

LEA: Bamberg School District Two

School: Denmark-Olar Middle School

Transformation Model Concept: Collaborative, Assessment for Planning and Achievement (CAPA)

Give a *brief* summary of your transformation model.

Denmark-Olar Middle's Collaborative Assessment for Planning and Achievement (CAPA) Transformation Model focuses on administrators, teachers, staff, students, stakeholders, and community members working together to improve academic achievement in English and Math. See Figure 1.

DOMS' CAPA Model implements rigorous research-based programs in grades 6 – 8. These initiatives and personnel include implementation of the following:

- Direct Instruction Model (DI)
- Read-180 Reading Intervention Model
- Extended learning time (remediation/enrichment/after-school)
- 90-minute content block schedule
- Advisor/Advisee Program
- Summer Transition (rising 6th graders) and Maintenance Program (7th and 8th graders)
- Additional ELA and Mathematics teachers
- Read-180 Facilitator
- Grant Coordinator
- Reading Content Teacher

- Five extended days for intensive professional development and planning
- Literacy Initiatives
- Bi-weekly Assessments

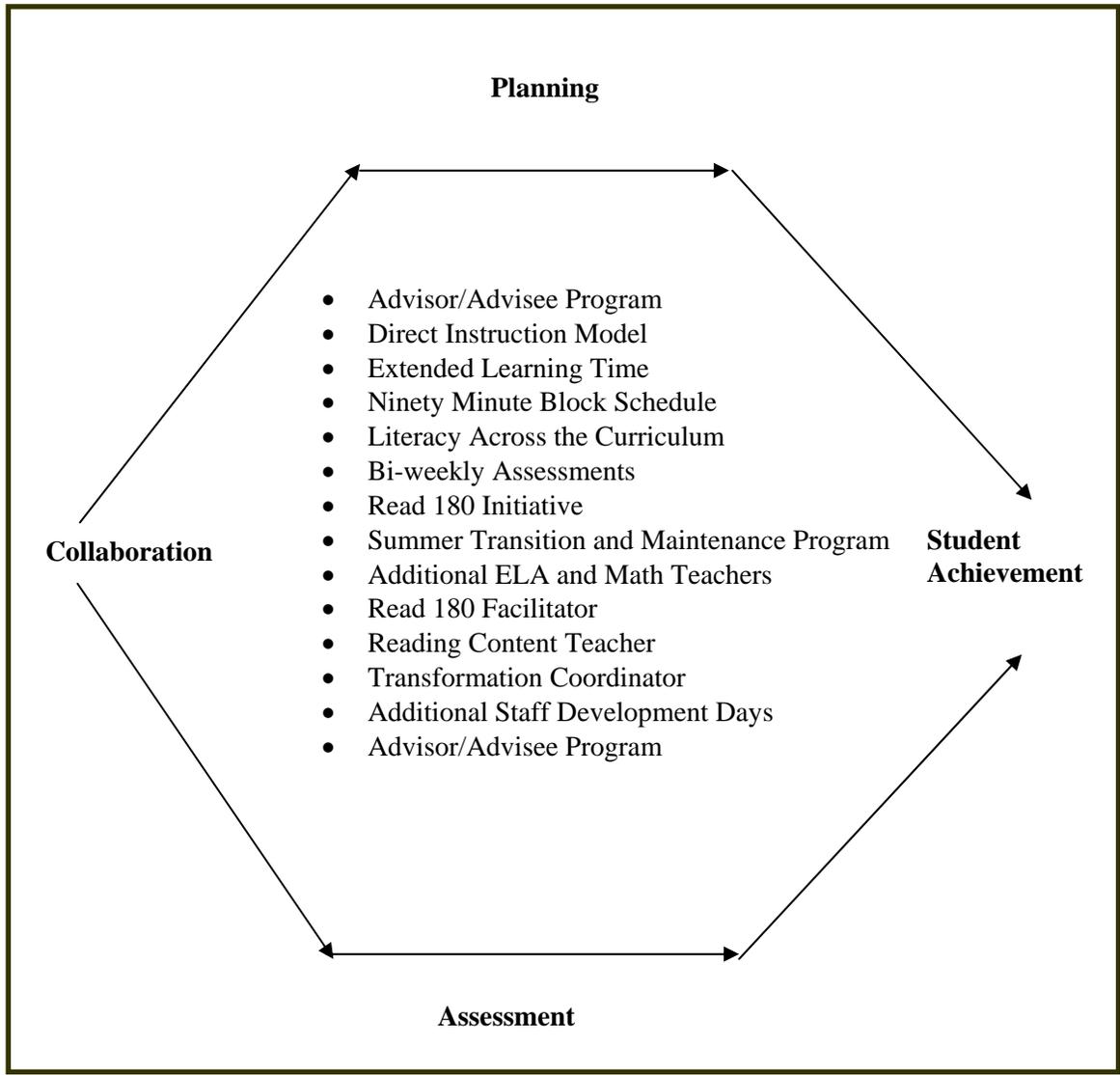


Figure 1. CAPA Transformation Model

(1) *Developing and increasing teacher and school leader effectiveness*
Required activities. The LEA must—

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

The Bamberg School District Two Board of Trustees replaced the middle school principal at Denmark-Olar Middle School for the 2010 – 2011 school year.

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

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

Are designed and developed with teacher and principal involvement

For the past three years, student performance in Denmark-Olar Middle School has been continuously low in ELA and Math. The 2008-2009 Report Card indicates that Denmark-Olar Middle School has been identified as “At-Risk” and failed to meet Adequate Yearly Progress (AYP). 55.5% of students in grades six through eight scored “Not Met” in ELA and 62.8% scored “Not Met” in Math. Despite varied programs and initiatives, no particular research-proven approach has been effective in meeting the needs of DOMS’ students.

With implementation of the CAPA model, Denmark-Olar School District’s Superintendent will meet regularly with the principal to discuss district goals, progress, and targets of the strategic plan. Principal will meet monthly with the school leadership team, teachers, faculty and staff to discuss school-wide goals, initiatives, and evaluate progress. Departmental meetings will be held monthly and grade level teams will meet

weekly to review data, assess and discuss academic progress, and develop strategies to meet school-wide and district academic goals. In addition, curriculum guides, pacing guides, support documents, blueprints, academic standards, and other curricular and support documents are reviewed.

Teachers will be evaluated using several formative and summative instruments:

- Classroom Walk-through Observations
- The Summative ADEPT Formal Evaluation of Teachers (SAFE-T) for annual contract teachers
- The Goals Based Evaluation (GBE) instrument for continuing contract teachers
- Teacher lesson plans will be reviewed weekly and feedback provided
- Data collected from PASS, MAP, TesTrakker, EOCEP, and benchmark tests

Principals will be evaluated using the following instrument:

- Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP), a summative evaluation instrument for the principal.

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

Denmark-Olar Middle School will ensure that well-defined position descriptions and expectations are shared with all faculty and staff.

Teachers, school leaders, and other support staff will receive monetary awards for documented increases in student achievement through implementation of the CAPA Model. Student achievement gains will be measured based upon standardized test data on PASS, MAP, EOCEP, and other specified instructional practices to include:

- Students scoring “Met or Exemplary” on PASS
- Students meeting Growth Targets on MAP (administered three times yearly)
- Students passing EOCEP with A’s, B’s, or C’s
- Student progress in Reading as a result of implementation of Direct Instruction (DI) Model
- Student progress in math/reading as a result of use of job embedded professional development strategies to include effective classroom strategies and instructional practices.

