School/Community Forums



g. College Summit

**4. Providing operational flexibility and sustained support**

- a. Restructuring the daily schedule to accommodate changes
- b. Employ personnel to successfully implement Direct Instruction
- c. Creating a professional development calendar
- d. Training substitute teachers in the effective use of Direct Instruction
- e. Interim reports and quarterly report cards
- f. Employ a district-level Math Coach

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

*This activity is not applicable to Estill High School.*

**Program/Activity and Implementation Summary:**

**Outcomes (short-term and intermediate) for this component:**



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:**

**Evaluation System:**

- Hampton County School District 2 teachers will be evaluated using SAFE-T or Goals Based Evaluation instruments, informal observations (walkthroughs), and other observation tools used by the district.
- Direct Instruction Teachers will be evaluated using the Direct Instruction Observation form. This form will help to survey overall implementation of Direct Instruction. It will also help the DI Coordinator to develop in-service topics in which teachers may need assistance.

**Identifying and Removing Teachers:**

Step 1: The administration will use the results of the Classroom Observation Form, MAP, HSAP, and EOCEP assessments to identify effective and ineffective teachers.

Step 2: When an ineffective teacher is identified, that teacher will be given the opportunity to improve with support from the administration. Support will be provided through teacher-evaluator post conferences that provide feedback from each observation along with other professional development opportunities within and out of the district. The ineffective teacher will also be placed on an Improvement Plan tailored to their needs that will provide them with the opportunity to become an effective teacher.

Step 3: When a teacher is placed on an Improvement Plan and still does not show improvement (\*within a reasonable period of time) as defined in the \*\*Improvement Plan, the principal will then recommend the teacher for dismissal to the Superintendent.

Step 4: The Superintendent will present the principal's recommendation to the school board.

\*(6-8weeks)



\*\*The Teacher will be notified (in writing if he or she is being placed on an Improvement Plan). The Improvement Plans will give specific examples of the problem/areas of concern that need to be changed, assistance (professional development, training, strategies, time allotted to observe other teachers, etc), will be provided by the school and LEA, and a timeline for accomplishing the changes.

**Outcomes (short-term and intermediate) for this component:**

  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:**

Identifying and Rewarding Teachers

MAP Assessment: Based on the Winter and Spring administrations of the MAP, the English Language Arts and Mathematics teachers at each grade level whose students met their target growth (teachers and students will create goals before each testing cycle [Fall to Winter; Winter to Spring]) from the previous administration of the MAP (using the Fall administration as the baseline) will be recognized and awarded (at the quarterly awards program) with a framed Certificate of Achievement and a monetary stipend of \$200.

HSAP Assessment: Based on the HSAP Assessment, the English Language Arts and Mathematics teachers at the tenth grade level whose first time HSAP test takers earn an achievement level of 3 and 4 in English Language Arts and mathematics will be recognized and awarded with a plaque and a monetary stipend of \$500 to use at their discretion at the quarterly awards program. *Student achievement on the HSAP will be measured by dividing the total number of students who earn an achievement level of 3 and 4 in English Language Arts and mathematics into the total number of students tested in the respective subject area by teacher.*



EOCEP Assessment: Based on the EOCEP Assessment, The English I, Algebra I teachers with the highest percentage of students who earn a passing score of 70 or better on the EOCEP will be awarded a plaque and a monetary stipend of \$500 to use at their discretion at the quarterly awards program. *Student achievement on the EOCEP will be measured by dividing the total number of students who earn a 70 or better on the EOCEP in a particular subject area by teacher into the total number of students tested in the respective subject area by that teacher.*

**Outcomes (short-term and intermediate) for this component:**

\_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:**

Direct Instruction (NIFIDI) Professional Development (Accelerated Student Achievement Program : Prior to the beginning of the 2011—2012 school year, we will provide four days (pre-service) of summer professional development for Direct Instruction. Teachers and Staff who attend Direct Instruction professional development will be offered stipends for their participation. Beginning with the 2011—2012 school year, each Wednesday after the regular school day will be designated to be used for school wide professional development. In addition, we have three full-days and five half-days of professional development. Furthermore, 28 additional days of coaching/demonstration/feedback on-site visits by NIFDI Implementation Manager, 2 days of peer coaches/training, off-site data analysis, conference calls, supporting materials, and implementation forms. Direct Instruction professional development will occur throughout the school year.



English Language Arts (TBA) and Math (J<sup>2</sup> Mathematics Consulting and Resources, LLC )

These professional developments will help teachers to analyze the English/Math standards, gain an understanding of the intent and expectations of the standards, explore conceptual and procedural knowledge related to the standards, collaborate with colleagues, and translate their new learning into effective classroom practice.

Professional Development (Travel/Accommodations/Registration/Meals):

The SIG Leadership Team (Principal, Assistant Principal, and other personnel at the school level who are involved with the SIG implementation plan) will be provided with travel accommodations, registrations, and meals when attending School Improvement Grant sessions/professional developments.

**Outcomes (short-term and intermediate) for this component:**

\_\_\_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:**

**Financial Incentives for Teachers:**

MAP Assessment: For the Winter and Spring administrations of the MAP, the English Language Arts and mathematics teachers at each grade level whose students met their target growth from the previous administration of the MAP will be recognized and awarded with a framed Certificate of Achievement and a monetary stipend of \$200 per testing cycle (Fall to Winter and Winter to Spring) earning up to a total of \$400(*monetary stipend will be given at the end of the year*).



*HSAP Assessment:* The English Language Arts and mathematics teachers at the tenth grade level whose first time HSAP test takers earn an achievement level of 3 and 4 in English Language Arts and mathematics will be recognized and awarded with a plaque and \$500 to use at their discretion at the end of the year. *Student achievement on the HSAP will be measured by dividing the total number of students who earn an achievement level of 3 and 4 in English Language Arts and mathematics into the total number of students tested in the respective subject area by teacher.*

*EOCEP Assessment:* The English I, Algebra I/Math for the Technologies 2, Physical Science, and US History and Constitution teachers with the highest percentage of students who earn a passing score of 70 or better on the EOCEP will be awarded a plaque and \$500 to use at their discretion at the end of the year. *Student achievement on the EOCEP will be measured by dividing the total number of students who earn a 70 or better on the EOCEP in a particular subject area by teacher into the total number of students tested in the respective subject area by that teacher.*

#### **Increased Opportunities for Promotion and Career Growth**

There are several opportunities for teachers and staff to professionally grow. We will implement a mentor/ mentee program. This is a way for mentors (experienced teachers) to provide, support, guidance, and recommendations to mentees (beginning teachers) while together an effective working relationship is built. The pairing of mentees and mentors will be based on the interest of mentee (s), the availability of mentor (s), and the principal's –observation. Also, by implementing the Direct Instruction Model, teachers and staff will have an opportunity to become coaches and facilitators. During the school year, teachers will have the opportunity to serve in other leadership capacities such as: Department Chairs, Data Teams, Grade level Representatives, and Disciplinary Teams.

#### **Recruitment, Placement, and Retention: ( Funded by another source)**

Beginning with the 2010—2011 school year, newly hired English Language Arts and mathematics teachers who are not employed by Foreign Academic & Cultural Exchange Services (FACES), Inc. will receive a \$5,000 signing bonus.

Then, during the 2011—2012 school year, English Language Arts and mathematics teachers who are not employed by FACES, Inc. and in their second year of teaching in the district will receive a \$2,000 placement bonus.



**Outcomes (short-term and intermediate) for this component:**

*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:***

**Additional Compensation: (Funded by another source)**

Signing bonus of \$5,000 for newly hired English Language Arts and mathematics teachers who are not employed by FACES, Inc. and a \$2,000 for placement bonus for these teachers in their second year of teaching in the district

**Mutual Consent**

The principal will collaborate with the superintendent to ensure 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.

**Outcomes (short-term and intermediate) for this component:**



**(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.

**Program/Activity and Implementation Summary:**

**Data: Identifying and Implementing Instructional Programs:** HSAP and EOCEP scores reveal that over 50% of our students are not meeting state standards. With Direct Instruction, students will be placed in reading and mathematics classes based on their ability levels at their grade level. Direct Instruction will allow students to become acclimated to programs which will allow them to have consistency in their learning. Direct Instruction will provide students with the opportunity to be placed in a reading block of 45 minutes to receive instruction based on their ability levels. School Wide Data Teams will allow EHS to continue its professional learning community in an effort to collaborate and share research-proven strategies with its faculty and staff. The Power of Teaching will expose teachers to techniques that afford consistency in the delivery of pedagogy and the opportunity to reflect in more depth on their pedagogy.

**Formative, Interim, Summative Assessments:** The Direct Instruction Model provides specific assessments to be given regularly after a specified number of lessons have been completed. In addition to the Direct Instruction Assessments, MAP Assessment Test will be used to gauge student probability of meeting standards on the PASS test. We will use the Reading and Mathematics subtests of the MAP in the Fall, Winter, and Spring as one of our assessments. In addition, we will use department created benchmarks and CASE- 21 created benchmarks in English Language Arts (English I) and Mathematics (Algebra I) as monthly interim assessments. Fall and Spring EOCEP will be used as summative assessments.

**Outcomes (short-term and intermediate) for this component:**



\_\_\_\_\_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:**

**Outcomes (short-term and intermediate) for this component:**

*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*



\_\_\_\_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:**

**Monthly Instructional Walk-Through:** Conducting periodic reviews and Informal classroom walk-through observations, formal district-level observations with follow-up conferences, and Power of Teaching observations and additional supports and professional development

**Professional Development:** Every Wednesday after the regular school day will be designated for School Wide Data Teams (Topics: Student Individualized Instructional Plan, MAP, Des Cartes, DI Placements, PASS Assessment, A+Learning, and USA Test Prep) School-wide professional development. In addition, we have three full-days and five half-days of professional development. Furthermore, Direct Instruction Professional Development will occur on a monthly basis in combinations of after-school workshops and full-day workshops. Direct Instruction Professional Development monthly sessions will be developed based upon feedback from the Direct Instruction Observation Forms.

**Additional Supports:** Strategies will be used to support students with disabilities by providing one-on-one instruction based on their learning needs.

**Rigor**

- Students will be provided with opportunities to be placed in Honors, Advanced Placement, and Dual Credit Courses.

**Thematic Learning Activities (College/Careers):**

- Career Day/Career Fair will be implemented in the Fall
- **College Summit** will be implemented this year to help prepare our students for college or career choices. This program is designed to help increase the number of students in our school that enroll in college. This program will also allow our students to visit colleges within the state.

**Outcomes (short-term and intermediate) for this component**



**(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

**Program/Activity and Implementation Summary:**

**Increased Learning Time**

- An after-school program on Mondays and Tuesdays for students who earn a Level 2 on the HSAP from September to April to include strategies such as Corrective Math, Essentials for Algebra, Corrective Reading, and Essentials for Writing
- Adding a reading block of 45 minutes for Direct Instruction to include strategies such as Corrective Reading and Essentials for Writing

**Outcomes (short-term and intermediate) for this component:**



Provide ongoing mechanisms for family and community engagement.

