

Transformation Model Template

LEA: Clarendon School District One

School: Scott's Branch High

Transformation Model Concept: *Community of Learners*

Give a *brief* summary of your transformation model.

The essential aspect of Clarendon School District One's Transformation Model is creating a dynamic educational environment that supports students in their academic and career goals. The SIG plan for the target school actively engages students, parents, community-based organizations, and businesses in shaping a vibrant school community. During the SIG project, Scott's Branch High will undertake the following activities: expanding learning time and course offering, staggering programs and scheduling, offering job embedded professional development, fostering greater family and community engagement, utilizing systematic data analysis, and increasing autonomy. The project is a scientifically- based approach to school reform that: 1) Provides high-quality and continuous administrator, teacher and staff professional development and training; (2). Includes measurable goals for student academic achievement and establishes benchmarks for meeting those goals; (3). Provides support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts;(4). Provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities; (5). Uses high-quality external technical support and assistance from several entities that have experience and expertise in school wide reform and improvement, which may include institutions of higher education; and (6) Includes a plan for the annual evaluation of the implementation of the project and the student results achieved.

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

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

Required activities. The LEA must—

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

Program/Activity and Implementation Summary: The current principal, who is a working retiree, will be replaced by June 30, 2011.

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

Short-term:

- A new principal, who is fully committed to the school transformation process, will be hired and in place at the beginning of the 2011-2012 school year.

Intermediate:

- The new school leadership will demonstrate strong advocacy of the school transformation processes underway
- Each year, there will be improvement in school climate indicators, evidence of community involvement and support, teacher performance and retention, student achievement, and a decrease in student drop-out rates. Annual goals for students are specified in the proposal narrative, section 4.

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: An inclusive process involving teachers, administrators, and community stakeholders, will be implemented during grant Year 1 to select and develop new systems for teacher and administrator evaluation. The teacher evaluation system will include measurable student outcomes and a more clearly defined set of teaching practices as determining factors for professional development, rewards, and rehiring decisions. Likewise, the administrator evaluation process will be modified to include goals for staff performance and measurable student achievement indicators. The new evaluation systems will build on successful efforts like the **Tennessee Comprehensive Evaluation System** and *Denver's ProcCom* system. They will be grounded in standards-based evaluation of practices, evidence of student learning, and teachers' contributions to student learning success. Data for evaluations and evaluative decision-making will be clearly identified.

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

Short-term (Year 1):

- By the end of Year 1, the new teacher and administrator evaluation systems will be adopted
- Teachers and administrators will have a clear understanding of the new evaluation processes and criteria

Intermediate:

- The new evaluation systems for teachers and administrators will be fully implemented in Year 2
- Beginning in Year 2, teacher and administrator evaluation processes will be used as a basis for professional development, personnel and compensation decisions
- Each year, there will be an improvement in the implementation of the teacher and administrator performance standards as measured by classroom observations, an annual survey of teachers, and school climate indicators

___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:

Accompanying the evaluations will be the opportunity for all staff members to earn up to a 10% bonus, based on measurements of both the individual employee and school-wide performance. Specific components will include: teacher attendance, student attendance, student passing grades, discipline referrals, participation in staff development, and implementation of professional development interventions, parent contacts, and attendance at parent events, anonymous student and parent satisfaction surveys. Other measurements will include HSAP scores, End-of- Course Exams scores, PASS results (for uprising ninth graders), and quarterly benchmarks results. The evaluation criteria and decision-making process for determination of bonus will be transparent and well-known.

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

Short-term:

- Performance pay component of the evaluation system will be implemented in Year 2.
- Teachers and administrators will understand the criteria and process for bonus decisions.

Intermediate:

- The bonus system will be generally perceived by school staff and other stakeholders to reward high-quality performance
- The bonus system will encourage high-quality performance individually without sacrificing teamwork and cooperation

___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: CSD1 will work with external providers throughout the year to facilitate ongoing professional development with administrators, assistant principal, specialists, and Dean of Students to develop highly functioning Professional Learning Communities (PLC's). CSD1 will hire a Dean of Students to support the instructional team. The personnel for this position will be responsible for a plethora of duties; mainly the following: observations of classes and presentations of lessons, pre and post conferences regarding classroom management and instructional practices; coordination of the extended learning programs (Twilight, Saturday, and summer course recovery and enrichment); data management and testing. SBHS will benefit from the services of a **full-time literacy specialist, a full-time math specialist, and a technology integration coach**. These specialists will spend half of their time providing in-class coaching services for teachers and half of their time providing targeted intervention services for students needing additional support to meet and exceed core content standards. In-class coaching services will target assistance with implementation of district's adopted reading materials, formative assessments and use of assessment data, literacy strategies, writing strategies, and math strategies. Finally, high-quality, job-embedded professional development for all staff will include the following:

- Writing to Win
- Continuous Improvement Model
- Breaking Rank II
- Technology Integration

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

Short-term (Project Year 1):

- A Dean of Students will be hired
- Data management and benchmarking systems will be purchased and implemented
- Professional development providers will be identified and programs begun
- Full-time literacy and math coach/specialists and technology integration coach will be in place

Intermediate:

- Observations of teachers in all subjects will demonstrate increasing implementation of best practices, particularly with regard to literacy and math skill development.
- The Dean of Students will provide student performance data to teachers, and will provide assistance to teachers in effective use of data to improve learning outcomes
- The literacy and math coach/specialists will provide effective support to classroom teachers, improving measures of teacher effectiveness, particularly in working with struggling students.

- Targeted interventions by the literacy and math coach/specialists will result in improvements in the performance, achievement and retention of struggling students.
- Teachers will indicate that their high-quality, job-embedded professional development is helping them to teach more effectively.

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:

- Executive Director, Assistant Superintendent and site principal will be responsible for evaluating and removing staff who have not increased student achievement. Executive Director and Assistant Superintendent will be responsible for principal's evaluation. Determination of student growth will include scores from all state assessments.
- All staff at transformation site will receive a laptop to use for data management, instructional planning, and classroom instruction.
- District leadership, with teacher and principal input, will develop a partial menu of incentives for Year 1 for staff who improve student achievement and staff attendance (by 10/11).
- Partnership with the Grand Canyon University for the implementation of a teacher fellows program. The program, **Gentleman Aspiring to Become an Educator (G.A.B.E.)**, will be housed at the local high school to ensure seamless collaboration.

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

Short-term (Year 1)

- Staff will receive a laptop computer and training in use of the machine for data management, instructional planning, and classroom instruction
- Menu of staff incentives will be well-understood by staff
- A teacher fellows program, **Gentleman Aspiring to Become An Educator (G.A.B.E.)**, will be implemented

Intermediate

- Student achievement will be a factor in professional development, promotion, personnel, and compensation decisions for teachers and administrators at the school.
- Staff incentives and the decisions about how they are awarded will be perceived to be fair and transparent
- Clear criteria and evaluations of poor teacher and administrator performance will be in place. By Year 2, they will be used as a basis for removing staff who fail to teach effectively.

- Teacher morale will reflect a positive, results-focused school environment, including survey results as well as recruitment and retention statistics.