Other support staff will be awarded for the documented data to include the following:

- After-school tutoring
- Homework Help Center
- Remediation/Acceleration Lab reports
- MAP results
- Literacy initiatives/strategies Instructional leaders (Principal, TOSA, Asst. Principal, Instructional Coaches, and Coordinators) will

be awarded based upon results from:

- Result from State Department of Education Parent, Teacher, and Student Surveys
- Instructional leadership, effectiveness, and support as related to the PADEPP summative evaluation
- PASS, MAP, and EOC Data (as listed above)

Students will be rewarded for academic success through:

- Celebrations for successful completion of target growth
- Incentives for mastery in student achievement
- Rewards for completion of specific levels in Math/ELA

Ineffective teachers and staff will be removed in accordance with district guidelines to include the following:

- Failure to meet the guidelines of their Improvement Plan
- Failure to comply with specific guidelines outlined according to additional professional development and support
- Failure to improve student performance on local/state tests

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

State Department Personnel, District Personnel, Consultants, Teacher on Special Assignment (TOSA), and the Grants Coordinator will provide Denmark-Olar Middle School faculty and staff with on-going and sustained job-embedded professional development. Professional development is essential to ensure that effective instruction, teaching, and learning exists. Teachers will be required to attend specified professional trainings and certificate renewal hours will be awarded for each session. The CAPA professional development plan includes the following major strands:

- Literacy and Numeracy
- Instructional Strategies
- Direct Instruction (DI) Model
- Classroom Management
- Advisor/Advisee

The CAPA Teacher Professional Development stands will also be supported by:

- On-going, job-embedded professional development
- Follow-up workshops during staff development and early release days throughout the year

The proposed **Professional Development Schedule** includes the following:

Dates	Topic	Presenters
July 27	Introducing Direct Instruction To Teachers	Courtney Foster
August 23-24	Implementing DI Training	DI Consultant
September 14	Follow-up DI Training	DI Consultant
September 28	Follow-up DI Training	DI Consultant
October 12, 29	Follow-up DI Training	DI Consultant
November 9-10	Follow-up DI Training	DI Consultant
December 15	Ongoing DI Training/Evaluation	DI Consultant
January 5	Follow-up DI Model Implementation	DI Consultant
February 17-18	Evaluation DI Model	DI Consultant
March 28-29	Evaluation of DI Model Implementation Sessions	DI Consultant
April 18	DI Model- Small Group Sessions	DI Consultant
May 5-6	DI Model- Small Group Sessions	DI Consultant
June 7	DI Model Evaluation/Culminating Training	DI Consultant

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.

Denmark-Olar Middle School will ensure operational flexibility and opportunities for promotion and career growth as evidenced by the following:

- Implementation of the DI Model with fidelity

- Extended days for content teachers for professional development and planning
- Job-embedded professional development
- Training and support for teachers and administrators
- Providing sufficient materials and resources for teachers to teach effectively
- Advertising job opportunities through media outlets
- Financial incentives for teachers, support staff, and school leaders who make specified academic gains
- Partnerships with local colleges and universities in order to recruit qualified teachers
- Tuition reimbursement programs
- Induction Programs for novice teachers
- Teacher Mentorship
- Teacher Recognitions and Awards
- DI Model – Teacher mentors for novice teachers to assist in peer coaching and career growth
- **Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as—**

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

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

Denmark-Olar Middle School will restructure the school schedule from a 55 minute period to 90 minute blocks in ELA and Math classes to provide more time for focused, rigorous, standards-based instruction. All content teachers, faculty, and other specified support staff will have an extended five (5) days for intensive professional development and planning. Teachers will improve their instructional skills and knowledge through:

- On-going job-embedded professional development
- Monitoring, intensive feedback, and support from school leaders
- Opportunities to collaborate during the school day

The Direct Instruction (DI) model will be implemented with fidelity in all content classes to ensure the effective use of the 90-minute instructional time. This intervention was chosen in response to analyzing the data. The research-based DI Model will provide:

- Intensive support for teachers
- Focused instruction
- Student engagement
- Time on task

School leaders and teachers will become more knowledgeable of how to identify student needs and how to use varied approaches to meet these needs. In departmental and content teams, teachers and school leaders will review and analyze data, collaborate, and jointly planned to develop goals and strategies to improve student achievement.

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.

Bamberg School District Two is committed to continuing its hiring practice of mutual consent. A teacher is neither hired nor retained without the mutual consent of the human resource officer, principal, and superintendent. This process includes the teacher's willingness to continue to serve the students of the district, regardless of a teacher's seniority.

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

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

For the past three years, student performance in Denmark-Olar Middle School has been continuously low in ELA and Math. The 2008-2009 Report Card indicates that Denmark-Olar Middle School has been identified as “At-Risk” and failed to meet Adequate Yearly Progress (AYP). A total of 55.5% of students in grades six through eight scored “Not Met” in ELA and 62.8% scored “Not Met” in Math. Despite varied programs and initiatives, no particular research-proven approach has been effective in meeting the needs of DOMS’ students. In response to the data, all content teachers will be required to use the Direct Instruction (DI) Model with fidelity. The DI model will provide:

- Research-proven practices
- Effective use of 90-minute instructional periods
- Delivery of quality standards-based instruction
- Use of varied instructional approaches (whole group, cooperative learning)

Denmark-Olar Middle School’s (CAPA) Transformation Model will include the mandatory use of the Anderson Five Curriculum, Pacing Guides, Support documents and resources, Bloom’s Revised Taxonomy, and lessons aligned to the South Carolina Academic standards.

The core components of each intervention and the research base addressed in the CAPA Transformation Model include:

(1) Effective strategies to develop teacher and school leader effectiveness – Job-embedded Professional Development, ADEPT model, PRADEPP for school leaders, Mentors, Professional time for collaboration, Grade level, faculty, and departmental meetings, principal meetings and district level collaborative teams; **(2) Comprehensive instructional reform strategies** – Direct Instruction (DI) Model, Read 180 Intervention Program and Facilitator, Reading Content Teacher, ELA and Math teachers, Grant Coordinator, Literacy Initiatives, TOSA, Saturday Academy, Accelerated Reader, Accelerated Mathematics, Study Island, AYP Mathematics, and the Sopris West (special needs students); **(3) Increasing learning time and creating community oriented schools** 90-minute Content Block Schedule, Remediation/Enrichment/After-school programs, Summer Transition and Maintenance Program, Advisor/Advisee Program, PBIS, Community and business partnerships, student incentive programs, and Parent involvement; and **(4) Operating flexibility and ongoing technical assistance and support** – Five extended days for intensive professional development and planning, On-going, job-embedded professional development, Consultants, SCDE personnel, and District personnel

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.

Denmark-Olar Middle School will establish baseline achievement data using PASS, MAP, TesTrakker, and Benchmark Assessment data. MAP will be administered in the fall, winter, and spring. Students will receive rigorous instruction in Reading and Math based upon results of tests. Measures used to evaluate the effectiveness of CAPA Transformation Model will include:

- Aligning instruction with standards and benchmarks

- Standards-based benchmark assessments and mini-benchmarks (Quarterly, bi-weekly)
- Analyzing Via-Test data
- Remediation and acceleration of students
- Re-teaching standards
- Monitoring individual student mastery of standards and objectives
- Varied instructional strategies
- Formative, Interim, and Summative assessments

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

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

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

The Direct Instructional Model will be used in all content classes to ensure the effective use of the 90-minute instructional time and implementation of the curriculum with fidelity. Observations will be conducted by the District level personnel, Principal, TOSA, and Grant Coordinator with follow-up feedback conferences on the following:

- Use of the Direct Instruction (DI)
- Student engagement
- Instructional approaches to maximize student growth and achievement
- Use of the Anderson Five Curriculum, Pacing Guides, Support documents and resources

- Use of Bloom’s Revised Taxonomy and lessons aligned to the South Carolina Academic standards

X 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;

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

To ensure successful implementation of CAPA and its core components, Denmark-Olar Middle School will implement the following initiatives to include:

- ELA and Mathematics After-School Academy.
- Computer-based programs and interventions include: Accelerated Reader, Accelerated Mathematics, Study Island, AYP Mathematics, Sopris West, and TesTrakker
- Sopris West curriculum for special needs students
- The extension of the contract days to five additional days
- Vertical articulation among schools
- Positive Behavior Interventions and Support (PBIS)
- Advisor/Advisee program
- Reading Content Teacher
- Read 180 Intervention program and Facilitator (Grades 6 – 8)
- Summer Transition and Maintenance programs.

