

LEA: Hampton County School District 2

School: Estill High School

Transformation Model Concept: Direct Instruction

Give a *brief* summary of your transformation model.

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:

- A. Developing and increasing teacher and school leader effectiveness
 - i. Power of Teaching
 - ii. Pearson Learning Teams
 - iii. S3 curriculum
 - iv. Performance based pay based on student achievement growth from MAP, EOCEP, and benchmarks
 - v. Direct Instruction
- B. Comprehensive instructional reform strategies
 - i. Direct Instruction
 - ii. Pearson Learning Teams
 - iii. Differentiated Instruction
 - iv. Power of Teaching
- C. Increasing learning time and creating community-oriented school
 - i. Study Island
 - ii. An after-school program
 - iii. Community-based Learning Centers
 - iv. Double blocking English Language Arts and mathematics
 - v. School/Community Forums
- D. Providing operational flexibility and sustained support
 - i. Restructuring the daily schedule to accommodate changes
 - ii. Hiring additional personnel to successfully implement Direct Instruction
 - iii. Creating a professional development calendar
 - iv. Training substitute teachers in the effective use of Direct Instruction
 - v. Interim reports and quarterly report cards
 - vi. Hiring 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

Program/Activity and Implementation Summary:

This required activity is not applicable to EHS because the current principal is starting her first year.

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

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

Are designed and developed with teacher and principal involvement

Program/Activity and Implementation Summary:

The EHS Classroom Visitation Form, which can be made available for review, will be used for each of these activities.

- 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

- 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 (using the Fall administration as the baseline) will be awarded a framed Certificate of Achievement and \$200 to use at their discretion at the quarterly awards program. Furthermore, a photo of these teachers will be placed in our local newspaper, *The Hampton County Guardian*.
- 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 awarded a plaque and \$500 to use at their discretion at the quarterly awards program. Furthermore, a photo of these teachers will be placed in our local newspaper, *The Hampton County Guardian*. 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.
- 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 quarterly awards program. Furthermore, a photo of these teachers will be placed in our local newspaper, *The Hampton County Guardian*. 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.

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.

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:

Prior to the beginning of the 2010—2011 school year, we will provide five days of summer professional development for Direct Instruction. Teachers will be offered stipends for their participation. Beginning with the 2010—2011 school year, 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 holistic professional development. Furthermore, 25 additional days of embedded on-site Direct Instruction professional development will occur throughout the school year.

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

- \$400 (\$200 x 2) per year for English Language Arts teachers who have the highest percentage of student achievement on the MAP based on target growth
- \$400 (\$200 x 2) per year for mathematics teachers who have the highest percentage of student achievement on the MAP based on target growth
- \$500 per year for a tenth grade English Language Arts teacher who has the highest percentage of student achievement on the HSAP
- \$500 per year for a tenth grade mathematics teacher who has the highest percentage of student achievement on the HSAP
- \$2,000 (\$500 x 4) per year for the English I, Algebra I/Math for the Technologies 2, Physical Science, and US History and Constitution teachers who have the highest percentage of student achievement in each subject area on the EOCEP

Increased Opportunities for Promotion and Career Growth

Beginning with the 2010—2011 school year, we will pair mentee faculty members with mentor faculty members who are in occupations that mentee faculty members aspire to in order to build capacity at the school level. The pairing of mentees and mentors will be based on the interest of mentee faculty members, the availability of mentor faculty members, and principal-observed potential in faculty.

Recruitment, Placement, and Retention

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.

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

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.

(2) *Comprehensive instructional reform strategies*

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

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, Pearson Learning Teams, and the Power of Teaching will allow students to become acclimated to programs which will allow them to have consistency in their learning growth. 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. Pearson Learning 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 provide exposure to techniques that afford consistency in the delivery of pedagogy and the opportunity to reflect in more depth on their pedagogy.

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 and mathematics subtests of the MAP in the Fall, Winter, and Spring as our formative assessments. In addition, we will use department-created benchmarks in English Language Arts and mathematics as monthly interim assessments. Fall and Spring EOCEP will be used as summative assessments.

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:

Conducting periodic reviews

- Informal classroom walk-through observations, formal district-level observations with follow-up conferences, and Power of Teaching observations

Additional supports and professional development

- Each Wednesday after the regular school day will be designated to be used for Pearson Learning Teams school-wide professional development. In addition, we have embedded three full-days and five half-days of holistic professional development. Furthermore, Direct Instruction professional development will occur on a monthly basis in combinations of after-school workshops and full-day workshops.

- Strategies will be used to support students with disabilities by providing one-on-one instruction based on their learning needs
- Dictionaries, thesauruses, a certified ESOL teacher, books on tapes will all be provided to assist in our LEP students in acquiring the necessary language skills to master academic content

Rigor

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

(3) ***Increasing learning time and creating community-oriented schools***
Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

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, Essentials for Writing, and Study Island, which is a web-based instruction, practice, assessment, and reporting program built upon SC curriculum standards that is used to reinforce standards taught in the classroom and prepare students for the HSAP and EOCEP.
- Adding a reading block of 45 minutes for Direct Instruction to include strategies such as Corrective Reading and Essentials for Writing

Family and Community Engagement

- Partnerships with local faith-based organizations and community education centers to reach students within their community through Study Island and Plato Web, which is used to reinforce skills and help prepare students for taking state standardized assessments.
- 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.
- Grade Level Nights allow parents an opportunity to receive information and ask questions concerning their child's education at Estill High School.
- A mid-year celebration will be held to recognize the accomplishments of teachers and staff members with recognizing community volunteers and community stakeholders.

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:

Partnering with faith based organizations

- Partnerships with local faith-based organizations and community education centers to reach students within their community through Study Island and Plato Web, which is used to reinforce skills and help prepare students for taking state standardized assessments.

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, Essentials for Writing, and Study Island, which is a web-based instruction, practice, assessment, and reporting program built upon SC curriculum standards that is used to reinforce standards taught in the classroom and prepare students for the HSAP and EOCEP.
- Adding a reading block of 45 minutes for Direct Instruction to include strategies such as Corrective Reading and Essentials for Writing

(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 and Pearson Learning Teams. Additional staffing is needed: a math coordinator, two core area teachers to reduce class size, instructional assistants to monitor flexible grouping, and a Building Facilitator who will serve as a reading coach for the first year of implementation and be supervised by the district-level SIG Transformation Coordinator. This district-level position coordinates and monitors the implementation of the school improvement interventions.

Calendars/Time

Prior to the beginning of the 2010—2011 school year, we will provide five days of summer professional development for Direct Instruction. Teachers will be offered stipends for their participation. Beginning with the 2010—2011 school year, 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 holistic professional development. Furthermore, 25 additional days of embedded on-site Direct Instruction professional development will occur throughout the school year.

Budget

Budget decisions are also left up to the discretion of the principal based upon the needs to successfully implement Direct Instruction and Pearson Learning Teams.

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 embedded three full days and five half-days of holistic professional development into the 2010—2011 school year. Beginning with the 2010—2011 school year, each Wednesday after the regular school day will also be designated to be used for school-wide professional development.

SEA

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

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

Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

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

Program/Activity and Implementation Summary:

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

LEA: Hampton County School District 2

School: Estill Middle School

Transformation Model Concept: Success for All

Give a *brief* summary of your transformation model.

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:

- E. Developing and increasing teacher and school leader effectiveness
 - i. Power of Teaching
 - ii. Pearson Learning Teams
 - iii. S3 curriculum
 - iv. Performance based pay based on student achievement growth from various assessments (MAPs, PASS, EOCEP, and benchmarks)
 - v. Success for All
- F. Comprehensive instructional reform strategies
 - i. Success for All
 - ii. Pearson Learning Teams
 - iii. Power of Teaching
- G. Increasing learning time and creating community-oriented school
 - i. Adding a reading block to the regular school day
 - ii. Extending mathematics classes an additional 10 minutes
 - iii. An after-school program
 - iv. Students and Technology Achieving Challenging Konnections (STACK)
- H. Providing operational flexibility and sustained support
 - i. Restructuring the daily schedule to accommodate changes
 - ii. Hiring additional personnel to successfully implement Success for All
 - iii. Creating a professional development calendar
 - iv. Interim reports and quarterly report cards

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

(1) Developing and increasing teacher and school leader effectiveness

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

The current principal is in her first year as principal at Estill Middle School.

