

TRANSFORMATION MODEL TEMPLATE

LEA: Spartanburg County School District 7

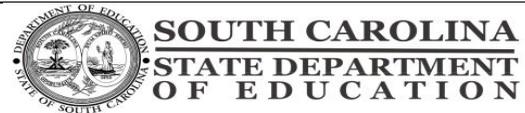
School: Carver Middle School

Transformation Model Concept: Comprehensive “wall-to-wall” STEM Program, Years 1, 2 and 3 and Reorganization to Middle School Year 2

Give a *brief* summary of your transformation model.

After extensive study of the strengths and challenges of Carver Junior High School and how the students of this school and the District can be served most effectively, District administrators, school leaders, and the Carver leadership team, chose the transformation intervention model. In the fall of 2011, Carver will become a middle school. Two of the elementary feeder schools have met AYP and one is currently a technology choice school. Cleveland Elementary, a Tier III school, is the third feeder school. In 2010-2011, Cleveland was a Palmetto Priority Turnaround school and partnered with the S²MART Center with a focus on science. In addition, the S²MART Center was relocated to District Seven and agreed to partner with Carver. [A request was included in the budget to support the relocation the S²MART Center]. Thus, the most logical, realistic, and cost effective decision was to transform Carver Junior High School into a STEM Academy.

The Spartanburg Seven STEM model will be a comprehensive program for all students with STEM thinking and technology as the core components in all subject areas at all levels of instruction. STEM instruction will be infused throughout the curriculum. During the spring and summer and Year 1 of the grant, intensive and on-going professional development was provided for teachers. [Budgeted purchased services includes STEM training for the SC STEM Symposium, Project Lead the Way, PDI² Math Workshops, PDI² Partnership, Education Business Summit, the National Gifted and STEM Conference, the SC Middle School Conference, Math and Science Conference, and other additional PD training.] In addition, [funds for AVID Training, and READ 180 Intervention Program PD] are budgeted to help teachers enhance student skills so that they can be successful in the STEM program. [Funds are also budgeted for travel to SIG training sessions, conferences and meetings].



Transformation Model Template

To increase student interest and participation in the STEM program, [a STEM “Kick Off” with the West Point Mobile Lab is budgeted]. Also, [student incentives such as summer STEM camps, AVID field trips, and Extended Learning Activities such as STEM internships and focused academics are budgeted]. [Supplies and materials including after school and summer enrichment supplies and materials, STEM supplies, AVID supplies, Engineering by Design materials, ROAR program, student incentive based supplies and data wall supplies and materials have been budgeted] to support and enhance STEM teaching and learning.

The effective implementation of the STEM program will require facility infrastructure modifications. The adequate implementation of the technology part of the program will require upgrading and increasing the technology available to teachers and students. [The grant budget includes wireless overlay to support the new technology; mobile computer units, digital microscopes, TI-Nspire Calculators, READ180 software site license, computers, supplies and materials, and Interactive Classrooms to support STEM instruction, curriculum materials needed to supplement and enhance the core curriculum which are budgeted in the grant include, afterschool and summer enrichment supplies and materials, and other additional technology components and supplies needed to implement the STEM program]. The promotion of Carver as a STEM Academy will entail costs for rebranding and communicating, [Funds have been budgeted for implementing a standard mode of dress, establishing community and business partnerships and enhancing student identification with the Carver STEM Academy].

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:

Dr. Russell W. Booker, District Superintendent discussed this requirement in person and in email with Courtney J. Foster, Project Director, Office Federal and State Accountability, Division of Accountability, South Carolina Department of Education. The decision has been made to retain the current principal who has demonstrated ability to lead the school in making significant strides toward improvement. Under his leadership, the school schedule was adjusted this year to maximize instructional time and provide more time for professional development. He designed a master schedule that allows all teaching staff one period per day for instructional planning and a second period for professional development. Currently, with the middle school model teachers will have five days of tailored professional development, reading, team planning, literacy and writing, content planning and flex periods of learning. All tailored activities will focus on the school wide concept of STEM, AVID and Middle School. The principal and Carver leadership team in collaboration with the District instructional leaders initiated several practices to address student achievement and teacher effectiveness. Teachers currently participate in the Carver Achievement Reward System (CARS), the Advancement via Individual Determination (AVID) program, and Take One national certification course. In 2009, Carver increased the TAP value-added score rating based on PACT data from a 1 in 2008 to a rating of 3, a significant change in one year. The Carver Achievement Reward System is based on 90% student achievement of more than 1 year's growth and 10% attendance. Incentive pay will be drawn from one lump sum.

To address student achievement, the principal included a school-wide flex period two days a week. During this period, teachers will address areas of weakness based on MAP, PASS data and teacher assessments. This school-wide reading program was implemented this year using reading response journals for accountability. To meet the individual needs of students teachers will complete a data notebook as well as a literacy/writing notebook. Data will be used to set classroom and individual student goals. The teacher will keep literacy and writing strategies in the literacy/writing notebook. Classworks is used as a supplemental computer based program that is used in English

Transformation Model Template

and Math classes. This program correlates with PASS and uses RIT ranges to place students on the appropriate academic level. The I Can Learn lab provides individualized support for students in mathematics. Student performance on state assessments has improved. A comparison of 2008 PACT data and 2009 PASS data indicated that Carver students scored higher on PASS science and social studies tests. Carver PASS performance compared to the performance of schools with like students reveals that Carver students scored better in mathematics as well. PASS results for 2011 will be analyzed to determine the effectiveness of each of these intervention programs and, based upon the results and cost effectiveness, a decision will be made by the principal and the school leadership team in collaboration with District instructional leaders whether or not to continue the programs.