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: CSD1 is committed to **ensuring that 100% of teachers in our persistently low-performing school are effective.** To do so, we will work with the South Carolina Department of Education and the external evaluators to define standards of effectiveness, and an evaluation system that is fair and reliable and includes student growth as a factor. A number of strategic partnerships with higher education, non-profit organizations and university researchers will bolster the areas of capacity where CSD1 has identified weaknesses.

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

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

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

Program/Activity and Implementation Summary: CSD1 will have completed a common core curriculum guide with scope and sequence in English language arts and mathematics for grades 7-12 by the beginning of the 2011-12 school year. This curriculum guide (to be fully aligned to South Carolina Academic Standards) will be implemented in all classrooms with implementation monitored by the site principal and the instructional personnel of the SGI project.

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

- Improved student achievement
- Improved Classroom Pedagogy and Methodology

Intermediate Outcomes: Improvements in student performance are central to SBHS' overarching goal. Formative and summative assessments will be conducted quarterly and annually. To determine how students are mastering the curriculum. The resulting data will be used to make informed instructional decisions, provide meaningful feedback to students and teachers, and focus professional development workshops. The data will include a variety of accepted indicators of performance (e.g., retention, attendance, course credits, grade point averages, state test scores, graduation rates, enrollment in institutions of higher education), portfolios, anecdotal data from teachers and feedback from students. Other activities include:

- Ongoing cycle of inquiry approach facilitated by change agents from Continuous Improvement Model, Pee Dee Coastal S²MART Center, the Center for Science Excellence at the University of South Carolina, and Office of Program Evaluation (OPE) at the University of South Carolina, or independent evaluator.
- Laptops for all teachers to promote use of data.
- Development and implementation of Common Interim Assessments in ELA and math.
- Weekly review of student work/data during teacher collaboration time.
- Use of student data through coaching and training provided through Strategic Literacy Initiative/Reading Apprenticeship program.

 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: The teaching staff's Professional Learning Community groups will meet regularly to review student progress data and to discuss the learning needs of individual students and, in consultation with the Dean of Students and the coach/specialists, will develop specific plans and strategies to support improved student performance and achievement. A portion of the SIG-funded external evaluator's responsibilities will be to evaluate the development and functioning of the PLC's, and periodically, to provide feedback and recommendations for improvement.

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

Short-term:

- Teachers will form Professional Learning Community groups, and these will begin to meet regularly
- The Dean of Students and coach/specialists will work with PLC's to help them understand and use available student learning data
- PLC's will select, develop, and employ strategies for addressing identified learning needs of individual students.

Medium-term:

- Individual students' performance will improve based on the PLC-developed strategies
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- *Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—*

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

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

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

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

In secondary schools—

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

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

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

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

Program/Activity and Implementation Summary- SBHS will operate after school programs and a one-week summer transition program to extend learning opportunities for students through **University Instructors**. The academic component of the program will be strengthened by closer coordination with school day instruction and integration with the RtI framework. Students will be placed in after school instructional groupings based on their assessed needs and instruction will be standards-based. After school program instructional staff will receive additional training provided by the literacy and math coaches. They will also participate in collaboration and planning sessions with teachers at least twice each month.

- **Extended Year-Summer Program** – A **summer program** will be offered for 20 days of the summer (full day; 9:30am-3:30pm) for

students who are scoring below standard on any state assessment test. The summer program will focus on core academic instruction using fully qualified certificated classroom teachers and integrating standards-based materials, the use of technology and project-based learning.

- **Integration of Technology** – To further promote high quality, motivational instruction, a variety of new media instructional tools will be purchased. These will include computers (for labs and classrooms), Conference units, digital cameras and scanners, in addition to the teachers laptops mentioned earlier. Training will be provided to help teachers use the new technology in instruction, and the use of the new media instructional tools will be integrated throughout the coaching process.
- **WestEd Strategic Literacy Initiative/Reading Apprenticeship Program-** will be implemented with middle and ninth grade students by Year 2.

Science, Technology, Engineering, Arts, and Math (S.T.E.A.M.) rigorous course offerings will be added to the curriculum. These courses and sequence will include: sixth-grade-Pre-Algebra, seventh-grade- Algebra, and eighth-grade- Algebra I. Thus, the high school sequence for secondary students will be: Geometry, Algebra 2, Trigonometry / Pre-Calculus, Calculus / AP Calculus / AP Statistics. In addition, twenty rising ninth graders will participate in a two-week integrative summer institute at USC. Also, throughout the year, approximately fifty math and science students will be mentored via virtual and face-to face contact by USC’s science and math students.

- **Comprehensive Behavioral Health Services** – Providing a safe and productive learning environment is important, as is removing the barriers that prevent students from being able to focus on learning. The Learning Support Professional (social worker and an additional counselor) will help with this by providing behavioral counseling and access to social services; however, our students also have many physical and behavioral health needs that are beyond the scope of the Learning Support Professional. To help with these needs, a **mental health services contract** will be developed with a local agency to provide on- site mental health services for students who’ve experienced trauma, domestic violence, or any other conditions that prevent them from focusing on learning.

Common Core Curriculum with Scope and Sequence – C S D 1 will have completed a common core curriculum guide with scope and sequence in English language arts and mathematics for grades 7-12 by the beginning of the 2011-12 school year. This curriculum guide (to be fully aligned to South Carolina Academic Standards) will be implemented in all classrooms with implementation monitored by the site principal and the instructional personnel of the SGI project.

Common Interim Assessments – CSD1 will develop common interim assessments in ELA and math to assess students’ standards-based performance every 9 weeks throughout the school year. Teachers will be trained in the administration of these assessments and the use of data generated by the assessments to provide differentiated instruction and determine student need for intervention services.

College/Post-Secondary Counselor – At the secondary level students often find it difficult to see the connection between the academic courses they take and post- secondary opportunities and career choices. A College/Post-Secondary Counselor will work with students to develop

college and career goals and identify the academic hurdles that need to be overcome to achieve those goals. Will also coordinate middle school transition program for rising high school students.

Creating a College-Going Culture in all Secondary Schools: All secondary schools will focus on effective implementation of **A.V.I.D (Advancement Via Individual Determination)**, a research-confirmed program designed to help students in the middle prepare for and succeed in colleges and universities by committing themselves to improvement and preparation for post-secondary learning (A.V.I.D is a rigorous program of instruction in academic “survival skills” and college level entry skills, such as teaching students how to study, read for content, take notes, and manage time).

Outcomes (short-term and intermediate) for this component

(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: Extended Day – SHBS will be extending the school day by a full period extending student dismissal to 3:30 pm. This extension will be accomplished by providing teacher planning, collaboration, and professional development time during the school day (release time provided by specialist teachers). It will also afford the school an opportunity to implement an advisor-advisee initiative twice weekly. Increased learning time will also consist of three two hour afterschool sessions per week per class. The specific classes to receive extended time are as follows:

- English I-IV
- Algebra I & II
- Biology
- Physical Science
- US History/ Government
- Geometry

Another opportunity for increased learning will be offered through virtual classes. Students will have opportunities to take a course for recovery if they are behind.

