

LEA: Jasper County School District

School: Ridgeland Middle School

Transformation Model Concept: EXPLICIT DIRECT INSTRUCTION

Give a *brief* summary of your transformation model.

Ridgeland Middle School has selected the Explicit Direct Instruction (EDI) model for instructional delivery because it's emphasis on the cognitive development of students and uses a meta-cognitive construct so that teachers know the what, when, how, why, and the expected results of instruction. The EDI model ensures that all students are provided the opportunity to learn and that all students are successfully taught grade-level work every day. EDI is a concept-based method whose focus is two-fold:

1. Teaching a specific concept and skill through modeling and demonstration, and
2. Checking to ensure that all students are learning what is being taught in real time.

Concept-based instruction is three-dimensional in that the curriculum and the instruction are focused on what students will know factually, understand conceptually, and perform skillfully as compared to traditional curriculum and instruction which is more two-dimensional in that the focus is only on what the students know and are able to do. According to H. Lynn Erickson (2007), the traditional method assumes that the ability to carry out an objective gives evidence of understanding; however, carrying out an objective fails to take students to the third dimension of conceptual understanding where students are able to internalize the learning and transfer that learning to other content areas and to real life.

This focus is achieved as teachers present content through active participation and engagement of the students. In order to achieve the desired results, the teachers will use differentiating strategies, cognitive strategies, and English Language Learner strategies to present concept development, skill development, guided practice and closure. These strategies include, but are not limited to, rehearsal, elaboration, organization, visualization, analogies, modeling, explanation, demonstration, contextual clues, and accretion (fine tuning of learning) to ensure that 80-100% of the students are being successful on a daily basis. This daily success will lead to an increase in academic achievement and an increase in test scores.

In order for our teachers to successfully implement this program, embedded professional development for the district's teachers will be provided through the use of an outside consultant with expertise in implementing EDI, providing coaching for teachers, providing demonstration lessons, assisting teachers as they develop effective lesson plans, monitoring teachers' progress, and providing feedback after observations.

COMPONENT I

(1) Developing and increasing teacher and school leader effectiveness

 X 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 principals of both Tier I and Tier II schools were replaced.

 X 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:

Explicit Direct Instruction (EDI) takes in account students' growth as demonstrated by data. Formative, summative, and indirect data will be used to determine students' achievement. EDI has observational requirements and documents that will be used to ascertain the level of student involvement in learning, teachers' rigor in instructional delivery, and professional practices.

A Tiered/Formal and Informal Evaluation System will be implemented to ensure that principals and teachers are using data to monitor and improve student achievement. SAFE-T will be used to conduct formal teacher evaluation. Frequent, informal observations and walk-through of all teachers will be conducted to ensure that data is being used to power classroom instruction. The use of content based evaluation rubrics, designed and developed collaboratively between teachers and principals, will be part of ongoing data collection. Data will be collected for the purpose of providing feedback, recommendations, gauge effective curriculum implementation, and to determine the need for professional development or improvement plans.

Formal evaluation of principals will be conducted using the SCDE Principal Evaluation Instrument. Formal evaluations will be coupled with on-going, informal evaluations using the Superintendent's Academic Expectation Checklist, as well as the EDI expectations for building level administrators as an accountability tool. The checklist will rate the level of implementation of academic goals that were set for student achievement by the Principal and Parent/Student Achievement Advisory Council for PASS and AYP.

 ☒ 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:

Staff development for instructional leaders will be an integral part of Core Component I. The principals have already created and completed their plans for the implementation of the Professional Learning Teams (PLT). This initiative is supported and funded by the Palmetto Priority Schools. The content facilitators will begin their training in August. The principal will be mentored by a seasoned administrator, Mr. Larry Heath, who will mentor the principal in how to effectively and successfully implement this intervention model, thus, improving student achievement. The major areas of professional development will be Explicit Direct Instruction, Differentiated Instruction, Literacy across the Curriculum, RTI, PBIS, and the development of technology proficiency of all certificated personnel.

Four content area coaches will provide job embedded staff development, mentoring, demonstration lesson, and support to instructional staff, parent, community centers, and other stake holders. The ESOL and Special Education teachers will be included in all content area training to ensure that a seamless delivery of instruction is occurring across all discipline. Paula Harris, Palmetto Priority Schools' contact, is a Ruby Payne certified trainer who will provide staff development in "A Frame Work for Understanding Poverty". The instructional staff must understand that students of poverty must be taught the importance of learning, and their role in the process of skills acquisition. Instructional staffs will gander an understanding of how and why students of poverty are resistant to learning. They also will develop an educational ideology that will empower them to teach their students from the students' point of view and point of need. She will also train teachers in how to conduct effective parent-teacher conferences. Parents of poverty also need to learn the importance of learning, and the value it holds for their children's economic future

_____ Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Program/Activity and Implementation Summary:

The school/district will reward principals and building level stakeholders for meeting the identified academic goals for PASS and AYP.

Principal's Bonus: The principal will receive this bonus if the school's student achievement goals are met, and their absolute rating increases.	\$10,000.00
Assistant Principal Bonus: Assistant principals will receive a bonus based on the same criteria for the principals.	\$ 2,000.00
Teacher Incentives for Academic Achievement: Teachers need to be encouraged for the additional time effort and energy that they have put into academic excellence. By year 3 80% of the students in an individual Teacher's will meet their MAP RIT goal. Middle teams will receive a bonus based on the following student achievement goals Year1:65% Year 2:75% Year 3:80%.	\$22,000.00

Support Staff: will be rewarded based on the criteria set forth for principals, assistant principals, and teachers.	\$ 5,000.00
Student Incentives : Students will be rewarded extrinsically for the work that they have produced academically. This will build a sense of pride in their accomplishments and provide them with the incentive that they need to continue with the learning process.	\$ 5,000.00

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.

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The school/district will use signing bonuses to attract the best and brightest teachers to work in Jasper County Schools, along with providing- retention bonus for new teachers, who meet or exceed established goals, to stay at the school. Teacher observational instruments will include the expected outcomes for instructional delivery that have been presented to teachers during staff development. For example, the use of data to drive instruction; Teacher must have data notebook visible with ongoing interventions that are data driven, lesson plans and instructional delivery must provide evidence that students are being instructed based on the acquired data. An item on the observation walkthrough instrument will be: Teacher differentiates instruction based on individualize student data.

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COMPONENT II

DESCRIBE what happens at each tier of intervention

(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:

Explicit Direct Instruction (EDI) is an instructional delivery model based on the work of Jerome Bruner (Nine Events of Instruction), Madeline Hunter (Program for Effective Teaching), Merlin Wittrock (Generative Learning), and David Sousa (How the Brain Learns), and other educational researchers, psychologists, and cognitive psychologists. Marzano's *Art and Science of Instruction* also follows the structure of Explicit Direct Instruction.

