

LEA: Dillon School District Four

School: J.V. Martin Junior High School

Transformation Model Concept: Success for All

Give a *brief* summary of your transformation model.

J.V. Martin Junior High School's transformational model consists of a foundation program, Success for All, in reading and mathematics. This model also incorporates up-to-date technology, teacher incentives for recruitment and retention, and parent and student incentives. Parents and community members will be offered involvement in this model through workshops, parent conferences and visitation days, and a Success for All Parent Night.

Success for All Reading Edge will be implemented by all teachers with 100 percent of the students leveled by their reading lexile for the first hour of each day. Success for All mathematics, PowerTeaching, is an interactive program that will be used as a teaching tool to better present mathematics curriculum.

It will be necessary to enhance student instruction through the use of in-house technology during the school day. Students will be using this technology in responding to reading, researching, writing, and working interactively with PowerTeaching mathematics.

Professional development will be determined through assessment and data analysis by the JVM School Leadership Team. At this professional development teachers will be planning for differentiation of instruction based on data. Using this data, teachers will track their student growth through the use of a Data Wall.

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 J.V. Martin principal was replaced after the 08-09 school year. The current principal will be starting his second year during the implementation of the transformational model.**

_____ 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:

- **Teachers will be evaluated annually by the J.V. Martin Leadership Team using the SAFE-T or Goals Based Evaluation instruments along with the JVM Observation Rubric designed and developed by the JVM School Leadership Team which includes teachers and principal. The Observation Rubric designed and developed by the JVM School Leadership Team will be approved by the Superintendent's District Administrative Team. The JVM School Leadership Team will also conduct weekly informal walk-thru observations of teachers.**
- **Data on student growth will come from multiple sources including MAP, PASS, SRI, and Success for All benchmarks.**
- **Student achievement will be monitored through the use of a Data Wall.**

- **The JVM Leadership Team will meet on a regular basis to determine areas of professional development based on school needs.**
- **The JVM Leadership Team will meet with teachers on a regular basis to plan for data driven instructional planning based on professional development which addresses the identified areas of weakness.**

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

Program/Activity and Implementation Summary:

- **The Wildcat Incentive Program will identify and reward certified classroom teachers who have increased student achievement. This increase in student achievement will be based on student growth as defined by PASS.**
- **Based on SAFE-T and Goals Based evaluation instrument data and walk-thru observations by the JVM School Leadership Team, teachers will be provided the professional development and support needed to improve instructional strategies, classroom management, and success in implementing school and district goals and initiatives. Those teachers who have continued to be ineffective after receiving additional professional development and support will be recommended to the superintendent for termination.**

_____ 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:

- **Annually teachers are given a Needs Assessment Survey requesting input for professional development and instructional materials.**
- **The JVM School Leadership Team meets regularly with teachers by grade level and subject area for professional development.**

- **The JVM School Leadership Team will continuously provide long-term embedded professional development by coaching, modeling, team teaching, and conferencing.**

_____ 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:

- **J.V. Martin certified classroom teachers who have perfect attendance on the 90th day and 180th day will receive a \$500 bonus for a total of \$1,000 per school year.**
- **Teachers will be provided opportunities to observe other teachers who have identified areas of expertise.**
- **Certified classroom teachers will be provided incentives based on student growth.**

Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as—

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

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

_____ *Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*

Program/Activity and Implementation Summary:

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

- **All students and teachers will be immersed in the Success for All program. All teachers will be teaching the reading portion to 100 percent of the student population. In addition, all mathematics and elective teachers will be using the PowerTeacher portion of Success for All with 100 percent of the students.**
- **Benchmarks will be given regularly to provide data for instructional planning purposes. Student growth will be tracked on a Data Wall. Professional development will be provided based on the data. School leaders will provide feedback with professional development for differentiation of instruction for individualized interventions based on student need.**

_____ 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:

- **Benchmarks will be given regularly to provide data for instructional planning purposes. Student growth will be tracked on a Data Wall. School leaders will provide feedback with professional development for differentiation of instruction for individualized interventions based on student need.**

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:

- **Teachers of students with disabilities and students of limited English proficiency will receive professional development and additional resources in the areas of identified need.**
- **Technology will be integrated across the curriculum and professional development will be provided so that teachers may effectively enhance their instructional practices for the purpose of improving student achievement.**

(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:

- **The school schedule will be changed to reflect an increase in learning time in reading across the curriculum.**

- **A Success for All parent night will be held to enhance parent knowledge of our foundation program.**
- **A parent day to view Success for All instruction will be held.**
- **Parent technology training will be offered to all parents during the school year.**

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:

- **Student incentives will be provided based on student academic growth, discipline referrals, perfect attendance, and honor rolls.**

(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:

- **The Project Director for SIG and the Project 180 Council will provide ongoing support.**

- **The principal will have the flexibility to remove ineffective staff.**

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

Program/Activity and Implementation Summary:

- **The Project Director for SIG and the Project 180 Council will provide intensive technical support throughout the three years of the grant.**
- **Success For All will provide professional development to teachers for successful implementation.**

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:

- **N/A**



IMPLEMENTATION PLAN

IMPLEMENTATION PLAN
For J.V. Martin Junior High School
In Dillon School District Four

Intervention Model: Transformational

Need Summary (one sentence): Student data demonstrates a need to increase reading and mathematics achievement growth.

Action Summary (one sentence): J.V. Martin Junior High School will implement Success for All as a foundation and supplemented with the JVM Wildcat Incentive Program.

Add additional rows and lines as needed.

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
7/28-29/2010 2011-2012	<ul style="list-style-type: none"> Leadership Team will be trained initially to support career teachers during professional development for The Reading Edge Success for All program Leadership Team will be provided professional development for leading for Solutions data review to support the Success For All program year 2 Leadership Team will be provided professional development for Scholastic's Expert 21 program 	<ul style="list-style-type: none"> Reader's Edge Scholastic's Expert 21 	<ul style="list-style-type: none"> Success for All Facilitator Principal SIG Program Facilitator Data Analyst School Leadership Team District Staff 	<ul style="list-style-type: none"> Agendas/Minutes Sign-In Sheets Student Achievement Data 	<ul style="list-style-type: none"> Reading MAP Data ELA PASS Data



IMPLEMENTATION PLAN

<p>2012-2013</p>	<ul style="list-style-type: none"> Leadership Team will be provided professional development for leading for Solutions data review to support the Success For All program year 3 				
<p>8/3-5/2010 2011-2012 2012-2013</p>	<ul style="list-style-type: none"> All Career Teachers will be trained initially in The Reading Edge Success for All program All Career Teachers will be provided a refresher on-site training with faculty and an initial training by Success For All to ensure the success of the program for year 2 English Language Arts teachers will be trained initially in Scholastic's Expert 21 program English Language Arts teachers will use Super Seven as bellwork and homework to help increase student achievement with core academic standards All Career Teachers will be provided a refresher on-site training with faculty and an initial training by Success For All to ensure the success 	<ul style="list-style-type: none"> Reader's Edge Scholastic's Expert 21 Super Seven 	<ul style="list-style-type: none"> Success for All Facilitator Principal SIG Program Facilitator Data Analyst School Leadership Team District Staff Career Teachers Grant Stakeholders 	<ul style="list-style-type: none"> Agendas/Minutes Sign-In Sheets Student Achievement Data 	<ul style="list-style-type: none"> Reading MAP Data ELA PASS Data



IMPLEMENTATION PLAN

	<p><i>of the program for year 3</i></p> <ul style="list-style-type: none"> All new teachers will be provided training in ongoing Success For All practices 				
8/9-10/2010	<ul style="list-style-type: none"> All elective and math teachers and the Leadership Team will be trained initially in the Power Teaching Math Success for All program 	<ul style="list-style-type: none"> Power Teaching Math 	<ul style="list-style-type: none"> Success for All Facilitator Principal SIG Facilitator Data Analyst School Leadership Team District Staff Career Teachers Grant Stakeholders 	<ul style="list-style-type: none"> Agendas/Minutes Sign-In Sheets Student Achievement Data 	<ul style="list-style-type: none"> Math MAP Data Math PASS Data
2011-2012	<ul style="list-style-type: none"> All Math teachers will use Fantastic Five as bellwork and homework to help increase student achievement with core academic standards 	<ul style="list-style-type: none"> Fantastic Five 			
2012-2013	<ul style="list-style-type: none"> All elective and math teachers and the Leadership Team will be trained for PowerTeaching Math Year Three Training Three Coaching and Leading for Solutions to maintain ongoing practices All new teachers will be provided training in ongoing PowerTeaching Math practices 				