- Cultural and academic enrichment opportunities provided through partnerships with the area college and technical school
- Hiring additional teachers
- Hiring Grant Coordinator
- Individual and team planning periods
- Computers provided on a check-out basis for teachers, students, and parents

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.

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

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

Denmark-Olar Middle School will provide increased learning time with a block schedule that provides 90 minute periods for rigorous, standards-based instruction using the Direct Instruction Model in all content classes. Extended five days for teachers at the start of the school year will provide intensive professional development and planning. Teachers will receive structured seminars, focused, job-embedded professional development, and on-going support to improve instructional approaches based on identified student needs. Students who scored “Not Met” on PASS in ELA and/or Math will be scheduled for intensive 60 - 90 minutes of academic support and remediation designed to provide extended learning time and address academic deficiencies.

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

Denmark-Olar Middle School will maintain on-going mechanisms for parent, community, and stakeholder involvement to include:

- Open House and Registration
- Parent/Teacher Conferences
- Interim Reports to parents
- District and Community Forums, Meetings, and Workshops
- Monthly school publications (newsletters and brochures)
- Local School Marquee and Media Outlets (Newspapers/ Radio Station)
- Home/school communication
- School Improvement Council (SIC) and Parent/Teacher Association (PTA) meetings

- PowerSchool Training for Parents
- Technology training at community sites for Parents
- Advisor/Advisee Program (Parent component)
- Family Nights (ELA, Math, Science, Social Studies)
- Access to Personal Pathways and other helpful resources

Denmark-Olar Middle School will continue partnerships with community organizations, businesses, and faith-based organizations for events/initiatives to include the following:

- School Advisory Council
- Strategic Planning Teams
- Back to School Bash/Family Fun Day
- Blood Drives
- Contributions from faith-based organizations
- Academic and cultural experiences to include speakers and field trips
- “Speaker’s Bureau” to share real-world experiences and expertise
- Support in academic and nonacademic areas from community volunteers
- Incentives and Rewards for student academic achievement
- Community Service Learning Projects/Job Shadowing/Career Day

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

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

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

As a hub of the community, Denmark-Olar Middle School will maintain partnerships with faith and community-based organizations and businesses for support of district and school-wide initiatives and the CAPA Transformation Model. Information sharing, collaborative planning, support, and on-going communication among stakeholders will provide support of the CAPA Transformation model. Implementation of the Advisor/Advisee program will help to build positive relationships between students, faculty, and staff. Advisor/Advisee program will provide each student with a caring, supportive adult mentor within the school to address their social, emotional, and academic needs. Advisors will meet with their advisees once monthly on designated days to provide lessons and lead sessions to include: setting academic goals, improving communication, conflict management, bullying, study skills, and time management skills.

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

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

To improve school climate and create a clean, safe, inviting, teaching and learning environment, Denmark-Olar Middle School will implement Positive Behavior Interventions and Supports (PBIS) initiative school-wide. Expectations and guidelines of these systems will be

taught to administrators, students, faculty and staff. These systems will support a more effective school environment, teach high expectations, and provide support and positive behavior for all students. This model will also help to develop and maintain professional learning communities among staff that promotes academic achievement, positive teaching and learning, provide on-going support and professional development, and maintain collegial sharing of ideas and approaches that promote student achievement.

(4) *Providing operational flexibility and sustained support*

Required activities. The LEA must—

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

Bamberg School District Two is committed to implementing the CAPA Transformation Model with fidelity at Denmark-Olar Middle School. As a result of the operational flexibility and sustained support provided by the implementation of the CAPA Model, Denmark-Olar Middle School will complete the following:

- Implement the CAPA Transformation Model to increase student achievement
- Monitor the curriculum
- Establish schedules to increase learning time
- Provide all materials and supplies needed for full implementation of the model
- Develop partnerships with community and faith-based organizations, businesses, and civic organizations
- Hire additional teachers and staff
- Extend calendar days for intensive professional development

- Adjust and monitor budget
- Continue to provide training strategies

The superintendent will instruct the Board that the principal has the autonomy to make non-contractual decisions concerning curriculum matters that are deemed necessary.

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

Bamberg School District Two is committed to collaborate and seek support from the following state and local leadership to ensure continuation of the CAPA Transformation activities beyond grant funding in the following ways:

- Involve SDE consultants
- Involve Third party Consultants
- Involve SERVE and SEA Third party incremental evaluators
- Involve the use of SMART centers

Bamberg School District Two must ensure that technical assistance is intensive and ongoing through effective mechanisms for monitoring the quality of assistance that is provided. High quality evaluation systems and constant feedback must be reviewed continuously by Principals, Transformation Coordinator, District personnel, and Superintendent to determine the quality and progress of highly specialized assistance.

LEA: Bamberg School District Two

School: Denmark-Olar High School

Transformation Model Concept: Collaborative Assessment for Planning and Achievement (CAPA)

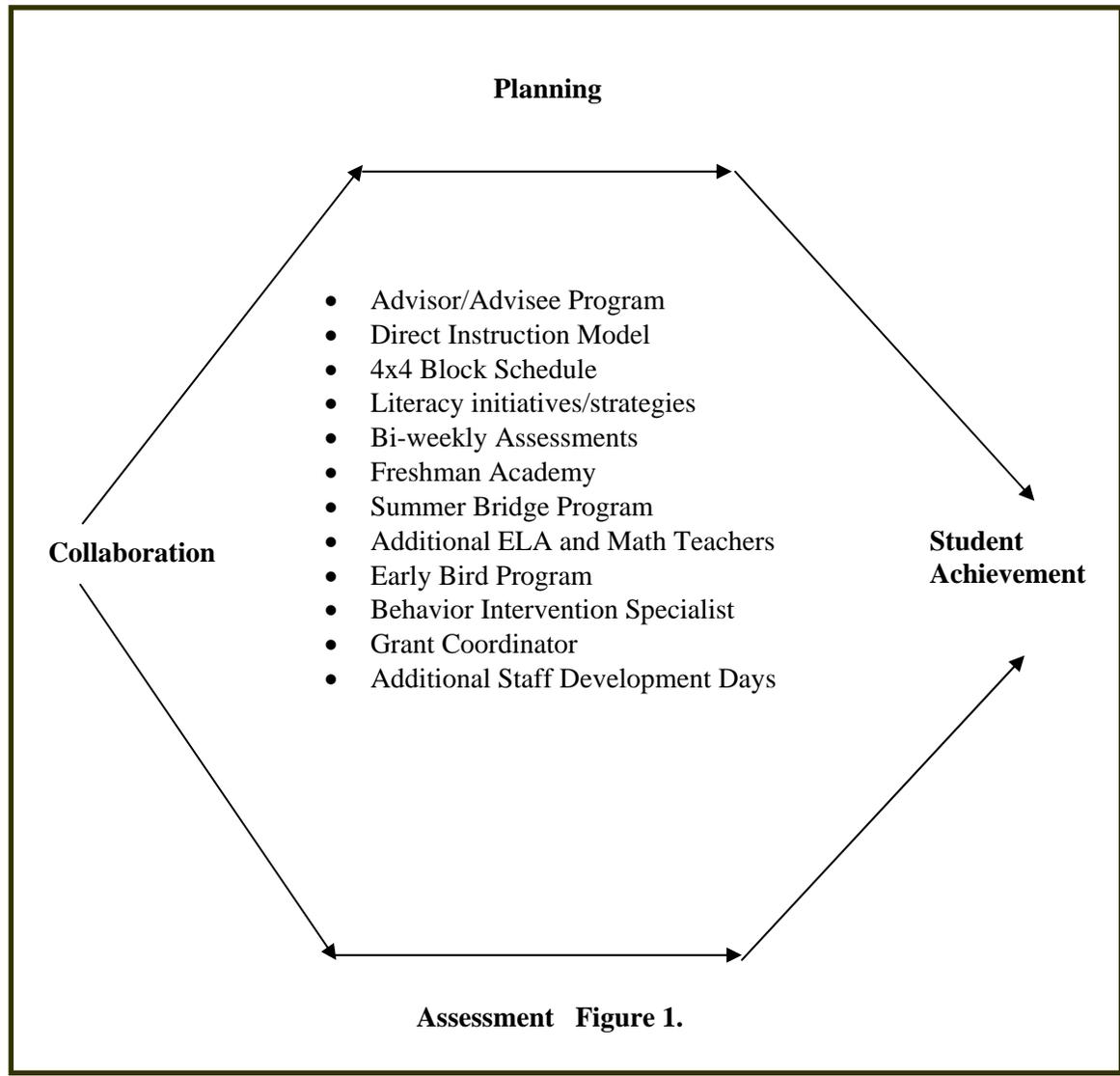
Give a *brief* summary of your transformation model.