Research studies conducted by G. Adams yielded over 350 publications on various forms of studies conducted on Explicit Instruction. Criterion for inclusion limited the analysis to 37 research publications that met four groupings: (a) regular education, (b) special education, (c) the National Follow-Through project, and (d) follow-up studies. Some example findings include:

- 32 out of 34 studies analyzed had statistically significant positive effects. The authors found consistent evidence that explicit instruction is an effective instructional practice for all students (K-12) and that the use of direct instruction as a teaching strategy is effective;
- National Follow-Through Project: students receiving explicit instruction scored and achieved well above other treatment conditions in both the affective and cognitive domains. This suggests that competence in school related skills enhance self-esteem;
- National Follow-Through Project: students receiving explicit instruction in reading, mathematics, language and spelling achieved well in these basic skills, as well as in reading comprehension, problem solving, and math concepts;
- Review of research studies on beginning reading using explicit instruction strategies reported that students considered disadvantaged and students with diverse needs like other students benefit most from early and explicit teaching of word recognition skills, including phonics; and,

- Carnine and colleagues evaluated effective delivery components essential to explicit instruction to validate each in relation to students outcomes for a range of all students by ability and by age. This study was done empirically.

Studies conducted by Johns Hopkins University also cite the effectiveness of direct instruction as the foremost initiative for school reform for low performing, at-risk, and diverse student populations.

Explicit Direct Instruction is designed to be used at any grade level (k-12), in all content areas, and across all populations of learners. The design of EDI lessons provides that the method accommodates both state and national academic standards.

DESCRIBE what happens at each tier of intervention

Teachers and/or Administrators will:

- Understand Instructional Design Components
 - ✓ Essential Instructional Design
 - Big Ideas
 - Conspicuous Strategies
 - Mediated Scaffolding
 - Strategic Integration
 - Judicious Review
 - Primed Background Knowledge
 - ✓ Essential Instructional Delivery Components
 - Frequent Student Responses
 - Appropriate Pacing
 - Adequate Processing Time
 - Monitor Responses
 - Provide Feedback
- Use Explicit Direct Instruction appropriately
- Develop Effective Lesson Plans
- Understand Brain-based Learning
- Use Cognitive Strategies to ensure deeper understanding by students

- Develop Assessments that appropriately measure the learning of the students

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:

Ridgeland Middle will inform instruction utilizing MAP individual student reports, Class by RIT and the DesCartes is a learning continuum resource that is aligned to state standards. This will facilitate the translation of students RIT bands into individualized action plans for instruction, grouping and differentiation of instruction. Core content coaches will meet weekly to disaggregate triangulated assessment data with content teams. Individualized instructional plans will be adjusted to meet the needs of students.

Professional development will be provided by the Director for Professional Development for Middle Schools in the Using Data to inform instruction, how to disaggregate and apply data to instructional practices. The director will also provide and/ or assist in the acquisition of professional development for content related teachers to enhance instructional delivery, as well as professional development instructional leaders.

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

Program/Activity and Implementation Summary:

All certificated staff will use the Curriculator lesson planning software to write their lesson plans. The plans will be monitored and evaluated by the building level instructional team as well as Director for Professional Development for Middle Schools. This will ensure that all staff development provided for core content areas are being implemented. Using a curriculum revision rubric, reviews of the curriculum will be conducted at the end of each module to ensure that the expected level of instructional rigor has been delivered. Reviews formative and summative assessments will determine the effectiveness of expected outcomes for students' academic performance. Data will be retrieved from all CAI "response-to-intervention" models to ascertain the growth achieved by students during the instructional "window".

Professional Learning Teams (PLT), and administrative Professional Learning Communities will be implemented to provide additional support to teachers and principals in order to ensure that effective instructional strategies to support students with disabilities, and ELLs are mastering academic content. The Title III Coordinator and the Executive Director of Exceptional Children will provide support to building level principals and instructional staff in how to meet the needs of students with disabilities and limited English proficient students. All ELLs and students with disabilities instructional staff will receive the same staff development as mainstream teachers. The ESOL Coordinator will provide extensive staff development in language acquisition and how ELLs acquire language skills. Principals and instructional leaders will attend these workshops. They will be apprised of how to facilitate the acquisition of language skills and improve student achievement. The inclusion model of instructional delivery will be structured to meet the developmental needs of the student. Differentiated instruction will be delivered within the mainstreamed setting. Fast ForWord-a brain based intervention-will be utilized to ameliorate the reading deficits that the students are currently experiencing. Job embedded staff development will be provided for all building level stake holders in how to implement this intervention with fidelity, and how to use data to inform instruction for students with disabilities

The technology coach will provide the needed technology staff development to facilitate the integration of technology into the instructional practices of all instructional staff. The technology coach will also provide ongoing job embedded staff development in the development of technology infused lesson plans, how to effectively utilize Curriculator for the development, monitoring, and evaluation of lesson plans and instructional units.

Instructional leaders will also use the PLT process to evaluate the curriculum and make the necessary adjustments for areas of weakness identified in the reviews. Principals, teachers, and coaches will use the curriculum evaluation rubric to evaluate the curriculum and isolate and ideological, theoretical, or instructional areas of weakness and or strengths that should be addressed.

COMPONENT III

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

Required activities. The LEA must—

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

x Provide ongoing mechanisms for family and community engagement.

Program/Activity and Implementation Summary:

The extended day program will take place from 3:00 – 4:30 Monday through Thursday, or in the manner deemed most appropriate for the school as determined by the principal. Students will be grouped into classes by MAP RIT bands in ELA and Mathematics. Certified and qualified ELA and Mathematics teachers will teach these classes. Instruction will be based on NWEA Des Cartes and Success For All (SFA). Success for All will be the instructional program used for the extended day program. Students' progress will be monitored closely and they will take the computerized assessment (MAP) on a monthly basis. Students will be placed in classes according to MAP RIT reading bands.

Principals will be given the authority to set schedules that allow teachers to plan by departments and grade levels. All core subject teachers will be housed under the main wing. One wing of the school will be called the Intervention Center. It will house all computer assistance instruction intervention labs for Remediation and Intervention. Remediation and intervention will be done through computer based instructional programs (Larson's Math, Reading PLUS, Renaissance Learning, Fast Forward, etc). Teachers will also be trained in data analysis through weekly data meetings. They will be taught how to take assessment data and how to differentiate their instruction to meet the needs of all of the students. In addition, the schools will provide on going staff development in unpacking the SC standards, use of manipulative, direct instruction, balanced literacy, RTI, and the Ruby Payne, a Framework for Poverty. Principals will also have the flexibility to schedule the extended day activities at the building level to meet the needs of the community, students, and staff.

Support will be provided to parents in the form of a Parent Advocate and Parent Liaison. The Parent Advocate will provide training in parenting skills, computer literacy, acquisition of a high school diploma, and technical/job skills training. The advocate will plan monthly activities for parental involvement. These may include parenting skills, computer skills acquisition, home to conference effectively with your child's teacher, how to facilitate skills acquisition through the support of assigned homework. Additionally, nights will be dedicated to enlighten parents' knowledge on programs being implemented at the schools. These may include Math Night, Family Literacy Night, Science Night, PASS Information Night, etc. . Parent liaisons will bridge the communications cap between ELLs, teachers, and their parents as they provide translational services for instructional, administrative, and support staff. They will play a vital role in disseminating the student achievement goals, transformational interventions, and academics expectations of ELLs to the students as well as their parents. Community Advisory Council: This will comprise of community stakeholders, parents, and building level administrators and the superintendent. This group will be using data to help the school set academic goals and provide support in the accomplishment of these goals. This will be a separate entity from the School Improvement Council (SIC).