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

Short-term:

- Extended day classes will be implemented in Year 1
- Student time on task increases by 220 minutes per week
- Students will receive information about available virtual classes.
- Advisor-Advisee initiative implemented in Year 1

A systemic approach to removing barriers to learning will be developed that will ultimately:

- enhance instruction to enable learning
- support key transitions
- increase home and school connections
- increase community involvement in aligning school and non-school-based services
- facilitate student and family access to services and special assistance

Intermediate :

- Additional planning, collaboration, and professional development time results in increased implementation of curriculum and pedagogical best practices, contact with parents, and targeted support for specific students
- Increased time on task will result in improved average scores on EOCEP tests.
- Decreasing drop-out rate
- Increasing numbers of students applying to college.
- Personalized learning plans and portfolios for which both students and the system are held accountable
- Early identification of student interest in high-need, critical shortage career areas and foster student growth in that area by supporting developmentally appropriate relationships between the student, postsecondary institutions, and practitioners
- Increased focus on exploring academic and career interests and become the student's source of reflection about his/her educational progress as he/she plans and prepares for a transition to further learning and work
- More accumulated credits towards the diploma outside the constraints of traditional building-based schedules and locations, including opportunities to earn college credit while in high school, to pursue projects in areas of specialization, and to apply knowledge and skills through internships with business and community partners

___x___ Provide ongoing mechanisms for family and community engagement.

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 Parent Liaison will work with the district's parenting coordinator to develop a Parent Resource Center and provide a full suite of parent programs and services at the school, including workshops, trainings, and resources to empower parents to be leaders and active partners in their school and their children's education, and direct services and or referrals to services (e.g. job training/search, mental health services, legal services). Computers will be available for parents to use in the Parent Resource Center.

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

Short-term:

- Parent Liaison and District Parenting Coordinator will develop plans to enhance and extend parent programs and services (Year 1)
- Increase in parental interest in and appreciation for education, teachers, and learning
- Improved students' attitudes about school and about their teachers
- Improved parents' respect for the role of teachers and for the impact they have on children

Intermediate:

- Enhanced and extended parent programs and services will be fully implemented in Year 2
- Each year, there will be a 10% overall increase in use of parent programs and services
- Renewed interest in learning, both for parents and themselves and for their children.
- Increase in the number of active volunteers
- Improved attendance patterns
- Enhanced self-esteem of students
- Decrease in the number of discipline referrals

(4) *Providing operational flexibility and sustained support*

Required activities. The LEA must—

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

Program/Activity and Implementation Summary: Careful attention to principal support, mentorship and evaluation is a key component of the CSD1 district reorganization to support the lowest performing schools. The Superintendent, Assistant Superintendent, and other area-level administrators will be trained in cutting-edge supervision practices so principals will have clearly defined performance objectives, regular and specific feedback, and mentoring where necessary.

- An advisory board will be established. This group will be comprised of ten members who will provide general oversight and guidance. This board will work closely with the Executive Director and external evaluator to ensure that implementation is carefully monitored and evaluated, and that results are regularly reported to Superintendent and Board of Trustees.
- The principal will be given flexibility to request reasonable amendments to the grant.
- Principal will be given flexibility to establish community service projects during the day and summer months.
- Principal will be given flexibility to plan an educational retreat in lieu of regular staff development activity after school.
- Principal will be given flexibility to select and purchase technology based on the needs of the school.

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

Short-term:

- School and district administrators will participate in professional development to hone cutting-edge supervision practices
- Principal will have clearly defined performance objectives, and the district will grant flexibility to the administrator to meet performance objectives

Intermediate:

- The school will use its flexibility by making adjustments to mandated programs, including replacing programs that fail to perform and introducing new approaches as needed. District administrators and the School Board will demonstrate support for the principal's use of flexible mandate.

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

Intervention Model: Community of Learners

Need Summary (one sentence): Stagnated test results, coupled with a declining enrollment are indicative of the need for a comprehensive school transformation model that will improve teacher pedagogy and methodology and attract a more diverse student population.

Action Item: Scott's Branch High School will expand course offerings and learning opportunities for students that will result in becoming a community-oriented secondary school.

Start Date End Date	Year And Quarter	Program Task/ Activity	Core Component	Persons/ Agency Responsible	Data to Be Collected	Performance Measure
July 2011- July 2012	Year 1 Quarters 2; 4	Develop a rubric and craft procedures for giving staff and student rewards. Rewards will be based on increased student achievement, staff attendance, student attendance, graduation rate, and improved student behavior.	Governance and Leadership	SIG Leadership Team Superintendent Assistant Superintendent SIG Executive Director	Rubrics for teachers and student incentives	Improved teaching practices as evident on formal and informal evaluations
July 2011- July 2012	Year 1 Quarter 1	Conduct a mentoring training program for teaching candidates prior to assigning them to a school.	Assessing and Building Professional Capacity	External Provider Assistant Superintendent SIG Executive Director	Course enrollment Agendas Reflective Logs Professional Development Offerings Semi-annual formal evaluations	Number of courses successfully completed by the teaching candidates
July 2011- July 2012	Year 1 Quarters 1- 4	Provide ongoing professional development for teachers and staff on integration of technology and electronic software.	Assessing and Building Professional Capacity	SIG Leadership Team SIG Executive Director Principal Dean of Students	Professional Development Logs Reflective Logs Notes and Attendance Rosters	Technology integration in curriculum and use of authentic, project-based learning strategies
July 2011- July 2012	Year 1 Quarters 1- 4	Provide on-going coaching and mentoring to teachers that will enable them to use data to guide teaching practices, and learn how to integrate technology into the curriculum.	Assessing and Building Professional Capacity	SIG Leadership Team SIG Executive Director Principal Dean of Students Technology Specialist	Professional Development Logs Mentor Logs Pre and Post Conference Forms Reflective Logs Assessment Data Observation Notes	Reflective teaching practices and increase collaborative planning as evident by formal and informal evaluations.

Start Date End Date	Year And Quarter	Program Task/ Activity	Core Component	Persons/ Agency Responsible	Data to Be Collected	Performance Measure
July 2011- July 2012	Year 1 Quarters 1-4	Provide coaching, demonstration lessons, and observations to teachers to promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction.	Assessing and Building Professional Capacity	SIG Leadership Team Literacy and Math Specialists	Coaching Reports Teacher Portfolios Formal and Informal Evaluations Walkthroughs Observations	Increased Staff Opportunities for extended learning time and professional development
July 2011- July 2012	Year 1 Quarters 1 and 4	Provide job-embedded professional development that includes a one- week summer institute on the following workshops: <ul style="list-style-type: none"> • <i>Writing to Win</i> • <i>Math and Science Partnerships</i> • <i>Continuous Improvement Model (quarter 4)</i> 	Assessing and Building Professional Capacity	SIG Leadership Team External Providers Assistant Superintendent Executive Director Dean of Students Principal	Workshop agendas Contractual Agreements Reflective Logs Teacher Portfolios Formal and Informal Evaluations Walkthroughs Observations	Increased professional development opportunities for teachers and appropriate follow-up support
July 2011- July 2012	Year 1 Quarter 1	Hire all project personnel: <ul style="list-style-type: none"> • Math Specialist • Literacy Specialist • Technology Integration Coach • RTI's interventionists • Dean of Students • .5 Social Worker • Teacher Fellows • Behavioral and Special Education Interventionists 	Leadership and Governance	Assistant Superintendent Executive Director Principal	Contracts Interview Rubrics Job Announcements	Increased professional capacity of teachers; reduced drop-out rate, and improved student achievement