Denmark-Olar High School's Collaborative Assessment for Planning and Achievement (CAPA) Transformation model focuses on administrators, teachers, staff, students, stakeholders, and community members working together to improve academic achievement in English and math. See Figure 1.

The CAPA model implements rigorous research-based programs that were not in place last school term. These include implementation of the following:

- Direct Instruction model(DI)
- Freshman Academy
- Early Bird Tutorial program /Summer Bridge Program
- Behavior Interventionist /Transformation Coordinator (.5)
- Additional mathematics, ELA teachers
- Advisor/Advisee program
- Five additional Professional Development days

- 90 minute 4x4 block schedule
- Common Bi-weekly student assessments and feedback analysis/Literacy initiatives/strategies.



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

(1) *Developing and increasing teacher and school leader effectiveness*
Required activities. The LEA must—

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

The high school principal resigned prior to commencement of the transformation model. A new principal was assigned to the high school by the Bamberg School District Two Board of Trustees in April 2010.

Program/Activity and Implementation Summary:

__ **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 high school's data indicates that in 2007, 66.7% of tenth graders passed two subtests of HSAP; in 2008, 64.6% passed two subtests; and in 2009, 60.9% passed two subtests. In 2007 the graduation rate was 79%; in 2008, 62.1%; and in 2009, 67.6%. In 2007, the EOCEP for English was 35.6% scored 70 or above and 83.3% scored 70 or above in math; in 2008, 25.2 % scored 70 or above in English and 71.7% scored 70 or above in math; in 2009, 26.0% scored 70 or above in English and 52.0% scored 70 or above in math. The fluctuating test data indicates a need for consistency and stabilization; therefore, a system of multiple evaluations is needed.

With implementation of the CAPA model, Denmark-Olar School District's superintendent will meet regularly with the principal to discuss district goals, progress, and targets of the strategic plan. The principal will meet monthly with the school leadership team, teachers, faculty and staff to discuss school-wide goals, initiatives, and evaluate progress. Departmental meetings will be held monthly to review data, assess and discuss academic progress, and develop strategies to meet school-wide and district academic goals. In addition, curriculum guides, pacing guides, support documents, blueprints, academic standards, and other curricular and support documents are reviewed.

Teachers will be evaluated using several formative and summative instruments:

- Classroom Walk-through Observation
- The Summative ADEPT Formal Evaluation of Teachers (SAFE-T)
- The Goals Based Evaluation (GBE) instrument for continuing contract teachers
- Data collected from HSAP, MAP, EOCEP TesTrakker, and benchmark tests
- Teacher's lesson plans aligned to standards/use of revised Bloom's Taxonomy
- Research based best practices used in classroom

- Use of job-embedded professional development/workshops.

Principals will be evaluated based upon feedback from the following instrument:

- Program for Assisting, Developing, and Evaluating Principal Performance, a summative instrument for the principal.

_____ 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:

Denmark-Olar High school will monetarily reward teachers, school leaders and other support staff members who have increased student achievement and graduation rates by implementing the CAPA Model. ELA and Math teachers will be identified based upon

- Classroom instruction
- Use of job-embedded professional development strategies
- Standardized state mandated test data (HSAP and EOCEP).

These academic gains will be based upon data collected from

- Computer-generated diagnostic test, Formative/Summative assessments, MAP
- Benchmarks tests

Other support staff members must have documented evidence from

- After school tutoring (student performance)
- Implementing Literacy initiatives/strategies for math and ELA
- Homework Help Center instruction (student performance)
- Volunteer tutoring on Saturdays for math and ELA.

School leaders(principal, TOSA, Grant Coordinator) will be rewarded based on

- Instructional leadership, allowing flexibility, allowing time to teach standards, creating climate conducive to learning, providing support
- Survey results (SCDE)
- MAP, HSAP, EOCEP results.

Students will also be rewarded for academic success with the following:

- Celebrations for successful completion of projects
- Incentives for student achievement
- Rewards for excellent performance in academics

Ineffective teachers and staff will be removed in accordance with district guidelines to include the following:

- Failure to meet the guidelines of the improvement plan
- Failure to comply with specific guidelines outlined according to additional professional development and support
- Failure to improve student performance on local/state tests.

_____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:

The CAPA teacher professional development strand will also be supported by

- On-going job-embedded profession
- Follow-up workshops during staff development and early release days throughout the year.

The proposed **Professional Development Schedule** includes the following:

Dates	Topic	Presenters
July 27	Introducing Direct Instruction To Teachers	Courtney Foster
August 23-24	Implementing DI Training	DI Consultant
September 14	Follow-up DI Training	DI Consultant
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May 5-6	DI Model- Small Group Sessions	DI Consultant
June 7	DI Model Evaluation/Culminating Training	DI Consultant

_____ 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.

The district does not offer sign-on bonuses; however, through the CAPA Transformation Grant, the district will be able to offer financial incentives to all teachers who contribute to improved student achievement and graduation rate.

The district continues to offer the following

- Tuition reimbursement programs
- Advertise job opportunities/district positive accomplishments through media outlets
- Partnerships with local colleges and universities in order to recruit qualified teachers
- Induction program for novice teachers
- Teacher mentorship

- Job-embedded professional development
- Teacher collaboration and supportive leadership.

The district will provide opportunities for teacher leadership by

- Appointing Teacher Mentors
- Appointing TOSA's
- Providing professional development through conferences, workshops, and trainings.

The district will ensure flexible working conditions by

- Providing training and support for teachers and administrators
- Giving teachers time to develop and improve their teaching craft
- Providing sufficient materials and resources
- Supporting new teachers
- Giving teachers autonomy
- Rewarding/praising teachers who make a difference encouraging others who need additional support.

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***

Denmark-Olar High School will restructure the school schedule from a 55 minute seven period schedule to a 90 minute 4x 4 block, increase professional development days by five for all teachers and staff at the start of the school year to provide intensive professional development and planning

Teachers will receive the following:

- On-going job-embedded professional development
- Monitoring, intensive feedback, and support from school leaders
- Opportunities to collaborate during the school day.

The Direct Instructional Model will be implemented with fidelity in all classes to ensure the effective use of the 90-minute instructional time. This intervention was chosen in response to analyzing the data. The research-based DI Model will provide the following:

- Intensive support for teachers
- Student engagement
- Focused instruction
- Time on task.

_____ 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.

Bamberg School District Two is committed to continuing its hiring practice of mutual consent. A teacher is neither hired nor retained without the mutual consent of the human resource officer, principal, and superintendent in addition to the teacher's willingness to continue to serve the students of the district regardless of a 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

The high school's data indicates that in 2007, 66.7% of tenth graders passed two subtests of HSAP; in 2008, 64.6% passed two subtests; and in 2009, 60.9% passed two subtests. In 2007 the graduation rate was 79%; in 2008, 62.1%; and in 2009, 67.6%. In 2007, the EOCEP for English was 35.6% scored 70 or above and 83.3% scored 70 or above in math; in 2008, 25.2 % scored 70 or above in English and 71.7% scored 70 or above in math; in 2009, 26.0% scored 70 or above in English and 52.0% scored 70 or above in math. The EOCEP data is indicative of past years.

The Direct Instructional model will be used in all content classes to ensure the effective use of the 90-minute instructional time. This intervention was chosen as a response to data. This research-based DI model will provide the following:

- Intensive support to teachers
- Ensure focused instruction
- Chunk and scaffold student instruction

- Provide differentiated instruction
- Ensure student engagement.