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:

The EMS Evaluator/Self-Evaluation Report, which can be made available for review, will be used for each of these activities. This report was developed and redesigned with teacher and principal involvement.

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

- For the Winter and Spring administrations of the MAP, the English Language Arts and mathematics teachers at one grade level whose students met their target growth from the previous administration of the MAP (using the Fall administration as the baseline) will be awarded a framed Certificate of Achievement and \$200 to use at their discretion at the quarterly awards program. Furthermore, a photo of these teachers will be placed not only in our monthly newsletter, *Gator Tales*, but also in our local newspaper, *The Hampton County Guardian*.
- The English Language Arts and mathematics teachers with the highest percentage of student achievement at one grade level whose students earn met and exemplary on the PASS will be awarded a plaque and \$500 to use at their discretion at the quarterly awards program. An additional financial incentive will be awarded based on student growth from the previous years' administration of the PASS and will be calculated using the Comprehensive Online Data Entry system, a service offered by a third-party vendor. Furthermore, a photo of these teachers will be placed not only in our monthly newsletter, *Gator Tales*, but also in our local newspaper, *The Hampton County Guardian*.
- The English Language Arts and mathematics teachers with the highest percentage of students who earn a passing score of 70 or better on the EOCEP at one grade level will be awarded a plaque and \$500 to use at their discretion at the quarterly awards program based on percentages of middle schools like ours from the annual school report card. Furthermore, a photo of these teachers will be placed not only in our monthly newsletter, *Gator Tales*, but also in our local newspaper, *The Hampton County Guardian*. Student achievement on the EOCEP will be measured by dividing the total number of students who earn a passing score of 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.

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 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.

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:

Prior to the beginning of the 2010—2011 school year, we will provide five days of summer professional development for Success for All. Teachers will be offered stipends for their participation. Beginning with the 2010—2011 school year, each Wednesday after the regular school day will be designated to be used for Pearson Learning Teams school-wide professional development. In addition, we have embedded three full-days and five half-days of holistic professional development. Furthermore, Success for All professional development will occur on a monthly basis in combinations of after-school workshops and full-day workshops.

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

- \$400 (\$200 x 2) per year for English Language Arts teachers who have the highest percentage of student achievement on the MAP based on target growth
- \$400 (\$200 x 2) per year for mathematics teachers who have the highest percentage of student achievement on the MAP based on target growth
- \$500 per year for an English Language Arts teacher who has the highest percentage of student achievement on the PASS
- \$500 per year for a mathematics teacher who has the highest percentage of student achievement on the PASS
- \$500 per year for the English I or Algebra I teacher who has the highest percentage of student achievement on the EOCEP as it related to middle school like ours from the annual school report card
- Additional incentives that range from \$600 to \$4,000 for student growth from the previous years' administration of the PASS

Increased Opportunities for Promotion and Career Growth

Beginning with the 2010—2011 school year, we will pair mentee faculty members with mentor faculty members who are in occupations that mentee faculty members aspire to in order to build capacity at the school level. The pairing of mentees and mentors will be based on the interest of mentee faculty members, the availability of mentor faculty members, and principal-observed potential in faculty.

Recruitment, Placement, and Retention

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. Also, beginning with the 2010—2011 school year, all career teachers will receive \$2,000 annually as a retention bonus. Career teachers will be defined as those who have three or more years of service in the district.

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

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.

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

Thirty-six percent of our mathematics students and 39% of our English Language Arts students scored met or exemplary on MAP as it correlates to PASS based on our goal of 30% for the Palmetto Priority Schools Memorandum of Agreement. Success for All, Pearson Learning Teams, and the Power of Teaching will allow students to become acclimated to programs which will allow them to have consistency in their learning growth. Success for All will provide students with the opportunity to be placed in reading and mathematics classes based on their ability levels at their grade level. Pearson Learning Teams 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.

- 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 in the Fall, Winter, and Spring as our formative assessments. In addition, we will use authentic assessments and benchmarks each nine-weeks as our interim assessment. PASS and Spring EOCEP will be used as summative assessments.

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:

Conducting periodic reviews

- Informal classroom walk-through observations, formal district-level observations with follow-up conferences, and Power of Teaching observations

Additional supports and professional development

- Each Wednesday after the regular school day will be designated to be used for Pearson Learning Teams school-wide professional development. In addition, we have embedded three full-days and five half-days of holistic professional development. Furthermore, Success for All professional development will occur on a monthly basis in combinations of after-school workshops and full-day workshops.
- Strategies will be used to support students with disabilities by providing one-on-one instruction based on their learning needs
- Dictionaries, thesauruses, a certified ESOL teacher, books on tapes will all be provided to assist in our LEP students in acquiring the necessary language skills to master academic content

Rigor

- Students will be provided with opportunities to be placed in English I Honors and Algebra I Honors at the middle level

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

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

Increased Learning Time

- An after-school program on Mondays and Tuesdays for students who earn a Level 2 score on PASS from September to April
- A before school program, Students and Techology Achieving Challenging Konnections (STACK), twice per week for grades six and seven and once per week for grade eight from September to April
- Adding a reading block of 60 minutes for Success for All
- Extending mathematics classes by 10 minutes per day for Success for All

Family and Community Engagement

- We will continue to provide Morning Open House on a monthly basis for parents who may be unavailable in the evenings to observe classes, speak with the principal, and visit the school.
- We will continue to provide Literacy Night each semester for parents to experience a simulated school day. Parents are given the opportunity to choose two of four subject area (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 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.
- A mid-year celebration will be held to recognize the accomplishments of teachers and staff members with recognizing community volunteers and community stakeholders.

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:

Partnering with faith based organizations

We have partnered with St. Andrew Methodist Church By the Sea to expose our children to opportunities outside of the church. For the past four years, this church has sponsored excursions, purchased equipment, and funded our annual banquet.

Extending or restructuring the school day

- An after-school program on Mondays and Tuesdays for students who earn a Level 2 score on PASS from September to April
- A before school program, Students and Techology Achieving Challenging Konnections (STACK), twice per week for grades six and seven and once per week for grade eight from September to April
- Adding a reading block of 60 minutes for Success for All
- Extending mathematics classes by 10 minutes per day for Success for All

Improvement of school climate and discipline

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

(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 Success for All and Pearson Learning Teams. Additional personnel such as a math coordinator, two additional teachers to reduce class size to enable the English and math departments to have a common planning time, three instructional assistants, and a Building Facilitator for Success for All who will be supervised by the district-level SIG Transformation Coordinator who monitors and coordinates the implementation of the school improvement interventions.

Calendars/Time

Prior to the beginning of the 2010—2011 school year, we will provide five days of summer professional development for Success for All. Teachers will be offered stipends for their participation. Beginning with the 2010—2011 school year, each Wednesday after the regular school day will be designated to be used for Pearson Learning Teams school-wide professional development. In addition, we have embedded three full-days and five half-days of holistic professional development. Furthermore, Success for All professional development will occur on a monthly basis in combinations of after-school workshops and full-day workshops.

Budget

Budget decisions are also left up to the discretion of the principal based upon the needs to successfully implement Success for All and Pearson Learning Teams.

- 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 embedded three full days and five half-days of holistic professional development into the 2010—2011 school year. Beginning with the 2010—2011 school year, each Wednesday after the regular school day will also be designated to be used for school-wide professional development.

SEA

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

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

Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

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

Program/Activity and Implementation Summary:

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



School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

IMPLEMENTATION PLAN

For Estill High School (insert Name of School)

In Hampton District 2 (insert Name of District)

Intervention Model: **Transformation**

Need Summary (one sentence): An instruction model that will provide effective instruction in meeting the needs of our struggling readers and math students, as well as effectively service our students with disabilities.

Action Summary (one sentence): To Initiate and sustain a reform that provides our teachers with the instructional support and staff development to meet the needs of the students we service.

Add additional rows and lines as needed.