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

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

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

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

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

Program/Activity and Implementation Summary:

The school will partner with the Office of Exceptional Children in its implementation the Positive Behavioral Interventions and Supports (PBIS) model to enhance teachers' classroom management skills. A PBIS Coach will be provided to facilitate the process on the campus. An assistant will also assist the Coach in meetings the needs of classroom teachers for the enhancement of instruction and the maintenance of the PBIS philosophy within the classroom milieu. Faith based organizations, and business leaders, will meet with the principal and superintendent as members of the Academic Advisory Council to ascertain how they can participate in the student achievement process with the schools. Activities such as community based homework centers, support for Character Education, vocabulary enhancement, and use of similar instructional strategies during the delivery of faith based activities will enhance the goals of student achievement. Business partners will engage building level stake holders in dialogue on the importance of education. Students will interface with these partners as they learn to connection classroom instruction with the expectations of the work world. Local clinics, behavioral management systems, and family supports will become a part of the interagency collaborative to ensure that the needs of the whole child are met.

Opportunities for students to establish positive relationships with adults will be built into the weekly schedule. Students will meet on a regular basis with an advisor with whom they can dialogue about their personal goals. These conversations may involve academic goals and how to achieve them, community involvement goals and how to go about establishing and implementing them, as well as career goals and how to focus academic achievement in the realization of those goals.

- (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:

The implementation of the Transformation Model for Ridgeland Middle School has taken into consideration the following operational flexibilities, supported by the LEA, to meet their unique needs:

- The building level Instructional Leadership Team will use innovative scheduling to meet the needs of the student population. Students' need for intervention will power the scheduling of individual and groups of students. The schedule will include the opportunity for double dosing in a student's area of weakness, daily computer assisted intervention, one-on-one or small group pull-out or push-in intervention and assistance provided by the reading or math interventionist. Student performance data will be used to determine the level of intervention needed to close their achievement gaps.
- Ridgeland Middle School administrative team will be given the latitude to make sound decisions on the utilization of funds that aligns with their SIG and founded on valid, supportive research. The building level administration will be held accountable for their utilization of funds and monthly budget meetings will be scheduled to monitor spending.
- The administrative team will be empowered to actively recruit personnel to fill vacancies. A collaborative process with the Human Resources Department will ensure that the principal and members of the school leadership team are involved in hiring decisions for their school. All candidates will be interviewed by a panel that will include members of the school's leadership team. The school leadership team involvement in hiring decisions will increase the probability of selecting the best possible fit for the school's vision and in creating the desired culture.

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

Program/Activity and Implementation Summary:

A key component of the Ridgeland Middle School Transformation Model is the focus on professional development. To enhance student academic achievement, it is imperative to provide teachers with the assistance they need to effectively plan for instruction, understand and demonstrate pedagogy, and use data to inform instruction, and differentiation. Ongoing technical assistance will be provided by the LEA, upon request by the SEA, and ongoing support provided by building level coaches.

LEA's Executive Director of Professional Development for Middle Schools will meet monthly with RMS's Instructional Leaders to discuss their professional development needs and areas in which they can provide assistance. The principal will have a Mentor to provide support and guidance in the implementation the Transformation Model and the School Improvement Plan. The LEA will provide professional development opportunities in addition to those provided by the building level support team. The district will use Lucid Data's professional development management system, PDExpress, to post training opportunities that are being offered, register teachers for sessions, track recertification hours, and approve teachers' request for professional development within and outside the district.

SEA will be called upon to provide their expertise and resources in areas such as implementation of Professional Learning Teams, Exemplary Writing, and strategies for effective implementation of state accountability measures.

RMS will hire content area coaches to provide the instructional staff with ongoing, onsite assistance, job embedded training, classroom demonstrations, and support in using data as the foundation for instructional decision-making. A professional development calendar will be created by the school to make sure that time is allocated to provide customized training to meet the needs of the school's staff.

LEA: Jasper County School District

School: Hardeeville Middle School

Transformation Model Concept: EXPLICIT DIRECT INSTRUCTION

Give a *brief* summary of your transformation model.

Hardeeville Middle School has selected the Explicit Direct Instruction (EDI) model for instructional delivery because it's emphasis on the cognitive development of students and uses a meta-cognitive construct so that teachers know the what, when, how, why, and the expected results of instruction. The EDI model ensures that all students are provided the opportunity to learn and that all students are successfully taught grade-level work every day. EDI is a concept-based method whose focus is two-fold:

3. Teaching a specific concept and skill through modeling and demonstration, and
4. Checking to ensure that all students are learning what is being taught in real time.

Concept-based instruction is three-dimensional in that the curriculum and the instruction are focused on what students will know factually, understand conceptually, and perform skillfully as compared to traditional curriculum and instruction which is more two-dimensional in that the focus is only on what the students know and are able to do. According to H. Lynn Erickson (2007), the traditional method assumes that the ability to carry out an objective gives evidence of understanding; however, carrying out an objective fails to take students to the third dimension of conceptual understanding where students are able to internalize the learning and transfer that learning to other content areas and to real life.

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In order for our teachers to successfully implement this program, embedded professional development for the district's teachers will be provided through the use of an outside consultant with expertise in implementing EDI, providing coaching for teachers, providing demonstration lessons, assisting teachers as they develop effective lesson plans, monitoring teachers' progress, and providing feedback after observations.

COMPONENT I

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Program/Activity and Implementation Summary:

The principals of both Tier I and Tier II schools were replaced.

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Research studies conducted by G. Adams yielded over 350 publications on various forms of studies conducted on Explicit Instruction. Criterion for inclusion limited the analysis to 37 research publications that met four groupings: (a) regular education, (b) special education, (c) the National Follow-Through project, and (d) follow-up studies. Some example findings include:

- 32 out of 34 studies analyzed had statistically significant positive effects. The authors found consistent evidence that explicit instruction is an effective instructional practice for all students (K-12) and that the use of direct instruction as a teaching strategy is effective;
- National Follow-Through Project: students receiving explicit instruction scored and achieved well above other treatment conditions in both the affective and cognitive domains. This suggests that competence in school related skills enhance self-esteem;
- National Follow-Through Project: students receiving explicit instruction in reading, mathematics, language and spelling achieved well in these basic skills, as well as in reading comprehension, problem solving, and math concepts;
- Review of research studies on beginning reading using explicit instruction strategies reported that students considered disadvantaged and students with diverse needs like other students benefit most from early and explicit teaching of word recognition skills, including phonics; and,
- Carnine and colleagues evaluated effective delivery components essential to explicit instruction to validate each in relation to students outcomes for a range of all students by ability and by age. This study was done empirically.