Professional development seminars will be linked to each major strategy to include

- Differentiated instruction
- Advisor/Advisee
- Interpreting and analyzing data
- Literacy initiatives/strategies.

The establishment of an Early Bird program will allow students who cannot stay for extended day remediation to receive remediation in ELA in the morning between the hours of seven and eight.

Other instructional programs include the following:

- Sopris West Language (special service students)
- AYP math
- The Tests for Higher Standards program (TFHS)
- USA Test Prep
- Accelerated Math
- Plato
- Apex Learning.

_____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:

Denmark-Olar High School's evaluation plan employs multiple achievement indicators:

- Students' grade reports
- HSAP, EOCEP, and PASS test scores
- Benchmark (MAP).

Data from formative, interim, and summative assessments will be used to meet the academic needs of students and provide remediation where needed. Most importantly, the effectiveness of each core component of the CAPA model will be measured by the percentage of ELA/math students scoring Level 4 on the HSAP test and A on the EOCEP. The CAPA model will also be measured by the following:

- Benchmark Test scores each quarter
- Academic improvement in math/ELA scores
- Use of pre/post test scores –MAP
- Progress of community/school relationship through surveys.

The 4x4 block schedule will allow for the following:

- Additional instructional time
- Employment of additional mathematics and English teachers
- Provide remedial class for English as Second Language (ESL) students.

Technology will be integrated in the following ways:

- Computers will be provided on a checkout basis for teachers, students to narrow the digital divide and enhance instruction
- Provide parental access to PowerSchool software at key sites
- Implementation of technology-based programs: Apex Learning, Plato, AYP Math, USA Test Prep, Accelerated Math, Tests for Higher Standards

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;

The Direct Instructional Model will be used in all content classes to ensure the effective use of the 90-minute instructional time.

Observations conducted by the Principal, TOSA, and Grant Coordinator with follow-up feedback conferences on the following:

- Use of differentiated instruction
- Student engagement to include Rigor

- Fundamental instructional approaches to include cognitive approach, cooperative learning, Discovery, Journals, scaffolding, problem based learning
- Use of Revised Bloom's Taxonomy.

_____ ***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***

The 4x4 block schedule will allow for the following:

- More instructional time
- Use of additional mathematics and English teachers
- Allow for a class for English as Second Language (ESL) students.

Technology will be integrated in the following ways:

- Computers will be provided on a checkout basis for teachers, students to narrow digital divide and enhance instruction.
- Provide parental access to PowerSchool software at key sites
- Implementation of technology-based programs: Apex Learning, Plato, AYP Math, USA Test Prep, Accelerated Math, Tests for Higher Stand

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.*

Students at Denmark-Olar have the opportunity to enroll in the dual enrollment program through our partnership with Denmark-Technical College. Students can take college level English and math courses their senior year.

Freshman Academy will be implemented at Denmark-Olar High School. The

Freshman Academy will consist of the following:

- Ninety minute blocks of English and math
- The use of four content teachers- English, math, science, and social studies
- Common planning period for content teachers.

In implementing the Summer Bridge program, Denmark-Olar High School will do the following:

- Analyze data (MAP, benchmarks, formative tests, interim reports and available PASS data)
- Identify low achieving students for summer school
- Offer academic, cultural and enrichment opportunities
- Provide weekly reports on student progress.

A two -week summer school program for HSAP remediation will provide the following:

- Academic assistance to low- performing, at-risk ELA and math students
- Differentiated instruction in ELA and math based on individual needs
- Student progress monitored by formative and diagnostic tests.

Denmark-Olar High School will increase its graduation rates through the following:

- Credit/Attendance Recovery programs
- Freshman Academy
- Use of Plato/Apex Computer programs.

An early warning system will be implemented in the ninth grade and achieved through the following:

- Attendance records
- Discipline referrals
- Course completion rates

- Credits /Course grades earned.

(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:

Denmark-Olar High School will restructure the school schedule by

- Moving from a 55 minute seven period schedule to a 90 minute 4x 4 block
- Increasing professional development days to five days for all teachers at the beginning of the school year
- Providing intensive job-embedded professional development and planning
- Implementing the Direct Instructional model that will be used in all classes to ensure the effective use of the 90-minute instructional time.

Denmark-Olar High School provides several on-going mechanisms for family and community engagement:

- Open school to the community as a family resource , computer lab available for parents

- Community forums held twice a year , State of the District Forum
- Parent/teacher conferences held every quarter, Interim reports issued every mid-quarter
- VIKINGFEST held twice a month
- Clubs and advisor/advisee meetings
- Power School training for parents
- Access to SC Personal Pathways and other helpful resources
- Monthly school publications
- Parent, student Financial aid workshop
- Parenting , Mother/Son, Father/Son, Mother/Daughter, Father/Daughter Workshops
- Technology access at community sites.

Denmark-Olar High School will continue partnerships with community organizations, colleges, businesses, and faith-based organizations for events/initiatives to include the following:

- Back-to-School Bash
- Blood Drives/ Annual Food Drives
- School Improvement Council
- Advisee/Advisor (Parent Component)
- Community Service Learning Projects

- Dogwood Festival
- On the job training (SRS)/job shadowing/Career Day
- Contributions of school supplies from faith-based organizations
- Donations to include technology from local colleges
- Local colleges provide space for school-sponsored events and activities/summer academic programs for students
- “Speaker’s Bureau” to share real world experiences/expertise
- Community volunteers.

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:

The implementation of the Advisor/Advisee program will help build a relationship between the students and teachers. The Advisor/Advisee curriculum includes lessons on ways to resolve conflicts, bullying, goal setting, communication skills, and various ways to achieve academic goals.

To improve school climate, Denmark-Olar High School will

- Make school clubs and organizations active
- Implement the Advisor/Advisee program
- Make gains on HSAP and EOCEP tests
- Continue to keep a clean and inviting school building.
- Restore mural in the main hall
- Continue to enforce the rule on harassment and bullying.

(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:

Bamberg School District Two is committed to implementing the CAPA Transformation Model with fidelity at Denmark-Olar High School. As a result of the operational flexibility and sustained support provided by the CAPA Model, Denmark-Olar High School will implement the following:

- Implement the CAPA Transformation Model to increase student achievement
- Monitor the curriculum
- Establish schedules to increase learning time
- Provide all materials and supplies needed for full implementation
- Develop partnerships with community and faith-based organizations, businesses, and civic organizations
- Hire additional teachers and staff
- Extend calendar days for intensive professional development
- Adjust and monitor budget
- Continue to provide training strategies.

The superintendent will instruct the Board that the principal has the autonomy to make non-contractual decisions concerning curriculum matters that are deemed necessary.

_____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:

Bamberg School District Two is committed to collaborate and seek support from the following state and local leadership to ensure continuation of the CAPA Transformation activities beyond grant funding in the following ways:

- Involve SDE consultants
- Involve third part consultants
- Involve SERVE and SEA third party incremental evaluators
- Involve the use of SMART centers.

Bamberg School District Two must ensure that technical assistance is intensive and on-going through effective mechanisms for monitoring the quality of assistance that is provided. High quality evaluation systems and constant feedback must be reviewed continuously by principals, grant coordinator, district personnel and superintendent to determine the quality and progress of highly specialized assistance.

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

Program/Activity and Implementation Summary:

Implementation Plan Template

Implementation Plan

2010-2013

For Denmark-Olar Middle School
In Bamberg School District Two

Intervention Model: CAPA

Need Summary (one sentence): The model involves collaborative assessment for planning and achievement for Denmark-Olar Middle School.

Action Summary (one sentence): The CAPA focuses on administrators, teachers, staff, students, stakeholders, and community members working together to improve academic achievement of students in English and mathematics.