**Program/Activity and Implementation Summary:**

**Family and Community Engagement:**

- Student/Parent Orientation Nights with monthly focuses (Direct Instruction, MAP, HSAP, College Summit, etc.) The Student/Parent Orientation Night will allow parents an opportunity to receive information and ask questions concerning their child's education at Estill High School.
- Partnerships with local faith-based organizations and community education centers to reach students within the community
- The Parent University will provide a place where parents and guardians can learn various social, emotional, and other skills to assist them in becoming better parents or guardians for their children.
- The Volunteer Program provides the opportunity for adults to assist in varying capacities in the overall operation of the school.
- The Title I Parent Night provides the opportunity (during the first quarter of the school year) for parents and guardians to attend a meeting where the school year is outlined while door prizes as well as a wealth of information is given to create an atmosphere of collaboration.
- End of the Year Program will be held to recognize the accomplishments of students, teachers, staff members, community volunteers, and community stakeholders.

**Outcomes (short-term and intermediate) for this component:**

*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:**

**Extending or restructuring the school day**

- An after-school program on Mondays and Tuesdays from September to April to include strategies such as Corrective Math, Essentials for Algebra, Corrective Reading, and Essentials for Writing.
- Adding a reading block of 45 minutes for Direct Instruction to include strategies such as Corrective Reading and Essentials for Writing

**Outcomes (short-term and intermediate) for this component:**

**(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:**

**Program/Activity and Implementation Summary:**



**Staffing**

Staffing decisions are left up to the discretion of the principal based upon the needs to successfully implement Direct Instruction Program. In order to successfully implement Direct Instruction, personnel which includes: the District Math Coach, English Language Arts Teacher, Mathematics Teacher, and a Direct Instruction Building Coordinator has been employed. The Direct Instruction Building Facilitator will be supervised by the district-level SIG Transformation Coordinator. The district-level SIG Transformation Coordinator coordinates and monitors the implementation of the school improvement interventions.

**Calendars/Time**

Prior to the beginning of the 2011—2012 school year, we will provide five days of summer professional development for Direct Instruction. Teachers and staff will be offered stipends for their participation. Beginning with the 2011—2012 school year, every Wednesday after the regular school day will be designated to be used for school wide professional development. In addition, we have three full-days and five half-days of professional development. Furthermore, 28 additional days of on-site Direct Instruction professional development will occur throughout the school year.

**Outcomes (short-term and intermediate) for this component:**

\_\_\_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:**

**LEA**

For the 2011-2012 school year, the LEA will provide Professional Development (some which are funded by other sources) in the areas of:

Hampton District Two Professional Development Days:

-The district provides the following days for teachers and other staff members to participate in high quality professional development. The focus of these days is to provide support for teachers and other staff members.



September 14, 2011

October 12, 2011

November 9, 2011

January 12-13, 2012

February 16-17, 2012

March 23, 2012

May 29-31, 2012

Direct Instruction (Substitute Training)

- Training provided to substitutes of the district on what to expect from the SIG Department as well as what to expect when entering the schools as a substitute
- lesson procedures, materials, and data sheets explained

SIG Instructional Team Meetings (monthly)

- Facilitated by the SIG District Coordinator
- Will meet monthly to discuss
  - Where we are in terms of the plan
  - Direct instruction (observations)
  - Teacher Modeling/Coaching
  - Classroom Assessments (formative/summative)
  - What does the data tell us?
  - Budget Reports for each school

ATM (Administrative Team Meetings)

- monthly meetings conducted by our Superintendent
- Department Discussions
- Data Discussions
- School and Department Highlights
- Concerns of the District



Power School Training

Training to help teachers and other school officials in the use of this data based system

Power of Teaching Training

Provides extra support for those teachers who are:

- new to the district
- need additional support in questioning techniques
- those teachers who are having difficulties guiding and helping students to learn
- those teachers who may be having classroom management problems

Classroom Management

- Provides extra support for those teacher who may be having difficulties with classroom management
- Allows teachers to discuss solutions for managing classroom procedures
- Sharing of ideas to help with classroom management

**SEA**

The SEA has committed to provide training for the Coordinator of the School Improvement Grant.

July 18-19 (SIG Summer Institute)

September (SIG Grants Management Training)

**Outcomes (short-term and intermediate) for this component:**



*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*  
\_\_\_x\_\_\_ *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

**Program/Activity and Implementation Summary:**

The school is staffed based on its student population and the number of student with disabilities.

**Outcomes (short-term and intermediate) for this component:**



**TRANSFORMATION MODEL TEMPLATE**

**LEA:** Hampton County School District Two

**School:** Estill Middle School

**Transformation Model Concept:** Direct Instruction

Give a *brief* summary of your transformation model.

At Estill Middle School (EMS), our ELA and Math scores reveal that students struggle academically in ELA/Math. For several years, our math scores continually decreased; therefore, EMS looked for a program which would address both reading and math. In our search for a possible program, we reviewed the research-proven programs by visiting the websites which were given at the conference sessions held by South Carolina Department of Education (SCDE).

In reviewing the Spring NWEA ELA and Math scores along with examining the 2011 PASS scores, the data analysis revealed that students did not make the necessary academic gains nor did they reach the targeted goals which were formulated at the beginning of the school year in math and reading. During the second semester of the 2010- 2011 school year, teachers verbalized that students were not acquiring the necessary reading skills with the school's present reading initiative, Success For All. During a meeting with the content area teachers and the Deputy Superintendent of Curriculum & Instruction, teachers voiced their concerns about exploring another reading program which taught foundational skills especially to lower-level readers.

The Hampton 2 Deputy Superintendent provided Estill Middle School with an opportunity to meet with the Direct Instruction representative, Brenda Williams. The DI representative made a presentation to the entire staff on **April 14, 2011**. The staff voted **May 10, 2011** that this was the direction the school should move towards for ELA/Math instructional reform model.

The selection of the transformation model concept of Direct Instruction will benefit the students, the staff, and district in numerous ways. First of all, eighth graders will transition to Estill High School which uses Direct Instruction. This will allow the students to continue in the DI model once they leave Estill Middle School which will accelerate the students' learning in the program and possibly close the child's achievement gap.

Students who will transition into Estill Middle School in the future will participate in various reading programs under the Direct Instruction model. This will provide continuity for the students and the district. By implementing the Direct Instruction Model at EMS, parents will have a detailed understanding of how the program works and they can monitor their child's progression in the program from school to school.

Moreover the prescriptive program of DI will ease the level of concern of teachers who are non-certified reading teachers because several teachers and instructional assistants voiced concerns that they lacked the reading background to effectively teach the previous reading initiative, Success For All.



**Transformation Model Template**

During July, the 2011 PASS scores were reviewed by the principal, curriculum coordinator, and Federal Program Coordinator at the district level in-service data meeting with a consultant from SCDE who presided over the meeting. The data revealed the following:

- In the four content areas- ELA, Math, Science, and Social Studies, there was an overall decline in the content areas scores for three of the four content areas when you compare the 2010 to 2011 PASS Scores
- There was a decline in math, Science (-2.4), and a huge decline in Social Studies scores (-14.4)
- In ELA, there was +1.2 gain which is quite insignificant, but a gain
- Overall in math, there was -7.4 in PASS and the 6th & 7th grade scores dropped dramatically
- In the 6th grade, the largest grade level, in 2010 37.8% of students scored “MET” but in 2011, 26.1% of student scored “MET” which is a decrease of -11.7.

In addition, during the July Board Meeting, The Deputy Superintendent communicated to the board that the district would revisit the selection of each school’s reading initiative once the PASS Scores were released. This was due to the Board of Trustee member, Daisy Orr questioning the decision to have 2 different reading programs in the district. After reviewing the data results, conferring the administrative staff of EMS, and soliciting input from the staff of Estill Middle School, it is believed that Direct Instruction will enable EMS to accelerate learning which will increase student achievement; therefore, this will assist EMS in meeting Annual Yearly Progress (AYP).

In an effort to improve upon our student achievement at Estill Middle School, we have chosen the rigorous intervention model of transformation. Within this model, there are four specific components that include:

**1. Developing and increasing teacher and school leadership effectiveness**

- a. Performance based pay based on student achievement growth from various assessments (MAPs, PASS, EOCEP, and benchmarks-Case 21)
- b. Direct Instruction (D.I.)
- c. Curriculum Team(Teachers & Administration)

**2. Comprehensive instructional reform strategies**

- a. Direct Instruction
- b. RTI/Data Teams

**3. Increasing learning time and creating community-oriented schools**

- a. Adding additional minutes to reading/math classes
- b. 25 Book Reading Campaign
- c. Awards Program (MAP, DI, Nine Weeks)
- d. PTO & SIC
- e. DI Parent Night
- f. Student/Teacher of the Month



**4. Providing operational flexibility and sustained support**

- a. Restructuring the daily schedule to accommodate changes
- b. Employing personnel to successfully implement Direct Instruction
- c. Creating a professional development calendar

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

The Principal at Estill Middle School has been replaced.

**Program/Activity and Implementation Summary:**

**Outcomes (short-term and intermediate) for this component:**



**Transformation Model Template**

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:**

**Evaluation System**

- Hampton County School District 2 teachers will be evaluated using SAFE-T or Goals Based Evaluation instruments, informal observations (walkthroughs), and other observation tools used by the district.
  
- Direct Instruction teachers at Estill Middle School will be observed using the DI Observation Form. This form will help to survey overall implementation of DI and will help the DI Coordinator to develop in-service topics in which teachers may need assistance.

**Outcomes (short-term and intermediate) for this component:**

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:**

**MAP**



During the two MAP testing cycles ( Fall to Winter; Winter to Spring) outlined in the Hampton Two School District calendar the staff members that are providing instruction to students using the model of “Direct Instruction” in the areas of reading and math will receive a financial bonus according to the students they serve during intervention period daily. The bonus will be as follows:

- a) If 25% of students taught meet their Targeted Growth Score based on NWEA data results from the fall to winter testing cycle, the teacher will receive \$250.
- b) If 50% of students taught meet their Targeted Growth Score based on NWEA data results from the fall to winter testing cycle, the teacher will receive \$500.
- c) If 75% of students taught meet their Targeted Growth Score based on NWEA data results from the fall to winter testing cycle, the teacher will receive \$1000.

**ATTENDANCE BONUS (Funded by another source)**

All full Time staff which includes the following: Certified Teachers at EMS will receive a bonus first semester and second semester for perfect attendance.

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

Provide Administration, Instructional Staff, Guidance Counselors, and Instructional Assistants with ongoing staff development in order to enhance job-related duties, effective use of MAP and benchmark data to make instructional decisions, effective instructional practices, instructional delivery, classroom and supporting the reform model. Also, a math consultant will work periodically with math teachers.

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

Identifying and Removing Teachers

**Step 1:** The administration will use the results of the Evaluator/Self-Evaluation Report, MAP, PASS, and EOCEP assessments to identify effective and ineffective teachers.