The principal has demonstrated team leadership skills, openness to and support for innovation, and creativity in providing solutions to student achievement and teacher effectiveness concerns. His decisive actions have produced results in improved student performance and Carver is no longer designated as an at-risk 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:

As part of the displacement of staff resulting from the closing of Whitlock Junior High School, the staff assignments in all schools are being evaluated and decisions were made which resulted in the most effective placement of teachers to implement the STEM program at Carver. Carver Middle School uses data on student growth and multiple observation-based assessment of teacher performance as evaluation data for their achievement reward system. Carver's Achievement Reward System (CARS)

Transformation Model Template

replaces the District’s TAP program was discontinued for the 2012 school year. The effectiveness of the personnel and the professional development components of the transformation model will be evaluated with multiple observations by various evaluators such as the district uniform observation rubric, the SAFE-T and GBE evaluation instruments. To meet the needs of the staff at Carver, the principal, teachers and district personnel were involved in the replacement of TAP.

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

Program/Activity and Implementation Summary:

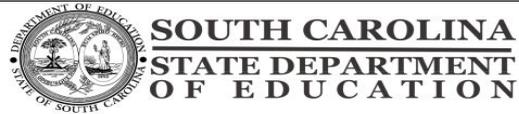
The Carver Achievement Reward System includes all of the areas identified above. Teachers are rewarded with bonus payouts based, student performance and teacher attendance. As student achievement increases, the probability of high school graduation rates increases. The STEM coordinator, STEM Coach, Technology Coach, and Science Coach will provide on-going instructional support for teachers with the objective of enhancing their pedagogical practices. Since TAP defunct, the district is committed to ensuring that student achievement remains a central focus in evaluating school leader and teacher performance. Ongoing review of student achievement data and teacher and classroom evaluations will persist throughout the SIG Plan timeframe. Personnel may be assigned additional training, support and given a formal plan of improvement when achievement data and observations do not improve. If a teacher fails to improve after receiving this support and a plan for improvement, the principal will follow the prescribed procedures in the District Employee Handbook for teacher dismissal in accordance with District policy and the South Carolina Teacher Dismissal Act.

Transformation Model Template

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

Program/Activity and Implementation Summary:

Highly trained, expert personnel will be necessary to support the implementation of the STEM Academy. A STEM Coordinator will be responsible for the administration of the STEM model. Content area specialists in science and technology will support classroom teachers through on-going, instructional coaching. These specialists may teach a class or two in their area of expertise. A technology assistant will assist the technology coach to ensure the technology coach has ample time to train and is not tied up with technology support issues. The STEM, science, technology coaches and technology coach assistant will participate in a train-the-trainer model. [Salaries for the STEM Coordinator, STEM Coach, Science Coach, Technology Coach and Technology Assistant and teachers for Extended Learning are included in the budget request]. By the end of summer 2010, the STEM coaching staff will be able to provide training and support for teachers as they implement the STEM strategies. During the 2010-2011 school year, teachers will be involved in professional development to enhance their content knowledge and teaching skills. Professional development in the content of and instructional strategies for STEM is an essential component of this model. Plans are being made for participation in the following: the SC STEM Symposium, Project Lead the Way Middle School Program, Creating Quality Secondary STEM Programs-An Intensive Summer Institute, the National Gifted & STEM Conference, Learning Focus – Assessment for Learning Training and other training programs as needed to support STEM. Contractual partnerships with Clemson University Professional Development for Integrated Inquiry, NASA, West Point Center for Leadership and Diversity in STEM, and the S²MART Center are planned. The District and Carver have formed a collaborative partnership with NASA and the National Science Foundation. [Budget Purchased Services include STEM training for the



Transformation Model Template

SC STEM Symposium, Project Lead the Way, PDI² Math Workshops, PDI² Partnership, Education Business Summit, National Gifted and STEM Conference, SC Middle School Conference, Math and Science Conference, NASA conference, 90/90/90 conference and other additional PD training].

During years 2 and 3 of the grant, personnel will continue to be involved in professional development to hone and enhance their instructional skills. [AVID and other training, supported by the grant], will continue to enhance general pedagogical practices. The district is committed to providing training and professional development in varied areas to ensure that professional development opportunities are maximized. The STEM coordinator and other contracted area coaches and contracted specialists, will continue to provide support for teachers through team planning, professional development, classroom observations, group and individual training sessions, conferences, and evaluation of classroom performance.

___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:

The Carver Achievement Reward System is an incentive payout based on 90% student achievement and 10% attendance as measured by more than one year's student growth. In the past, the district has given sign-on bonuses for certain hard to find contract areas. Consideration of this will be made in the event that qualified teachers become hard to find especially in the STEM-related areas of math and science. Offering an additional period for training and planning provides for a more flexible work environment conducive to allowing extra time for professional growth and introspection.