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 2010-2013 and beyond	Direct Instruction Model- Provide faculty with ongoing professional development. Monitor use of DI model. Implement the Corrective Reading and Corrective Mathematics programs.	Instructional Reform (2)	Principal and/or designees, Teachers, Transformation Coordinator	MAP, formative assessments, benchmarks, lesson plans, classroom observation	Percentage of students scoring Exemplary on PASS for ELA and mathematics, Principal’s evaluation of implementation of DI model Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS Year 2: 15% respectively Year 3: 20% respectively
July 2010-2013 and beyond	4X4 Block Schedule- Restructure school schedule to a 90 minute block. Provide faculty with ongoing	Increasing learning time (3)	Board of Trustees, Superintendent, Principal, Guidance Counselor	Formative/summative assessments, lesson plans, classroom observation	Percentage of students scoring Exemplary on PASS for ELA and mathematics Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS

Implementation Plan Template

	professional development on time management. Teachers will collaborate and plan during the school day.				Year 2: 15% respectively Year 3: 20% respectively
July 2010-2013 and beyond	Read 180 Facilitator- A paraprofessional will be hired to work with students in the reading laboratory.	Instructional Reform (2); Operational flexibility and sustained support (4)	Board of Trustees, Superintendent, Principal	MAP data, benchmarks, PASS data	PASS and MAP data for ELA and mathematics
June 2011 June 2012 June 2013	Summer Transition and Maintenance Program- Analyze test data; identify low-performing students; provide remedial and activities.	Instructional Reform (2)	Principal, Teacher, Transformation Coordinator	Formative and summative assessments	Percentage of students scoring Exemplary on PASS, MAP data for ELA and mathematics Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS Year 2: 15% respectively Year 3: 20% respectively

Implementation Plan

2010-2013

For Denmark-Olar Middle School
In Bamberg School District Two

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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
August 2010-ongoing	Read 180 Initiative- Administer placement test; analyze data; use differentiated instruction based on data; monitor student progress.	Instructional Reform (2)	Principal, Teacher, Transformation Coordinator, Read 180 Facilitator	MAP, PASS, benchmarks	Percentage of students scoring Exemplary on PASS for ELA and mathematics Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS Year 2: 15% respectively Year 3: 20% respectively
July 2010-June 2013 and beyond	Additional Professional Development Days – Five additional days added; provide professional	Increasing teacher and school leader effectiveness (1)	Director of Curriculum, Principal, Transformation Coordinator	Teacher observations, evaluation, lesson plans formative/ summative assessments	Percentage of students scoring Exemplary on PASS for ELA and mathematics Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS Year 2: 15% respectively Year 3: 20% respectively

Implementation Plan Template

	development in English and mathematics instructional strategies				
July 2010- June 2013 and beyond	Additional ELA/mathematics teachers- Seek board approval; advertise through various media for positions; conduct interviews; hire qualified teachers.	Operational flexibility and sustained support (4)	Board of Trustees, Superintendent, Principal	Teacher observations, evaluation, lesson plans, formative/summative assessments	Percentage of students scoring Exemplary on PASS for ELA and mathematics Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS Year 2: 15% respectively Year 3: 20% respectively
July 2010- June 2013	Reading content teacher- Seek board approval; advertise through various media for position; conduct interviews; hire qualified teacher.	Instructional reform (2) and Operational flexibility and sustained support (4)	Board of Trustees, superintendent, principal,	Teacher evaluation, observation, formative and summative assessments	MAP data, percentage of students scoring Exemplary on PASS for ELA and mathematics Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS Year 2: 15% respectively Year 3: 20% respectively

Implementation Plan

2010-2013

For Denmark-Olar Middle School
In Bamberg School District Two

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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-ongoing	Advisor/Advisee- Identify advisors and gender-based advisees; for groups of ten to fifteen; assign mottos and group colors; schedule meeting times; provide instruction in building relationships and character.	Increasing learning time (3)	Principal, teachers	Attendance, retention, referrals, surveys	School climate data, formative assessments, MAP, PASS, benchmarks results

Implementation Plan Template

July 2010-ongoing	Literacy initiatives/strategies- Administer reading test to all 6-8 graders; identify students in need of remedial reading instruction; enroll students in need of remedial reading instruction	Instructional reform (2)	Principal, Teachers	Formative/ summative assessments, observations, lesson plans	Percentage of students scoring Exemplary on PASS for ELA and mathematics Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS Year 2: 15% respectively Year 3: 20% respectively
July 2010-June 2013	Bi-Weekly assessments- Assessment every two weeks; analyze data; measure student growth and achievement; adjust instruction;	Increasing teacher and school leader effectiveness (1)	Principal, Teachers, Transformation Coordinator, TOSA	Formative assessments lesson plans, observation	Percentage of students scoring Exemplary on PASS for ELA and mathematics Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS Year 2: 15% respectively Year 3: 20% respectively
July 2010-June 2013	Transformation Coordinator- Seek board approval; advertise through various media for position; conduct interviews; hire qualified coordinator.	Operational flexibility and sustained support (4)	Board of Trustees , Superintendent, Principal	Surveys and evaluations	Percentage of students scoring Exemplary on PASS for ELA and mathematics, attendance, suspension, retention rate Year 1: 10% increase in the number of students who score Exemplary in ELA and mathematics on PASS Year 2: 15% respectively Year 3: 20% respectively

Implementation Plan Template

Implementation Plan

2010-2013

For Denmark-Olar High School
In Bamberg School District Two

Intervention Model: CAPA

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Action Summary (one sentence): The CAPA focuses on administrators, teachers, staff, students, stakeholders, and community members working together to improve academic achievement of students in English and mathematics.

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 2010-2013 and beyond	Direct Instruction Model- Provide faculty with ongoing professional development. Monitor use of DI model. Implement the Corrective Reading Corrective mathematics programs.	Instructional Reform (2)	Principal and/or designees, Teachers, Transformation Coordinator	MAP, formative assessments, lesson plans, classroom observations, benchmarks	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP for ELA/mathematics, Principal’s evaluation of implementation of DI model Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP. Year 2: respectively Year 3: respectively
July 2010-2013 and beyond	4X4 Block Schedule- Restructure school schedule to a 90 minute block. Provide professional development on time management. Teachers will	Increasing learning time (3)	Board of Trustees, Superintendent, Principal, Guidance Counselor	Formative/summative assessments, lesson plans, classroom observations	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP for ELA/mathematics Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP. Year 2: respectively

Implementation Plan Template

	implement best practices and instructional strategies. Time allotted to collaborate and plan.				Year 3: respectively
August 2010-ongoing	Freshman Academy- Ninety minute block of time for English and mathematics; consist of four content teachers-English, mathematics, science, and social studies; common planning period for collaboration and planning.	Instructional Reform (2)	Principal, Teachers, Transformation Coordinator, Guidance Counselor, Behavior Intervention Specialist	Formative/summative assessments, retention, attendance data, surveys	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP for ELA /mathematics, retention rate Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP. Year 2: respectively Year 3: respectively
June 2011 June 2012 June 2013	Summer Bridge Program- Analyze data; identify at risk students; provide instruction; provide weekly progress reports.	Instructional Reform (2)	Principal, Teacher, Transformation Coordinator	Formative/summative assessments, retention rate, survey, attendance data	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP for ELA/mathematics, retention rate Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP. Year 2: respectively Year 3: respectively



Implementation Plan

2010-2013

For Denmark-Olar High School
In Bamberg School District Two

Intervention Model: CAPA

Need Summary (one sentence): The model involves collaborative assessment for planning and achievement for Denmark-Olar Middle School.

Action Summary (one sentence): The CAPA focuses on administrators, teachers, staff, students, stakeholders, and community members working together to improve academic achievement of students in English and mathematics.

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
August 2010-ongoing	Early Bird Program- Analysis of data; identify students; obtain parental consent; provide English instruction to students	Instructional Reform (2)	Principal, Teacher	Formative and summative assessments	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP for ELA/mathematics Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP. Year 2: respectively Year 3: respectively
July 2010-June 2013 and beyond	Additional Professional Development Days – Five additional days added; provide professional	Increasing teacher and school leader effectiveness (1)	Director of Curriculum, Principal, Transformation Coordinator	Observations, teacher evaluation, lesson plans, formative/summative assessments	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP for ELA/mathematics Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP.