**Step 2:** When an ineffective teacher is identified, that teacher will be given the opportunity to improve with support from the administration. Support will be provided through teacher-evaluator post conferences that provide the feedback from each observation along with other professional development opportunities within and out of that will provide him/her with the opportunity to become an effective teacher.

**Step 3:** When a teacher is placed on an improvement plan and still does not show improvement within a reasonable period of time as defined in the improvement plan, the principal will then recommend the teacher for dismissal to the superintendent.

**Step 4:** The Superintendent will present the principal’s recommendation to the school board—Board of Trustees.

**Outcomes (short-term and intermediate) for this component:**

  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:**

Direct Instruction (NIFIDI) Professional Development (Accelerated Student Achievement Program): Prior to the beginning of the 2011–2012 school year, we will provide four days (pre-service) of summer professional development for Direct Instruction. Teachers and Staff who attend Direct Instruction professional development will be offered stipends (\$100) for their participation. Beginning with the 2011–2012 school year, each Wednesday after the regular school day will be designated to be used for school wide professional development. In addition, we will have three full-days and five half-days of professional development. Furthermore, 28 additional days of coaching/demonstration/feedback on-site visits by NIFDI Implementation Manager, 2 days of peer coaches/training, off-site data analysis, conference calls, supporting materials, and implementation forms. Direct Instruction professional development will occur throughout the school year.

Math Professional Development: J<sup>2</sup> Mathematics Consulting and Resources, LLC

This professional development will help teachers to analyze the math standards, gain an understanding of the intent and expectations of the standards, explore conceptual and procedural knowledge related to the standards, collaborate with colleagues, and translate their new learning into effective classroom practice.

English Language Arts Professional Development (Consultant)

This professional development will help teachers to analyze the ELA standards while gaining an understanding of the standards and how they can use these standards effectively to help increase student growth in the area of English Language Arts.

**Outcomes (short-term and intermediate) for this component:**

\_\_\_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:**

Financial Incentives

The following incentives for all full time teachers according to the 2 cycles of MAP (Fall to Winter and Winter to Spring) testing

- a. If 25% of students taught meet their Targeted Growth Score based on NWEA data results from the fall to winter testing cycle, the teacher will receive \$250.
- b. If 50% of students taught meet their Targeted Growth Score based on NWEA data results from the fall to winter testing cycle, the teacher will receive \$500.
- c. If 75% of students taught meet their Targeted Growth Score based on NWEA data results from the fall to winter testing cycle, the teacher will receive \$1000.

Increased Opportunities for Promotion and Career Growth

EMS will also provide professional development opportunities throughout the school year that allow teachers to gain insight in leadership. Beginning with the 2011-2012 school year teachers will have an opportunity to serve in leadership positions in the following areas: Department Chairs, Curriculum Team, Grade Level Representative, and disciplinary team.

Recruitment, Placement and Retention (Funded by another source)

Newly hired English Language Arts and Mathematics teachers who are not employed by Foreign Academic and Cultural Exchange Services (FACES), Inc. will receive a \$5,000 signing bonus. If teachers are in their second year of teaching with the district, they will receive a \$2,000 placement bonus.



**Outcomes (short-term and intermediate) for this component:**

*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:**

**Outcomes (short-term and intermediate) for this component:**

**(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.

**Program/Activity and Implementation Summary:**



- In the four content areas- ELA, Math, Science, and Social Studies, there was an overall decline in the content areas scores for three of the four content areas when you compare the 2010 to 2011 PASS Scores
- There was a decline in math, Science (-2.4), and a huge decline in Social Studies scores (-14.4)
- In ELA, there was +1.2 gain which is quite insignificant, but a gain
- Overall in math, there was -7.4 in PASS and the 6th & 7th grade scores dropped dramatically
- In the 6th grade, the largest grade level, in 2010 37.8% of students scored “MET” but in 2011, 26.1% of student scored “MET” which is a decrease of -11.7.

Direct Instruction, Data Team School-wide and Power of Teaching will allow students to become familiar with structured programs which will allow them to have consistency in their learning growth. Direct Instruction will provide students with the opportunity to be placed in reading and mathematics classes based on their ability levels at their grade level. Data Teams school wide will allow EMS to continue its professional learning community in an effort to collaborate and share research-proven strategies with it faculty and staff. The Power of Teaching will provide exposure to techniques that afford consistency in the delivery of pedagogy and the opportunity to reflect in more depth on their pedagogy.

**Outcomes (short-term and intermediate) for this component:**



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:**

We will use the reading, mathematics, science concepts and process, and general science subtests of the MAP and USA Test Prep in the Fall, Winter, and Spring as our formative assessments. In addition, we will use authentic assessments and benchmarks nine-weeks as our interim assessment. **This year, we will implement Case 21 Common Assessments, Benchmarks and Test Bank from TE 21;** PASS and Spring EOCEP will be used as summative assessments. Furthermore, a math consultant will work math teachers by providing professional developing on utilizing effective instructional strategies and the math consultant will conduct classroom observations to give

**Outcomes (short-term and intermediate) for this component:**

*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:**

School Wide- “Response to Intervention Model”: (Reading and Math):

This is a research-based, problem-solving model used to help struggling learners succeed. This program will be an additional instructional support. We will use RTI to will help to our students develop reading content, comprehension skills, decoding skills, and fluency. In addition to helping our students, we will use this model to help our teachers utilize data to make informed decisions, address academic and behavioral issues, and be able to share instructional strategies to help our student s receive a high quality education.

**Additional Supports:**

- Behavior Intervention Plan
- Functional Behavior Assessment
- Accommodations to content
- Curriculum Team Meetings

Conducting periodic reviews

- Informal classroom walk-through observations, formal district-level observations with follow-up conferences (using the reflection sheet) and Power of Teaching observations

Additional supports and professional development:

- Every Wednesday after the regular school day will be designated as school-wide professional development. In addition, we have embedded three full-days and five half-days of holistic professional development.



**Transformation Model Template**

- Direct Instruction professional development will occur on a monthly basis in combinations of after-school workshops and full-day workshops.
- The representatives from the Administrative Team along with Department Chair will attend regional in-service training in the areas of ELA/Math PASS testing strategies and will redeliver information to content area teachers.
- The Administrative Team will attend training to enhance leadership skills.
- Special Education Director and Deputy Superintendent will provide release time for Special Education Teachers to attend out-of-district workshops/conferences.
- Transformation Coordinator, Administrative Team Members will attend conferences and in-service training provided by the Direct Instruction Program. They will visit other districts in South Carolina using the program along with conferences as needed for full implementation.
- Throughout the year, a Math and English Language Arts Consultant will provide professional learning in-service sessions and conduct classroom observations monitoring the use of best instructional practices.

Rigor

- Students will be provided with opportunities to be placed in English I Honors and Algebra I Honors at the middle level
- Teachers will use assessments results to drive continuous improvements in instruction in ELA/Math classes.
- Students will work on writing strategies daily in writing class with rigorous lessons that focus on implementing “Thinking Map”.

**Outcomes (short-term and intermediate) for this component**

**(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



**Program/Activity and Implementation Summary:**

Increased Learning Time

- Adding 15 additional academic minutes to reading and math blocks for Direct Instruction ELA/Math
- Students will participate in Year 2 of the “25 Book Reading Campaign.” This program extends reading time to the home environment in which parents must monitor reading time.
- Students working on (USA Test Prep) with instructional assistants based on lessons previously set up by classroom teacher covering content area standards in ELA/Math.

**Outcomes (short-term and intermediate) for this component:**

  x   Provide ongoing mechanisms for family and community engagement.

**Program/Activity and Implementation Summary:**

Family and Community Engagement

- We will continue to provide Open house on a quarterly basis for parents to observe classes, speak with the principal, and visit the school.



**Transformation Model Template**

- We will continue to provide PTO& SIC meetings each semester for parents to gain a better understanding of school operations and daily academic instructional approaches with the school. The Parents are given the opportunity to choose two of four subjects are (English Language Arts, mathematics, science, and social studies) classes to attend for 25 minutes with 3 minutes to get from class to class.
- The Parent University will provide a place where parents and guardians can learn various social, emotional, and other skills to assist them in becoming better parents or guardian can learn various social, emotional, and other skills to assist them in becoming better parents or guardians for their children.
- The Volunteer Program provides the opportunity for adults to assist in varying capacities in the overall operation of the school.
- The Title I Parent Night (Funded by another source) provides the opportunity (during the first quarter of the school year) for the parents and guardians to attend a meeting where the school year is outlined while door prizes as well as a wealth of information in given to create an atmosphere of collaboration.
- An end of the year program will be held to recognize the accomplishments of teachers and staff members with recognizing community volunteers and community stakeholders.

**Outcomes (short-term and intermediate) for this component:**

*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:**

Extending or restructuring the school day



- Adding a reading 65 minute block for Direct Instruction

**Other strategies implemented by the LEA:**

Positive Behavioral Intervention System (PBIS) (Funded by another source):

We have implemented the Positive Behavioral Intervention System where students are rewarded for positive behavior. A school-wide Behavior Celebration allows students to attend a dance, game, movie, or have light refreshments for receiving no referrals, lunch detention, or in-school suspension. There is professional learning in-service during pre-planning for staff. Also, a classroom management consultant will work specifically with teachers who are utilizing ineffective classroom management strategies.

Bullying Training (Funded by another source):

Bullying training is conducted for parents and teachers while an assembly (is held for students) to demonstrate bullying characteristics and prevention strategies.

“25 Book Reading Campaign”: The school will continue to reward students who reach their reading quota in the “25 Book Reading Campaign” by giving students certificates and reading celebrations at the end of each semesters. Per the Superintendent’s request, the school administration will seek input from the student body in creating specific student incentives when students achieve academic goals and score “Met” and “Exemplary” on the math and ELA sections o the PASS. A reading log will be kept by each student that participates in the “25 Book Reading Campaign”.

**Outcomes (short-term and intermediate) for this component:**



**(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:**

Staffing

Staffing decisions are left up to the discretion of the principal based upon the needs to successfully implement Direct Instruction. Personnel such as the building coordinator (Direct Instruction Coordinator) and an English Language Arts teacher and a Mathematics teacher will be employed, along with two instructional assistants. The Transformation Coordinator monitors and coordinates the implementation of the school improvement interventions in addition to supervising the Building coordinator of Direct Instruction. The District-level Math coach will serve as the math coach for both the middle school and high school.

Calendars/Time

Prior to the beginning 2011-2012 school year, we will provide summer professional development for Direct Instruction Model. Teachers will be offered stipends for their participation. Each Wednesday after the regular school day will be designated to be used for school-wide professional development. In addition, we have embedded three full-days and five half-days of professional development. Furthermore, Direct Instruction professional development will occur on a monthly basis in combinations of after-school workshops and full-day workshops.

**Outcomes (short-term and intermediate) for this component:**

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:**

LEA

We have five half-days of professional development into the 2011-12 school year. Beginning with the 2011-12 school year, every Wednesday after the regular school day will be designated for school-wide professional development.

SEA

The SEA has committed to provide training for the Coordinator of the School Improvement Grant.