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>July 1, 2010</i>	<i>Hire 1 assistant principal for Curriculum & Instruction Hire 2 teachers</i>	<i>Developing and increasing teacher and school leader effectiveness Providing operational flexibility and sustained support</i>	<i>Human Resource, Administrators, Lead Teacher</i>	<i>TA schedule Lesson Plans</i>	<i>Personnel contracts Observations</i>
<i>July 26-27, 2010</i>	<i>Differentiated Instruction Training</i>	<i>Developing and increasing teacher and school leader effectiveness</i>	<i>SDE (Staff Development for Educators), Administrators, Direct Instruction Coordinator</i>	<i>Power Schools Data</i>	<i>Certificates of completion/attendance</i>



IMPLEMENTATION PLAN TEMPLATE

		<i>Providing operational flexibility and sustained support</i>			
<i>July 28-30, 2010</i>	<i>Direct Instruction Training</i>	<i>Developing and increasing teacher and school leader effectiveness Providing operational flexibility and sustained support</i>	<i>NIFDI (National Institute for Direct Instruction), Administrators, Direct Instruction Coordinator, Lead Teacher & Instructional Assistants</i>	<i>Power Schools Data</i>	<i>Certificates of completion/attendance</i>
<i>August 4-5, 2010</i>	<i>Learning Teams Meeting</i>	<i>Developing and increasing teacher and school leader effectiveness Providing operational flexibility and sustained support</i>	<i>Administrators, Lead Teachers</i>	<i>Power Schools Data</i>	<i>Minutes of the meeting</i>
<i>August 9-10, 2010</i>	<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 16-June 2, 2010</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 & Instructional Assistants</i>	<i>Direct Instruction Reports, Lesson Plans</i>	<i>Teacher Evaluation and Teacher and Student Survey</i>
<i>August 24, 2010</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 14, 2010</i>	<i>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>



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

<i>September 28, 2010</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>October 6- April 6, 2010</i>	<i>Afterschool Program</i>	<i>Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools Providing operational flexibility and sustained support</i>	<i>Afterschool Program Director</i>	<i>Direct Instruction Data Report</i>	<i>Attendance</i>
<i>October 7, 2010</i>	<i>Freshmen 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 12, 2010</i>	<i>HSAP Parent Info Sessions</i>	<i>Increasing learning time and creating community-oriented schools</i>	<i>Guidance and English, Math, and Lead Teachers</i>	<i>Agenda, minutes</i>	<i>Attendance</i>



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

October 26, 2010	1 st 9 Weeks Academic/Behavior Awards Program	Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools Providing operational flexibility and sustained support	Administrators and Guidance	Program	Attendance, Honor roll
November 9, 2010	Senior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
November 22, 2010	Junior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
December 2, 2010	Sophomore Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

December 14, 2010	Freshmen Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
December 14, 2010	Senior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
January 19, 2011	2 nd 9 Weeks Academic/Behavior Awards Program	Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools Providing operational flexibility and sustained support	Administrators and Guidance	Program	Attendance, Honor roll
January 25, 2011	Junior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

February 8, 2011	Sophomore Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
March 1, 2011	Freshmen Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
March 22, 2011	Senior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
March 29, 2011	Junior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
March 29, 2011	3 rd 9 Weeks Academic/Behavior Awards Program	Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools Providing	Administrators and Guidance	Program	Attendance, Honor roll



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

		<i>operational flexibility and sustained support</i>			
<i>April 5, 2011</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 3, 2011</i>	<i>Freshman 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 26, 2011</i>	<i>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>Program</i>	<i>Attendance, Honor roll</i>



YEAR 2: 2011-2012

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 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-oriented schools</i>	<i>Administrators, Guidance, Lead Teachers</i>	<i>Participating Community Centers</i>	<i>Minutes of the meeting, attendance</i>
August - June 2011	<i>School Wide Direct Instruction</i>	<i>Developing and increasing teacher and school leader effectiveness Comprehensive instructional reform strategies</i>	<i>Administrators, Direct Instructional Coach, Lead Teachers & Instructional Assistants</i>	<i>Direct Instruction Reports, Lesson Plans</i>	<i>Teacher Evaluation and Teacher and Student Survey</i>



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

		<i>Providing operational flexibility and sustained support</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>September 2011</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 2011</i>	<i>Afterschool Program</i>	<i>Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools Providing operational flexibility and sustained support</i>	<i>Afterschool Program Director</i>	<i>Direct Instruction Data Report</i>	<i>Attendance</i>



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

October 2011	Freshmen Parent Night/Info Sessions HSAP Parent Info Sessions 1 st 9 Weeks Academic/Behavior Awards Program	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
November 2011	Senior Parent Night/Info Sessions Junior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
December 2011	Sophomore Parent Night/Info Sessions Freshmen Parent Night/Info Sessions Senior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
January 2012	2 nd 9 Weeks Academic/Behavior Awards Program Junior Parent Night/Info Sessions	Comprehensive instructional reform strategies Increasing learning time and creating community-oriented schools Providing operational flexibility and sustained support	Administrators and Guidance	Program, Agenda, minutes	Attendance, Honor roll



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IMPLEMENTATION PLAN TEMPLATE

February 2012	Sophomore Parent Night/Info Sessions Freshmen Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
March 2012	Senior Parent Night/Info Sessions Junior Parent Night/Info Sessions 3 rd 9 Weeks Academic/Behavior Awards Program	Increasing learning time and creating community-oriented schools Comprehensive instructional reform strategies Providing operational flexibility and sustained support	Guidance Administrators and Guidance	Agenda, minutes Program	Attendance, Honor Roll
April 2012	Sophomore Parent Night/Info Sessions Freshman Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance



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IMPLEMENTATION PLAN TEMPLATE

<i>May 2012</i>	<i>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>Program</i>	<i>Attendance, Honor roll</i>
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YEAR 3: 2012-2013

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>July 2012</i>	<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>
<i>August 2012</i>	<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>
<i>August 16-June 2, 2012</i>	<i>School Wide Direct Instruction</i>	<i>Developing and increasing teacher and school leader effectiveness Comprehensive instructional reform strategies</i>	<i>Administrators, Direct Instructional Coach, Lead Teachers & Instructional Assistants</i>	<i>Direct Instruction Reports, Lesson Plans</i>	<i>Teacher Evaluation and Teacher and Student Survey</i>



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

		<i>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 flexibility and sustained support</i>	<i>Afterschool Program Director</i>	<i>Direct Instruction Data Report</i>	<i>Attendance</i>



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

October 2012	Freshmen Parent Night/ Info Session HSAP Parent Info Sessions 1 st 9 Weeks Academic/Behavior Awards Program	Increasing learning time and creating community-oriented schools Comprehensive instructional reform strategies Providing operational flexibility and sustained support	Guidance and English, Math, and Lead Teachers Administrators and Guidance	Agenda, minutes Program	Attendance Honor roll
November 2012	Senior Parent Night/Info Sessions Junior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
December 2012	Sophomore Parent Night/Info Sessions Freshmen Parent Night/Info Sessions Senior Parent Night/Info Sessions	Increasing learning time and creating community-oriented schools	Guidance	Agenda, minutes	Attendance
January 2013	2 nd 9 Weeks Academic/Behavior Awards Program Junior Parent Night/Info Sessions	Comprehensive instructional reform strategies Increasing learning	Administrators and Guidance	Program, Agenda, minutes	Attendance, Honor roll



IMPLEMENTATION PLAN TEMPLATE

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



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School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

<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>



School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

IMPLEMENTATION PLAN

For Estill Middle School (insert Name of School)
 In Hampton District 2 (insert Name of District)

Intervention Model: **Transformation**

Need Summary (one sentence): We need to improve our PASS scores in ELA and Math in an effort to make AYP.

Action Summary (one sentence): We need to provide research-based instruction in ELA and Math by using the Success for All program.

Add additional rows and lines as needed.