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:

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

Science, Technology, Engineering, and Mathematics (STEM) education programs that involve inquiry, hands-on discovery and exploration, integrated use of technology, and critical thinking skills (“STEM thinking”) are nationally recognized and South Carolina has included STEM for ALL as a priority in the Race to the Top grant application. In a September 2008 paper, “Science, Technology, Engineering, & Math,” Rachel B. Jones writing for the State Educational Technology Directors Association, states “STEM is a critical component of transforming our educational system and ensuring our students are prepared to thrive in the 21st century global economy.” When President Obama unveiled Educate to Innovate in November 2009, he stated, “Improving education in math and science is about producing engineers and researchers and scientists and innovators who are going to help transform our economy and our lives for the better.” (Rapp, D. “Redesigning STEM,” ADMINISTR@TOR, March/April 2010, p.33.) It is the goal of Carver and

Spartanburg Seven to offer students the opportunity to meet this challenge by building a STEM program that stresses rigorous academic instruction and strong performance expectations in all curriculum areas for all students.

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

Program/Activity and Implementation Summary:

Teachers are expected to use formative data from District Benchmarks, subject area common assessments, teacher designed assessments, and interim data from MAP to inform instruction. Summative assessment data from PASS will be used to indicate general areas that need to be taught. Data from specific assessments of reading skills is used by the ELA instructors to determine the appropriate reading intervention program (SRA Corrective Reading, Scholastic READ 180, or Classworks) to meet the needs of individual students. [Training and materials for Scholastic READ 180 are included in the grant budget]. Data from the I Can Learn Math Lab, Scholastic Fast Math, Math Nation, and Classworks are used to place and track students for mathematics intervention.

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;*

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

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

Transformation Model Template

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:

The following permissible and comprehensive instructional reform strategies will be implemented by Spartanburg

Seven to increase the opportunities for success for students attending Carver:

- The District has committees of highly qualified teachers review and revises the core curriculum annually.
- The use and integration of technology across the curriculum is a focus of the STEM program implementation at Carver.
- The STEM program will offer opportunities for students to enroll in advanced courses.
- The Advancement via Individual Determination (AVID) program provides teacher training in instructional strategies to support middle school students to become successful as advanced students. All teachers will be trained to use these strategies with their students.
- The District is creating a Freshman Academy to provide a seamless transition to high school and to increase the opportunities for more course offerings.

(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

Program/Activity and Implementation Summary:

As discussed above, the principal has implemented a master schedule in which accommodates the middle school model of team planning period, content planning and a professional development periods for teachers. In addition, the schedule includes a school-wide flex period that is used by teachers as an enrichment period for students who did not master an instructional strategy or skill. This period will also be used for literacy, writing and reading activities. Extended learning time will be provided during afterschool and summer academic remedial and enrichment activities supported by this grant.

Based on the data reported on the State Report Card, the number of Parent Surveys returned has declined from 65 in 2005 to 7 in 2009. This is indicative of the level of parental involvement at the school as reported in the most recent needs assessment for the 2011-2015 School Improvement Plan. As a part of the transformation model supported by this grant, a Parent Involvement Facilitator is onsite. This position is occupied with a person experienced in working with middle school students and parents. The responsibilities of this position will include, but not limited to, planning, organizing, and providing family support services and activities to increase parental involvement with their students' education. The Parent Involvement Facilitator will assist with parent/school communication, facilitate attendance at parent/teacher conferences, provide assistance to parents for helping students with special needs, and facilitate parent attendance at special school activities. [Funds are budgeted to support the Parent Involvement Facilitator's salary and benefits, printing and travel to support.]

In addition, families of students and other stakeholders will be included in the activities to increase parental involvement. The School Improvement Council and Parent Teacher Organization members will be informed on a regular basis about the progress of the intervention and the STEM program. Parents will be involved through

Transformation Model Template

written and electronic communication and invited to participate in parent/student activities. A STEM newsletter and information on the school Website will provide on-going, up-to-date information. Surveys and questionnaires will provide opportunities for the stakeholders to evaluate the STEM program. [Funds are budgeted for printing, and other additional supplies and materials for parent/student activities to support parent involvement.]

Provide ongoing mechanisms for family and community engagement.

Program/Activity and Implementation Summary:

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:

(4) *Providing operational flexibility and sustained support*

Required activities. The LEA must—

Transformation Model Template

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

Program/Activity and Implementation Summary:

The principal, school leadership team, and school advisory council will have direct input into the staffing, scheduling, and budgeting for the school. The STEM Coordinator will be responsible for the implementation of the STEM program to ensure that student achievement improves substantially.

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

Program/Activity and Implementation Summary:

The District Turnaround Specialist will collaborate with the school leadership to ensure that the transformation model, the junior high to middle school reorganization, and the STEM program are fully implemented. In addition, Spartanburg School District Seven agrees that the SCDE may provide direct services to the school served by the School Improvement Grant.

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

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

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

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

Program/Activity and Implementation Summary:



Transformation Model Template

IMPLEMENTATION PLAN

For Spartanburg School District Seven

Intervention Model: District Reorganization

Need Summary (one sentence): Operating a District with declining enrollment, low student achievement, declining revenues, and unprecedented budget cuts is not cost effective

and these factors indicate that the District grade structure needs to be reorganized to maximize greater utilization of District resources and student achievement opportunities.