Start Date End Date	Year And Quarter	Program Task/ Activity	Core Component	Persons/ Agency Responsible	Data to Be Collected	Performance Measure
July 2011- July 2012	Year 1 Quarters 1- 4	Structure teacher collaboration time during, before, and after contractual hours so that they can engage in professional learning communities.	Assessing and Building Professional Capacity	SIG Leadership Team External Providers School Principal Dean of Students Executive Director Math, Technology, and Literacy Specialists	Professional Development Logs Mentor Logs Pre and Post Conference Forms Reflective Logs	Increased job- embedded professional development
July 2011- July 2012	Year 1 Quarters 2- 4	Increase student learning time through extended day activities, Saturday schools, and summer sessions.	Instructional Guidance	SIG Leadership Team External Providers School Principal Dean of Students Executive Director Math, Technology, and Literacy Specialists	Report Cards- Students and School Surveys from students and teachers Formative and Summative Assessment Data	Extension of school day and school year
July 2011- July 2012	Year 1 Quarter 1	Implement one - day training and planning session for teachers and support staff in understanding, planning, and supporting the various components of the approved local transformation model.	Assessing and Building Professional Capacity	SIG Leadership Team Executive Director Superintendent School Principal Dean of Students	Workshop agendas Minutes Agendas Personal and Class Goals Mission Statements	Increased job- embedded professional development and leadership skills.
July 2011- July 2012	Year 1 Quarters 1- 4	Implement a school-wide “response to intervention (RTi)” model to benefit all students, including those who are eligible for or receive Special Education services.	Instructional Guidance	SIG Leadership Team External Providers Assistant Superintendent Executive Director Dean of Students Principal	Report Cards Students and Teachers Surveys Formative and Summative Assessment Data	Differentiated Instructional practices and personalized learning opportunities for all students

Start Date End Date	Year And Quarter	Program Task/ Activity	Core Component	Persons/ Agency Responsible	Data to Be Collected	Performance Measure
July 2011- July 2012	Year 1 Quarters 1- 4	Offer students opportunities to enroll in advanced coursework, dual enrollment and early college courses during and after school.	Instructional Guidance	Executive Director Principal Dean of Students Counselor Career Specialist	Course Syllabi Student Enrollment Student and Course Grades	Reduced retention and dropout rates
July 2011- July 2012	Year 1 Quarters 2- 4	Increase student learning time and additional course offerings through "Twilight School," credit recovery, dual enrollment classes and college readiness courses.	Instructional Guidance	Executive Director Principal Dean of Students Counselor	Course Syllabi Student Enrollment Student and Course Grades	Improved academic performance and post-secondary and career readiness
July 2011- July 2012	Year 1 Quarter 4	Implement Bridge Academy, a one-week summer transitional program, for rising ninth grade students.	Instructional Guidance	Principal SIG Leadership Team Executive Director Guidance Counselors	Student Portfolios Report Cards Discipline Records Attendance Records	Improved academic readiness for middle and secondary transitions
July 2011- July 2012	Year 1 Quarters 1- 4	Offer "Quarterly Career Symposium" for all seventh through twelfth grade students	Instructional Guidance	Principal Executive Director Guidance Counselors Career and Behavioral Specialists Dean of Students	Participation Records Student Portfolios Retention Records IGP's	Improved academic performance and post-secondary and career readiness
July 2011- July 2012	Year 1 Quarters 1- 4	Develop and offer a S.T.E.A.M. cluster of course offerings for students.	Instructional Guidance	Principal Executive Director Guidance Counselors Assistant Superintendent	Course Syllabi Student Enrollment	Increased number of students enrolled in science, math, technology, fine arts, and engineer courses.
July 2011- July 2012	Year 1 Quarters 1	Implement the advisor-advisee program for all students.	Instructional Guidance	Principal Dean of Students Guidance Counselor	Students' portfolios	Improved school climate.

Start Date End Date	Year And Quarter	Program Task/ Activity	Core Component	Persons/ Agency Responsible	Data to Be Collected	Performance Measure
July 2011- July 2012	Year 1 Quarters 2- 4	Partner with community based organizations and other external providers to offer parent workshops and training in parental and community engagement.	Parent and Community Engagement	Parent Liaison Principal Social Worker Behavioral Specialist	Record of meetings and tracking of parent attendance and involvement	Increased parent involvement
July 2011- July 2012	Year 1 Quarter 4	Partner with the National Network of Partnership Schools to implement Joyce Epstein's Six Frameworks for Parental Involvement.	Parent and Community Engagement	Parent Liaison Principal Social Worker Behavioral Specialist	Minutes and agendas of parenting meetings and workshops Revised Parental Involvement Policy	Increased parent involvement through the implementation of the Epstein's Model
July 2011- July 2012	Year 1 Quarter 2	Establish a parenting center at the school level or within the district that is easily accessible to parents. Center will offer adult education, job readiness, and technology and self-help classes.	Parent and Community Engagement	Parent Liaison Principal Social Worker Behavioral Specialist	Minutes and agendas of parenting meetings and workshops Course Offerings Newsletters and other forms of communication	Improved parent involvement through the increased accessibility and availability of resources and services
July 2011- July 2012	Year 1 Quarter 1	Purchase instructional materials and technology to support core content areas, including materials for dual enrollment and S.T.E.A.M.	Assessing and Building Professional Capacity	Principal SIG Leadership Team Executive Director Specialists Assistant Superintendent	Invoices and Purchase Orders Inventory of Equipment and Tracking Record	Improved instructional practices and increased student achievement
July 2011- July 2012	Year 1 Quarters 2- 4	Implement behavioral and academic interventions for all students in grades 7-12 which includes a mentoring component to be implemented by the teacher fellows.	Instructional Guidance	Executive Director Guidance Counselors Social Worker Teacher Cadets Behavioral Specialist	Student Portfolios Discipline and academic records	Improved behavior, social development and academic performance of students

Start Date End Date	Year And Quarter	Program Task/ Activity	Core Component	Persons/ Agency Responsible	Data to Be Collected	Performance Measure
July 2011- July 2012	Year 1 Quarters 2- 4	Establish procedures for reviewing and monitoring formative and interim data to determine need for effective differentiated instruction.	Assessing and Building Professional Capacity	Principal SIG Leadership Team Executive Director Assistant Superintendent Dean of Students Math and Literacy Specialists	Meeting Notes and agendas Data Analysis Notebook Lesson and Unit Plans	Improved student achievement and performance
July 2011- July 2012	Year 1 Quarters 2- 4	Conduct quarterly and yearly needs assessments and program evaluations of the local education agency's School Improvement Grant and make modifications, if needed.	Instructional Guidance	Executive Director External Evaluator Principal Leadership Team Dean of Students	Surveys External Evaluations Minutes from school and community meetings School and District Strategic Plans	Implementation of the SIG project with fidelity and success
July 2011- July 2012	Year 1 Quarters 2- 4	Conduct - monthly Professional Learning Communities (PLCS) with the Leadership teams and coaches to review student level data, make decisions about graded assignments that produced the resulting data, determine resources needed, make recommendations regarding parental/community engagement, and recommendations on policies and procedures.	Assessing and Building Professional Capacity	Principal SIG Leadership Team Executive Director Assistant Superintendent External Evaluator Dean of Students	Formal and Informal Evaluations Minutes and notes from PLC's Coaching Reports	Improved student performance, teacher efficacy, and capacity building for sustainability of school improvement efforts