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 2010	Attendance at New Leaders Conference (NLC) 1 day training @ EMS	Develop and increase teacher and school effectiveness -Professional Development	Success for All (SAF) Trainers Principal Facilitator	Questions/ Program Components	Participants evaluation of session(s)
July 2010	Hiring of additional staff - Success for All Facilitator - English Language Arts (ELA Teacher - Math Teacher - District-level Math Coach	Develop and increase teacher and school effectiveness	Deputy Superintendent Human Resource Director Principal	-Personnel Interview Forms -Advertisement for at least 5 days for each position -Interview questionnaire with rating scale for each position -Interview schedule -Job Description for each position	Interview Results (appropriate placement of staff)



IMPLEMENTATION PLAN TEMPLATE

August, 2010- May, 2011	Leadership Team (LT) monthly meetings Teacher Workgroup Meetings	Develop and increase teacher and school effectiveness - Professional Development	Principal EMS SFA Facilitator	Job Applications for : (1) SFA Facilitator (1) Math teacher (1) ELA Teacher (3) Instructional Assistants Minutes of meetings	Minutes of meetings
July 2010	Success For All (SFA) Training	Develop and increase teacher and school effectiveness	SFA Trainers	Session Evaluation Parking Lot Questions/ Concerns	Analyzed Session Evaluation
July 2010	Order Diagnostic Tests <i>Scholastic Reading Inventory</i> OR <i>Gates-MacGinitie</i>	Develop and increase teacher and school effectiveness	EMS SFA Facilitator Principal Principal and/or EMS SFA Facilitator	Results for instructional grouping	Analyzed test results
August 2010	Leading for Solutions Training with Leadership Team Leading for Solutions Network Training On- Site Faculty Overview of Program School Organizational Day for Materials Component Training – Reading Edge	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Leadership Team	Analyze PASS and MAP Data	Program Evaluation



IMPLEMENTATION PLAN TEMPLATE

August 2010	Schedules/Time • Develop master schedule to include SFA	Increasing learning time	Administrative Team (Principal and Asst. Principal)	Master Schedule	Master Schedule for 2010 – 2011
August 2010	Learning Teams Institute	-Developing and increasing teachers and school leaders effectiveness -Providing operational flexibility and sustained support	Learning Team Facilitators Principal	Configuration of learning teams	Attendance log
August/September 2010	Baseline Assessment and Implementation Visit - Regrouping - Initial coaching with all faculty - Leading for Solutions	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Leadership Team	Results of regrouping, coaching of staff and leading for solutions	Success for All Trainers' Report
August 2010	Tools for Teaching: Classroom Management (Fred Jones) Training	Increasing time on task	Administrators	Session Evaluation	Attendance log
October 2010	On-Site Monitoring – Four Week Visit	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	-Assess end-of-grading-period growth -Classroom Observations	Tracking of growth On-Site Visit Report
October 2010	Administer ELA Diagnostic Test • Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness - Professional	EMS SFA Facilitator Curriculum Coordinator	Analyze test results	Analyze test results



IMPLEMENTATION PLAN TEMPLATE

October 2010	1 st Nine-week Academic /Behavior Celebration	Development -Use data to make instructional decisions Increasing learning time and creating community oriented schools	Administrators Guidance counselor	Discipline reports and academic status printout	Schedule of activities and incentives
November 2010	1 st Assessment and Implementation Visit - Assessment and Regrouping Assistance - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Professional Development -Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary
December 2010	On-Site Monitoring – Four Weeks Visit	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth
December 2010	Administer ELA Diagnostic Test -Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness -Professional Development -Use data to make	EMS SFA Facilitator Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results



IMPLEMENTATION PLAN TEMPLATE

		instructional decisions			
January 2011	2 nd Assessment and Implementation Visit - Assessment and Regrouping Assistance - Coaching - Leading for Solutions Solutions Team Follow-up Power Teaching: Math Initial Training	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary
January 2011 January/February 2011	2 nd Nine-week Academic/Behavior Celebration Attendance at Experience Site Conference (ESC)	Increasing learning time and creating community oriented schools Develop and increase teacher and school effectiveness - Professional Development	Administrators Guidance Counselor Success for All Coaches Principal Facilitator	Discipline Report and Academic Status Printout Listing of individual needs of school leaders	Schedule of activities and incentives Compiled listing of needs by staff
February 2011 February 2011	On-Site Monitoring – Four Weeks Visit PowerTeaching Math follow-up training Coaching for all programs: Reading Edge and PowerTeaching Math Administer ELA and Math Diagnostic Test <ul style="list-style-type: none"> Analyze data and disseminate to teachers 	Develop and increase teacher and school effectiveness - Professional Development Develop and increase teacher and	Success for All Trainers EMS SFA Facilitator Curriculum Coordinator	Assess end-of-grading-period growth Classroom Observations Analyzed Test Results	Tracking of Growth Site Visit Feedback Analyzed Test Results



IMPLEMENTATION PLAN TEMPLATE

February 2011	Learning Teams Institute -One day institute for all workgroup facilitators	school effectiveness - Professional Development Use data to make instructional decisions Develop and increase teacher and school effectiveness - Prof. Dev.	EMS SFA Facilitator Principal	Findings and results across schools	Findings and results across schools
March 2011	3 rd Assessment and Implementation Visit - Assessment and Regrouping Assistance - Coaching - Leading for Solutions - PowerTeaching follow-up Training	Develop and increase teacher and school effectiveness - Professional Development -Use data to make instructional decisions	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students
March 2011	3 rd Nine-week Academic/ Behavior Celebration	Increasing learning time and creating community oriented schools	Administrators and Guidance Counselor	Discipline report and Academic status printout	Schedule of activities and incentives
April 2011	On-Site Monitoring -Four-week visit Coaching for all Programs PowerTeaching Math follow-up Training	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth Implementation Visit Commentary



IMPLEMENTATION PLAN TEMPLATE

April 2011	Administer ELA and Math Diagnostic Test -Analyze data and disseminate to teachers	Use data to make instructional decisions	EMS SFA Facilitator Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results
May 2011	4 th Assessment and Implementation Visit - Assessment and Regrouping Assistance - Coaching - Leading for Solutions - PowerTeaching follow-up training	Develop and increase teacher and school effectiveness - Professional Development -Use data to make instructional decisions	Success for All Trainers EMS SFA Facilitator	Results of quarterly diagnostic tests	Roster of Regrouped students Implementation Visit Feedback
July 2011	Reorder books and materials as needed.	<u>Year Two</u> Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator	Materials Inventory	Materials Inventory
July 2011	Schedules/time • Develop master schedule to include SFA	Increasing learning time	Administrative Team	Master Schedule	Master Schedule for 2010-2011
August 2011	Leading for Solutions Data Review with Leadership Team Refresher Training on-site with faculty Initial Training: Cooperative Learning Across the Curriculum	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Leadership Team	Year One Review Results	Year One Review Results



IMPLEMENTATION PLAN TEMPLATE

August/September 2011	Baseline Assessment and Initial Coaching with All Faculty	Develop and increase teacher and school effectiveness - Professional Development Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Baseline Student Level Reading and Math Data	Reading and Math Levels for students Coaching Feedback
August 2011	Classroom Management Refresher Training .	Increasing time-on-task	Administrators	Session Evaluation	Attendance log
August 2011- May 2012	Leadership Team (LT) Monthly Meetings Teacher Workgroup Meetings	Develop and increase teacher and school effectiveness - Professional Development	Principal EMS SFA Facilitators	Minutes of Meetings	Minutes of Meetings
October 2011	On-Site Monitoring – Four Week Visit: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Assess end-of-grading-period growth	Tracking of Growth
October 2011	Administer ELA and Math Diagnostic Test	-Use data to make instructional decisions	EMS SFA Facilitator Curriculum Coordinator	Classroom Observations Analyzed Test Results	Classroom Observation Feedback Analyzed Test Results
October 2011	1 st Nine-Weeks Academic/Behavior Celebration	Increasing learning time and creating community oriented schools	Administrators and Guidance Counselor	Discipline reports and Academic status printouts	Schedule of activities and incentives



IMPLEMENTATION PLAN TEMPLATE

November 2011	1st Assessment and Implementation Visit <ul style="list-style-type: none"> - PowerTeaching Math Year Two Training Two - Coaching - Leading for Solutions 	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> - Professional Development Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary
December 2011	On-Site Monitoring – Four Weeks Visit: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> - Professional Development 	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations feedback	Tracking of Growth Site Visit feedback
December 2011	Administer ELA and Math Diagnostic Test -Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> - Professional Development -Use data to make instructional decisions	EMS SFA Facilitator Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results
January 2012	2nd Assessment and Implementation Visit <ul style="list-style-type: none"> - PowerTeaching Math Year Two Training Three - Coaching - Leading for Solutions Solutions Team Follow-up	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> - Professional Development 	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students