**Outcomes (short-term and intermediate) for this component:**

*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  
\_\_\_\_x\_\_ Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

**Program/Activity and Implementation Summary:**

The school is staffed based on its student population and the number of student with disabilities.

**Outcomes (short-term and intermediate) for this component:**



**Implementation Plan Template**

**IMPLEMENTATION PLAN**

For Estill High School (insert Name of School)  
In Hampton County School District Two (insert Name of District)

Intervention Model: Transformation – Direct Instruction

Need Summary (one sentence): In an effort to improve teacher and school leadership (data teams, instructional teams, etc.), reading and math achievement levels, school/ community relations, and operational flexibility, Estill High School needs an instructional model (Direct Instruction) that will help to meet the needs of our struggling ELA and Math students, as well as, effectively address the needs of our students with disabilities,

Action Summary (one sentence): To initiate and sustain research-based instruction, that will provide our teachers/staff with instructional supports and high quality staff developments in order to meet the needs of our students.

*Add additional rows and lines as needed.*

<b>Start Date–End Date</b>	<b>Program Task/Activity</b>	<b>Core Component</b>	<b>Persons/Agency Responsible</b>	<b>Data to be collected</b>	<b>Performance Measure</b>
August 2011	<i>Pre-service Training: Differentiated Instruction Pre-service Training: Direct Instruction</i>	<i>Developing and increasing teacher and school leader effectiveness Providing operational flexibility and sustained support</i>	<i>SDE(Staff Development for Educators), Administrators, Direct Instruction Coordinator NIFDI(National Institute for Direct Instruction), Administrators, Lead Teacher</i>	<i>Power Schools Data</i>	<i>Certificates of completion/attendance</i>
August 2011	<i>Meeting with Partner Community Centers</i>	<i>Increasing learning time and creating community-</i>	<i>Administrators, Guidance, Lead Teachers</i>	<i>Participating Community Centers</i>	<i>Minutes of the meeting, attendance</i>



**Implementation Plan Template**

		<i>oriented schools</i>			
<i>August - June 2011</i>	<i>School Wide Direct Instruction</i>	<i>Developing and increasing teacher and school leader effectiveness Comprehensive instructional reform strategies Providing operational flexibility and sustained support</i>	<i>Administrators, Direct Instructional Coach, Lead Teachers &amp; Instructional Assistants</i>	<i>Direct Instruction Reports, Lesson Plans</i>	<i>Teacher Evaluation and Teacher and Student Survey</i>
<i>August 2011</i>	<i>Senior Parent Night/Info Sessions</i>	<i>Increasing learning time and creating community-oriented schools</i>	<i>Guidance</i>	<i>Agenda, minutes</i>	<i>Attendance</i>
<i>August 2011</i>	<i>Substitute Training with SIG/Direct Instruction</i>	<i>Developing and increasing teacher and school leader effectiveness  Increasing</i>	<i>Personnel DI School Coordinator SIG Coordinator</i>	<i>Sign-In Sheet Handouts</i>	<i>Survey/Evaluation</i>



**Implementation Plan Template**

		<i>learning time and creating community-oriented schools</i>			
August 2011  Focus: (MAP) (Guidance) (Flow Chart)	Student /Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit, Technology for our parents, students, community, and other stakeholders	<i>Increasing learning time and creating community-oriented schools</i>	Guidance Counselors Administrators Lab Manager DI Coordinator SIG Coordinator Selected Teachers	Sign-In Sheets Evaluations Agenda Handouts Alert -Now	Evaluation/Survey
August 2011	College summit personnel and the guidance counselor will meet with the team to conduct on-site reviews and assist in administration of the college summit program.	Developing and Increasing teacher and school leader effectiveness	College Summit Guidance Counselors	Sign – In Sheets Agenda	Evaluation
August 2011	“Bridging the Gap”-Meeting with Partner/ Community Centers	<i>Increasing learning time and creating community-oriented schools</i>	Administrators DI School Coordinator	Announcement Flyer/Invitation	Sign In Sheet Evaluation
August 2011	Begin Implementation of Direct Instruction for 9 <sup>th</sup> and 10 <sup>th</sup> grades and other students who are low performers Including 11 <sup>th</sup> and 12 <sup>th</sup> graders.	Developing and Increasing teacher and school leader effectiveness  <i>Comprehensive instructional reform</i>	Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers	Master Schedule Observations	MAP Data HSAP Data Data Assessment



**Implementation Plan Template**

		<p><i>strategies</i></p> <p><i>Providing operational flexibility and sustained support</i></p>			
August 2011	<p>School Wide Data Team Meeting/Departmental Data Teams</p> <p>This data team will analyze the data received from the departments from RTI and SIPPs (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.</p>	<p>Developing and Increasing teacher and school leader effectiveness</p> <p><i>Comprehensive instructional reform strategies</i></p>	<p>Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers</p>	<p>SIPP Plans Agenda Minutes</p>	<p>SIPP Plans Sign-In Sheets</p>
August 2011	<p>Direct Instruction Professional Development</p> <ul style="list-style-type: none"> <li>□ Data Review</li> <li>□ Review of Signals</li> <li>□ Break Out Sessions</li> </ul> <p>Teacher Modeling</p>	<p>Developing and Increasing teacher and school leader effectiveness</p>	<p>DI School Coordinator NIFDI</p>	<p>Sign-in Sheet Agenda</p>	<p>Evaluation/Survey</p>
August 2011	<p>College Summit</p>	<p>Developing and Increasing teacher and school leader effectiveness</p> <p><i>Increasing learning time and</i></p>	<p>College Summit Representatives</p>	<p>Sign-in Sheet Agenda</p>	<p>Evaluation/Survey</p>



**Implementation Plan Template**

		<i>creating community- oriented schools</i>			
September 2011	SIG Instructional Meeting Review plan (measure progress) Data review Discussion of Reports Questions/Concerns	Developing and Increasing teacher and school leader effectiveness <i>Providing operational flexibility and sustained support</i>	SIG Instructional Team (SIG Coordinator, DI Coordinators, Principals, District Math Coach, SIG Teachers)	Agenda Minutes	Sign-In Sheets
September 2011 (HSAP)	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit for our parents, students, community, and other stakeholders.	<i>Increasing learning time and creating community-oriented schools</i>	Guidance Counselors Administrators Lab Manager DI Coordinator SIG Coordinator Selected Teachers	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert –Now
September 2011	School Wide Data Team Meeting/Departmental Data Teams This data team will analyze the data received from the departments from RTI and SIPP (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.	Developing and Increasing teacher and school leader effectiveness  <i>Comprehensive instructional reform strategies</i>	Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers	SIPP Plans Agenda Minutes	SIPP Plans Sign-In Sheets



**Implementation Plan Template**

August 2011	College summit personnel and the guidance counselor will meet with the team to conduct on-site reviews and assist in administration of the college summit program.	Developing and Increasing teacher and school leader effectiveness	College Summit Guidance Counselors	Sign – In Sheets Agenda	Evaluation
September 2011	Professional Development: Direct Instruction <ul style="list-style-type: none"> <li>□ Data Review</li> <li>□ Review of Signals</li> <li>□ Break Out Sessions</li> <li>□ Teacher Modeling</li> </ul>	Developing and Increasing teacher and school leader effectiveness  <i>Comprehensive instructional reform strategies</i>	DI School Coordinator NIFDI	Sign-In Sheets Evaluations Agenda Handouts	Evaluation
October 2011	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit for our parents, students, community, and other stakeholders	<i>Increasing learning time and creating community-oriented schools</i>	Guidance Counselors Administrators Lab Manager DI Coordinator SIG Coordinator Selected Teachers	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert -Now
August 2011	College summit personnel and the guidance counselor will meet with the team to conduct on-site reviews and assist in administration of	Developing and Increasing teacher and	College Summit Guidance Counselors	Sign – In Sheets Agenda	Evaluation



**Implementation Plan Template**

	the college summit program.	school leader effectiveness			
October 2011	School Wide Data Team Meeting/Departmental Data Teams This data team will analyze the data received from the departments from RTI and SIPPs (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.	Developing and Increasing teacher and school leader effectiveness  <i>Comprehensive instructional reform strategies</i>	Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers	SIPP Plans Agenda Minutes	SIPP Plans Sign-In Sheets
October 2011	Academic/Behavior Program to honor those students, who have performed at high levels, who have good attendance, and good behavior.	<i>Increasing learning time and creating community-oriented schools</i>	DI Coordinator Guidance Administrators Teachers	Copy of Program Purchase Order	Attendance Report Copy of Program Official list from Guidance
October 2011	SIG Instructional Meeting Review plan (measure progress) Data review Discussion of Reports Questions/Concerns	Developing and Increasing teacher and school leader effectiveness  <i>Providing operational flexibility and sustained support</i>	SIG Instructional Team (SIG Coordinator, DI Coordinators, Principals, District Math Coach, SIG Teachers)	Agenda Minutes	Sign-In Sheets



**Implementation Plan Template**

<p>October 2011</p> <p><i>Focus: HSAP</i></p>	<p>Professional Development: Direct Instruction</p> <ul style="list-style-type: none"> <li>□ Data Review</li> <li>□ Review of Signals</li> <li>□ Break Out Sessions</li> <li>□ Teacher Modeling</li> </ul>	<p>Developing and Increasing teacher and school leader effectiveness</p> <p><i>Comprehensive instructional reform strategies</i></p>	<p>DI School Coordinator NIFDI</p>	<p>Sign-In Sheets Evaluations Agenda Handouts</p>	<p>Sign-In Sheets Evaluation</p>
<p><i>October-April 2011</i></p>	<p><i>Afterschool Program</i></p>	<p><i>Comprehensive instructional reform strategies</i></p> <p><i>Increasing learning time and creating community-oriented schools</i></p> <p><i>Providing operational flexibility and sustained support</i></p>	<p><i>Afterschool Program Director</i></p>	<p><i>Direct Instruction Data Report</i></p>	<p><i>Attendance</i></p>
<p><i>October 2011</i></p>	<p><i>1<sup>st</sup> 9 Weeks Academic/Behavior Awards Program</i></p>	<p><i>Increasing learning time and creating community-oriented schools</i></p>	<p><i>Guidance</i></p>	<p><i>Agenda, minutes</i></p>	<p><i>Attendance</i></p>



**Implementation Plan Template**

November 2011	College summit personnel and the guidance counselor will meet with the team to conduct on-site reviews and assist in administration of the college summit program.	Developing and Increasing teacher and school leader effectiveness	College Summit Guidance Counselors	Sign – In Sheets Agenda	Evaluation
November 2011  Focus:	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit, and Technology Orientation for our parents, students, community, and other stakeholders	<i>Increasing learning time and creating community-oriented schools</i>	Guidance Counselors Administrators Lab Manager DI Coordinator SIG Coordinator Selected Teachers	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert -Now
November 2011	School Wide Data Team Meeting/Departmental Data Teams This data team will analyze the data received from the departments from RTI and SIPP (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.	Developing and Increasing teacher and school leader effectiveness  <i>Comprehensive instructional reform strategies</i>	Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers	SIPP Plans Agenda Minutes	SIPP Plans Sign-In Sheets
November 2011	Professional Development: Direct Instruction <ul style="list-style-type: none"> <li>□ Data Review</li> <li>□ Review of Signals</li> <li>□ Break Out Sessions</li> <li>□ Teacher Modeling</li> </ul>	Developing and Increasing teacher and school leader effectiveness <i>Comprehensive instructional</i>	DI School Coordinator NIFDI	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Sign-In Sheet