Start Date End Date	Year And Quarter	Program Task/ Activity	Core Component	Persons/ Agency Responsible	Data to Be Collected	Performance Measure
July 2011- July 2012	Year 1 Quarters 1-4	Provide coaching and demonstration lessons to teachers to promote the continuous and consistent use of student data (such as formative, interim, and summative assessments) to inform and differentiated instruction.	Assessing and Building Professional Capacity	SIG Leadership Team Literacy and Math Specialists	Coaching Reports Teacher Portfolios Formal and Informal Evaluations Walkthroughs Observations	Increased Staff Opportunities for extended learning time and professional development
July 2011- July 2012	Year 1 Quarter 4	Provide job-embedded professional development that includes a two- week summer institute on the following workshops: <ul style="list-style-type: none"> • <i>Writing to Win</i> • <i>Math and Science Partnerships</i> • <i>Continuous Improvement Model</i> 	Assessing and Building Professional Capacity	SIG Leadership Team External Providers Assistant Superintendent Executive Director Dean of Students Principal	Workshop agendas Contractual Agreements Reflective Logs Teacher Portfolios Formal and Informal Evaluations Walkthroughs Observations	Increased professional development opportunities for teachers and appropriate follow-up support
July 2011- July 2012	Year 1 Quarter 4	Conduct an annual comprehensive evaluation of the project and share results with all key stakeholders.	Assessing and Building Professional Capacity	SIG Advisory Committee External Evaluator Assistant Superintendent Executive Director Principal	Project evaluations	Implementation of the project with fidelity and success
July 2011- July 2012	Year 1 Quarter 4	Review the job performance of all teachers, project personnel, and support staff and make recommendations for employment or termination.	Assessing and Building Professional Capacity	Superintendent Executive Director Principal	Personnel Records Teacher Portfolios and annual evaluations Staff annual evaluations	Retention of a highly qualified and capable staff to ensure increase student achievement.

Start Date End Date	Year And Quarter	Program Task/ Activity	Core Component	Persons/ Agency Responsible	Data to Be Collected	Performance Measure
July 2011- July 2012	Year 1 Quarters 2 and 4	Review existing policies and procedures that hindered the successful implementation of the SIG project and make recommendations to advisory board and superintendent.	Assessing and Building Professional Capacity	SIG Leadership Team SIG Advisory Committee External Evaluator Assistant Superintendent Executive Director	Qualitative and Quantitative evaluations, board's reports and recommendations, and revisions to existing policies and guidelines.	Implementation of the project with fidelity and success
July 2011- July 2012	Year 1 Quarter 2	Convene advisory board for orientation and initial meeting. Plan yearly activities and meeting dates.	Assessing and Building Professional Capacity	Executive Director	Meeting Notes Agendas Recommendations and Evaluations	Implementation of the project with fidelity and success
July 2011- July 2012	Year 1 Quarter 2	Establish partnerships with Grand Canyon University to offer classes leading to certification for teacher fellows.	Assessing and Building Professional Capacity	Assistant Superintendent Executive Director Principal	Number of certified cadets at the end of the grant.	Highly qualified and capable pool of teachers
July 2011- July 2012	Year 1 Quarters 1- 4	Meet weekly with the school leadership team and administrator to discuss progress of the project, successes experienced, and modifications and support needed	Assessing and Building Professional Capacity	Executive Director Principal Dean of Students	Reports Meeting Notes Recommendations and Actions Taken Portfolios	Implementation of the project with fidelity.
July 2011- July 2012	Year 1 Quarter 1	Hire external evaluator to ensure project implementation with fidelity	Governance and Leadership	Executive Director Principal Dean of Students	Reports Meeting Notes Recommendations and Actions Taken	Implementation of the project with fidelity.
July 2011- July 2012	Year 1 Quarter 1	Purchase site licenses and instructional materials for Response to Intervention tiers	Governance and Leadership	Executive Director Principal Dean of Students	Meeting Notes Invoices Class Schedules	Improved student performances.

Start Date–End Date	Year and Quarter	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 2011- June 2012	Year 1 Quarter 2	Develop with teachers, principal and assistant principal a rigorous, transparent, and equitable evaluation system for teachers and principals; create a rewards program for staff.	Leadership and Governance	Principal SIG Leadership Team Executive Director Assistant Superintendent External Evaluator	Evaluation process and instruments.	Evaluation systems for teachers, administrators, and staff are in place, and all employees understand their expectations.
July 2011- June 2012	Year 1 Quarters 1 and 4	Hold 2 meetings with parents and community in May and June to discuss the SIG project and develop a Parent-School contract and revise the parent handbook to reflect the new policies	Leadership and Governance	Principal SIG Leadership Team Executive Director Assistant Superintendent External Evaluator	Meeting records, Parent-School contract, revised parent handbook.	Parent and community engagement; parents have opportunities for input into the SIG project.
July 2011- June 2012	Year 1 Quarter 1	Establish formal partnerships with West Ed, Clemson University, Central Carolina Tech, University of South Carolina, Clarendon Behavioral Health and S2STEM Center, and others as appropriate.	Leadership and Governance	Executive Director Assistant Superintendent	Copies of formal memoranda of agreement.	Professional development opportunities for teachers and appropriate Response to Intervention expertise available.
July 2012- June 2013	Year 1 Quarters 1-4	Establish a 10-member Advisory Board	Leadership and Governance	Executive Director	Board meeting minutes.	Board will oversee project implementation. Initial outcome is Board approval of the Calendar for Year One implementation
July 2012- June 2013	Year 1 Quarters 1-4	Conduct quarterly and annual needs assessments and program evaluations of the SIG activities, and make modifications if needed.	Leadership and Governance	Executive Director External Evaluator	External evaluation reports, minutes from school and community meetings.	On-going improvement of SIG plan. Implementation of the SIG project with fidelity and success