IMPLEMENTATION PLAN TEMPLATE

January 2012	2 nd Nine-Weeks Academic/Behavior Celebration	Increasing learning time and creating community schools	Administrators and Guidance Counselor	Discipline Report and Academic Status Printout	Schedule of activities and incentives
January/February 2012	Attendance at Experience Site Conference (ESC)	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Facilitator	Listing of individual needs of school leaders	Compiled listing of needs by leaders
February 2012	On-Site Monitoring – Four Weeks Visit Coaching for all Programs: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Prof. Dev.	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth Site visit feedback
February 2012	Administer ELA and Math Diagnostic Tests Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator and Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results
March 2012	3 rd Assessment and Implementation Visit - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Results of quarterly reading and math diagnostic tests	Roster of regrouped students
March 2012	3 rd Nine Weeks Academic/Behavior Celebration	-Increasing learning time and creating community schools	Administrators and Guidance Counselor	Discipline Report and Academic Status Printout	Schedule of activities and incentives



IMPLEMENTATION PLAN TEMPLATE

April 2012	On-Site Monitoring--Four Week Visit	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers and/or EMS SFA Facilitator	Assess end-of-grading-period growth	Tracking of Growth
April 2012	Coaching for all Programs			Classroom Observations	Site visit feedback
April 2012	Administer ELA and Math Diagnostic Tests Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator and Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results
May 2012	4th Assessment and Implementation Visit - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Professional Development -Use data to drive instructional decisions	Success for All Trainers	Results of quarterly diagnostic test	Roster of regrouped students Implementation visit commentary
July 2012	Reorder books and materials as needed.	<u>Year Three</u> Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator	Materials Inventory	Materials Inventory



IMPLEMENTATION PLAN TEMPLATE

July 2012	Schedules/Time <ul style="list-style-type: none"> Develop master schedule to include SFA 	Increasing learning time	Administrative team	Master schedule	Master Schedule for 2010-2011
August 2012	Leading for Solutions Data Review with Leadership Team Refresher Training on-site with faculty Initial Training: Cooperative Learning Across the Curriculum	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Leadership Team	Year Two Review Results	Year Two Review Results
August/September 2012	Baseline Assessment and Initial Coaching with All Faculty	Develop and increase teacher and school effectiveness - Professional Development -Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Baseline Student Levels Reading and Math Data	Reading and Math Levels for Students Coaching Feedback
August 2012	Classroom Management Refresher Training	Increasing time-on-task	Administrators	Session evaluation	Attendance log
August 2012-May 2013	Leadership Team (LT) Monthly Meetings Teacher Workgroup Meetings	Develop and increase teacher and school effectiveness - Professional Development	Principal EMS SFA Facilitators	Minutes of Meetings	Minutes of Meetings



IMPLEMENTATION PLAN TEMPLATE

October 2012	On-Site Monitoring – Four Weeks Visit: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Prof. Dev.	Success for All Trainers	Assess end-of-grading-period growth	Tracking of Growth
October 2012	Administer ELA and Math Diagnostic Test	Use data to make instructional decisions	EMS SFA Facilitator Curriculum Coordinator	Classroom Observations Analyzed Test Results	Classroom Observations feedback Analyzed Test Results
October 2012	1 st Nine-weeks Academic/Behavior Celebration	Increasing learning time and creating community oriented schools	Administrators and Guidance counselor	Discipline reports and Academic status printouts	Schedule of activities and incentives
November 2012	1st Assessment and Implementation Visit - PowerTeaching Math Year Two Training Two - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Professional Development Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary
December 2012	On-Site Monitoring – Four Weeks Visit: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Assess end-of-grading-period growth	Tracking of Growth
December 2012	Administer ELA and Math Diagnostic Test -Analyze data and disseminate to teachers	Develop and increase teacher and	EMS SFA Facilitator Curriculum Coordinator	Classroom Observations feedback Analyzed Test Results	Site Visit Feedback Analyzed Test Results



IMPLEMENTATION PLAN TEMPLATE

		school effectiveness - Professional Development -Use data to make instructional decisions			
January 2013	2nd Assessment and Implementation Visit - PowerTeaching Math Year Two Training Three - Coaching - Leading for Solutions Solutions Team Follow-up	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students
January 2013	2 nd Nine-Weeks Academic/Behavior Celebration	Increasing learning time and creating community schools	Administrators and Guidance Counselor	Discipline Report and Academic Status printout	Schedule of activities and incentives
January/February 2013	Attendance at Experience Site Conference (ESC)	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Facilitator	Listing of individual needs of school leaders	Compiled listing of needs by leaders
February 2013	On-Site Monitoring – Four Weeks Visit Coaching for all Programs: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Prof. Dev.	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth Site Visit Feedback
February 2013	Administer ELA and Math Diagnostic Tests Data and disseminate to teachers	Develop and increase teacher and	EMS SFA Facilitator and Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results



IMPLEMENTATION PLAN TEMPLATE

		school effectiveness - Professional Development			
March 2013	3rd Assessment and Implementation Visit - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness -Prof. Dev.	Success for All Trainers	Results of Quarterly Reading and Math Diagnostic tests	Roster of regrouped students
March 2013	3 rd Nine Week Academic/Behavior Celebration	Increasing learning time and creating community schools	Administrators and Guidance counselor	Discipline Report and Academic Status printout	Schedule of activities and incentives
April 2013	On-Site Monitoring--Four week Visit Coaching for all Programs	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers and/or EMS SFA Facilitator	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth
April 2013	Administer ELA and Math Diagnostic Tests Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator and Curriculum Coordinator	Analyzed Test Results	Analyze Test Results
May 2013	4th Assessment and Implementation Visit - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Prof. Dev. Use data to drive instructional decisions	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary



School Improvement Grant (2010–2011)

IMPLEMENTATION PLAN TEMPLATE

IMPLEMENTATION PLAN

For Estill Middle School (insert Name of School)
 In Hampton District 2 (insert Name of District)

Intervention Model: **Transformation**

Need Summary (one sentence): We need to improve our PASS scores in ELA and Math in an effort to make AYP.

Action Summary (one sentence): We need to provide research-based instruction in ELA and Math by using the Success for All program.

Add additional rows and lines as needed.

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 2010	Attendance at New Leaders Conference (NLC) 1 day training @ EMS	Develop and increase teacher and school effectiveness -Professional Development	Success for All (SAF) Trainers Principal Facilitator	Questions/ Program Components	Participants evaluation of session(s)
July 2010	Hiring of additional staff - Success for All Facilitator - English Language Arts (ELA Teacher - Math Teacher	Develop and increase teacher and school effectiveness	Deputy Superintendent Human Resource Director Principal	-Personnel Interview Forms -Advertisement for at least 5 days for each position -Interview questionnaire with rating scale for each position -Interview schedule -Job Description for each position	Interview Results (appropriate placement of staff)



IMPLEMENTATION PLAN TEMPLATE

August, 2010- May, 2011	Leadership Team (LT) monthly meetings Teacher Workgroup Meetings	Develop and increase teacher and school effectiveness - Professional Development	Principal EMS SFA Facilitator	Job Applications for : (2) SFA Facilitator (2) Math teacher (1) ELA Teacher (3) Instructional Assistants Minutes of meetings	Minutes of meetings
July 2010	Success For All (SFA) Training	Develop and increase teacher and school effectiveness	SFA Trainers	Session Evaluation Parking Lot Questions/ Concerns	Analyzed Session Evaluation
July 2010	Order Diagnostic Tests <i>Scholastic Reading Inventory</i> OR <i>Gates-MacGinitie</i>	Develop and increase teacher and school effectiveness	EMS SFA Facilitator Principal Principal and/or EMS SFA Facilitator	Results for instructional grouping	Analyzed test results
August 2010	Leading for Solutions Training with Leadership Team Leading for Solutions Network Training On- Site Faculty Overview of Program School Organizational Day for Materials Component Training – Reading Edge	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Leadership Team	Analyze PASS and MAP Data	Program Evaluation