Action Summary (one sentence): The District will close one Tier I junior school, create a Freshman Academy, reorganize the grade structure of two junior high schools, transform

one Tier II junior high/middle school into a STEM Academy, close on Tier III school and reopen the facility as an Early Learning Center.

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
By 7-1-10	Hire a District SIG Turnaround Specialist to ensure that the SIG grant is implemented with fidelity	SIG grant support of the District Reorganization Plan	District Superintendent Deputy Superintendent for School Leadership, Curriculum, and Instruction Assistant Superintendent for Personnel	Qualifications for the position Approval of the Board of Trustees	The District SIG Turnaround Specialist will be hired and will assume the responsibility for the implementation of the SIG grant with fidelity
4-6-10	Board Approval of School Closing	School Closure	Spartanburg School District Seven Board of Trustees	Vote on Closure	Board Voted to close Whitlock Junior High School



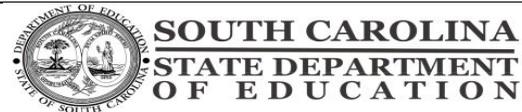
Transformation Model Template

By August 2010	Personnel Reassignment	School Closure	Assistant Superintendent for Personnel Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education	Personnel Assignments for 2010-2011 2010 Personnel Reductions	Highly qualified staff is assigned to appropriate positions in other schools in the District
By August 2010	Student Reassignment/Transfer	School Closure	Assistant Superintendent for Business Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education	School assignments for students formally assigned to Whitlock	School rosters indicate all former students assigned to Whitlock have been assigned to other schools in the District
5-1-10 to 8-1-12	Modification of the SHS wing to house the Freshman Academy	Freshman Academy	District Superintendent Assistant Superintendent for Business	Progress reports on the building modification	The Freshman Academy facility on the SHS campus is ready for students by August 2011
1-1-11 to 7-1-11	Selection and training of staff for the Freshman Academy	Freshman Academy	Deputy Superintendent for School Leadership, Curriculum, and Instruction Assistant Superintendent for Personnel Director of Secondary Education	Personnel assignment for 2011-2012 for the Freshman Academy Schedule of professional development sessions	Highly qualified staff are assigned to implement the Freshman Academy and by spring 2012, 9 th grade student achievement will increase
8-2010 to 7-2011	Curriculum development and refinement	Freshman Academy	Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education	Curriculum documents, pacing guides, and benchmark assessments	Benchmark assessment data will be used to evaluate student progress in the curriculum
6-2011 to 8-2011	Student enrollment in the Freshman Academy	Freshman Academy	Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education Freshman Academy Principal and Staff	School assignments for students	Beginning in August 2011, all ninth grade students in the District will attend the Freshman Academy and by spring 2012 9th grade student achievement will increase



Transformation Model Template

1-1-11 to 6-30-11	Selection of staff for Carver STEM Academy (Middle School) and McCracken Middle School	Middle School	Deputy Superintendent for School Leadership, Curriculum, and Instruction Assistant Superintendent for Personnel Director of Secondary Education	Personnel assignment for 2011-2012 for Carver and McCracken Middle Schools	Highly qualified staff are assigned to implement the middle schools and by spring 2012, 6 th -8 th grade student achievement will increase
1-2010 to 7-2012	Curriculum development and refinement	Middle School	Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education	Curriculum documents, pacing guides, and benchmark assessments	Benchmark assessment data will be used to evaluate student progress in the curriculum
6-2011 to 8-2011	Student enrollment in the middle schools	Middle School	Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education Middle School Principals and Staff	School assignments for students	Beginning in August 2011, all sixth grade students in the District (with exception of sixth grade students enrolled in the Todd Montessori community school) will attend Carver or McCracken Middle Schools and by spring 2012, 6 th -8 th grade student achievement will increase
1-2011 to 8-2011	Selection of staff for Carver STEM Academy	Transformation Model: STEM Academy	Deputy Superintendent for School Leadership, Curriculum, and Instruction Assistant Superintendent for Personnel Director of Secondary Education	Personnel assignment for 2010-2013 for Carver STEM Academy	Highly qualified staff are assigned to implement the Carver STEM Academy program, and by spring 2011 and thereafter, student achievement will increase
5-2010 to 7-2010	Selection and hiring of STEM Coordinator and STEM Coaches	STEM Academy: Personnel	Deputy Superintendent for School Leadership, Curriculum, and Instruction Assistant Superintendent for Personnel Director of Secondary Education	Personnel assignment for 2010-2013 for the STEM Academy	Highly qualified staff are assigned to support teachers as they implement the STEM Academy program, and by spring 2011 and thereafter, student achievement will increase