**Implementation Plan Template**

		<i>reform strategies</i>			
November 2011	SIG Instructional Meeting Review plan (measure progress) Data review Discussion of Reports Questions/Concerns	Developing and Increasing teacher and school leader effectiveness <i>Providing operational flexibility and sustained support</i>	SIG Instructional Team (SIG Coordinator, DI Coordinators, Principals, District Math Coach, SIG Teachers)	Agenda Minutes	Sign-In Sheets
December 2011  Focus:	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit, and Technology Orientation for our parents, students, community, and other stakeholders	<i>Increasing learning time and creating community-oriented schools</i>	Guidance Counselors Administrators Lab Manager DI Coordinator SIG Coordinator Selected Teachers	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert -Now
December 2011	College summit personnel and the guidance counselor will meet with the team to conduct on-site reviews and assist in administration of the college summit program.	Developing and Increasing teacher and school leader effectiveness	College Summit Guidance Counselors	Sign – In Sheets Agenda	Evaluation
December 2011	Professional Development: Direct Instruction □ Data Review □ Review of Signals □ Break Out Sessions	Developing and Increasing teacher and school leader	DI School Coordinator NIFDI	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Sign –In Sheet



**Implementation Plan Template**

	□ Teacher Modeling	effectiveness			
December 2011	SIG Instructional Meeting Review plan (measure progress) Data review Discussion of Reports Questions/Concerns	Developing and Increasing teacher and school leader effectiveness <i>Providing operational flexibility and sustained support</i>	SIG Instructional Team (SIG Coordinator, DI Coordinators, Principals, District Math Coach, SIG Teachers)	Agenda Minutes	Sign-In Sheets
December 2011	School Wide Data Team Meeting This data team will analyze the data received from the departments from RTI and SIPPs (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.	Developing and Increasing teacher and school leader effectiveness <i>Comprehensive instructional reform strategies</i>	Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers	SIPP Plans Agenda Minutes	SIPP Plans Sign-In Sheets
January 2012	<i>2<sup>nd</sup> 9 Weeks Academic/Behavior Awards Program</i>	<i>Comprehensive instructional reform strategies Increasing</i>	<i>Administrators and Guidance</i>	<i>Program, Agenda, minutes</i>	<i>Attendance, Honor roll</i>



**Implementation Plan Template**

		<i>learning time and creating community-oriented schools Providing operational flexibility and sustained support</i>			
January 2012	Academic/Behavior Program to honor those students, who have performed at high levels, have good attendance, and good behavior.	<i>Increasing learning time and creating community-oriented schools</i>		Administrators Teachers	Program
January 2012  Focus: (MAP) (Direct Instruction)	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit, and Technology Orientation for our parents, students, community, and other stakeholders	<i>Increasing learning time and creating community-oriented schools</i>	Guidance Counselors Administrators Lab Manager DI Coordinator SIG Coordinator Selected Teachers	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert -Now
January 2012	College summit personnel and the guidance counselor will meet with the team to conduct on-site reviews and assist in administration of the college summit program.	Developing and Increasing teacher and school leader effectiveness	College Summit Guidance Counselors	Sign – In Sheets Agenda	Evaluation



**Implementation Plan Template**

January 2012	SIG Instructional Meeting Review plan (measure progress) Data review Discussion of Reports Questions/Concerns	Developing and Increasing teacher and school leader effectiveness <i>Providing operational flexibility and sustained support</i>	SIG Instructional Team (SIG Coordinator, DI Coordinators, Principals, District Math Coach, SIG Teachers)	Agenda Minutes	Sign-In Sheets
January 2012	Professional Development: Direct Instruction □ Data Review □ Review of Signals □ Break Out Sessions □ Teacher Modeling	Developing and Increasing teacher and school leader effectiveness	DI School Coordinator NIFDI	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Sign-In Sheet
January 2012	School Wide Data Team Meeting/Departmental Data Teams This data team will analyze the data received from the departments from RTI and SIPPs (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.	Developing and Increasing teacher and school leader effectiveness <i>Comprehensive instructional reform strategies</i>	Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers	SIPP Plans Agenda Minutes	SIPP Plans Sign-In Sheets
February 2012 Focus:	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit, and Technology	<i>Increasing learning time and creating community-</i>	Guidance Counselors Administrators Lab Manager DI Coordinator	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert –Now



**Implementation Plan Template**

(Guidance)	Orientation for our parents, students, community, and other stakeholders	<i>oriented schools</i>	SIG Coordinator Selected Teachers		
February 2012	SIG Instructional Meeting Review plan (measure progress) Data review Discussion of Reports Questions/Concerns	Developing and Increasing teacher and school leader effectiveness <i>Providing operational flexibility and sustained support</i>	SIG Instructional Team (SIG Coordinator, DI Coordinators, Principals, District Math Coach, SIG Teachers)	Agenda Minutes	Sign-In Sheets
February 2012	School Wide Data Team Meeting/Departmental Data Teams This data team will analyze the data received from the departments from RTI and SIPPs (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.	Developing and Increasing teacher and school leader effectiveness <i>Comprehensive instructional reform strategies</i>	Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers	SIPP Plans Agenda Minutes	SIPP Plans Sign-In Sheets
February 2012	Professional Development: Direct Instruction <ul style="list-style-type: none"> <li>□ Data Review</li> <li>□ Review of Signals</li> <li>□ Break Out Sessions</li> <li>□ Teacher Modeling</li> </ul>	Developing and Increasing teacher and school leader effectiveness	DI School Coordinator NIFDI	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Sign-In Sheet



**Implementation Plan Template**

March 2012	<i>3<sup>rd</sup> 9 Weeks Academic/Behavior Awards Program</i>	<i>Increasing learning time and creating community-oriented schools Comprehensive instructional reform strategies Providing operational flexibility and sustained support</i>	<i>Guidance Administrators and Guidance</i>	<i>Agenda, minutes Program</i>	<i>Attendance, Honor Roll</i>
March 2012	College summit personnel and the guidance counselor will meet with the team to conduct on-site reviews and assist in administration of the college summit program.	Developing and Increasing teacher and school leader effectiveness	College Summit Guidance Counselors	Sign – In Sheets Agenda	Evaluation
March 2012	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit, and Technology Orientation for our parents, students, community, and other stakeholders	<i>Increasing learning time and creating community-oriented schools</i>	Guidance Counselors Administrators Lab Manager DI Coordinator SIG Coordinator Selected Teachers	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert –Now



**Implementation Plan Template**

March 2012	<p>School Wide Data Team Meeting/Departmental Data Teams</p> <p>This data team will analyze the data received from the departments from RTI and SIPP (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.</p>	<p>Developing and Increasing teacher and school leader effectiveness</p> <p><i>Comprehensive instructional reform strategies</i></p>	<p>Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers</p>	<p>SIPP Plans Agenda Minutes</p>	<p>SIPP Plans Sign-In Sheets</p>
March 2012	<p>Professional Development: Direct Instruction</p> <ul style="list-style-type: none"> <li>□ Data Review</li> <li>□ Review of Signals</li> <li>□ Break Out Sessions</li> <li>□ Teacher Modeling</li> </ul>	<p>Developing and Increasing teacher and school leader effectiveness</p> <p><i>Comprehensive instructional reform strategies</i></p>	<p>DI School Coordinator NIFDI</p>	<p>Sign-In Sheets Evaluations Agenda Handouts</p>	<p>Evaluations Sign-In Sheet</p>
March 2012	<p>SIG Instructional Meeting</p> <p>Review plan (measure progress)</p> <p>Data review</p> <p>Discussion of Reports</p>	<p>Developing and Increasing teacher and school leader</p>	<p>SIG Instructional Team (SIG Coordinator, DI Coordinators, Principals, District Math Coach, SIG</p>	<p>Agenda Minutes</p>	<p>Sign-In Sheets</p>



**Implementation Plan Template**

	Questions/Concerns	effectiveness <i>Providing operational flexibility and sustained support</i>	Teachers)		
April 2012	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit, and Technology Orientation for our parents, students, community, and other stakeholders	<i>Increasing learning time and creating community-oriented schools</i>	Guidance Counselors Administrators Lab Manager DI Coordinator SIG Coordinator Selected Teachers	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert –Now
April 2012	College summit personnel and the guidance counselor will meet with the team to conduct on-site reviews and assist in administration of the college summit program.	Developing and Increasing teacher and school leader effectiveness	College Summit Guidance Counselors	Sign – In Sheets Agenda	Evaluation
April 2012	School Wide Data Team Meeting/Departmental Data Teams This data team will analyze the data received from the departments from RTI and SIPPs (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.	Developing and Increasing teacher and school leader effectiveness  <i>Comprehensive instructional reform</i>	Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers	SIPP Plans Agenda Minutes	SIPP Plans Sign-In Sheets



**Implementation Plan Template**

		<i>strategies</i>			
April 2012	SIG Instructional Meeting Review plan (measure progress) Data review Discussion of Reports Questions/Concerns	Developing and Increasing teacher and school leader effectiveness <i>Providing operational flexibility and sustained support</i>	SIG Instructional Team (SIG Coordinator, DI Coordinators, Principals, District Math Coach, SIG Teachers)	Agenda Minutes	Sign-In Sheets
April 2012	Professional Development: Direct Instruction <ul style="list-style-type: none"> <li>□ Data Review</li> <li>□ Review of Signals</li> <li>□ Break Out Sessions</li> <li>□ Teacher Modeling</li> </ul>	Developing and Increasing teacher and school leader effectiveness  <i>Comprehensive instructional reform strategies</i>	DI School Coordinator NIFDI	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Sign-In Sheet
May 2012	<i>Academic Awards Black Tie Affair</i>	<i>Comprehensive instructional reform strategies Increasing</i>	<i>Administrators and Guidance</i>	<i>Program</i>	<i>Attendance, Honor roll</i>



**Implementation Plan Template**

		<i>learning time and creating community-oriented schools</i> <i>Providing operational flexibility and sustained support</i>			
May 2012	College summit personnel and the guidance counselor will meet with the team to conduct on-site reviews and assist in administration of the college summit program.	Developing and Increasing teacher and school leader effectiveness	College Summit Guidance Counselors	Sign – In Sheets Agenda	Evaluation
May 2012	School Wide Data Team Meeting/Departmental Data Teams This data team will analyze the data received from the departments from RTI and SIPP (Student Individualized Performance Plans) to identify multidisciplinary interventions for individual students.	Developing and Increasing teacher and school leader effectiveness  <i>Comprehensive instructional reform strategies</i>	Guidance Counselors DI School Coordinator Administrators/Coordinator Lab Manager Teachers	SIPP Plans Agenda Minutes	SIPP Plans Sign-In Sheets