IMPLEMENTATION PLAN TEMPLATE

August 2010	Schedules/Time <ul style="list-style-type: none"> Develop master schedule to include SFA 	Increasing learning time	Administrative Team (Principal and Asst. Principal)	Master Schedule	Master Schedule for 2010 – 2011
August 2010	Learning Teams Institute	-Developing and increasing teachers and school leaders effectiveness -Providing operational flexibility and sustained support	Learning Team Facilitators Principal	Configuration of learning teams	Attendance log
August/September 2010	Baseline Assessment and Implementation Visit <ul style="list-style-type: none"> Regrouping Initial coaching with all faculty Leading for Solutions 	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> Professional Development 	Success for All Trainers Principal Leadership Team	Results of regrouping, coaching of staff and leading for solutions	Success for All Trainers' Report
August 2010	Tools for Teaching: Classroom Management (Fred Jones) Training	Increasing time on task	Administrators	Session Evaluation	Attendance log
October 2010	On-Site Monitoring – Four Week Visit	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> Professional Development 	Success for All Trainers	-Assess end-of-grading-period growth -Classroom Observations	Tracking of growth On-Site Visit Report
October 2010	Administer ELA Diagnostic Test <ul style="list-style-type: none"> Analyze data and disseminate to teachers 	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> Professional 	EMS SFA Facilitator Curriculum Coordinator	Analyze test results	Analyze test results



IMPLEMENTATION PLAN TEMPLATE

October 2010	1 st Nine-week Academic /Behavior Celebration	Development -Use data to make instructional decisions Increasing learning time and creating community oriented schools	Administrators Guidance counselor	Discipline reports and academic status printout	Schedule of activities and incentives
November 2010	1 st Assessment and Implementation Visit - Assessment and Regrouping Assistance - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Professional Development -Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary
December 2010	On-Site Monitoring – Four Weeks Visit	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth
December 2010	Administer ELA Diagnostic Test -Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness -Professional Development -Use data to make	EMS SFA Facilitator Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results



IMPLEMENTATION PLAN TEMPLATE

		instructional decisions			
January 2011	2 nd Assessment and Implementation Visit - Assessment and Regrouping Assistance - Coaching - Leading for Solutions Solutions Team Follow-up Power Teaching: Math Initial Training	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary
January 2011 January/February 2011	2 nd Nine-week Academic/Behavior Celebration Attendance at Experience Site Conference (ESC)	Increasing learning time and creating community oriented schools Develop and increase teacher and school effectiveness - Professional Development	Administrators Guidance Counselor Success for All Coaches Principal Facilitator	Discipline Report and Academic Status Printout Listing of individual needs of school leaders	Schedule of activities and incentives Compiled listing of needs by staff
February 2011 February 2011	On-Site Monitoring – Four Weeks Visit PowerTeaching Math follow-up training Coaching for all programs: Reading Edge and PowerTeaching Math Administer ELA and Math Diagnostic Test <ul style="list-style-type: none"> Analyze data and disseminate to teachers 	Develop and increase teacher and school effectiveness - Professional Development Develop and increase teacher and	Success for All Trainers EMS SFA Facilitator Curriculum Coordinator	Assess end-of-grading-period growth Classroom Observations Analyzed Test Results	Tracking of Growth Site Visit Feedback Analyzed Test Results



IMPLEMENTATION PLAN TEMPLATE

February 2011	Learning Teams Institute -One day institute for all workgroup facilitators	school effectiveness - Professional Development Use data to make instructional decisions Develop and increase teacher and school effectiveness - Prof. Dev.	EMS SFA Facilitator Principal	Findings and results across schools	Findings and results across schools
March 2011	3 rd Assessment and Implementation Visit - Assessment and Regrouping Assistance - Coaching - Leading for Solutions - PowerTeaching follow-up Training	Develop and increase teacher and school effectiveness - Professional Development -Use data to make instructional decisions	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students
March 2011	3 rd Nine-week Academic/ Behavior Celebration	Increasing learning time and creating community oriented schools	Administrators and Guidance Counselor	Discipline report and Academic status printout	Schedule of activities and incentives
April 2011	On-Site Monitoring -Four-week visit Coaching for all Programs PowerTeaching Math follow-up Training	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth Implementation Visit Commentary



IMPLEMENTATION PLAN TEMPLATE

April 2011	Administer ELA and Math Diagnostic Test -Analyze data and disseminate to teachers	Use data to make instructional decisions	EMS SFA Facilitator Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results
May 2011	4 th Assessment and Implementation Visit - Assessment and Regrouping Assistance - Coaching - Leading for Solutions - PowerTeaching follow-up training	Develop and increase teacher and school effectiveness - Professional Development -Use data to make instructional decisions	Success for All Trainers EMS SFA Facilitator	Results of quarterly diagnostic tests	Roster of Regrouped students Implementation Visit Feedback
July 2011	Reorder books and materials as needed.	<u>Year Two</u> Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator	Materials Inventory	Materials Inventory
July 2011	Schedules/time • Develop master schedule to include SFA	Increasing learning time	Administrative Team	Master Schedule	Master Schedule for 2010-2011
August 2011	Leading for Solutions Data Review with Leadership Team Refresher Training on-site with faculty Initial Training: Cooperative Learning Across the Curriculum	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Leadership Team	Year One Review Results	Year One Review Results



IMPLEMENTATION PLAN TEMPLATE

August/September 2011	Baseline Assessment and Initial Coaching with All Faculty	Develop and increase teacher and school effectiveness - Professional Development Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Baseline Student Level Reading and Math Data	Reading and Math Levels for students Coaching Feedback
August 2011	Classroom Management Refresher Training .	Increasing time-on-task	Administrators	Session Evaluation	Attendance log
August 2011- May 2012	Leadership Team (LT) Monthly Meetings Teacher Workgroup Meetings	Develop and increase teacher and school effectiveness - Professional Development	Principal EMS SFA Facilitators	Minutes of Meetings	Minutes of Meetings
October 2011	On-Site Monitoring – Four Week Visit: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Assess end-of-grading-period growth	Tracking of Growth
October 2011	Administer ELA and Math Diagnostic Test	-Use data to make instructional decisions	EMS SFA Facilitator Curriculum Coordinator	Classroom Observations Analyzed Test Results	Classroom Observation Feedback Analyzed Test Results
October 2011	1 st Nine-Weeks Academic/Behavior Celebration	Increasing learning time and creating community oriented schools	Administrators and Guidance Counselor	Discipline reports and Academic status printouts	Schedule of activities and incentives



IMPLEMENTATION PLAN TEMPLATE

November 2011	1st Assessment and Implementation Visit <ul style="list-style-type: none"> - PowerTeaching Math Year Two Training Two - Coaching - Leading for Solutions 	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> - Professional Development Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary
December 2011	On-Site Monitoring – Four Weeks Visit: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> - Professional Development 	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations feedback	Tracking of Growth Site Visit feedback
December 2011	Administer ELA and Math Diagnostic Test -Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> - Professional Development -Use data to make instructional decisions	EMS SFA Facilitator Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results
January 2012	2nd Assessment and Implementation Visit <ul style="list-style-type: none"> - PowerTeaching Math Year Two Training Three - Coaching - Leading for Solutions Solutions Team Follow-up	Develop and increase teacher and school effectiveness <ul style="list-style-type: none"> - Professional Development 	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students



IMPLEMENTATION PLAN TEMPLATE

January 2012	2 nd Nine-Weeks Academic/Behavior Celebration	Increasing learning time and creating community schools	Administrators and Guidance Counselor	Discipline Report and Academic Status Printout	Schedule of activities and incentives
January/February 2012	Attendance at Experience Site Conference (ESC)	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Facilitator	Listing of individual needs of school leaders	Compiled listing of needs by leaders
February 2012	On-Site Monitoring – Four Weeks Visit Coaching for all Programs: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Prof. Dev.	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth Site visit feedback
February 2012	Administer ELA and Math Diagnostic Tests Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator and Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results
March 2012	3 rd Assessment and Implementation Visit - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Results of quarterly reading and math diagnostic tests	Roster of regrouped students
March 2012	3 rd Nine Weeks Academic/Behavior Celebration	-Increasing learning time and creating community schools	Administrators and Guidance Counselor	Discipline Report and Academic Status Printout	Schedule of activities and incentives