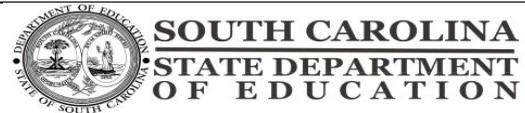
Transformation Model Template

6-1-10 to 6-30-13	On-going professional development for STEM teachers	STEM Academy: Professional Development	Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education STEM Coordinator and Coaches	Schedule of professional development sessions	Teachers will implement the STEM Academy program and by spring 2011 and thereafter, student achievement will increase
6-1-10 to 8-2011	Building Modification to accommodate the STEM Program	STEM Academy: Facility	District Superintendent/ Assistant Superintendent for Business	Progress reports on the building modification	The Carver STEM program facility is ready for students by August 2010
7-1-10 to 8-31-11	Purchase of STEM equipment and training on the use of the equipment	STEM Academy: Equipment	Assistant Superintendent for Business Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education STEM Coordinator Technology Coach	Purchase Order and Invoice copies	Equipment installed and in use
7-1-10 to 6-30-13	Purchase of STEM materials and training on the use of the materials	STEM Academy: Materials	STEM Coordinator School Principal	Purchase Order and Invoice copies	Materials in use
7-1-10 to 6-30-13	Establish formal partnerships with S ² MART Center located in District Seven, Clemson University PDI ² , West Point Center for Leadership and Diversity in STEM, and explore partnerships with local colleges and businesses	STEM Academy: Partnerships	STEM Coordinator School Principal	Copies of the formal partnership agreements	Professional development opportunities for teachers and STEM experiences for students
7-2010	Summer “Kick Off” with West Point STEM Mobile Lab visit to the Carver Campus	STEM Academy: Partnerships	Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education STEM Coordinator	Copy of formal agreement, announcements, agendas, participation lists, response sheets, classroom follow-up plans	Student, staff, and community participation will increase interest in the STEM program and follow-up activities in the classrooms and by individual students will be



Transformation Model Template

			School Principal		observed.
7-2010 to 6-30-13	Activities to enhance student participation in the STEM program: extended learning time, summer enrichment, STEM Camps, internships, Annual STEM Fair, Robotics and West Point Bridge Competitions	STEM Academy: Activities to Enhance Student Participation	STEM Coordinator School Principal Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education	Calendar of events, record of participation, announcements, registrations, schedules, result/responses to the activity	Student, staff, and community participation will increase interest in the STEM program and follow-up projects in the classrooms and by individual students will be observed.
9-2010 to 6-30-13	Literacy Interventions to support student success in the STEM program: SRA Corrective Reading, Scholastic READ 180	STEM Academy: Literacy Interventions	STEM Coordinator Literacy Coach School Principal	Purchase Order and Invoice copies, Announcements, agendas, schedules of training Classroom observation follow-up reports	Materials will be received and training will be provided. Interventions will be in use with selected students for whom the program addresses a need. Longitudinal data will be collected to evaluate the effectiveness of each program.
7-2010 to 6-30-13	Activities enhance publicity about the STEM program: school renaming and communication activities	STEM Academy: Activities to present the program to the public	STEM Coordinator School Principal Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education District Director of Public Relations	Announcements, meeting agendas, Board approval minutes, Stakeholder participation records	The school will be renamed to reflect the STEM Academy focus and the activities of the school will be reported to all stakeholders
1-1-11 to 6-30-13	A Standard Mode of Dress will be considered and implemented when approved by all stakeholders	STEM Academy: Standard Mode of Dress	District Superintendent Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education	Announcements, meeting agendas, Board approval minutes, Stakeholder participation records	A Standard Mode of Dress will be implemented when approved by all stakeholders

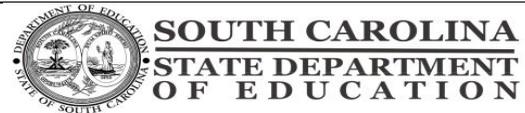


**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

School Improvement Subgrant Application (2010–2013)

Transformation Model Template

			STEM Coordinator School Principal		
May 12, 2010	Board Approval of School Closing	School Closure	Spartanburg School District Seven Board of Trustees	Vote on Closure	Board Voted to close Park Hills Elementary School
By August 2011	Personnel Reassignment	School Closure	Assistant Superintendent for Personnel Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Elementary Education	Personnel Assignments for 2011-2012 2012 Personnel Reductions	Highly qualified staff is assigned to appropriate positions in other schools in the District
By August 2011	Student Reassignment/Transfer	School Closure	Assistant Superintendent for Business Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Elementary Education	School assignments for students formally assigned to Park Hills Elementary	School rosters indicate all former students assigned to Park Hills have been assigned to other schools in the District
5-1-11 to 12-30-11	Modification of the Park Hills facility to accommodate preschool children, classes, and programs	Park Hills Early Learning Center: Building Modification	District Superintendent Assistant Superintendent for Business	Progress reports on the building modification	The Park Hills facility is ready for preschool students by August 2011
1-2011 to 6-2011	Selection and hiring of Early Learning Center Director, ECE Specialist/Literacy Coach and other support personnel	Park Hills Early Learning Center: Lead and Support Personnel	Deputy Superintendent for School Leadership, Curriculum, and Instruction Assistant Superintendent for Personnel Director of Elementary Education	Lead and Support Personnel assignment for 2011-2013 for the Early Learning Center	Highly qualified staff are assigned to support teachers as they implement the ECE program, and by spring 2012 and thereafter, student achievement will increase and longitudinal data will be collected to support the effectiveness of the program



School Improvement Subgrant Application (2010–2013)

Transformation Model Template

6-1-11 to 6-30-13	On-going professional development for ECE teachers including High/Scope and attendance at the SC Early Childhood Conference and the SC Literacy Conference	Park Hills Early Learning Center: Professional Development	Early Learning Center Specialist/Literacy Coach Early Learning Center Director Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Elementary Education	Schedule of professional development sessions	Teachers will implement the Early learning Center program and by spring 2012 and thereafter, student achievement will increase and longitudinal data will be collected to support the effectiveness of the program
7-2010 to 6-30-13	Activities to enhance publicity about the Early Learning Center: school renaming and communication activities	Park Hills Early Learning Center: Activities to present the program to the public	Early Learning Center Director ELC Specialist/Literacy Coach Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Elementary Education District Director of Public Relations	Announcements, meeting agendas, Board approval minutes, Stakeholder participation records	The school will be renamed the Park Hills Early Learning Center and the activities of the Center will be reported to all stakeholders