**Implementation Plan Template**

May 2012	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, HSAP, Guidance, College Summit, and Technology Orientation for our parents, students, community, and other stakeholders	<i>Increasing learning time and creating community-oriented schools</i>	Guidance Counselors Administrators Lab Manager DI Coordinator SIG Coordinator Selected Teachers	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert –Now
May 2012	SIG Instructional Meeting Review plan (measure progress) Data review Discussion of Reports Questions/Concerns	Developing and Increasing teacher and school leader effectiveness <i>Providing operational flexibility and sustained support</i>	SIG Instructional Team (SIG Coordinator, DI Coordinators, Principals, District Math Coach, SIG Teachers)	Agenda Minutes	Sign-In Sheets
May 2012	Professional Development: Direct Instruction □ Data Review □ Review of Signals □ Break Out Sessions Teacher Modeling	Developing and Increasing teacher and school leader effectiveness  <i>Comprehensive instructional reform strategies</i>	DI School Coordinator NIFDI	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Sign-In Sheets



**Implementation Plan Template**

May 2012	(Black Tie) Academic Awards/Parent Recognition Program to honor those students along with their parents who have excelled in academics and behavior.	<i>Increasing learning time and creating community-oriented schools</i>	Administrators DI Coordinator SIG Coordinator Selected Teachers Guidance Counselors Lab Manager	Meeting Agenda Sign-In Sheet Assessment Data Referrals	Copy of Program Official List of students from Guidance
July 2012	<i>Pre-service for Differentiated Instruction and Direct Instruction</i>	<i>Developing and increasing teacher and school leader effectiveness Comprehensive instructional reform strategies</i>	<i>Administrators, Direct Instructional Coordinator, Lead Teachers</i>	<i>Power Schools Data</i>	<i>Certificates of Completion / Attendance</i>
August 2012	<i>Meeting with Partner Community Centers</i>	<i>Increasing learning time and creating community-oriented schools</i>	<i>Administrators, Guidance, Lead Teachers</i>	<i>Participating Community Centers</i>	<i>Minutes of the meeting, attendance</i>
August 16- June 2, 2012	<i>School Wide Direct Instruction</i>	<i>Developing and increasing teacher and school leader effectiveness Comprehensive instructional</i>	<i>Administrators, Direct Instructional Coach, Lead Teachers &amp; Instructional Assistants</i>	<i>Direct Instruction Reports, Lesson Plans</i>	<i>Teacher Evaluation and Teacher and Student Survey</i>



**Implementation Plan Template**

		<i>reform strategies Providing operational flexibility and sustained support</i>			
<i>August 2012</i>	<i>Senior Parent Night/Info Sessions</i>	<i>Increasing learning time and creating community-oriented schools</i>	<i>Guidance</i>	<i>Agenda, minutes</i>	<i>Attendance</i>
<i>September 2012</i>	<i>Junior Parent Night/Info Sessions Sophomore Parent Night/Info Sessions</i>	<i>Increasing learning time and creating community-oriented schools</i>	<i>Guidance</i>	<i>Agenda, minutes</i>	<i>Attendance</i>
<i>October – April, 2012</i>	<i>Afterschool Program</i>	<i>Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools Providing operational</i>	<i>Afterschool Program Director</i>	<i>Direct Instruction Data Report</i>	<i>Attendance</i>



**Implementation Plan Template**

		<i>flexibility and sustained support</i>			
<i>October 2012</i>	<i>Freshmen Parent Night/ Info Session HSAP Parent Info Sessions 1<sup>st</sup> 9 Weeks Academic/Behavior Awards Program</i>	<i>Increasing learning time and creating community-oriented schools Comprehensive instructional reform strategies Providing operational flexibility and sustained support</i>	<i>Guidance and English, Math, and Lead Teachers Administrators and Guidance</i>	<i>Agenda, minutes Program</i>	<i>Attendance Honor roll</i>
<i>November 2012</i>	<i>Senior Parent Night/Info Sessions Junior Parent Night/Info Sessions</i>	<i>Increasing learning time and creating community-oriented schools</i>	<i>Guidance</i>	<i>Agenda, minutes</i>	<i>Attendance</i>
<i>December 2012</i>	<i>Sophomore Parent Night/Info Sessions Freshmen Parent Night/Info Sessions Senior Parent Night/Info Sessions</i>	<i>Increasing learning time and creating community-oriented schools</i>	<i>Guidance</i>	<i>Agenda, minutes</i>	<i>Attendance</i>



**Implementation Plan Template**

<p>January 2013</p>	<p><i>2<sup>nd</sup> 9 Weeks Academic/Behavior Awards Program Junior Parent Night/Info Sessions</i></p>	<p><i>Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools Providing operational flexibility and sustained support</i></p>	<p><i>Administrators and Guidance</i></p>	<p><i>Program, Agenda, minutes</i></p>	<p><i>Attendance, Honor roll</i></p>
<p>February 2013</p>	<p><i>Sophomore Parent Night/Info Sessions</i></p>	<p><i>Increasing learning time and creating community-oriented schools</i></p>	<p><i>Guidance</i></p>	<p><i>Agenda, minutes</i></p>	<p><i>Attendance</i></p>
<p>March 2013</p>	<p><i>Freshmen Parent Night/Info Sessions Senior Parent Night/Info Sessions Junior Parent Night/Info Sessions 3<sup>rd</sup> 9 Weeks Academic/Behavior Awards Program</i></p>	<p><i>Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools</i></p>	<p><i>Guidance and Administrators</i></p>	<p><i>Agenda, minutes, Program</i></p>	<p><i>Attendance, Honor roll</i></p>



**Implementation Plan Template**

		<i>Providing operational flexibility and sustained support</i>			
<i>April 2013</i>	<i>Sophomore Parent Night/Info Sessions</i>	<i>Increasing learning time and creating community-oriented schools</i>	<i>Guidance</i>	<i>Agenda, minutes</i>	<i>Attendance</i>
<i>May 2013</i>	<i>Freshman Parent Night/Info Sessions Academic Awards Black Tie Affair</i>	<i>Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools Providing operational flexibility and sustained support</i>	<i>Administrators and Guidance</i>	<i>Agenda, minutes, Program</i>	<i>Attendance, Honor roll</i>



**Implementation Plan Template**

**IMPLEMENTATION PLAN**

For Estill Middle School (insert Name of School)  
In Hampton County School District Two (insert Name of District)

Intervention Model: Transformation – Direct Instruction

Need Summary (one sentence): In an effort to improve teacher and school leadership (data teams, instructional teams, etc), reading and math achievement levels, school/ community relations, and operational flexibility, Estill Middle School needs an instructional model (Direct Instruction) that will help to meet the needs of our struggling ELA and Math students, as well as, effectively address the needs of our students with disabilities,

Action Summary (one sentence): We will provide research-based instruction, increased learning times, and high quality professional development.

*Add additional rows and lines as needed.*

<b>Start Date–End Date</b>	<b>Program Task/Activity</b>	<b>Core Component</b>	<b>Persons/Agency Responsible</b>	<b>Data to be collected</b>	<b>Performance Measure</b>
August 2011	Replaced SFA Coordinator with DI Coordinator	Providing operational flexibility and support	School District	Student DI scores/levels	DI Reading/Math Groups
August 2011	Pre-Service Training for Direct Instruction teachers/Instructional Assistants (August 2-5)	Developing Teacher/School Leader effectiveness  Providing operational flexibility and support	NIFDI SIG Coordinator DI School Coordinator	Evaluations Agenda Handouts Sign-In Sheet	Certificates Evaluations



**Implementation Plan Template**

2011 August	Substitute Training for Direct Instruction teachers and assistants that missed first cycle of training	Developing Teacher/School Leader effectiveness  Providing operational flexibility and support	Personnel DI School Coordinator SIG Coordinator Administrators	Sign-In Sheet Handouts	Evaluations
August 2011  (MAP) (Guidance)	Student /Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, & Guidance activities	Increasing learning time and community oriented schools	Guidance Counselors Administrators Lab Manager	Sign-In Sheets Evaluations Agenda Handouts	Evaluations Alert -Now
August 2011	Direct Instruction Professional Development (Data Review of reading and math grouping/teaching signals/correction procedures)	Developing Teacher/School Leader effectiveness	DI School Coordinator SIG Coordinator NIFDI	Sign-In Sheet Handouts	Evaluation
August 2011	Case 21 benchmarks to asses student weaknesses	Developing Teacher/School Leader effectiveness	Teachers Case 21 Representatives	Student mastery sheets	Student mastery sheets
August 2011	Restructuring the daily schedule to accommodate changes	Providing operational flexibility and support	Principal Leadership Team	Master Schedule	Master Schedule



**Implementation Plan Template**

August 2011	RTI District Team Meeting	Comprehensive Reform Strategy	David Lewis	Implementation Process	Sign-in sheets
August/September 2011	Student/Parent Orientation Nights: Informational Seminar introducing and reviewing SIG, Direct Instruction, Guidance, Career Development	Increasing learning time and community oriented schools	Principal leadership Team Teachers SIG Coordinator	Sign-In Sheets Agenda Handouts	Evaluations Alert -Now
August/September 2011	Direct Instruction for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students begins	Developing Teacher/School Leader effectiveness  Providing operational flexibility and support	Teachers	Master Schedule Observations	MAP Data Data Assessment
September 2011	25 Book Campaign Enrichment Book Study for students that (scored Exemplary on reading PASS administration, are in GT reading class, or are in Comp C class for Direct Instruction).	Increasing learning time and community oriented schools	Media Center Manager Deputy Superintendent	List of Students who scored exemplary Reading Logs	Certificates/Plaques Purchase Orders
September 2011	Recognize Teacher/Student of the Month	Increasing learning time and community oriented schools	Principal		Picture Name on school marquee Plaque
August - May 2011	Adding additional minutes (15) to reading/math classes	Increasing learning time and community oriented schools	School District	Any data from DI program	Student improvement on MAP/ PASS



**Implementation Plan Template**

September 2011	Data Team/RTI Progress Monitoring Meeting Understanding the Process (What services do we provide across the three tiers?)	Developing Teacher/School Leader effectiveness	Principal Curriculum Teams	Meeting agenda Sign-in Sheets	Meeting agenda Sign-in Sheets
September 2011	Creating a Professional Development Calendar	Providing operational flexibility and support	Principal	Calendar	Calendar
September	RTI Meeting	Comprehensive Reform Strategy	Principal	School implementation process	agenda
October 2011	Academic/Behavior Program to honor those students, who have performed at high levels, who have good attendance, and good behavior.	Comprehensive Reform Strategy	DI Coordinator Guidance Administrators Teachers SIG Coordinator	Copy of Program Purchase Order	Attendance Copy of Program Official list from Guidance
October 2011	Recognize Teacher/Student of the Month	Increasing learning time and community oriented schools	Principal Teachers		Picture Name on school marquee
October 2011	PTO & SIC Keep parents and community informed of students events	Increasing learning time and community oriented schools  Developing Teacher/School Leader effectiveness	Principal Curriculum Coordinator	Agenda	Sign-In Sheet