Studies conducted by Johns Hopkins University also cite the effectiveness of direct instruction as the foremost initiative for school reform for low performing, at-risk, and diverse student populations.

Explicit Direct Instruction is designed to be used at any grade level (k-12), in all content areas, and across all populations of learners. The design of EDI lessons provides that the method accommodates both state and national academic standards.

DESCRIBE what happens at each tier of intervention

Teachers and/or Administrators will:

- Understand Instructional Design Components
 - ✓ Essential Instructional Design
 - Big Ideas
 - Conspicuous Strategies
 - Mediated Scaffolding
 - Strategic Integration
 - Judicious Review
 - Primed Background Knowledge
 - ✓ Essential Instructional Delivery Components
 - Frequent Student Responses
 - Appropriate Pacing
 - Adequate Processing Time

- Monitor Responses
 - Provide Feedback
- Use Explicit Direct Instruction appropriately
 - Develop Effective Lesson Plans
 - Understand Brain-based Learning
 - Use Cognitive Strategies to ensure deeper understanding by students
 - Develop Assessments that appropriately measure the learning of the students

COMPONENT III

(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 extended day program will take place from 3:00 – 4:30 Monday through Thursday, or in the manner deemed most appropriate for the school as determined by the principal. Students will be grouped into classes by MAP RIT bands in ELA and Mathematics. Certified and qualified ELA and Mathematics teachers will teach these classes. Instruction will be based on NWEA Des Cartes and Success For All (SFA). Success for All will be the instructional program used for the extended day program. Students’ progress will be monitored closely and they will take the computerized assessment (MAP) on a monthly basis. Students will be placed in classes according to MAP RIT reading bands.

Principals will be given the authority to set schedules that allow teachers to plan by departments and grade levels. All core subject teachers will be housed under the main wing. One wing of the school will be called the Intervention Center. It will house all computer assistance instruction intervention labs for **Remediation and Intervention**. Remediation and intervention will be done through computer based instructional programs (Larson’s Math, Reading PLUS, Renaissance Learning, Fast Forward, etc). Teachers will also be trained in data analysis through weekly data meetings. They will be taught how to take assessment data and how to differentiate their instruction to meet the needs of all of the students. In addition, the schools will provide on going staff development in unpacking the SC standards, use of manipulative, direct instruction, balanced literacy, RTI, and the Ruby Payne, a Framework for Poverty. Principals will also have the flexibility to schedule the extended day activities at the building level to meet the needs of the community, students, and staff.

Support will be provided to parents in the form of a Parent Advocate and Parent Liaison. The Parent Advocate will provide training in parenting skills, computer literacy, acquisition of a high school diploma, and technical/job skills training. The advocate will plan monthly activities for parental involvement. These may include parenting skills, computer skills acquisition, home to conference effectively with your child's teacher, how to facilitate skills acquisition through the support of assigned homework. Additionally, nights will be dedicated to enlighten parents' knowledge on programs being implemented at the schools. These may include Math Night, Family Literacy Night, Science Night, PASS Information Night, etc. Parent liaisons will bridge the communications cap between ELLs, teachers, and their parents as they provide translational services for instructional, administrative, and support staff. They will play a vital role in disseminating the student achievement goals, transformational interventions, and academics expectations of ELLs to the students as well as their parents. **Community Advisory Council:** This will comprise of community stakeholders, parents, and building level administrators and the superintendent. This group will be using data to help the school set academic goals and provide support in the accomplishment of these goals. This will be a separate entity from the School Improvement Council (SIC).

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

Program/Activity and Implementation Summary:

The school will partner with the Office of Exceptional Children in its implementation the Positive Behavioral Interventions and Supports (PBIS) model to enhance teachers' classroom management skills. A PBIS Coach will be provided to facilitate the process on the campus. An assistant will also assist the Coach in meetings the needs of classroom teachers for the enhancement of instruction and the maintenance of the PBIS philosophy within the classroom milieu. This school's PBIS training will also include a component of understanding the culture behavioral characteristics of students. Faith based organizations, and business leaders, will meet with the principal and superintendent as members of the Academic Advisory Council to ascertain how they can participate in the student achievement process with the schools. Activities such as community based homework centers, support for Character Education, vocabulary enhancement, and use of similar instructional strategies during the delivery of faith based activities will enhance the goals of student achievement. The Sun City Volunteers and Lions Club Members will participate in this educational alliance to foster community involvement that enhances student achievement. Outdoor classrooms, nature walks, the development of classroom gardens are some of the activities that these organizations are willing to support. Business partners will engage building level stake holders in dialogue on the importance of education. Students will interface with these partners as they learn to connection classroom instruction with the expectations of the work world. Local clinics, behavioral management systems, and family supports will become a part of the interagency collaborative to ensure that the needs of the whole child are met.

Opportunities for students to establish positive relationships with adults will be built into the weekly schedule. Students will meet on a regular basis with an advisor with whom they can dialogue about their personal goals. These conversations may involve academic goals and how to achieve them, community involvement goals and how to go about establishing and implementing them, as well as career goals and how to focus academic achievement in the realization of those goals.

(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 implementation of the Transformation Model for Hardeeville Middle School has taken into consideration the following operational flexibilities, supported by the LEA, to meet their unique needs:

- The building level Instructional Leadership Team will use innovative scheduling to meet the needs of the student population. Students' need for intervention will power the scheduling of individual and groups of students. The schedule will include the opportunity for double dosing in a student's area of weakness, daily computer assisted intervention, one-on-one or small group pull-out or push-in intervention and assistance provided by the reading or math interventionist. Student performance data will be used to determine the level of intervention needed to close their achievement gaps.
- Hardeeville Middle School administrative team will be given the latitude to make sound decisions on the utilization of funds that aligns with their SIG and founded on valid, supportive research. The building level administration will be held accountable for their utilization of funds and monthly budget meetings will be scheduled to monitor spending.
- The administrative team will be empowered to actively recruit personnel to fill vacancies. A collaborative process with the Human Resources Department will ensure that the principal and members of the school leadership team are involved in hiring decisions for their school. All candidates will be interviewed by a panel that will include members of the school's leadership team. The school leadership team involvement in hiring decisions will increase the probability of selecting the best possible fit for the school's vision and in creating the desired culture.

- 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:

A key component of the Hardeeville Middle School Transformation Model is the focus on professional development. To enhance student academic achievement, it is imperative to provide teachers with the assistance they need to effectively plan for instruction, understand and demonstrate pedagogy, and use data to inform instruction, and differentiation. Ongoing technical assistance will be provided by the LEA, upon request by the SEA, and ongoing support provided by building level coaches.

LEA's Executive Director of Professional Development for Middle Schools will meet monthly with HMS's Instructional Leaders to discuss their professional development needs and areas in which they can provide assistance. The principal will have a Mentor to provide support and guidance in the implementation of the Transformation Model and the School Improvement Plan. The LEA will provide professional development opportunities in addition to those provided by the building level support team. The district will use Lucid Data's professional development management system, PDExpress, to post training opportunities that are being offered, register teachers for sessions, track recertification hours, and approve teachers' request for professional development within and outside the district.