Transformation Model Template

IMPLEMENTATION PLAN
For Carver Junior High School
In Spartanburg School District Seven

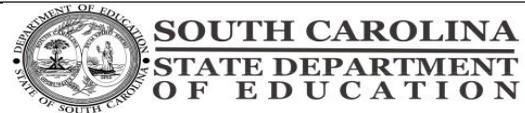
Intervention Model: Transformation Model

Need Summary (one sentence): Declining enrollment and low student achievement indicate a need for an instructional model that will attract new students and provide a challenging educational opportunity for all students.

Action Summary (one sentence): Carver Junior High School will become a middle school STEM Academy by implementing a challenging STEM program as a choice school for the District so that enrollment and student achievement will increase.

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
1-2011 to 8-2011	Selection of staff for Carver STEM Academy	Transformation Model: STEM Academy	Deputy Superintendent for School Leadership, Curriculum, and Instruction Assistant Superintendent for Personnel Director of Secondary Education	Personnel assignment for 2010-2013 for Carver STEM Academy	Highly qualified staff are assigned to implement the Carver STEM Academy program, and by spring 2011 and thereafter, student achievement will increase
5-2010 to 7-2010	Selection and hiring of STEM Coordinator and STEM Coaches	STEM Academy: Personnel	Deputy Superintendent for School Leadership, Curriculum, and Instruction Assistant Superintendent for Personnel Director of Secondary Education	Personnel assignment for 2010-2013 for the STEM Academy	Highly qualified staff are assigned to support teachers as they implement the STEM Academy program, and by spring 2011 and thereafter, student achievement will increase
6-1-10 to 6-30-13	On-going professional development for STEM teachers	STEM Academy: Professional Development	Deputy Superintendent for School Leadership, Curriculum, and Instruction	Schedule of professional development sessions	Teachers will implement the STEM Academy program and by spring 2011 and thereafter, student



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

School Improvement Subgrant Application (2010–2013)

Transformation Model Template

			Director of Secondary Education STEM Coordinator and Coaches		achievement will increase
6-1-10 to 8-2011	Building Modification to accommodate the STEM Program	STEM Academy: Facility	District Superintendent Assistant Superintendent for Business	Progress reports on the building modification	The Carver STEM program facility is ready for students by August 2010
7-1-10 to 8-31-11	Purchase of STEM equipment and training on the use of the equipment	STEM Academy: Equipment	Assistant Superintendent for Business Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education STEM Coordinator Technology Coach	Purchase Order and Invoice copies	Equipment installed and in use
7-1-10 to 6-30-13	Purchase of STEM materials and training on the use of the materials	STEM Academy: Materials	STEM Coordinator School Principal	Purchase Order and Invoice copies	Materials in use
7-1-10 to 6-30-13	Establish formal partnerships with S ² ART Center located in District Seven, Clemson University PDI ² , West Point Center for Leadership and Diversity in STEM, and explore partnerships with local colleges university, and businesses	STEM Academy: Partnerships	STEM Coordinator School Principal	Copies of the formal partnership agreements	Professional development opportunities for teachers and STEM experiences for students



Transformation Model Template

7-2010	Summer “Kick Off” with West Point STEM Mobile Lab visit to the Carver Campus	STEM Academy: Partnerships	Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education STEM Coordinator School Principal	Copy of formal agreement, announcements, agendas, participation lists, response sheets, classroom follow-up plans	Student, staff, and community participation will increase interest in the STEM program and follow-up activities in the classrooms and by individual students will be observed.
7-2010 to 6-30-13	Activities to enhance student participation in the STEM program: extended learning time, summer enrichment, STEM Camps, internships, Annual STEM Fair, Robotics and West Point Bridge Competitions	STEM Academy: Activities to Enhance Student Participation	STEM Coordinator School Principal Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education	Calendar of events, record of participation, announcements, registrations, schedules, result/responses to the activity	Student, staff, and community participation will increase interest in the STEM program and follow-up projects in the classrooms and by individual students will be observed.
9-2010 to 6-30-13	Literacy Interventions to support student success in the STEM program: SRA Corrective Reading, Scholastic READ 180	STEM Academy: Literacy Interventions	STEM Coordinator Literacy Coach School Principal	Purchase Order and Invoice copies, Announcements, agendas, schedules of training Classroom observation follow-up reports	Materials will be received and training will be provided. Interventions will be in use with selected students for whom the program addresses a need. Longitudinal data will be collected to evaluate the effectiveness of each program.
7-2010 to 6-30-13	Activities enhance publicity about the STEM program: school renaming and communication activities	STEM Academy: Activities to present the program to the public	STEM Coordinator School Principal Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education District Director of Public Relations	Announcements, meeting agendas, Board approval minutes, Stakeholder participation records	The school will be renamed to reflect the STEM Academy focus and the activities of the school will be reported to all stakeholders