Start Date–End Date	Year and Quarter	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 2011- June 2012	Year 1 Quarter 2	Develop with teachers, principal and assistant principal a rigorous, transparent, and equitable evaluation system for teachers and principals; create a rewards program for staff.	Leadership and Governance	Principal SIG Leadership Team Executive Director Assistant Superintendent External Evaluator	Evaluation process and instruments.	Evaluation systems for teachers, administrators, and staff are in place, and all employees understand their expectations.
July 2011- June 2012	Year 1 Quarters 1 and 4	Hold 2 meetings with parents and community in May and June to discuss the SIG project and develop a Parent-School contract and revise the parent handbook to reflect the new policies	Leadership and Governance	Principal SIG Leadership Team Executive Director Assistant Superintendent External Evaluator	Meeting records, Parent-School contract, revised parent handbook.	Parent and community engagement; parents have opportunities for input into the SIG project.
July 2011- June 2012	Year 1 Quarter 1	Establish formal partnerships with West Ed, Clemson University, Central Carolina Tech, University of South Carolina, Clarendon Behavioral Health and S2STEM Center, and others as appropriate.	Leadership and Governance	Executive Director Assistant Superintendent	Copies of formal memoranda of agreement.	Professional development opportunities for teachers and appropriate Response to Intervention expertise available.
July 2012- June 2013	Year 1 Quarters 1-4	Establish a 10-member Advisory Board	Leadership and Governance	Executive Director	Board meeting minutes.	Board will oversee project implementation. Initial outcome is Board approval of the Calendar for Year One implementation
July 2012- June 2013	Year 1 Quarters 1-4	Conduct quarterly and annual needs assessments and program evaluations of the SIG activities, and make modifications if needed.	Leadership and Governance	Executive Director External Evaluator	External evaluation reports, minutes from school and community meetings.	Implementation of the SIG project with fidelity and success

Start Date– End Date	Year and Quarter	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 2012- June 2013	Year 2 Quarter 1	Provide two weeks of training for “GABE” teacher fellows candidates.	Assessing and Building Professional Capacity	External Providers Assistant Superintendent Executive Director	Course enrollment	Completion of course requirements for state certification
July 2012- June 2013	Year 2 Quarter 1	Provide ongoing professional development for teachers and staff on integration of technology and electronic software.	Assessing and Building Professional Capacity	SIG Leadership Team Assistant Superintendent SIG Executive Director	Professional Development Logs Reflective Logs Notes and Attendance Rosters	Technology integration in the classroom, project- based learning.
July 2012- June 2013	Year 2 Quarter 2	Provide coaching to teachers to develop instructional strategies, use of data and technology, and develop and implement standards aligned instruction.	Assessing and Building Professional Capacity	SIG Leadership Team Literacy and Math Specialists	Coaching Reports Observation Instrument	Improved teaching practices, increased collaborative planning, reflective teaching practices as evident by formal and informal evaluations
July 2012- June 2013	Year 2 Quarter 1	Provide instructional staff ongoing, high quality professional development, including two week summer institutes for teachers to plan and evaluate SIG program goals and activities. <ul style="list-style-type: none"> • <i>Math and Science Partnership</i> • <i>Continuous Improvement Model</i> • <i>Breaking Rank II and Cognitive Coaching</i> • <i>A.V.I.D.</i> • <i>West Ed Reading Apprenticeship</i> 	Assessing and Building Professional Capacity	SIG Leadership Team External Providers Assistant Superintendent	Professional Development Logs Workshop agendas Contractual Agreements Reflective Logs	Professional development opportunities for teachers and appropriate follow-up support. Response to Intervention and personalized learning opportunities for all students.

Start Date– End Date	Year and Quarter	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 2012- June 2013	Year 2 Quarter 4	One-week summer institutes for secondary teachers to plan and evaluate SIG program goals and activities.	Assessing and Building Professional Capacity	SIG Leadership Team External Providers Assistant Superintendent School Principal	Teacher Portfolios Formal and Informal Evaluations Walkthroughs Observations	Professional development is offered to all teachers.
July 2012- June 2013	Year 2 Quarter 4	Implement a Bridge Academy one-week summer transitional program for rising ninth grade students	Instructional Guidance	Principal SIG Leadership Team Executive Director Guidance Counselors	Student Portfolios Report Cards Discipline Records Attendance Records	The academy will be offered in July 2011.
July 2012- July 2013	Year 2 Quarter 4	Conduct a needs assessment for the next year.	Instructional Guidance	Executive Director External Evaluator	Surveys External Evaluations Minutes from school and community meetings School and District Strategic Plans	Increased community and parental involvement based on data gathered from surveys and other evaluative instruments.
July 2012- June 2013	Year 2 Quarter 1	Conduct ongoing teacher observational integrity checks and hold coaching observations about the teacher and student evaluation data to improve effective instruction and the resulting student achievement.	Assessing and Building Professional Capacity	Principal SIG Leadership Team Executive Director Assistant Superintendent External Evaluator	Formal and Informal Evaluations Minutes and notes from PLC's Coaching Reports	Professional learning communities, grade level and content area planning and meetings will be held.

Start Date–End Date	Year and Quarter	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 2012- June 2013	Year 2 Quarter 1	Increase the number of instructional days to two in Year 2 and by 5 in Year 3.	Assessing and Building Professional Capacity	Superintendent Board of Trustees	Contracts and school calendar	Contractual days of teachers and extended calendar year
July 2012- June 2013	Year 2 Quarter 1	Provide ongoing professional development for teachers and staff on integration of technology and electronic software.	Assessing and Building Professional Capacity	SIG Leadership Team Assistant Superintendent SIG Executive Director	Professional Development Logs Reflective Logs Notes and Attendance Rosters	Technology integration in the classroom, project-based learning.
July 2012- June 2013	Year 2 Quarter 2	Provide coaching to teachers to develop instructional strategies, use of data and technology, and develop and implement standards aligned instruction.	Assessing and Building Professional Capacity	SIG Leadership Team Literacy and Math Specialists	Coaching Reports Observation Instrument	Improved teaching practices, increased collaborative planning, reflective teaching practices as evident by formal and informal evaluations
July 2012- June 2013	Year 2 Quarters 1-4	Provide quarterly written reports to the Board and Superintendent on the progress of Community of Learners.	Assessing and Building Professional Capacity	External Evaluator Executive Director	Meeting Note Board's Agenda	Increased collaborative partnership and sustainability.
July 2012- June 2013	Year 2 Quarter 4	One-week summer institutes for teachers to plan and evaluate SIG program goals and activities.	Assessing and Building Professional Capacity	SIG Leadership Team External Providers Assistant Superintendent School Principal	Teacher Portfolios Formal and Informal Evaluations Walkthroughs Observations	Professional development is offered to all teachers.
July 2012- June 2013	Year 2 Quarter 4	Implement a Bridge Academy one-week summer transitional program for rising ninth grade students	Instructional Guidance	Principal SIG Leadership Team Executive Director Guidance Counselors	Student Portfolios Report Cards Discipline Records Attendance Records	Extended school year and reduced drop-out rate.

Start Date–End Date	Year and Quarter	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 2012- July 2013	Year 2 Quarter 4	Conduct a needs assessment for the next year.	Instructional Guidance	Executive Director External Evaluator	Surveys External Evaluations Minutes from school and community meetings School and District Strategic Plans	Increased community and parental involvement based on data gathered from surveys and other evaluative instruments.
July 2012- June 2013	Year 2 Quarter 1	Conduct ongoing teacher observational integrity checks and hold coaching observations about the teacher and student evaluation data to improve effective instruction and the resulting student achievement.	Assessing and Building Professional Capacity	Principal SIG Leadership Team Executive Director Assistant Superintendent External Evaluator	Formal and Informal Evaluations Minutes and notes from PLC's Coaching Reports	Professional learning communities, grade level and content area planning and meetings will be held.