SEA will be called upon to provide their expertise and resources in areas such as implementation of Professional Learning Teams, Exemplary Writing, and strategies for effective implementation of state accountability measures.

HMS will hire content area coaches to provide the instructional staff with ongoing, onsite assistance, job embedded training, classroom demonstrations, and support in using data as the foundation for instructional decision-making. A professional development calendar will be created by the school to make sure that time is allocated to provide customized training to meet the needs of the school's staff.



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Implementation Plan Template
RIDGELAND MIDDLE

RIDGELAND MIDDLE SCHOOL in Jasper County School District

Intervention Model: EXPLICIT DIRECT INSTRUCTION

Need Summary: Last year's **PASS** data demonstrates that **55.9%** of RMS's students scored /Not Met on the state's ELA assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in how to explicitly direct instructional delivery and programs to support student achievement.

In this document the Director of School Improvement is synonymous with the District Transformation Director

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>June - July</i>	Hire a lead teacher , ELA and Social Studies instructional coaches, and Reading Interventionist.	-Job description -Job Expectations - Professional Development	Director of School Improvement	Employee Contract	MAP/PASS Scores
<i>September- June</i>	Implement Literacy Across the Curriculum	-Ongoing PD (all content areas) -On site support -Research proven methodologies	Instructional Leaders/Instructional Coaches/ Director of School Improvement	-PD Surveys -Coach's Log of activities -Observation Reports and Feedback	-Survey Results -Formative Assessment Data -PASS
<i>August - June</i>	Implement the use of Computer Assisted Instruction (CAI) to provide tiered intervention and acceleration strategies in literacy	Provide staff development in: -Open Book for Literacy -Accelerated Reader Vocabulary/RenLearn Literacy Program -Reading Plus Data driven tiered intervention	Director of School Improvement/Instructional Leaders/Technology Coach	Student Performance/ Growth Data	MAP and PASS
<i>August - June</i>	Implement Explicit Direct Instruction	-PD for teachers and Instructional Leaders -Expectations for	Instructional Leaders/Instructional Coaches/ Director of School Improvement	Classroom Observations/Focus Walks	Formative Assessment MAP Data and



School Improvement Grant (2010–2011)
Implementation Plan Template
RIDGELAND MIDDLE

		implementation -Onsite support and monitoring			PASS
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RIDGELAND MIDDLE SCHOOL in Jasper County School District

Intervention Model: Accelerated Math – Renaissance Learning

Need Summary (one sentence): Last year’s **PASS** data demonstrates that **68.6 %** of RMS’s students scored Not Met on the state’s **MATH** assessment.

Action Summary (one sentence): Provide ongoing onsite support and training for instructional leaders and teachers in Standards Implementation, intervention and programs to improve student achievement.

Add additional rows and lines as needed.

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>August–July</i>	Differentiation of instruction for the content areas of Mathematics and Science for all students.	-Provide ongoing staff development -Coaching/Evidence prove Methodologies -Using Data to differentiate instruction -Tiered Intervention	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Coach’s Log of Activities Observation Reports and Feedback	-Survey Results -Formative Assessment Data -PASS
<i>August - June</i>	Purchase and implementation of Accelerated Math Intervention	-PD for Coaches - Tiered Intervention	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math Coaches	-Contract -Student Progress Reports	MAP and PASS data
<i>June - May</i>	Strategic planning for implementation of the SIG Grant and enhancing leadership capacity	-PD: Enhancing Leadership Capacity and Team building - Planning sessions for SIG instructional leaders.	Director of School Improvement/ Lead Teachers/ Instructional Leaders/ District Staff Development Coordinator/Coaches	-Intervention Plan -Staff Development Plan-evidence of implementation -Alignment document	MAP and PASS data



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RIDGELAND MIDDLE

		<ul style="list-style-type: none">-Intervention Plan- SIG Institute -Timeline for professional development-SIG Implementation Calendar		for strategies	
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HARDEEVILLE MIDDLE SCHOOL in Jasper County School District

Intervention Model: EXPLICIT DIRECT INSTRUCTION

Need Summary: Last year's **PASS** data demonstrates that **49.03%** of HMS's students scored Not Met on the state's ELA assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in how to explicitly direct instructional delivery and programs to support student achievement.

In this document the Director of School Improvement is synonymous with the District Transformation Director

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>June - July</i>	Hire a Dean of Students, Reading Interventionist, and ELA Coach	-Job description -Job Expectations - Professional Development	Director of School Improvement	Employee Contract	MAP and PASS Scores
<i>June - June</i>	Implement Literacy Across the Curriculum	-Ongoing PD (all content areas) -On site support -Research proven methodologies	Instructional Leaders/Instructional Coaches/ Director of School Improvement	-PD Surveys -Coach's Log of activities -Observation Reports and Feedback	-Survey Results -Formative Assessment Data -PASS
<i>August - June</i>	Implement the use of CAI to provide tiered intervention strategies in literacy	Provide staff development in: -Open Book for Literacy -Accelerated Reader Vocabulary/RenLearn Literacy Program -Reading Plus Data driven tiered intervention	Director of School Improvement/Instructional Leaders/Technology Coach	Student Performance/ Growth Data	MAP and PASS
<i>August - June</i>	Implement Explicit Direct Instruction	-PD for teachers and Instructional Leaders -Expectations for implementation -Onsite support and monitoring	Instructional Leaders/Instructional Coaches/ Director of School Improvement	Classroom Observations/Focus Walks	Formative Assessment MAP Data and PASS

HARDEEVILLE MIDDLE SCHOOL in Jasper County School District

Intervention Model: EXPLICIT DIRECT INSTRUCTION

Need Summary: Last year's **PASS** data demonstrates that **56.63%** of HMS's students scored Not Met on the state's MATHEMATICS assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in how to explicitly direct instructional delivery and programs to support student achievement.