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

School Improvement Subgrant Application (2010–2013)

Transformation Model Template

<p>1-1-11 to 6-30-13</p>	<p>A Standard Mode of Dress will be considered and implemented when approved by all stakeholders</p>	<p>STEM Academy: Standard Mode of Dress</p>	<p>District Superintendent Deputy Superintendent for School Leadership, Curriculum, and Instruction Director of Secondary Education STEM Coordinator School Principal</p>	<p>Announcements, meeting agendas, Board approval minutes, Stakeholder participation records</p>	<p>A Standard Mode of Dress will be implemented when approved by all stakeholders</p>
------------------------------	--	---	---	--	---



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

Name of District: Spartanburg School District Seven

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)	\$466,723.00	\$87,000.00	\$406,972.00	\$87,000.00	\$299,216.00	\$87,000.00	\$1,172,911.00
Employee Benefits (200)	\$128,674.00	\$20,000.00	\$108,463.00	\$20,000.00	\$92,853.00	\$20,000.00	\$329,990.00
Purchased Services (300)	\$317,878.00	\$20,000.00	\$125,153.00	\$18,000.00	\$194,360.00	\$17,000.00	\$637,391.00
Supplies and Materials (400)	\$706,719.00	\$4,155.00	\$46,164.00	\$1,500.00	\$50,160.00	\$1,500.00	\$803,043.00
Capital Outlay (500)		\$1,215,965.00					
Other (600)	\$32,000.00	\$15,000.00		\$15,000.00		\$15,000.00	\$32,000.00
Total Direct Costs	\$1,651,994.00		\$686,752.00		\$636,589.00		\$2,975,335.00
Indirect Costs (700)		\$38,823.00		\$16,139.00		\$14,960.00	
Total	\$1,651,994.00	\$1,400,943.00	\$686,752.00	\$157,639.00	\$636,589.00	\$155,460.00	\$2,975,335.00



LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR SPARTANBURG SCHOOL DISTRICT SEVEN

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)	\$40,000.00	\$87,000.00	\$40,000.00	\$87,000.00	\$40,000.00	\$87,000.00	\$120,000.00
Employee Benefits (200)	\$10,000.00	\$20,000.00	\$10,613.00	\$20,000.00	\$10,000.00	\$20,000.00	\$30,613.00
Purchased Services (300)	\$85,000.00	\$15,000.00	\$29,387.00	\$15,000.00	\$10,000.00	\$15,000.00	\$124,387.00
Supplies and Materials (400)		\$1,500.00		\$1,500.00		\$1,500.00	\$0
Capital Outlay (500)							
Other (600)							
Total Direct Costs	\$135,000.00		\$80,000.00		\$60,000.00		\$275,000.00
Indirect Costs (700)		\$3,173.00		\$1,880.00		\$1,410.00	
Total	\$135,000.00	\$126,673.00	\$80,000.00	\$125,380.00	\$60,000.00	\$124,910.00	\$275,000.00



LEA (DISTRICT) BUDGET SUMMARY FOR SCHOOLS TO BE SERVED IN SPARTANBURG SCHOOL DISTRICT SEVEN

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 Whitlock Junior High School, Tier I	\$254,323.00	\$1,185,220.00					\$254,323.00
Name of School #2 to be Served and Tier Carver Junior High School, Tier II	\$1,262,671.00	\$53,400.00	\$606,752.00	\$18,000.00	\$576,589.00	\$17,000.00	\$2,446,012.00
Name of School #3 to be Served and Tier							
Name of School #4 to be Served and Tier							
Total Direct Costs	\$1,516,994.00		\$606,752.00		\$576,589.00		\$2,700,335.00
Indirect Costs (700)		\$35,650.00		\$14,259.00		\$13,550.00	
Total	\$1,516,994.00	\$1,274,270.00	\$606,752.00	\$32,259.00	\$576,589.00	\$30,550.00	\$2,700,335.00

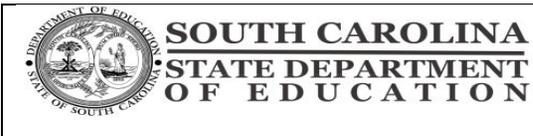


SCHOOL LEVEL BUDGET SUMMARY FORM

Name of School Carver Middle School

Name of District Spartanburg School District Seven

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)	\$274,716.00		\$366,972.00		\$259,216.00		\$900,904.00
Employee Benefits (200)	\$86,269.00		\$97,850.00		\$82,853.00		\$266,972.00
Purchased Services (300)	\$180,067.00	\$5,000.00	\$95,766.00	\$3,000.00	\$184,360.00	\$2,000.00	\$460,193.00
Supplies and Materials (400)	\$689,619.00		\$46,164.00		\$50,160.00		\$785,943.00
Capital Outlay (500)		\$33,400.00					
Other (600)	\$32,000.00	\$15,000.00		\$15,000.00		\$15,000.00	\$32,000.00
Total Direct Costs	\$1,262,671.00		\$606,752.00		\$576,589.00		\$2,446,012.00
Indirect Costs (700)		\$29,673.00		\$14,259.00		\$13,550.00	
Total	\$1,262,671.00	\$83,073.00	\$606,752.00	\$32,259.00	\$576,589.00	\$30,550.00	\$2,446,012.00