IMPLEMENTATION PLAN

<p>8/2010 – 5/2011</p> <p>2011-2012</p> <p>2012-2013</p>	<ul style="list-style-type: none"> Tradebooks to successfully implement the Success for All Reader's Edge program will be purchased and utilized Repeat of activity for ongoing practices Repeat of activity for ongoing practices 	<ul style="list-style-type: none"> Reader's Edge 	<ul style="list-style-type: none"> Success for All Facilitator SIG Facilitator 	<ul style="list-style-type: none"> Inventory Invoices 	<ul style="list-style-type: none"> Success for All benchmarks
<p>8/2010 – 5/2011</p> <p>2011-2012</p> <p>2012-2013</p>	<ul style="list-style-type: none"> Assessment and implementation professional development will be provided by Success for All for 43 days throughout year one. Success For All professional development will be provided for 21 days throughout year 2. Scholastic's Expert 21 professional development will be provided for 9 days throughout the year. Success For All professional development will be provided for 25 days throughout year 3. 	<ul style="list-style-type: none"> Reader's Edge Scholastic's Expert 21 	<ul style="list-style-type: none"> Success for All Coaches Scholastic Coaches 	<ul style="list-style-type: none"> Agendas/Minutes Sign-In Sheets Student Achievement Data 	<ul style="list-style-type: none"> Success for All benchmarks Scholastic benchmarks
<p>7/2010 – 6/2011</p> <p>2011-2012</p>	<ul style="list-style-type: none"> Support staff to successfully implement the Transformational Model Ongoing year 2 (repeat of activity) 	<ul style="list-style-type: none"> Reader's Edge Scholastic's Expert 21 Fantastic Five Super Seven 	<ul style="list-style-type: none"> Success for All Facilitator Data Analyst SIG Facilitator Technology Coach 	<ul style="list-style-type: none"> Agendas/Minutes Sign-In Sheets Student Achievement Data 	<ul style="list-style-type: none"> Reading MAP Data ELA PASS Data Success for All benchmarks Math MAP Data Math PASS Data



IMPLEMENTATION PLAN

<p>2012-2013</p>	<ul style="list-style-type: none"> Ongoing year 3 (repeat of activity) 				
<p>8/2010 – 5/2011</p>	<ul style="list-style-type: none"> Technology will be purchased and utilized to support and ensure successful implementation of the Transformational Model 	<ul style="list-style-type: none"> Mini Notebooks/Carts Desktop Computers Promethean Units Active Expressions 	<ul style="list-style-type: none"> Principal SIG Facilitator Technology Coach 	<ul style="list-style-type: none"> Inventory Usage Data Invoices 	<ul style="list-style-type: none"> Student Baseline Data Student Achievement Data Benchmarks
<p>2011-2012</p>	<ul style="list-style-type: none"> Ongoing year 2-Laptops, carts and headphones for implementing Expert 21 into ELA classrooms 	<ul style="list-style-type: none"> Laptops, carts, head-phones 			
<p>2012-2013</p>	<ul style="list-style-type: none"> Ongoing year 3 				
<p>8/2010 – 5/2011</p>	<ul style="list-style-type: none"> Instructional Supplies will be purchased and utilized to support and ensure successful implementation of the 	<ul style="list-style-type: none"> Data Binders Materials to create and implement 	<ul style="list-style-type: none"> Success for All Facilitator SIG Facilitator Data Analyst 	<ul style="list-style-type: none"> Inventory Invoices 	<ul style="list-style-type: none"> Success for All benchmarks MAP Data Achievement



South Carolina
Department of Education
Together, we can.

School Improvement Grant Subgrant Application
(2010–2013)

IMPLEMENTATION PLAN

<p>2011-2012</p> <p>2012-2013</p>	<p><i>Transformational Model</i></p> <ul style="list-style-type: none"> • <i>Ongoing year 2 (repeat of activity)</i> • <i>Ongoing year 3 (repeat of activity)</i> 	<p><i>Data Wall</i></p> <ul style="list-style-type: none"> • <i>Technology Supplies</i> • <i>Other Instructional supplies to support the Transformational model</i> 			<p><i>Data</i></p> <ul style="list-style-type: none"> • <i>PASS Data</i>
-----------------------------------	---	---	--	--	---

Budget Narrative (No LEA Expenditures)