Implementation Plan Template

	development in English and mathematics instructional strategies				Year 2: respectively Year 3: respectively
July 2010- June 2013 and beyond	Additional ELA/mathematics teachers - Seek board approval; advertise through various media for positions; conduct interviews; hire qualified teachers.	Operational flexibility and sustained support (4), Instructional reform (2)	Board of Trustees, Superintendent, Principal	Observations, evaluation, formative/summative assessments, lesson plans	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP for ELA/mathematics Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP. Year 2: respectively Year 3: respectively
July 2010- June 2013	Behavior Intervention Specialist - Seek board approval; advertise through various media for position; conduct interviews; hire qualified teacher.	Increasing learning time (3)	Board of Trustees, Superintendent, Principal,	Evaluation, dropout rate, attendance rate	Summative tests, dropout rate, attendance rate



Implementation Plan

2010-2013

For Denmark-Olar High School
In Bamberg School District Two

Intervention Model: CAPA

Need Summary (one sentence): The model involves collaborative assessment for planning and achievement for Denmark-Olar Middle School.

Action Summary (one sentence): The CAPA focuses on administrators, teachers, staff, students, stakeholders, and community members working together to improve academic achievement of students in English and mathematics.

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-ongoing	Advisor/Advisee- Identify advisors and gender-based advisees; for groups of ten to fifteen; assign mottos and group colors; schedule meeting times; provide instruction in building relationships and character.	Increasing learning time (3)	Principal, teachers	School Climate, formative and summative assessments	School climate data, formative assessments, HSAP, EOCEP results



Implementation Plan Template

August 2010-ongoing	Literacy initiatives/strategies Administer reading test to all ninth and tenth graders; identify students in need of remedial reading instruction; enroll students in need of remedial reading instruction	Instructional reform (2)	Principal, teachers	Formative and summative assessments	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP. Year 2: respectively Year 3: respectively
July 2010-June 2013 and beyond	Bi-Weekly assessments- Assessment every two weeks; analyze data; measure student growth and achievement; adjust instruction;	Increasing teacher and school leader effectiveness (1)	Principal, teachers, Transformation Coordinator	Formative assessments , student performance	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP. Year 2: respectively Year 3: respectively
July 2010-June 2013	Transformation Coordinator Seek board approval; advertise through various media for position; conduct interviews; hire qualified teacher.	Operational flexibility and sustained support (4)	Board of Trustees , Superintendent, Principal	Surveys and evaluations	Percentage of students scoring Levels 3 and 4 on HSAP, and percentage scoring 85 or above on EOCEP for ELA/mathematics, graduation rate, attendance rate, retention, referrals Year 1: 10% increase in the number of students scoring B or above on the EOCEP in ELA/mathematics; 10% scoring Level 4 on their first attempt on HSAP. Year 2: respectively Year 3: respectively

Budget Justification for Bamberg School Two

District

Budget Category	Year One	Year Two	Year Three	Total
100-hire full time administrative assistant to monitor, grant implementation for total project, complete secretarial duties, and maintain communication of the grant. (12 months)	25,000	25,000	25,000	75,000
200 Fringe	9,360	9,360	9,360	28,080
100-Provide stipends for staff to write/complete, revise and submit SIG Grant for hours/days, (Saturdays) of work beyond contract time	8,500	8,500	8,500	25,500
200 -Fringe	3,320	3,320	3,320	9,960

Budget Justification for Bamberg School Two

District

Budget Category	Year One	Year Two	Year Three	Total
400 -Supplies/materials to purchase for teachers to complete staff development specific to ELA/math. Students incentives for scoring exemplary ELA/ math	11,577	11,577	11,577	34,731
300-Provide Travel for District Director, to attend state meetings, Conferences, Workshops- State/National Conferences. Training for Admin. Asst.	7,000	7,000	7,000	21,000

Budget Justification for Bamberg School Two

District

Budget Category	Year One	Year Two	Year Three	Total
500-equipment district for maintenance of technology	12,270	12,000	12,000	36,270
600- Indirect cost District	50,000	50,000	50,000	150,000

Budget Justification for Bamberg School Two

Denmark-Olar Middle School

Budget Category	Year One	Year Two	Year Three	Total
100- Salaries- in 3 full time positions for certified teachers who will provide high quality instruction in ELA, math and reading content. Reports to bldg principal	147,254	153,254	153,254	453,762
200- Fringe benefits	50,888	53,272	53,272	157,432
100-Salary - 1 full time facilitator for Read 180 lab.	19,025	20,000	20,000	59,025
200-Fringe	7,885	8,000	8,000	23,885
100-Salaries 6 teachers for summer maintenance program that operates for 4 weeks 8:00-1:00pm 5 hrs x 4days per week	3,000	3,000	3,000	9,000
200- Fringe	660	660	660	1980
100 salary- to hire a grant coordinator to serve .5 at Denmark-Olar Middle School to ensure grant implementation	32,500	33,000	33,000	98,500
200 fringe .5 grant coordinator DOM	12,124	12,300	12,300	36,724

Budget Justification for Bamberg School Two

Denmark-Olar Middle School

Budget Category	Year One	Year Two	Year Three	Total
100-stipends/incentives for teachers who made significant increase in student achievement. @ 1000.00 per teacher estimated 15 teachers	15,000	16,000	16,000	47,000
200- fringe	2,000	2,100	2,100	6,200
300-purchase service Contractual Professional for implementing Direct Instruction @\$2,000 x 7 days plus \$1,000 x 1 day	15,000	15,000	15,000	45,000
300-to provide travel for grant coordinator, (.5), teachers, principals to attend state, national conferences, meetings, workshops and trainings, SDE meetings	10,000	10,000	10,000	30,000

Budget Justification for Bamberg School Two

Denmark-Olar Middle School

Budget Category	Year One	Year Two	Year Three	Total
100 -salary 2 part time bus drivers to transport students attending summer transition program and after school program 2 drivers x 11.25 per hr x 225 estimated hrs	5062	5062	5062	15,186
200 -fringe	598	598	598	1794
100- weekend staff for Saturday academy reading and math academic assistance 6 math/reading teachers for 20 Saturdays 8:00a.m.-1:00p.m.=5 hrs 25.00 125 x 20 sat. = 2,500 x 6 teachers	15,000	15,000	15,000	45,000
200-Fringe	3,630	3,630	3,630	10,890

Budget Justification for Bamberg School Two

Denmark-Olar Middle School

Budget Category	Year One	Year Two	Year Three	Total
100-Salary - 5 days of professional development for approximately 25 faculty and staff	25,000	25,000	25,000	75,000
200-Fringe 16714	8,500	8,500	8,500	25,500
300-Purchase services Professional development for staff to include: Implementation and evaluation of Direct Instruction Model in class to include Corrective mathematics and Corrective Reading	6,000	6,000	6,000	18,000
400- To provide supplies/materials for implementation of Direct Instruction Model; to provide workbooks for students using Corrective Reading x205 students levels A-C; Corrective Mathematics x205 students; teacher supply kits for 10 teachers	100,000	100,000	100,000	300,000

Budget Justification for Bamberg School Two

Denmark-Olar Middle School

Budget Category	Year One	Year Two	Year Three	Total
400-IV Supplies Laptops-For 50 students to maintain assignments home/school assigned for school months ELA/Math 750.00 each	37,500	37,500	37,500	112,500
400-Laptops for Instructors to maintain lesson plans/ academic strategies/ integration materials curriculum. ELA/Math 20 Laptops \$750.00 each	15,000	3,750	3,750	22,500
400-Reading materials/supplies to implement Direct Instruction Model for staff to include software, presentation, materials, computer supplies for students	5,000	5,000	5,000	15,000
Math materials for math dept to fully implement the Corrective Mathematics program implement which will include software, math manipulative, texts and lab supplies for students	5,000	5,000	5,000	15,000

Budget Justification for Bamberg School Two

Denmark-Olar Middle School

Budget Category	Year One	Year Two	Year Three	Total
500-To upgrade school's computer infrastructure to handle additional technology demands required as a result of SIG	30,000	30,000	30,000	90,000