In this document the Director of School Improvement is synonymous with the District Transformation Director

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>June-July</i>	Hire Math/Science instructional coaches	-Job description -Job Expectations - Professional Development in Mathematical Literacy/Science Integration	Director of School Improvement	Employee Contract	MAP and PASS Scores
<i>August-July</i>	Differentiation of instruction for the content areas of Mathematics and Science for all students.	-Provide ongoing staff development -Coaching/Evidence proven Methodologies -Using Data to differentiate instruction -Tiered Intervention	Instructional Leaders/Instructional Coaches/ Director of School Improvement	-PD Surveys -Coach's Log of Activities -Observation Reports and Feedback	-Survey Results -Formative Assessment Data -PASS
<i>August - June</i>	Purchase Accelerated Math Intervention	-PD for Coaches - Tiered Intervention	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math Coaches	-Contract -Student Progress Reports	MAP and PASS data
<i>June - May</i>	Strategic planning for implementation of the SIG Grant and enhancing	-PD: Enhancing Leadership Capacity and Team building	Director of School Improvement/ Lead Teachers/ Instructional Leaders/ District	-Intervention Plan -Staff Development Plan-evidence of	MAP and PASS data



	leadership capacity	<ul style="list-style-type: none"> - Planning sessions for SIG instructional leaders. - Intervention Plan - SIG Institute - Timeline for professional development - SIG Implementation Calendar 	Staff Development Coordinator/Coaches	implementation -Alignment document for strategies	
August - June	Provide ongoing training in working with children from poverty	-Ruby Payne's: Framework for Understanding Poverty	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ District Staff Development Coordinator	Reduction in referrals	MAP/PASS data
August – June	Cultural awareness workshops for instructional leaders and staff to facilitate an understanding how to work with ELLs	Working Shop : -Understanding the Hispanic Culture -Strategies for Working with ELL	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ District Staff	Parent Surveys from Hispanic Parents: Baseline Survey will be conducted in August	Increase in positive perceptions of the school from parent survey results



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Implementation Plan Template
RIDGELAND MIDDLE

RIDGELAND MIDDLE SCHOOL in Jasper County School District

Intervention Model: EXPLICIT DIRECT INSTRUCTION

Need Summary: Last year’s **PASS** data demonstrates that **55.9%** of RMS’s students scored /Not Met on the state’s ELA assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in how to explicitly direct instructional delivery and programs to support student achievement.

In this document the Director of School Improvement is synonymous with the District Transformation Director

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>September - May</i>	Implement literacy across the curriculum	Provide on going staff development in Content Knowledge Methodologies & how to assess literacy	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Coach’s Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
<i>September - May</i>	Implement the Accelerated Reader Vocabulary,/Renlearn Literacy Program:	Provide staff development in the Reading, Vocabulary, and Literacy to support reading.	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Coaches Renlearn Staff Dev. Rep	student comprehension report	Formative Assessment Data/PASS AR Usage
<i>August - June</i>	Implement the use of CAI to provide tiered intervention strategies in literacy	Provide ongoing staff development	Director of School Improvement/Instructional Leaders/Technology Coach	Student Performance/ Growth Data	MAP & PASS
<i>August - June</i>	Implement Explicit Direct Instruction	Professional Development Teacher, and building level administrators: Expectations for the implementation of EDI Year II	Instructional Leaders/Instructional Coaches/ Director of School Improvement	Classroom Observations/Focus Walks	Formative Assessment :MAP Data/ PASS



School Improvement Grant (2011–2012)
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RIDGELAND MIDDLE

RIDGELAND MIDDLE SCHOOL in Jasper County School District

Intervention Model: Accelerated Math – Renaissance Learning

Need Summary (one sentence): Last year’s **PASS** data demonstrates that **68.6 %** of RMS’ students scored Not Met on the state’s **MATH** assessment.

Action Summary (one sentence): Provide ongoing onsite support and training for instructional leaders and teachers in Standards Implementation, intervention and programs to improve student achievement.

Add additional rows and lines as needed.

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>August-July</i>	Implement differentiation of instruction for the content areas of Mathematics and Science for all students. Implement the tiered intervention approach to skills mastery in mathematics/science Include ESOL & Special Education classroom teachers and support personnel.	Provide on going staff development in unpacking SC Math and Science standards Content Knowledge Methodologies Assessment -Using Data to differentiate instruction	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Coach’s Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
<i>August-July</i>	Implement teaching mathematics using hands on mathematics materials	Provide Training in the use of manipulatives to enhanced math/science instruction Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	PD Surveys Coach’s Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS



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<i>August - June</i>	Implement Accelerated Math Intervention	Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math Coaches	Student Progress Reports	MAP/PASS data
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HARDEEVILLE MIDDLE SCHOOL in Jasper County School District

Intervention Model: EXPLICIT DIRECT INSTRUCTION

Need Summary: Last year's **PASS** data demonstrates that **49.03%** of HMS's students scored Not Met on the state's ELA assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in how to explicitly direct instructional delivery and programs to support student achievement.

In this document the Director of School Improvement is synonymous with the District Transformation Director

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>September - May</i>	Implement literacy across the curriculum	Provide on going staff development in Content Knowledge Methodologies & how to assess literacy	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Coach's Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
<i>September - June</i>	Implement the Accelerated Reader Vocabulary,/Renlearn Literacy Program:	Provide staff development in the Reading, Vocabulary, and Literacy to support reading.	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Coaches Renlearn Staff Dev. Rep	student comprehension report	Formative Assessment Data/PASS AR Usage
<i>August - June</i>	Implement the use of CAI to provide tiered intervention strategies in literacy	Provide ongoing staff development	Director of School Improvement/Instructional Leaders/Technology Coach	Student Performance/ Growth Data	MAP & PASS
<i>August - June</i>	Implement Explicit Direct Instruction	Professional Development Teacher, and building level administrators: Expectations for the implementation of EDI Year II	Instructional Leaders/Instructional Coaches/ Director of School Improvement	Classroom Observations/Focus Walks	Formative Assessment :MAP Data/ PASS

HARDEEVILLE MIDDLE SCHOOL in Jasper County School District

Intervention Model: EXPLICIT DIRECT INSTRUCTION

Need Summary: Last year's **PASS** data demonstrates that **56.63%** of HMS's students scored Not Met on the state's MATHEMATICS assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in how to explicitly direct instructional delivery and programs to support student achievement.

In this document the Director of School Improvement is synonymous with the District Transformation Director

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
August-July	Implement differentiation of instruction for the content areas of Mathematics and Science for all students. Implement the tiered intervention approach to skills mastery in mathematics/science Include ESOL & Special Education classroom teachers and support personnel.	Provide on going staff development in unpacking SC Math and Science standards Content Knowledge Methodologies Assessment -Using Data to differentiate instruction	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Coach's Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
August-July	Implement teaching mathematics using hands on mathematics materials	Provide Training in the use of manipulatives to enhanced math/science instruction Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	PD Surveys Coach's Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS



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<i>August - June</i>	Implement Accelerated Math Intervention	Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math Coaches	Student Progress Reports	MAP/PASS data
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HARDEEVILLE MIDDLE SCHOOL in Jasper County School District

Intervention Model: TRANSFORMATION

Need Summary: Last year’s data shows that 54.9% of HMS’s students have scored Not Met on the state’s MATH assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in Standards Implementation, intervention and programs to improve student achievement.

Add additional rows and lines as needed.