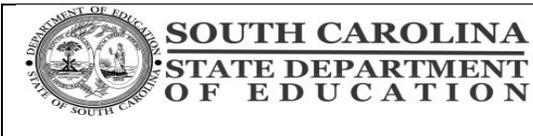
School Improvement Subgrant Application (2010–2013)

Transformation Model Template

Budget Justification Narrative

Name of District: Spartanburg School District Seven

Object Category (total for all schools in each category)	Year 2 Requested	Justification
Salaries/Stipends (100)	\$40,000.00	This amount is for .22 FTE of the salary for a District SIG Turnaround Specialist who will devote time to the implementation of the grant. This person will have experience with the implementation of federal grants, data analysis and reporting, comprehensive school and district restructuring, school personnel, and a working knowledge of best practices in curriculum and teaching.
Employee Benefits (200)	\$10,613.00	This includes benefits based on 22.59% of the salary for a District SIG Turnaround Specialist to implement the Grant.
Purchased Services (300)	\$29,387.00	This includes consultant services for SIG implementation and travel expenses for the SIG training/conferences.
Supplies and Materials (400)		
Capital Outlay (500)		
Other (600)		
Total Direct Costs	\$80,000.00	These funds are for employing a District SIG Turnaround Specialist, SIG Consultant services and travel expenses to fully implement the Grant.
Indirect Costs (700)		
Total	\$80,000.00	This is the total amount requested to implement the SIG at the LEA level for Year 2.



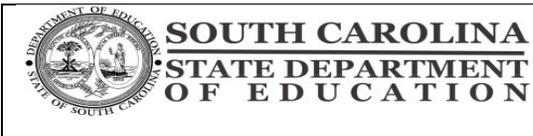
School Improvement Subgrant Application (2010–2013)

Transformation Model Template

Budget Justification Narrative for In-Kind

Name of District: Spartanburg School District Seven

Object Category (total for all schools in each category)	Year 2 Match or In-kind (or Resources)	Justification
Salaries/Stipends (100)	\$87,000.00	This includes funds for .78 FTE of the salary for the District SIG Turnaround Specialist.
Employee Benefits (200)	\$20,000.00	This includes benefits based on 22.59% of the salary for the District SIG Turnaround Specialist.
Purchased Services (300)	\$15,000.00	This includes funds for travel and other expenses for training and conference attendance for District SIG Turnaround Specialist.
Supplies and Materials (400)	\$1,500.00	This includes funds for office supplies and resource materials for District SIG Turnaround Specialist.
Capital Outlay (500)		
Other (600)		
Total Direct Costs		
Indirect Costs (700)	\$1,880.00	Indirect Cost @2.35% for SIG LEA Total Direct Costs of \$135,000.00 for Year 1.
Total	\$125,380.00	This is the total amount of in-kind funds, which will be used to help implement SIG at the LEA level for Year 2.



School Improvement Subgrant Application (2010–2013)

Transformation Model Template

Budget Justification Narrative

Name of District: Spartanburg School District Seven

Name of School: Carver Junior High School

Object Category	Year 2 Requested	Justification
Salaries/Stipends (100)	\$366,972.00	This request is for salaries for a STEM Coordinator, STEM Coach, Technology Coach, Technology Assistant, Science Coach, and Parent Involvement Facilitator, substitute teachers, extended day salaries and incentive payout for the Carver Achievement Reward System. These persons will support STEM implementation working knowledge of best practices in curriculum and teaching and community and parental involvement.
Employee Benefits (200)	\$97,850.00	This includes benefits and fringes of the STEM Coordinator, STEM Coach, Technology Coach, Technology Assistant, Science Coach, and Parent Involvement Facilitator, substitute teachers, extended day salaries and incentive payout for the Carver Achievement Reward System.
Purchased Services (300)	\$95,766.00	This includes professional development travel, contracted services through Clemson, AVID training, student incentives, extended learning activities, PIF Travel, PIF printing, and STEM printing and extended day transportation.
Supplies and Materials (400)	\$46,164.00	This supports standard mode of dress, afterschool and summer enrichment supplies and materials, parent involvement supplies and materials, READ 180 Software License/Maintenance, READ 180 books, and AVID nameplates.
Capital Outlay (500)		
Other (600)		
Total Direct Costs	\$606,752.00	These funds are essential for implementing the Transformation Model for Carver Junior High School in Year 2.
Indirect Costs (700)		
Total	\$606,752.00	This is the amount, which requested to implement the Transformation Model in Year 2.



Budget Justification Narrative In-Kind

Name of District: Spartanburg School District Seven

Name of School: Carver Junior High School

Object Category	Year 2 Match or In-kind (or Resources)	Justification
Salaries/Stipends (100)		
Employee Benefits (200)		
Purchased Services (300)	\$3,000.00	These funds will be used for scoring services for content area testing for coaches and teachers to ensure content expertise for the STEM program.
Supplies and Materials (400)		
Capital Outlay (500)		
Other (600)	\$15,000.00	These funds will be used for field trips to provide experiences, which will enhance learning.
Total Direct Costs		
Indirect Costs (700)	\$14,259.00	Indirect Costs @2.35% of the SIG Carver Transformation Model \$606,752.00 Total Direct Costs for Year 2.
Total	\$32,259.00	This is the total in-kind amount that will be used to help support the effective implementation of the Carver STEM program for Year 2.