IMPLEMENTATION PLAN TEMPLATE

April 2012	On-Site Monitoring--Four Week Visit	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers and/or EMS SFA Facilitator	Assess end-of-grading-period growth	Tracking of Growth
April 2012	Coaching for all Programs			Classroom Observations	Site visit feedback
April 2012	Administer ELA and Math Diagnostic Tests Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator and Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results
May 2012	4th Assessment and Implementation Visit - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Professional Development -Use data to drive instructional decisions	Success for All Trainers	Results of quarterly diagnostic test	Roster of regrouped students Implementation visit commentary
July 2012	Reorder books and materials as needed.	<u>Year Three</u> Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator	Materials Inventory	Materials Inventory



IMPLEMENTATION PLAN TEMPLATE

July 2012	Schedules/Time • Develop master schedule to include SFA	Increasing learning time	Administrative team	Master schedule	Master Schedule for 2010-2011
August 2012	Leading for Solutions Data Review with Leadership Team Refresher Training on-site with faculty Initial Training: Cooperative Learning Across the Curriculum	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Leadership Team	Year Two Review Results	Year Two Review Results
August/September 2012	Baseline Assessment and Initial Coaching with All Faculty	Develop and increase teacher and school effectiveness - Professional Development -Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Baseline Student Levels Reading and Math Data	Reading and Math Levels for Students Coaching Feedback
August 2012	Classroom Management Refresher Training	Increasing time-on-task	Administrators	Session evaluation	Attendance log
August 2012- May 2013	Leadership Team (LT) Monthly Meetings Teacher Workgroup Meetings	Develop and increase teacher and school effectiveness - Professional Development	Principal EMS SFA Facilitators	Minutes of Meetings	Minutes of Meetings



IMPLEMENTATION PLAN TEMPLATE

October 2012	On-Site Monitoring – Four Weeks Visit: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Prof. Dev.	Success for All Trainers	Assess end-of-grading-period growth	Tracking of Growth
October 2012	Administer ELA and Math Diagnostic Test	Use data to make instructional decisions	EMS SFA Facilitator Curriculum Coordinator	Classroom Observations Analyzed Test Results	Classroom Observations feedback Analyzed Test Results
October 2012	1 st Nine-weeks Academic/Behavior Celebration	Increasing learning time and creating community oriented schools	Administrators and Guidance counselor	Discipline reports and Academic status printouts	Schedule of activities and incentives
November 2012	1st Assessment and Implementation Visit - PowerTeaching Math Year Two Training Two - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Professional Development Use data to make instructional decisions	Success for All Trainers Principal Leadership Team	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary
December 2012	On-Site Monitoring – Four Weeks Visit: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Assess end-of-grading-period growth	Tracking of Growth
December 2012	Administer ELA and Math Diagnostic Test -Analyze data and disseminate to teachers	Develop and increase teacher and	EMS SFA Facilitator Curriculum Coordinator	Classroom Observations feedback Analyzed Test Results	Site Visit Feedback Analyzed Test Results



IMPLEMENTATION PLAN TEMPLATE

		school effectiveness - Professional Development -Use data to make instructional decisions			
January 2013	2nd Assessment and Implementation Visit - PowerTeaching Math Year Two Training Three - Coaching - Leading for Solutions Solutions Team Follow-up	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students
January 2013	2 nd Nine-Weeks Academic/Behavior Celebration	Increasing learning time and creating community schools	Administrators and Guidance Counselor	Discipline Report and Academic Status printout	Schedule of activities and incentives
January/February 2013	Attendance at Experience Site Conference (ESC)	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers Principal Facilitator	Listing of individual needs of school leaders	Compiled listing of needs by leaders
February 2013	On-Site Monitoring – Four Weeks Visit Coaching for all Programs: Reading Edge and PowerTeaching Math	Develop and increase teacher and school effectiveness - Prof. Dev.	Success for All Trainers	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth Site Visit Feedback
February 2013	Administer ELA and Math Diagnostic Tests Data and disseminate to teachers	Develop and increase teacher and	EMS SFA Facilitator and Curriculum Coordinator	Analyzed Test Results	Analyzed Test Results



IMPLEMENTATION PLAN TEMPLATE

		school effectiveness - Professional Development			
March 2013	3rd Assessment and Implementation Visit - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness -Prof. Dev.	Success for All Trainers	Results of Quarterly Reading and Math Diagnostic tests	Roster of regrouped students
March 2013	3 rd Nine Week Academic/Behavior Celebration	Increasing learning time and creating community schools	Administrators and Guidance counselor	Discipline Report and Academic Status printout	Schedule of activities and incentives
April 2013	On-Site Monitoring--Four week Visit Coaching for all Programs	Develop and increase teacher and school effectiveness - Professional Development	Success for All Trainers and/or EMS SFA Facilitator	Assess end-of-grading-period growth Classroom Observations	Tracking of Growth
April 2013	Administer ELA and Math Diagnostic Tests Analyze data and disseminate to teachers	Develop and increase teacher and school effectiveness - Professional Development	EMS SFA Facilitator and Curriculum Coordinator	Analyzed Test Results	Analyze Test Results
May 2013	4th Assessment and Implementation Visit - Coaching - Leading for Solutions	Develop and increase teacher and school effectiveness - Prof. Dev. Use data to drive instructional decisions	Success for All Trainers	Results of quarterly diagnostic tests	Roster of regrouped students Implementation Visit Commentary

Estill High School Budget Justification Narrative - Year 1

Personnel:		\$ 207,249.00
Direct Instruction Coordinator	65,000.00	
Assistant Principal for Curriculum and Instruction	60,000.00	
ELA Teacher	30,969.00	
Math Teacher	30,969.00	
Fringe:	84,651.00	
Teacher Incentives/Stipends/Awards:	20,311.00	
Incentives/Awards	3,811.00	
Stipends	4,500.00	
Bonuses	12,000.00	

Student Achievement Incentives: 1. **MAP** (ELA & Math teachers with highest % of students meeting target growth @\$200 X2=\$800), 2. **HSAP** (10th Gr. ELA/Math teachers with highest % of student achievement @\$500 X 2=\$1,000), 3. **EOCEP** (ELA, Algebra I or Math for the Technologies 2, Physical Science, & US History/Const. with highest % of student achievement in each subject on the EOCEP @\$500 X \$=\$2,000)

Retention Bonuses (all teachers with 3 + years at beginning of
2010/2011 school year@ \$2,000)

Purchased Services/Programs:		116,000.00
Direct Instruction Model	75,000.00	
Differentiated Instruction	21,000.00	
Travel/Accommodations/Registration/Meals	10,000.00	
Professional Development:		
Instructional/Guidance Consultants	10,000.00	
Materials/Supplies:		49,849.00
Coordinator:		
Office supplies	7,162.00	
Instructional:		
Direct Instruction Program Materials	40,000.00	
Teacher/Classroom	2,000.00	
CODE	687.00	
Other:		21,638.00
Student Incentives/Awards:		

Student Incentives	2,311.00
Student Awards	2,000.00
Student trips	5,000.00

Indirect Cost: **23,538.00**

TOTAL **\$ 502,925.00**

Estill High School Budget Justification Narrative - Years 2 & 3

Personnel: **\$ 207,249.00**

Direct Instruction Coordinator	65,000.00
Assistant Principal for Curriculum and Instruction	60,000.00
ELA Teacher	30,969.00
Math Teacher	30,969.00
Fringe:	84,651.00
Teacher Incentives/Stipends/Awards:	20,311.00

Incentives	3,811.00
Stipends	4,500.00
Bonuses	12,000.00

Student Achievement Incentives: 1. **MAP** (ELA & Math teachers with highest % of students meeting target growth @\$200 X2=\$800),

2. **HSAP** (10th Gr. ELA/Math teachers with highest % of student achievement @\$500 X 2=\$1,000), 3. **EOCEP** (ELA, Algebra I or Math for the Technologies 2, Physical Science, & US History/Const. with highest % of student achievement in each subject on the EOCEP @\$500 X \$=\$2,000)

Retention Bonuses (all teachers with 3 + years at beginning of 2010/2011 school year@ \$2,000)

Placement Bonuses (2nd year ELA/Math Teacher @ \$2,000)

Purchased Services/Programs: **116,000.00**

Direct Instruction Model	75,000.00	
Differentiated Instruction	21,000.00	
Travel/Accommodations/Registration/Meals	10,000.00	

Professional Development:

Instructional/Guidance Consultants	10,000.00	
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Materials/Supplies: **49,825.00**

Coordinator:

Office supplies	7,137.00	
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Instructional:

Direct Instruction Program Materials	40,000.00
Teacher/Classroom	2,000.00
CODE	687.00

Other: **21,638.00**

Student Incentives/Awards:

Student Incentives	2,311.00
Student Awards	2,000.00
Student trips	5,000.00

Indirect Cost: **23,538.00**

TOTAL **\$ 502,900.00**

3-Year Total **\$ 1,508,724.00**

Estill Middle School Budget Justification Narrative - Year 1

Personnel: **249,625.00**

Success for All Coordinator	70,000.00
ELA Teacher	30,969.00
Math Teacher	32,362.00
Instructional Assistants: (3)	85,500.00

Teacher Incentives/Stipends/Awards: 24,000.00

Incentives/Awards	4,603.00
Stipends	3,603.00
Retention/Placement	15,794.00

Student Achievement Incentives: 1. **MAP** (ELA & Math teachers with highest % of students that met target growth from previous administration of @\$200 X2=\$800), 2. **PASS** (ELA/Math teachers with highest % of students with Met and Exemplary @\$500 X 2=\$1,000), 3. **EOCEP** ELA/Math teacher teaching Algebra I or English with highest % of student achievement in each subject on the EOCEP @\$500 X \$=\$1,000)

Retention Bonuses (all teachers with 3 + years at beginning of 2010/2011 school year@ \$2,000)

Professional Development:

Learning Team Facilitators 6,794.00

Fringe:

94,426.00

Purchased Services/Programs:

112,135.00

Success for All Program 94,135.00

Travel/Accommodations/Registration/Meals 10,000.00

Technology:

CODE 8,000.00

Materials/Supplies:

9,307.00

Instructional:

Trade Books 3,800.00

Scholastic Reading Inventory/Training 2,800.00

Scholastic Reading Inventory/Manuals 687.00

Office Supplies 1,020.00

Bookshelves 1,000.00

Other:

14,545.00

Student Incentives/Awards:

Student Incentives 6,000.00

Student Awards 3,000.00

Indirect Cost: 23,570.00

TOTAL 503,608.00

Estill Middle School Budget Justification Narrative – Years 2 & 3

Personnel: 249,287.00

Success for All Coordinator 69,662.00

ELA Teacher 31,700.00

Math Teacher 33,200.00

Instructional Assistants: (3) 87,000.00

Teacher Incentives/Stipends/Awards: 20,725.00

Incentives/Awards 7,000.00

Stipends 6,000.00

Retention/Placement 7,725.00

Student Achievement Incentives: 1. **MAP** (ELA & Math teachers with highest % of students that met target growth from previous administration of MAP @\$200 X2=\$800), 2. **PASS** (ELA/Math

teachers with highest % of students with Met and/or Exemplary
 @\$500 X 2=\$1,000), 3. **EOCEP** ELA/Math teacher teaching
 Algebra I or English with highest % of student achievement in
 on the EOCEP @ \$500 X 2=\$1,000)

Retention Bonuses (all teachers with 3 + years at beginning of
 2010/2011 school year@ \$2,000)

Placement Bonuses (2nd year ELA/Math teachers @ \$2,000 X 2 = \$4,000)

Professional Development: Learnin2g Team Facilitators	7,000.00	
Fringe:		94,493.00
Purchased Services/Programs:		85,510.00
Success for All Program	53,000.00	
Educational Consultants	6,510.00	
Travel/Accommodations/Registration/Meals	18,000.00	
Technology:		
CODE	8,000.00	
Materials/Supplies:		21,249.00
Office supplies	8,949.00	
Copier	5,000.00	

Instructional:

Scholastic Reading Inventory/Training	2,800.00
Scholastic Reading Inventory/Manuals	700.00
Books, etc.	3,800.00

Other:

29,000.00

Student Incentives/Awards:

Student Incentives	6,000.00
Student Awards	3,000.00

Indirect Cost:

23,545.00

TOTAL

503,084.00

3-Year TOTAL

\$ 1,509,766.00

Hampton County District Two District Office Budget Justification Narrative - Years 1, 2 and 3

Personnel:		170,000.00
Transformation Coordinator	70,000.00	
Math Coach	75,000.00	
Administrative Assistant	24,000.00	
Fringe:		59,750.00
Purchased Services:		10,000.00
Travel/Accommodations/Registration/Meals		
Materials/Supplies:		12,000.00
Indirect Cost:		<u>12,361.00</u>
	TOTAL	264,111.00
	3-Year Total	\$ 792,333.00



Budget Summary

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

Name of District: _____Hampton District 2_____

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

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	\$626,874		\$626,536		\$626,536		\$1,879,946
Employee Benefits (200)	\$238,827		\$238,894		\$238,894		\$716,615
Purchased Services (300)	\$238,135		\$211,510		\$211,510		\$661,155
Supplies and Materials (400)	\$71,156		\$83,074		\$83,074		\$237,304
Capital Outlay (500)							
Other (600)	\$36,183		\$50,638		\$50,638		\$137,459
Total Direct Costs	\$1,211,175		\$1,210,652		\$1,210,652		\$3,632,479
Indirect Costs (700)	\$59,469		\$59,443		\$59,443		\$178,355
Total	\$1,270,644		\$1,270,095		\$1,270,095		\$3,810,834



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 2 (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 #1 Estill Middle	\$480,038		\$479,539		\$479,539		\$1,439,116
Name of School #2 to be Served and Tier #2 Estill High	\$479,387		\$479,363		\$479,363		\$1,438,113
Name of School #3 to be Served and Tier							
Name of School #4 to be Served and Tier							
Total Direct Costs	\$959,425		\$958,902		\$958,902		\$2,877,229
Indirect Costs (700)	\$47,108		\$47,082		\$47,082		\$141,272
Total	\$1,006,533		\$1,005,984		\$1,005,984		\$3,018,501



School Improvement Grant Subgrant Application
(2010–2013)

LEA-LEVEL EXPENDITURES BUDGET SUMMARY FORM

LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR HAMPTON 2 (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.

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	\$170,000		\$170,000		\$170,000		\$510,000
Employee Benefits (200)	\$59,750		\$59,750		\$59,750		\$179,250
Purchased Services (300)	\$10,000		\$10,000		\$10,000		\$30,000
Supplies and Materials (400)	\$12,000		\$12,000		\$12,000		\$36,000
Capital Outlay (500)							
Other (600)							
Total Direct Costs	\$251,750		\$251,750		\$251,750		\$755,250
Indirect Costs (700)	\$12,361		\$12,361		\$12,361		\$37,083
Total	\$264,111		\$264,111		\$264,111		\$792,333



South Carolina
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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 Middle School Name of District _____ Hampton District 2 _____

Object Category	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	\$249,625		\$249,287		\$249,287		\$748,199
Employee Benefits (200)	\$94,426		\$94,493		\$94,493		\$283,412
Purchased Services (300)	\$112,135		\$85,510		\$85,510		\$283,155
Supplies and Materials (400)	\$9,307		\$21,249		\$21,249		\$51,805
Capital Outlay (500)							
Other (600)	\$14,545		\$29,000		\$29,000		\$72,545
Total Direct Costs	\$480,038		\$479,539		\$479,539		\$1,439,116
Indirect Costs (700)	\$23,570		\$23,545		\$23,545		\$70,660
Total	\$503,608		\$503,084		\$503,084		\$1,509,776



South Carolina
Department of Education
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School Improvement Grant Subgrant Application
(2010–2013)

SCHOOL BUDGET SUMMARY FORM

SCHOOL-LEVEL BUDGET SUMMARY FORM

Name of School _____ Estill High School _____ Name of District __Hampton District 2_____

Object Category	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	\$207,249		\$207,249		\$207,249		\$621,747
Employee Benefits (200)	\$84,651		\$84,651		\$84,651		\$253,953
Purchased Services (300)	\$116,000		\$116,000		\$116,000		\$348,000
Supplies and Materials (400)	49,849		49,825		49,825		149,499
Capital Outlay (500)							
Other (600)	\$21,638		\$21,638		\$21,638		\$64,914
Total Direct Costs	\$479,387		\$479,363		\$479,363		\$1,438,113
Indirect Costs (700)	\$23,538		\$23,537		\$23,537		\$70,612
Total	\$502,925		\$502,900		\$502,900		\$1,508,725