**Implementation Plan Template**

October 2011	Nine Weeks Awards/MAP Awards Program	Increasing learning time and community oriented schools	Curriculum Coordinator Guidance	Program	Certificates Plaques
October 2011	Data Team Meeting/RTI Progress Monitoring (Word study/Comprehension strategies)	Developing Teacher/School Leader effectiveness	Principal Curriculum Coordinator	Meeting agenda Sign-in Sheets	Sign-in Sheets
November 2011	Professional Development: Direct Instruction (Word Attack Skills/reading progress charts)	Developing Teacher/School Leader effectiveness	DI School Coordinator SIG Coordinator NIFDI	Agenda	Sign-In Evaluations
November 2011	Recognize Teacher/Student of the Month	Increasing learning time and community oriented schools	Principal		Picture Name on school marquee
November 2011	Math- Parent/Student Night	Increasing learning time and community oriented schools	Teachers	Sign-in sheets Agendas	Sign-in sheets
November 2011	Data Team Meeting/RTI Progress Monitoring (Thinking Ahead)	Developing Teacher/School Leader effectiveness	DI/Curriculum Coordinator Principal Teachers	Meeting agenda Sign-in Sheets	Meeting Minutes
December 2011	Professional Development: Direct Instruction (Teacher Modeling)	Developing Teacher/School Leader effectiveness	DI School Coordinator SIG Coordinator NIFDI	Agenda	Sign-In Evaluation



**Implementation Plan Template**

December 2011	Recognize Teacher/Student of the Month	Increasing learning time and community oriented schools	Principal		Picture Name on school marquee
January 2012 (Direct Instruction)	Academic/Behavior Program to honor those students, who have performed at high levels	Increasing learning time and community oriented schools	Curriculum Coordinator	Paper program	List of Students names from Guidance
January 2012	Professional Development: Direct Instruction <ul style="list-style-type: none"> <li>• Use of signals</li> <li>• Data review</li> <li>• Teacher modeling</li> </ul>	Developing Teacher/School Leader effectiveness	DI School Coordinator SIG Coordinator NIFDI	Meeting agenda Sign-in Sheets	Evaluation
January 2012	Data Team Meeting/RTI Progress Monitoring (Building Content Literacy)	Developing Teacher/School Leader effectiveness	Principal Teachers Curriculum Coordinator	Meeting agenda Sign-in Sheets	Evaluation
February 2012	Professional Development: Direct Instruction <ul style="list-style-type: none"> <li>• Use of signals</li> <li>• Data review</li> <li>• Teacher modeling</li> </ul>	Comprehensive Reform Strategy	DI School Coordinator SIG Coordinator NIFDI	Meeting agenda Sign-in Sheets	Evaluations
February 2012	Nine Weeks /MAP/DI Awards Program	Increasing learning time and community oriented schools	Curriculum Coordinator Guidance	Program	Certificates Plaques Purchase Order
February 2012	Recognize Teacher/Student of the Month	Increasing learning time and community oriented schools	Principal Teachers		Pictures Name on school marquee



**Implementation Plan Template**

February 2012	Data Team Meetings/RTI Progress Monitoring (Active Literacy Across the Curriculum/sharing of instructional practices)	Developing Teacher/School Leader effectiveness	Principal Teachers DI Coordinator	Meeting agenda Sign-in Sheets	Meeting Minutes
March 2012	Professional Development: Direct Instruction <ul style="list-style-type: none"> <li>• Use of signals</li> <li>• Data review</li> <li>• Teacher modeling</li> </ul>	Developing Teacher/School Leader effectiveness	DI School Coordinator SIG Coordinator NIFDI	Meeting agenda Sign-in Sheets	Evaluation
March 2012	Recognize Teacher/Student of the Month	Increasing learning time and community oriented schools	Principal		Pictures Name on school marquee
March 2012	Data Team Meetings/RTI Progress Monitoring ( Using alternative strategies to reinforce learning)	Developing Teacher/School Leader effectiveness	DI Coordinator Teachers	Meeting agenda Sign-in Sheets	Meeting Minutes
April 2012	Professional Development: Direct Instruction <ul style="list-style-type: none"> <li>• Use of signals</li> <li>• Data review</li> <li>• Teacher modeling</li> </ul>	Developing Teacher/School Leader effectiveness	DI School Coordinator SIG Coordinator NIFDI	Meeting agenda Sign-in Sheets	Evaluation
April 2012	Recognize Teacher/Student of the Month	Increasing learning time and community oriented schools	Principal		Pictures Name on school marquee
April 2012	Nine Weeks/MAP Awards/DI Program	Increasing learning time and community oriented schools	Curriculum Coordinator Guidance	Program	Certificates Plaques



**Implementation Plan Template**

April 2012	Data Team Meetings/RTI Progress Monitoring	Developing Teacher/School Leader effectiveness	DI Coordinator	Meeting agenda Sign-in Sheets	Meeting minutes
May 2012	Professional Development: Direct Instruction ( topics covered will be based on DI observation forms that reveal teacher weaknesses and needs)	Developing Teacher/School Leader effectiveness	DI School Coordinator SIG Coordinator NIFDI	Agenda Notes	Sign-In Sheets
May 2012	Performance based pay for Teachers based on (MAP,PASS, Case 21 benchmarks, DI)	Developing Teacher/School Leader effectiveness	DI School Coordinator SIG Coordinator	MAP test results	Purchase Order/Requisition



School Improvement Subgrant Application (2010–2013)

**Budget Summary**

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

Name of District: Hampton District Two

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.

<b>Object Category (total for all schools in each category)</b>	<b>Year 1 Requested</b>	<b>Year 1 Match or In-kind (or Resources)</b>	<b>Year 2 Requested</b>	<b>Year 2 Match or In-kind</b>	<b>Year 3 Requested</b>	<b>Year 3 Match or In-kind</b>	<b>Total Requested</b>
Salaries/Stipends (100)	626,874		542,400		626,536		1,795,810
Employee Benefits (200)	238,827		193,189		238,894		670,910
Purchased Services (300)	238,135		258,800		211,510		708,445
Supplies and Materials (400)	71,156		170,805		83,074		325,035
Capital Outlay (500)							
Other (600)	36,183		27,375		50,638		114,196
<b>Total Direct Costs</b>	1,211,175		1,192,569		1,210,652		3,614,396
Indirect Costs (700)	59,469		77,526		59,443		196,438
<b>Total</b>	1,270,644		1,270,095		1,270,095		3,810,834



School Improvement Grant Subgrant Application  
(2010–2013)

**LEA-LEVEL EXPENDITURES BUDGET SUMMARY FORM**

**LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR HAMPTON COUNTY SCHOOL DISTRICT TWO (INSERT NAME OF DISTRICT)**

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.

<b>Object Category (total for all schools in each category)</b>	<b>Year 1 Requested</b>	<b>Year 1 Match or In-kind (or Resources)</b>	<b>Year 2 Requested</b>	<b>Year 2 Match or In-kind</b>	<b>Year 3 Requested</b>	<b>Year 3 Match or In-kind</b>	<b>Total Requested</b>
Salaries/Stipends (100)	170,000		149,000		170,000		489,000
Employee Benefits (200)	59,750		54,000		59,750		173,500
Purchased Services (300)	10,000		20,000		10,000		40,000
Supplies and Materials (400)	12,000		22,111		12,000		46,111
Capital Outlay (500)							
Other (600)			1,000				1000
<b>Total Direct Costs</b>	251,750		246,111		251,750		749,611
Indirect Costs (700)	12,361		18,000		12,361		42,722
<b>Total</b>	264,111		264,111		264,111		792,333



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 HAMPTON COUNTY SCHOOL DISTRICT TWO (INSERT NAME OF DISTRICT)**

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
Name of School #1 to be Served and Tier Estill Middle School	480,038		475,558		479,539		1,435,135
Name of School #2 to be Served and Tier Estill High School	479,387		470,900		479,363		1,429,650
Name of School #3 to be Served and Tier							
Name of School #4 to be Served and Tier							
<b>Total Direct Costs</b>	959,425		946,458		958,902		2,864,785
Indirect Costs (700)	47,108		59,526		47,082		153,716
<b>Total</b>	1,006,533		1,005,984		1,005,984		3,018,501



South Carolina  
Department of Education  
Together, we can.

School Improvement Grant Subgrant Application  
(2010–2013)

**LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED**

**SCHOOL-LEVEL BUDGET SUMMARY FORM**

Name of School: **Estill High School**

<b>Object Category</b>	<b>Year 1 Requested</b>	<b>Year 1 Match or In-kind (or Resources)</b>	<b>Year 2 Requested</b>	<b>Year 2 Match or In-kind</b>	<b>Year 3 Requested</b>	<b>Year 3 Match or In-kind</b>	<b>Total Requested</b>
Salaries/Stipends (100)	207,249		171,400		207,249		585,898
Employee Benefits (200)	84,651		60,000		84,651		229,302
Purchased Services (300)	116,000		142,000		116,000		374,000
Supplies and Materials (400)	49,849		77,000		49,825		176,674
Capital Outlay (500)							
Other (600)	21,638		20,500		21,638		63,776
<b>Total Direct Costs</b>	479,387		470,900		479,363		1,429,650
Indirect Costs (700)	23,538		32,000		23,537		79,075
<b>Total</b>	502,925		502,900		502,900		1,508,725



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**LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED**

**SCHOOL-LEVEL BUDGET SUMMARY FORM**

Name of School: **Estill Middle School**

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	<u>Total Requested</u>
Salaries/Stipends (100)	249,625		222,000		249,287		720,912
Employee Benefits (200)	94,426		79,189		94,493		268,108
Purchased Services (300)	112,135		96,800		85,510		294,445
Supplies and Materials (400)	9,307		71,694		21,249		102,250
Capital Outlay (500)							
Other (600)	14,545		5,875		29,000		49,420
<b>Total Direct Costs</b>	480,038		475,558		479,539		1,435,135
Indirect Costs (700)	23,570		27,526		23,545		74,641
<b>Total</b>	503,608		503,084		503,084		1,509,776



**ESTILL HIGH SCHOOL BUDGET NARRATIVE - YEAR 2**

Salaries 100		
	Direct Instruction Coordinator	\$65,000.00
	1.0 FTE Direct Instruction Coordinator, responsible for ensuring that teachers have adequate schedules, materials, and technical assistance. Supervises the DI program at the school level, providing classroom assistance to teachers on a daily basis, observing teachers and collects data.	
	ELA Teacher	\$40,000.00
	1.0 FTE English Language Arts teacher to fulfill daily classroom responsibilities/activities while organizing and implementing an academic learning environment for students to learn and reach their fullest potential	
	Math Teacher	\$40,000.00
	1.0 FTE Math teacher to fulfill daily classroom responsibilities/activities while organizing and implementing an academic learning environment for students to learn and reach their fullest potential	
	Substitutes	\$8,000.00
	In the absence of the teacher above hired teacher (s) (ELA/MATH), will provide guidance and direct the learning experience of the students.	
	Stipend (DI Training)	\$13,200.00
	Stipend will be given to those staff members who attend the Direct Instructional Training in the amount of \$100 per day.	