Budget Justification for Bamberg School Two
Denmark-Olar High School

Budget Category	Year One	Year Two	Year Three	Total
100-Salaries full time positions for certified teachers who will provide high quality academic instruction in Reading, Direct Instruction and Corrective Mathematics, report to building principal	150,000	155,000	155,000	460,000
200-Fringe	69,200	75,000	75,000	219,200
100-Salary-Full time attendance specialist to monitor student attendance, make home visits, decrease dropout rate for DOH	37,622	38,122	38,122	113,866
200-Fringe	11,316	12,316	12,316	35,948
100-Salary-4 teachers for summer bridge program/freshman academy for 8 th grade students to transition into a 9 th grade. Summer hours include 8am-1pm 5hrs x 4 days per week= 120 hrs x \$25.00	3,000	3,000	3,000	9,000
200-Fringe	660	660	660	1,980

Budget Justification for Bamberg School Two

Denmark-Olar High School

Budget Category	Year One	Year Two	Year Three	Total
100-Salary- 5 days for professional development for 5 days x 200 approximately 28 teachers	28,000	28,000	28,000	84,000
200-Fringe	8910	9,000	9,000	26,910
100 – Hire grant coordinator to work .5 at DOH to ensure grant is implemented throughout the school year	32,500	33,000	33,000	98,500
200-Fringe	12,214	12,300	12,300	36,814

Budget Justification for Bamberg School Two

Denmark-Olar High School

Budget Category	Year One	Year Two	Year Three	Total
100-Stipends/incentives for teachers who made significant achievement gains per teacher Estimated 23 teachers/1 leader	15,000	16,000	16,000	47,000
300-Purchased service contractual professional development training during the school year to implement Direct Instruction Model @2,000 x7days plus 1,000x 1 day	15,000	15,000	15,000	45,000

Budget Justification for Bamberg School Two

Denmark-Olar High School

Budget Category	Year One	Year Two	Year Three	Total
100-Salary 2 part-time bus drivers to transport students attending summer Bridge program 2 drivers @ 11.25 per hour x 225 estimated hours	5062	5062	5062	15,186
200-Fringe	598	598	598	1,794
300-Purchase APEX/HSAP Test Prep Learning- a computer program designed to assist student in math/ELA. Program will increase graduation rate	14,000	14,000	14,000	42,000
300-Test for Higher Standards program designed to assist students with math/ELA skills program has direct correlation to HSAP	10,000	10,000	10,000	30,000

Budget Justification for Bamberg School Two
Denmark-Olar High School

Budget Category	Year One	Year Two	Year Three	Total
400- Materials- to include EOCEP practice manuals- math/ ELA HSAP Materials to purchase student workbooks for Corrective Reading and Corrective Mathematics, teacher kits, and materials necessary to implement Direct Instruction Model	50,000	83,316	83,317	216,633
400- materials laptops (notebooks) for 50 to maintain home/school assignments for ELA/math and to complete research assignments @ 750.00each	37,500	7,500	7,500	52,500
400-Laptops for instructors to maintain lesson plans/academic strategies/ integration of data maintain curriculum 25 laps @ 750.00	18,750	3,750	3,750	26,250
300-provide travel for .5 grant coordinator to attend meetings/SDE/conferences. Travel for teachers to attend meetings, conferences, national conferences, workshops, state meetings for principal, attendance specialist to attend workshops, meetings – SDE, conferences	10,000	10,000	10,000	30,000

Budget Justification for Bamberg School Two

Denmark-Olar High School

Budget Category	Year One	Year Two	Year Three	Total
400- ELA material/supplies to fully implement freshman academy summer/fall program to include student workbooks to implement Corrective Reading	6,147	5,000	5,000	16,147
400- math material/supplies to fully implement freshman academy summer/fall program to include student workbooks to implement Corrective Mathematics	6,147	5,000	5,000	16,147
500- equipment to provide for upgrade to school's computer in for structure to handle additional technology, demands required as a result of SIG.	30,000	30,000	30,000	90,000



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School Improvement Subgrant Application (2010–2011)

BUDGET SUMMARY

REVISED BUDGET

DENMARK-OLAR MIDDLE SCHOOL (TIER I)
DENMARK-OLAR HIGH SCHOOL (TIER II)



BUDGET SUMMARY

Name of District: Bamberg Two

This form should reflect the total application of SIG funds, including district- and school-level activities. Applicants may request between \$50,000 and \$2,000,000 per year for each Tier I and Tier II school to be served. For Tier III schools, applicants may request from \$50,000 to \$2,000,000 per school per year with the understanding that funds are may not be available. No more than 10% of each year’s awards 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	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)	566,525	446,972	582,000	449,300	582,000	535,038	1,730,525
Employee Benefits (200)	201,863	124,375	211,614	125,652	211,614	126,520	625,091
Purchased Services (300)	87,000	95,000	87,000	96,000	87,000	92,750	261,000
Supplies and Materials (400)	292,621	130,000	267,393	131,000	267,394	132,000	827,408
Capital Outlay (500)	72,270	85,000	72,270	95,000	72,270	85,000	216,810
Other (600)							
Total Direct Costs							
Indirect Costs (700)	50,000	25,000	50,000	25,000	50,000	25,000	150,000
Total	1,270,279	906,347	1,270,277	921,925	1,270,278	996,308	3,810,834



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School Improvement Grant Subgrant Application
(2010–2013)

LEA-level Expenditures Budget summary form

LEA-level Expenditures (District) Budget Summary for Bamberg Two

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	<u>Total Requested</u>
Salaries/Stipends (100)	33,500	60,000	33,500	60,000	33,500	60,000	100,500
Employee Benefits (200)	12,680	15,933	12,680	15,933	12,680	15,933	38,040
Purchased Services (300)	7,000	10,000	7,000	10,000	7,000	10,000	21,000
Supplies and Materials (400)	11,577	15,000	11,577	15,000	11,577	15,000	34,731
Capital Outlay (500)	12,270	50,000	12,270	50,000	12,270	50,000	36,810
Other (600) Indirect							
Total Direct Costs							
Indirect Costs (700)	50,000	25,000	50,000	25,000	50,000	25,000	150,000
Total	127,027	175,933	127,027	175,933	127,027	175,933	381,081



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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 Bamberg Two

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 Denmark-Olar Middle I	571,626	291,451	571,626	295,219	571,626	298,075	1,714,878
Name of School #2 to be Served and Tier Denmark-Olar High II	571,626	438,963	571,624	440,800	571,625	441,550	1,714,875
Name of School #3 to be Served and Tier							
Name of School #4 to be Served and Tier							
Indirect Costs (700)							
Total	1,143,252	730,414	1,143,250	736,019	1,143,251	739,625	3,429,753



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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: Denmark-Olar Middle School

Name of District: Bamberg Two

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)	261,841	153,222	270,316	154,000	270,316	154,238	802,473
Employee Benefits (200)	86,285	43,229	89,060	44,219	89,060	44,837	264,405
Purchased Services (300)	31,000	15,000	31,000	15,000	31,000	15,000	93,000
Supplies and Materials (400)	162,500	65,000	151,250	66,000	151,250	67,000	465,000
Capital Outlay (500)	30,000	15,000	30,000	15,000	30,000	15,000	90,000
Other (600)							
Total Direct Costs							
Indirect Costs (700)							
Total	571,626	291,451	571,626	295,219	571,626	296,075	1,714,878



School-level Budget Summary Form

Name of School _Denmark-Olar High School Name of District _Bamberg Two

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)	271,184	233,750	278,184	235,300	278,184	235,800	827,552
Employee Benefits (200)	102,898	65,213	109,874	149,698	109,874	126,898	322,646
Purchased Services (300)	49,000	70,000	49,000	70,000	49,000	70,000	147,000
Supplies and Materials (400)	118,544	50,000	104,566	50,000	104,567	50,000	327,677
Capital Outlay (500)	30,000	20,000	30,000	30,000	30,000	20,000	90,000
Other (600)							
Total Direct Costs							
Indirect Costs (700)							
Total	571,626	438,963	571,624	440,800	571,625	441,550	1,714,875