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>August-July</i>	Provide on going staff development in unpacking SC Math and Science standards. Include ESOL & Special Education classroom teachers and support personnel	Content Knowledge Methodologies Assessment -Using Data to differentiate instruction	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Teacher Lesson Plan Coach’s Log of Mentoring Observation Reports and Feedback	Survey Results Lesson Plan Evals. Formative Assessment Data/PASS
<i>August-July</i>	Provide Training in the use of manipulatives to enhanced math/science instruction	Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	Observation Reports Lesson Plans Student Work	Results of Observations/ Lesson Plan Evals. Formative Assessment Data/PASS
<i>August-July</i>	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>July-May</i>	Provide staff development in the use of STC Kits	STC Kits – for each Grade Level	Director of School Improvement/ Lead Teacher/	Observation Reports Lesson Plans	Results of Observations/



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School Improvement Grant
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**Implementation Plan
Template
HARDEEVILLE MIDDLE**

		Mathematics Integration	Instructional Leaders/ Math & Science Coaches	Student Work	Lesson Plan Evals. Formative Assessment Data/PASS
<i>August - May</i>	Provide staff development to develop and implement tiered intervention programs using CAI (Computer Assisted Instruction)	CAI – Math & Science Programs Tiered Intervention Model	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Results of Observations/ Lesson Plan Evals. Formative Assessment Data/PASS
<i>September- June</i>	Provide ongoing staff development in Explicit Direct Instruction to improve instructional delivery	Professional Development Teacher, and building level administrators: Expectations for the implementation of EDI Year II	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	Observation Reports Lesson Plans Student Work	Results of Observations/ Lesson Plan Evals. Formative Assessment Data/PASS
<i>August - June</i>	Provide ongoing staff development in the use of data to differentiate classroom instruction.	Tiered Intervention Model MAP – Descartes Interpretation of data Using Data Walls	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Results of Observations/ Lesson Plan Evals. Formative Assessment Data/PASS
<i>August - June</i>	Implement Accelerated Math Intervention	Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math Coaches	Student Progress Reports	MAP/PASS data
<i>August – June</i>	Provide on going training in the Ruby Payne: A Framework for Understanding Poverty	Instructional Strategies, Classroom Environment, Cultural Awareness, Building a community of learners	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ District Staff Development Coordinator	Reduction in referrals	MAP/PASS data



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School Improvement Grant
(2011–2012)

**Implementation Plan
Template**

HARDEEVILLE MIDDLE

<i>August – June</i>	Provide training and opportunities for planning for instructional leaders	Intervention Plan Timeline for professional development Alignment of all school plans to ensure effective implementation	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ District Staff Development Coordinator/coaches	Intervention Plan Staff Development Plan-evidence of implementation Alignment document for strategies	MAP/PASS data
<i>August – June</i>	Provide Cultural awareness workshops for instructional leaders and staff-to facilitate understanding how to work with ELLs	Working Shop on Understanding the Hispanic Culture	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ District Staff	Parent Surveys from Hispanic Parents: Baseline Survey will be conducted in August	Increase in positive perceptions of the school from parent survey results



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School Improvement Grant (2012 - 2013)
Implementation Plan Template
RIDGELAND MIDDLE

RIDGELAND MIDDLE SCHOOL in Jasper County School District

Intervention Model: EXPLICIT DIRECT INSTRUCTION

Need Summary: Last year's **PASS** data demonstrates that **55.9%** of RMS's students scored /Not Met on the state's ELA assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in how to explicitly direct instructional delivery and programs to support student achievement.

In this document the Director of School Improvement is synonymous with the District Transformation Director

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>September - May</i>	Implement literacy across the curriculum	Provide on going staff development in Content Knowledge Methodologies & how to assess literacy	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Coach's Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
<i>September - May</i>	Implement the Accelerated Reader Vocabulary,/Renlearn Literacy Program:	Provide staff development in the Reading, Vocabulary, and Literacy to support reading.	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Coaches Renlearn Staff Dev. Rep	student comprehension report	Formative Assessment Data/PASS AR Usage
<i>August - June</i>	Implement the use of CAI to provide tiered intervention strategies in literacy	Provide ongoing staff development	Director of School Improvement/Instructional Leaders/Technology Coach	Student Performance/ Growth Data	MAP & PASS
<i>August - June</i>	Implement Explicit Direct Instruction	Professional Development Teacher, and building level administrators: Expectations for the implementation of EDI Year II	Instructional Leaders/Instructional Coaches/ Director of School Improvement	Classroom Observations/Focus Walks	Formative Assessment :MAP Data/ PASS



School Improvement Grant (2012 - 2013)
Implementation Plan Template
RIDGELAND MIDDLE

RIDGELAND MIDDLE SCHOOL in Jasper County School District

Intervention Model: Accelerated Math – Renaissance Learning

Need Summary (one sentence): Last year’s **PASS** data demonstrates that **68.6 %** of RMS’ students scored Not Met on the state’s **MATH** assessment.

Action Summary (one sentence): Provide ongoing onsite support and training for instructional leaders and teachers in Standards Implementation, intervention and programs to improve student achievement.

Add additional rows and lines as needed.

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>August-July</i>	Implement differentiation of instruction for the content areas of Mathematics and Science for all students. Implement the tiered intervention approach to skills mastery in mathematics/science Include ESOL & Special Education classroom teachers and support personnel.	Provide on going staff development in unpacking SC Math and Science standards Content Knowledge Methodologies Assessment -Using Data to differentiate instruction	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Coach’s Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
<i>August-July</i>	Implement teaching mathematics using hands on mathematics materials	Provide Training in the use of manipulatives to enhanced math/science instruction Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	PD Surveys Coach’s Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
<i>August - June</i>	Implement Accelerated Math Intervention	Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math Coaches	Student Progress Reports	MAP/PASS data

HARDEEVILLE MIDDLE SCHOOL in Jasper County School District

Intervention Model: EXPLICIT DIRECT INSTRUCTION

Need Summary: Last year's **PASS** data demonstrates that **49.03%** of HMS's students scored Not Met on the state's ELA assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in how to explicitly direct instructional delivery and programs to support student achievement.

In this document the Director of School Improvement is synonymous with the District Transformation Director

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>September - May</i>	Implement literacy across the curriculum	Provide on going staff development in Content Knowledge Methodologies & how to assess literacy	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Coach's Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
<i>September - June</i>	Implement the Accelerated Reader Vocabulary,/Renlearn Literacy Program:	Provide staff development in the Reading, Vocabulary, and Literacy to support reading.	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Coaches Renlearn Staff Dev. Rep	student comprehension report	Formative Assessment Data/PASS AR Usage
<i>August - June</i>	Implement the use of CAI to provide tiered intervention strategies in literacy	Provide ongoing staff development	Director of School Improvement/Instructional Leaders/Technology Coach	Student Performance/ Growth Data	MAP & PASS
<i>August - June</i>	Implement Explicit Direct Instruction	Professional Development Teacher, and building level administrators: Expectations for the implementation of EDI Year II	Instructional Leaders/Instructional Coaches/ Director of School Improvement	Classroom Observations/Focus Walks	Formative Assessment :MAP Data/ PASS



HARDEEVILLE MIDDLE SCHOOL in Jasper County School District

Intervention Model: EXPLICIT DIRECT INSTRUCTION

Need Summary: Last year's **PASS** data demonstrates that **56.63%** of HMS's students scored Not Met on the state's MATHEMATICS assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in how to explicitly direct instructional delivery and programs to support student achievement.