**BUDGET NARRATIVE**

	MAP Incentive Stipend	\$3,200.00
	9 <sup>th</sup> grade teachers	
	ELA	
	Math	
	10 <sup>th</sup> grade teachers	
	ELA	
	Math	
	Total: 1 <sup>st</sup> cycle \$1,600 + 2 <sup>nd</sup> cycle \$1,600 = 3,200	
	HSAP Incentive Stipend	\$1,000.00
	10 <sup>th</sup> grade teachers	
	ELA (\$500)	
	Math (\$500)	
	Total (\$1,000)	
	EOCEP Incentive Stipend	\$1,000.00
	10 <sup>th</sup> grade teachers	



**BUDGET NARRATIVE**

	ELA (\$500)	
	Math (\$500)	
	Total (\$1,000)	
		\$171,400.00
Benefits/Fringe 200		
	DI Coordinator	\$21,007.00
	Benefits are calculated to include: Retirement ((13.84%), FICA (7.65%), Health (Full Coverage Family -\$6,000), and Workman’s Compensation (1.28%)	
	ELA Teacher	\$16,000.00
	Benefits are calculated to include: Retirement ((13.84%), FICA (7.65%), Health (Full Coverage Family -\$6,000), and Workman’s Compensation (1.28%)	
	Math Teacher	\$16,000.00
	Benefits are calculated to include: Retirement ((13.84%), FICA (7.65%), Health (Full Coverage Family -\$6,000), and Workman’s Compensation (1.28%)	
	Substitutes ( includes calculations for FICA (7.65%) and Retirement (13.84%)	\$3,038.00
	Stipends (DI Training){ includes calculations for FICA(7.65%) and Retirement (13.84%) }	\$2,837.00
	MAP Incentive Stipend { includes calculations for FICA (7.65%) and Retirement (13.84%)}	\$688.00



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**BUDGET NARRATIVE**

	HSAP Incentive Stipend { includes calculations for FICA (7.65%) and Retirement (13.84%)	\$215.00
	EOCEP Incentive Stipend { includes calculations for FICA (7.65%) and Retirement (13.84%)}	\$215.00
		\$60,000.00
Purchased Service 300		
	Direct Instruction Training	\$70,000.00
	28 additional days of coaching/demonstration/feedback on-site visits by NIFDI Implementation Manager, 2 days of peer coaches/training, off-site data analysis, conference calls, supporting materials, and implementation forms.	
	Travel/Accommodation(s)/Registration(s)/Meal	\$18,000.00
	Includes registration costs for professional development /conferences, hotel accommodations, and cost of meals	
	Estill High School-DI Coordinator	
	Estill High School -ELA/Math Teachers/Instructional Assistants	
	Estill High School –SIG Leadership Team	
	Case 21 Benchmark Assess/Staff Development	\$5,000.00
	Includes the cost of Benchmark Assessments and Professional Development Sessions from a representative of Collaborative Assessment Solutions for Educators	
	College Summit	\$30,000.00
	Program implementation cost	
	Educational Consultant (ELA /MATH)	\$11,000.00



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**BUDGET NARRATIVE**

	Professional development and onsite assistance will help teachers to analyze the English/Math standards, gain an understanding of the intent and expectations of the standards, explore conceptual and procedural knowledge related to the standards, collaborate with colleagues, and translate their new learning into effective classroom practice.	
		\$142,000.00
Materials/Supplies 400		
	Supplies for DI Coordinator	\$6,000.00
	Supplies to include: ink cartridges, binders, copy paper, scanner, fire proof file cabinet, pens/pencils, jump/travel drives, and other supplies needed throughout the year)	
	Parenting Supplies	\$8,000.00
	Supplies needed in order to disseminate information or host orientation/seminars to parents in the community (cost of advertisement, posters/flyers/brochures-ink cartridges, colored paper, card stock paper, folders, and other materials)	
	Direct Instruction Materials	\$55,000.00
	Includes cost of Teacher Kits and Student workbooks)	
	Teachers: Certificate/Plaques	\$1,000.00
	Certificates and Plaques will be given to the ELA/Math teachers whose students have been successful in on the following Assessments: MAP, HSAP, and EOCEP and the Direct Instruction Program	
	Instructional Supplies	\$15,000.00
	Supplies include: red pens and pointers (as needed for Direct Instruction), copy paper, notebook paper, pencils, ink cartridges, travel drives, and other supplies as needed throughout the school year	
		\$77,000.00
Other 600		



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**BUDGET NARRATIVE**

	Student Incentive/Achievement Program (9weeks)	\$1,500.00
	Student Incentive/Achievement Program (MAP)	\$1,500.00
	Student Incentive/Achievement Program (DI)	\$1,500.00
	“Small” Student incentives will be purchased for those students who have been success in the DI Program, ELA/MATH classes, and reached their targeted growth scores based on the MAP Assessment	
	Tort	\$1,000.00
	Pupil Transportation (College Summit)	\$15,000.00
	Transportation will include field trips/visitation to different colleges in the State of South Carolina	
		\$20,500.00
Indirect Cost 700		
	Indirect Cost	\$32,000.00
		\$502,900.00



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**BUDGET NARRATIVE**

**ESTILL MIDDLE SCHOOL BUDGET NARRATIVE - YEAR 2**

Salaries 100		
	Administrative Assistant of Curriculum and Instruction: DI Coordinator	\$65,000.00
	1.0 FTE Administrative Assistant of Curriculum and Instruction: Direct Instruction Coordinator, responsible for ensuring that teachers have adequate schedules, materials, and technical assistance. Supervises the DI program at the school level, providing classroom assistance to teachers on a daily basis, observing teachers and collects data.	
	ELA Teacher	\$35,000.00
	1.0 FTE English Language Arts teacher to fulfill daily classroom responsibilities/activities while organizing and implementing an academic learning environment for students to learn and reach their fullest potential	
	Math Teacher	\$35,000.00
	1.0 FTE Math teacher to fulfill daily classroom responsibilities/activities while organizing and implementing an academic learning environment for students to learn and reach their fullest potential	
	Instructional Assistant	\$29,000.00
	Instructional Assistant	\$29,000.00
	With the assistance of the teacher the Instructional Assistance will provide guidance and direct the learning experience of the students.	
	Substitutes	\$5,000.00
	In the absence of the teacher above hired teacher (s) (ELA/MATH), will provide guidance and direct the learning experience of the students.	
	Stipend (DI Training)	\$12,000.00
	Stipend will be given to those staff members who attend the Direct Instructional Training in the amount of \$100 per day	
	MAP Incentive/Bonus	\$12,000.00



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**BUDGET NARRATIVE**

	<p>During the two MAP testing cycles ( Fall to Winter; Winter to Spring) outlined in the Hampton Two School District calendar the staff members that are providing instruction to students using the reform model of “Direct Instruction” in the areas of reading and math will receive a financial bonus according to the students they serve during intervention period daily. The bonus will be as follows:</p> <p>a) 25% Met Exemplary \$250</p> <p>b) 50% Met Exemplary \$500</p> <p>c) 75% Met Exemplary \$1,000</p>	
		\$222,000.00
Benefits/Fringe 200	Retirement (13.84%), FICA (7.65%), Health (Full coverage family -\$6,000), Workman's Comp (1.28%)	
	DI Coordinator	\$21,007.00
	Benefits are calculated to include: Retirement, FICA, Health, and Workman’s Compensation	
	ELA Teacher	\$14,146.00
	Benefits are calculated to include: Retirement, FICA, Health, and Workman’s Compensation	
	Math Teacher	\$14,146.00
	Benefits are calculated to include: Retirement, FICA, Health, and Workman’s Compensation	
	Instructional Assistant	\$12,659.00
	Instructional Assistant	\$12,659.00
	Benefits are calculated to include: Retirement, FICA, Health, and Workman’s Compensation	
	Substitutes (FICA/Retirement)	\$1,075.00
	Benefits are calculated to include: Retirement and FICA	
	Stipends (DI Training)	\$2,579.00



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**BUDGET NARRATIVE**

	Benefits are calculated to include: Retirement and FICA	
	MAP Incentive /Bonus	\$918.00
	Benefits are calculated to include: Retirement and FICA	
		\$79,189.00
Purchase Service 300		
	Education Consultant -ELA	\$7,500.00
	Direct Instruction Training/Professional Development	\$57,300.00
	Price includes first year of implementation cost, 28 additional days of coaching/demonstration/feedback on-site visits by NIFDI Implementation Manager, 2 days of peer coaches/training, off-site data analysis, conference calls, supporting materials, and implementation forms.	
	Education Consultant-Math	\$11,000.00
	Professional development and onsite assistance will help teachers to analyze the Math standards, gain an understanding of the intent and expectations of the standards, explore conceptual and procedural knowledge related to the standards, collaborate with colleagues, and translate their new learning into effective classroom practice.	
	Travel/Acc/Reg/Meal	\$18,000.00
	Includes registration costs for professional development /conferences, hotel accommodations, and cost of meals	
	Estill High School-DI Coordinator	
	Estill High School -ELA/Math Teachers/Instructional Assistants	
	Estill High School –SIG Leadership Team	



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	Case 21 Benchmark Assess/Staff Development	\$3,000.00
	Includes the cost of Benchmark Assessments and Professional Development Sessions from a representative of Collaborative Assessment Solutions for Educators	
		\$96,800.00
Materials/Supplies 400		
	Supplies for DI Coordinator	\$6,194.00
	Supplies to include: ink cartridges, binders, copy paper, scanner, electric hole puncher, poster maker, fire proof file cabinet, pens/pencils, jump/travel drives, and other supplies needed throughout the year)	
	Response To Intervention Supplies	\$5,500.00
	Price to include: Workbooks, charts, diagrams, and other teacher materials to be used in conjunction with RTI	
	Direct Instruction Materials	\$45,000.00
	Includes cost of Teacher Kits and Student workbooks)	
	Teachers: Certificate/Plaques	\$5,000.00
	Certificates and Plaques will be given to the ELA/Math teachers whose students have been successful on MAP and the DI program	
	Instructional Supplies	\$10,000.00
	Supplies include: red pens and pointers (as needed for Direct Instruction), copy paper, notebook paper, pencils, ink cartridges, travel drives, and other supplies as needed throughout the school year	
		\$71,694.00



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**BUDGET NARRATIVE**

Other 600		
	Student Incentive/Achievement Program (Four-9week programs)	\$1,500.00
	Student Incentive/Achievement Program (MAP)	\$1,500.00
	Student Incentive/Achievement Program (DI)	\$1,500.00
	“Small” Student incentives will be purchased for those students who have been success in the DI Program, ELA/MATH classes, and reached their targeted growth scores based on the MAP Assessment	
	Books (25 Book Campaign)	\$500.00
	Novels, short stories, and various books given as student incentives (TORT)	\$875.00
		\$5,875.00
Indirect Cost 700		
	Indirect Cost	\$27,526.00
		\$503,084.00