Start Date–End Date	Year and Quarter	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
July 2013–June 2014	Year 3 Quarters 1-4	Review job performance of all teachers, project personnel, and support staff. Make decisions regarding employment or termination.	Professional Capacity	Principal SIG Leadership Team Executive Director Assistant Superintendent	Personnel records, annual personnel evaluations, teacher portfolios.	Retention of a highly qualified and capable staff to support SIG goals and student achievement
July 2013–June 2014	Year 3 Quarters 1 and 4	Increase student learning time through extended day activities, Saturday schools, and summer sessions.	Instructional Guidance	Principal Executive Director	Report cards, surveys of students and teachers, formative and summative assessment data.	Extension of school day and school year.
July 2013–June 2014	Year 3 Quarter 1	Implement the advisor-advisee component of the program for all students.	Instructional Guidance	Principal Executive Director Counselors	Student and teacher surveys, student career and postsecondary portfolios, discipline records, attendance records.	Reduced discipline problems and improved school climate
July 2013–June 2014	Year 3 Quarters 1-4	Provide ongoing intensive technical assistance: Oversee the administration of the SIG program including management of budget, coordination of professional development activities, and grant tracking and reporting.	Governance and Leadership	Principal Executive Director External Evaluator	Surveys, meeting minutes, fiscal management reports, professional development plans and logs.	Effective management of the SIG program
July 2013–June 2014	Year 3 Quarters 1-4	Conduct quarterly and annual needs assessments and program evaluations of the SIG activities, and make modifications if needed. (On-going, all years.) [1]	Governance and Leadership	Principal Executive Director Assistant Superintendent External Evaluator	External evaluation reports, minutes from school and community meetings, evolution of school / district strategic plans	On-going improvement of SIG plan. Implementation of the SIG project with fidelity and success.

Combined Total Budget Summary Form (LEA and all schools to be served)

Name of District: **Clarendon School District One**

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, 2012; 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)	1,195,650.00	\$49,718.00	1,195,650.00	\$49,718.00	1,195,650.00	\$49,718.00	\$3,736,104.00
Employee Benefits (200)	\$354,424.00	\$0.00	\$354,424.00	\$0.00	\$354,424.00	\$0.00	\$1,063,272.00
Purchased Services (300)	\$269,102.00	\$0.00	\$269,102.00	\$0.00	\$269,102.00	\$0.00	\$807,306.00
Supplies and Materials (400)	\$77,460.00	\$0.00	\$77,460.00	\$0.00	\$77,460.00	\$0.00	\$232,380.00
Capital Outlay (500)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (600)							
Total Direct Costs	\$1,896,636.00	\$49,718.00	\$1,896,636.00	\$49,718.00	\$1,896,636.00	\$49,718.00	\$5,839,062.00
Indirect Costs (700)	\$62,950.00	\$0.00	\$62,950.00	\$0.00	\$62,950.00	\$0.00	\$188,850.00
Total	\$1,959,586.00	\$49,718.00	\$1,959,586.00	\$49,718.00	\$1,959,586.00	\$49,718.00	\$6,027,912.00

LEA-level Expenditures (District) Budget Summary for Clarendon School District One

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, 2012; 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)	\$106,550.00	\$0.00	\$106,550.00	\$0.00	\$106,550.00	\$0.00	\$319,650.00
Employee Benefits (200)	\$29,100.00	\$0.00	\$29,100.00	\$0.00	\$29,100.00	\$0.00	\$87,300.00
Purchased Services (300)	\$87,635.00	\$0.00	\$87,635.00	\$0.00	\$87,635.00	\$0.00	\$262,905.00
Supplies and Materials (400)	\$42,875.00	\$0.00	\$42,875.00	\$0.00	\$42,875.00	\$0.00	\$128,625.00
Capital Outlay (500)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (600)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Direct Costs	\$266,160.00	\$0.00	\$266,160.00	\$0.00	\$266,160.00	\$0.00	\$798,480.00
Indirect Costs (700)	\$8,817.00	\$0.00	\$8,817.15	\$0.00	\$8,817.15	\$0.00	\$26,451.45
Total	\$274,977.00	\$0.00	\$274,977.15	\$0.00	\$274,977.15	\$0.00	\$824,931.45

LEA (District) Budget Summary for Schools to be served in Clarendon School District One

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, 2012, and continuation funding depends on progress and compliance with requirements.

Scott's Branch High School

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
	Pre-implementation	Year 1 – Full Implementation						
Name of School #1 to be Served and Tier Scott's Branch High	\$210,000.00	\$1,749,586.00	\$0.00	\$1,959,586.00	\$175,000.00	\$1,959,586.00	\$175,000.00	\$2,519,586.00
Name of School #2 to be Served and Tier Scott's Branch Middle	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$175,000.00
Total Direct Costs		1,959,586.00	\$0.00	\$1,959,586.00	\$175,000.00	\$1,959,586.00	\$175,000.00	\$3,424,308.00
Indirect Costs (700)								
Total		1,959,586.00	\$0.00	\$1,959,586.00	\$175,000.00	\$1,959,586.00	\$175,000.00	\$6,613,758.00

School-level Budget Summary Form

Name of School: Scott's Branch High School

Object Category	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	<u>Total Requested</u>
Salaries/Stipends (100)	\$1,089,100.00	\$0.00	\$1,089,100.00	\$0.00	\$1,089,100.00	\$0.00	\$3,267,300.00
Employee Benefits (200)	\$325,324.00	\$0.00	\$325,324.00	\$0.00	\$325,324.00	\$0.00	\$975,972.00
Purchased Services (300)	\$181,467.00	\$0.00	\$181,467.00	\$0.00	\$181,467.00	\$0.00	\$544,401.00
Supplies and Materials (400)	\$34,587.00	\$0.00	\$34,585.00	\$0.00	\$34,585.00	\$0.00	\$103,755.00
Capital Outlay (500)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (600)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Direct Costs	\$1,630,478.00	\$0.00	\$1,630,477.00	\$0.00	\$1,630,477.00	\$0.00	\$4,891,428.00
Indirect Costs (700)	\$54,131.00	\$0.00	\$54,132.00	\$0.00	\$54,132.00	\$0.00	\$162,396.00
Total	\$1,684,609.00	\$0.00	\$1,684,609.00	\$0.00	\$1,684,609.00	\$0.00	\$5,053,824.00