<u>Budget Category</u>	<u>Line Item</u>	<u>Federal Funds</u> <u>Requested</u>
1. Personnel	Data Analyst / Instructional Coach	\$73,386.00 200/100
	SIG Program Facilitator	\$70,000.00
	ELA Specialist	\$62,792.00
	Technical Assistant	\$29,704.00
2. Stipends	Training (\$625 x 28)	\$17,500.00 100/100
	Attendance (\$1,000 x 30)	\$28,000.00
	Performance (\$1500 x 28)	\$43,200.00
3. Fringe Benefits	Data Analyst / Instructional Coach	\$22,046.00 200/200
	SIG Program Facilitator	\$22,445.00
	ELA Specialist	\$16,625.00
	Technical Assistant	\$14,007.00
	Training (20.94%)	\$3,665.00 100/200
	Attendance (20.94%)	\$6,282.00
	Performance (7.65%)	\$3,213.00
4. Purchase Service	Success for All Program	\$44,310.00 100/300

<u>Budget Category</u>	<u>Line Item</u>	<u>Federal Funds</u>	
		<u>Requested</u>	
5. Supplies	Trade books (SFA)	\$15,000.00	100/400
	Laptops (24)	\$27,552.00	100/400
	Carts	\$4,460.00	100/400
	Instructional Supplies	\$28,117.00	100/400
	Student Incentives	\$5,000.00	100/400
6. Travel	Conferences, Workshops, Seminars (airfare, hotel, meals, etc.)	\$40,000.00	200/300
7. Indirect Costs	3.01% for Dillon District Four	\$17,377.00	400/700
TOTAL		\$594,681.00 (Year 2)	



School Improvement Subgrant Application (2010–2013)

Budget Summary

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

Name of District: **Dillon School District Four**

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

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	325,382		324,582		325,382		975,346
Employee Benefits (200)	88,283		88,283		88,283		264,849
Purchased Services (300)	159,896		84,310		145,020		389,226
Supplies and Materials (400)	293,232		80,129		83,705		457,066
Capital Outlay (500)							
Other (600)							
Total Direct Costs	866,793		577,304		642,390		2,086,487
Indirect Costs (700)	41,693		17,377		30,899		89,969
Total	908,486		594,681		673,289		2,176,456



South Carolina
Department of Education

Together, we can.

School Improvement Grant Subgrant Application
(2010-2013)

LEA-LEVEL EXPENDITURES BUDGET SUMMARY FORM

LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR DILLON SCHOOL DISTRICT FOUR

No more than 10% of each year's award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2011; plans, progress, and compliance will determine continuation funding.

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	-----	-----	-----	-----	-----	-----	-----
Employee Benefits (200)	-----	-----	-----	-----	-----	-----	-----
Purchased Services (300)	-----	-----	-----	-----	-----	-----	-----
Supplies and Materials (400)	-----	-----	-----	-----	-----	-----	-----
Capital Outlay (500)	-----	-----	-----	-----	-----	-----	-----
Other (600)	-----	-----	-----	-----	-----	-----	-----
Total Direct Costs	-----	-----	-----	-----	-----	-----	-----
Indirect Costs (700)	-----	-----	-----	-----	-----	-----	-----
Total	-----	-----	-----	-----	-----	-----	-----



South Carolina
Department of Education

Together, we can.

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 DILLON SCHOOL DISTRICT FOUR

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
J. V. Martin Jr. High School Tier II	866,793		577,304		642,390		2,086,487
Total Direct Costs	866,793		577,304		642,390		2,086,487
Indirect Costs (700)	41,693		17,377		30,899		89,969
Total	908,486		594,681		673,289		2,176,456



South Carolina
Department of Education

Together, we can.

School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

SCHOOL-LEVEL BUDGET SUMMARY FORM

Name of School J. V. Martin Jr. High School

Name of District Dillon School District Four

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)	325,382		324,582		325,382		975,346
Employee Benefits (200)	88,283		88,283		88,283		264,849
Purchased Services (300)	159,896		84,310		145,020		389,226
Supplies and Materials (400)	293,232		80,129		83,705		457,066
Capital Outlay (500)							
Other (600)							
Total Direct Costs	866,793		577,304		642,390		2,086,487
Indirect Costs (700)	41,693		17,377		30,899		89,969
Total	908,486		594,681		673,289		2,176,456