**LEA Budget Narrative
Clarendon School District One**

Activity Description	Subtotal for each activity		
	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014
Parent and Community Engagement			
Consultants: Experts in community school development, governance, parent involvement, etc to provide technical assistance and support: 200 hours x \$100.00	\$10,000.00	\$10,000.00	\$10,000.00
• Desktops and laptops for parents and community use (a total of 40 will be purchased).	\$40,000.00	\$40,000.00	\$40,000.00
• Travel and Conference Fees: 25 persons @1,042 for travel and \$350.00 for registration	\$17,500.00	\$17,500.00	\$17,500.00
• Quarterly parenting and community meetings (meals, transportation, printing, etc). Approximate cost per meeting: \$2,000.00	\$8,000.00	\$8,000.00	\$8,000.00
Total for Parent and Community Engagement	\$75,500.00	\$75,500.00	\$75,500.00
Governance and Leadership			
• Training materials and printing for the ten-member advisory board.	\$3,875.00	\$3,875.00	\$3,875.00
• Travel and Conference Fees: 10 persons @750.00 for travel and \$350.00 for registration	\$10,135.00	\$10,135.00	\$10,135.00
• External Evaluator	\$30,000.00	\$30,000.00	\$30,000.00
• Assistant Superintendent (part-time)	\$36,000.00	\$36,000.00	\$36,000.00
• Fringe Benefits	\$11,704.00	\$11,704.00	\$11,704.00
Total for Governance and Leadership	\$91,714.00	\$91,714.00	\$91,714.00
Assessing and Building Professional Capacity			
• Contractual Agreements with : 1. Jim Shipley and Associates for Continuous Improvement Model	\$6,000.00	\$6,000.00	\$6,000.00

Total for Assessing and Building Professional Capacity	\$6,000.00	\$6,000.00	\$6,000.00
Instructional Guidance			
<ul style="list-style-type: none"> • Summer institutes- Professional Learning Communities for 2 weeks – 35 teachers @ 150.00 per day x 10 days • Guidance Counselor (Salary and Fringes) 1 FTE Fringe Benefits • Twilight Extended Learning program (transportation, meals, and other contractual services). Transportation cost is approximately \$1.80 per mile. Average amount of miles to be traveled for 3 days per week: 30 miles X 3 buses X 180 days (including summer months) – \$29,484.00. A meal is projected at \$.85 per student x 200 students 200 days. • Summer Bridge Transition Program 	<p>\$52,500.00 (in-kind)</p> <p>\$58,500.00 \$14,807.00</p> <p>\$63,484.00 (in-kind)</p> <p>\$19,638.00</p>	<p>\$52,500.00 (in-kind)</p> <p>\$58,500.00 \$14,807.01</p> <p>\$63,484.00 (in-kind)</p> <p>\$19,638.00</p>	<p>\$52,500.00 (in-kind)</p> <p>\$58,500.00 \$14,807.01</p> <p>\$63,484.00 (in-kind)</p> <p>\$19,638.00</p>
Total for Instructional Guidance (see school’s budget)	\$92,945.00	\$92,945.00	\$92,945.00
Total for Student Centered Learning (see school’s budget)	\$0.00	\$0.00	\$0.00
Indirect Cost	\$8,818.00	\$8,818.00	\$8,818.00
Total District Budget:	\$274,977.00	\$274,977.00	\$274,977.00

**School Budget Narrative
Scott's Branch High School**

Activity Description	Subtotal for each activity		
	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014
Parent and Community Engagement			
<ul style="list-style-type: none"> • Parent/ Community Liaison and .5Social Worker Fringe Benefits • Special Service Interventionist (Salary and Fringes) .25 FTE • Parent Resources and Program: Joyce Epstein Model Travel • Catered Meals for Parenting 	\$55,500.00 \$17,761.00 \$13,489.00 \$8,000.00 \$13,000.00 \$2,000.00	\$55,500.00 \$17,761.00 \$13,489.00 \$8,000.00 \$13,000.00 \$2,000.00	\$55,500.00 \$17,761.00 \$13,489.00 \$8,000.00 \$13,000.00 \$2,000.00
Total for Parent and Community Engagement	\$109,750.00	\$109,750.00	\$109,750.00
Governance and Leadership			
<ul style="list-style-type: none"> • Executive Director of SIG project- 1 FTE Fringe Benefits • Technology Integration Specialist- Salary Fringe • Dean of Students- Salary and Fringe- 1 FTE Fringe Benefits • Incentives Salary Fringe Benefits • Incentives –Extended Contract Days Fringe Benefits • Travel • Supplies 	\$89,500.00 \$20,093.00 \$59,328.00 \$19,080.00 \$64,895.00 \$20,330.00 \$138,243.00 \$30,344.00 \$73,297.00 \$23,015.00 \$10,000.00 \$10,000.00	\$89,500.00 \$20,093.00 \$59,328.00 \$19,080.00 \$64,895.00 \$20,330.00 \$138,243.00 \$30,344.00 \$73,297.00 \$23,015.00 \$10,000.00 \$10,000.00	\$89,500.00 \$20,093.00 \$59,328.00 \$19,080.00 \$64,895.00 \$20,330.00 \$138,243.00 \$30,344.00 \$73,297.00 \$23,015.00 \$10,000.00 \$10,000.00
Total for Governance and Leadership	\$558,125.00	\$558,125.00	\$558,125.00
Assessing and Building Professional Capacity			
<ul style="list-style-type: none"> • Summer institutes- Professional Learning 	\$33,334.00	\$33,334.00	\$33,334.00

Communities for 2 weeks	\$9,165.00	\$9,165.00	\$9,165.00
• Fringe Benefits			
• Consultants and trainers (Breaking Rank, Continuous Improvement, A.V.I.D., Cognitive Coaching, WestEd, and Read 180. Approximately \$1,000.00 x a total of 10 days)	\$32,346.00	\$32,346.00	\$32,346.00
• Hiring of a literacy and a math specialist (210 days of full-time employment)- Salaries	\$130,000.00	\$130,000.00	\$130,000.00
• Fringe Benefits	\$40,300.00	\$40,300.00	\$40,300.00
• Hiring of 6 teacher fellows for the Gentleman Aspiring to Become an Educator-Salaries	\$198,000.00	\$198,000.00	\$198,000.00
• Fringe Benefits	\$61,380.00	\$61,380.00	\$61,380.00
• Tuition for Teacher Fellows	\$60,000.00	\$60,000.00	\$60,000.00
• Supplies/ Books for Teacher Fellows	\$16,584.00	\$16,584.00	\$16,584.00
• Travel	\$7,120.00	\$7,120.00	\$7,120.00
Total for Assessing and Building Professional Capacity	\$588,231.00	\$588,231.00	\$588,231.00
Instructional Guidance			
• S.T.E.A.M. Teacher Salaries	\$210,000.00	\$210,000.00	\$210,000.00
• S.T.E.A.M. Teacher Fringe Benefits	\$72,000.00	\$72,000.00	\$72,000.00
• Response to Intervention Assistants	27,000.00	27,000.00	27,000.00
• Fringe Benefits	\$8,370.00	\$8,370.00	\$8,370.00
Total for Instructional Guidance	\$317,370.00	\$317,370.00	\$317,370.00
Student Centered Learning			
• A.V.I.D.	Years 2 and 3	\$45,000.00	\$45,000.00
• Cognitive Coaching		\$28,750.00	\$28,750.00
• WestEd		\$16,250.00	\$16,250.00
• Dual Enrollment Classes (contractual agreement with local colleges)		\$5,000.00	\$5,000.00
• Virtual Learning Classes		\$7,000.00	\$7,000.00
Total for Student Centered Learning	\$57,000.00	\$57,000.00	\$57,000.00
Total School Budget:	\$1,684,609.00	\$1,684,609.00	\$1,684,609.00