In this document the Director of School Improvement is synonymous with the District Transformation Director

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>August-July</i>	Implement differentiation of instruction for the content areas of Mathematics and Science for all students. Implement the tiered intervention approach to skills mastery in mathematics/science Include ESOL & Special Education classroom teachers and support personnel.	Provide on going staff development in unpacking SC Math and Science standards Content Knowledge Methodologies Assessment -Using Data to differentiate instruction	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Coach's Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
<i>August-July</i>	Implement teaching mathematics using hands on mathematics materials	Provide Training in the use of manipulatives to enhanced math/science instruction Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	PD Surveys Coach's Log of Mentoring Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS



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School Improvement Grant (2012 - 2013)
Implementation Plan Template
HARDEEVILLE MIDDLE

<i>August - June</i>	Implement Accelerated Math Intervention	Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math Coaches	Student Progress Reports	MAP/PASS data
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HARDEEVILLE MIDDLE SCHOOL in Jasper County School District

Intervention Model: TRANSFORMATION

Need Summary: Last year's data shows that 54.9% of HMS's students have scored Not Met on the state's MATH assessment.

Action Summary: Provide ongoing onsite support and training for instructional leaders and teachers in Standards Implementation, intervention and programs to improve student achievement.

Add additional rows and lines as needed.

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>August-July</i>	Provide on going staff development in unpacking SC Math and Science standards. Include ESOL & Special Education classroom teachers and support personnel	Content Knowledge Methodologies Assessment -Using Data to differentiate instruction	Instructional Leaders/Instructional Coaches/ Director of School Improvement	PD Surveys Teacher Lesson Plan Coach's Log of Mentoring Observation Reports and Feedback	Survey Results Lesson Plan Evals. Formative Assessment Data/PASS
<i>August-July</i>	Provide Training in the use of manipulatives to enhanced math/science instruction	Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	Observation Reports Lesson Plans Student Work	Results of Observations/ Lesson Plan Evals. Formative Assessment Data/PASS
<i>August-July</i>	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure



<i>July-May</i>	Provide staff development in the use of STC Kits	STC Kits – for each Grade Level Mathematics Integration	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	Observation Reports Lesson Plans Student Work	Results of Observations/ Lesson Plan Evals. Formative Assessment Data/PASS
<i>August - May</i>	Provide staff development to develop and implement tiered intervention programs using CAI (Computer Assisted Instruction)	CAI – Math & Science Programs Tiered Intervention Model	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Results of Observations/ Lesson Plan Evals. Formative Assessment Data/PASS
<i>September-June</i>	Provide ongoing staff development in Explicit Direct Instruction to improve instructional delivery	Professional Development Teacher, and building level administrators: Expectations for the implementation of EDI Year II	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	Observation Reports Lesson Plans Student Work	Results of Observations/ Lesson Plan Evals. Formative Assessment Data/PASS
<i>August - June</i>	Provide ongoing staff development in the use of data to differentiate classroom instruction.	Tiered Intervention Model MAP – Descartes Interpretation of data Using Data Walls	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math & Science Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Results of Observations/ Lesson Plan Evals. Formative Assessment Data/PASS
<i>August - June</i>	Implement Accelerated Math Intervention	Numeration Algebra Geometry Measurement & Data Analysis	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ Math Coaches	Student Progress Reports	MAP/PASS data



<i>August – June</i>	Provide on going training in the Ruby Payne: A Framework for Understanding Poverty	Instructional Strategies, Classroom Environment, Cultural Awareness, Building a community of learners	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ District Staff Development Coordinator	Reduction in referrals	MAP/PASS data
<i>August – June</i>	Provide training and opportunities for planning for instructional leaders	Intervention Plan Timeline for professional development Alignment of all school plans to ensure effective implementation	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ District Staff Development Coordinator/coaches	Intervention Plan Staff Development Plan-evidence of implementation Alignment document for strategies	MAP/PASS data
<i>August – June</i>	Provide Cultural awareness workshops for instructional leaders and staff-to facilitate understanding how to work with ELLs	Working Shop on Understanding the Hispanic Culture	Director of School Improvement/ Lead Teacher/ Instructional Leaders/ District Staff	Parent Surveys from Hispanic Parents: Baseline Survey will be conducted in August	Increase in positive perceptions of the school from parent survey results



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School Improvement Grant (2010 -
2013)
Budget Narrative

Jasper County School District - LEA Budget Justification	1 year total	2 year total	3 year total	3 year Totals
Personnel:				
Director of School Improvement - Turnabout Specialist	\$82,600.00	\$82,600.00	\$82,600.00	\$247,800.00
Summer Professional Development to prepare schools for the implementation of SIG: Stipends	\$12,500.00	\$12,500.00	\$12,500.00	\$37,500.00
Total Personnel/Year:	\$95,100.00	\$95,100.00	\$95,100.00	\$285,300.00
Total Fringe Benefits/Year:	\$27,641.00	\$27,641.00	\$27,641.00	\$82,923.00
Total Salaries and Fringe	\$122,741.00	\$122,741.00	\$122,741.00	\$368,223.00
Contracted Services: District Wide				
Administrative Travel for SIG Coordinator	\$2,313.00	\$2,313.00	\$2,313.00	\$6,939.00
Supplies	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00
Total District Expenditures	\$128,054.00	\$128,054.00	\$128,054.00	\$384,162.00



RIDGELAND MIDDLE SCHOOL				
Salaries				
Substitutes for Professional Development: RMS faculty and staff have demonstrated that they have not yet mastered the SC standards. Extensive job embedded staff development is needed in this area. Substitutes may receive up \$100. 00 per day. We will be conducting staff development occasionally during the regular school day. Teachers will be visiting other schools to observe instruction being delivered.	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
Bus Driver Salaries for extended Day: RMS will be instituting an extended day program during the school year. In corporation with the 21st century Grant. Students with specific areas of weakness/strengths will be identified utilizing MAP/PASS/Benchmark formative as well as summative assessments. The children will be driven home after regular school hours,	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 19,500.00
Staff Development & summer institutes to prepare for SIG Implementation	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 30,000.00
Content Area Teachers				
Middle School Lead Teachers: .5 of her salary will come from this grant. The lead teacher will act as the Curriculum Coordinator/Building Level School Improvement Coordinator for this site. She will be supporting the Principal in maintaining the integrity of the schools' SIG plan, gathering the needed data for the quarterly reports that must be sent to the Director of School Improvement. Working closely with the Director of Middle Grades to plan, develop and implement Staff development for this school.	\$ 31,162.00	\$ 31,162.00	\$ 31,162.00	\$ 93,486.00
Social Studies (SS) Coach: Based on the low achievement of students this person will provide coaching in SS instructional delivery for teachers in planning, developing, and delivery of Social Studies lesson plans that are grade level and standards based They will observe the Social Studies teachers, and use the cognitive coaching model.	\$ 67,941.00	\$ 67,941.00	\$ 67,941.00	\$ 203,823.00



School Improvement Grant (2010 -
2013)
**Ridgeland Middle School
Budget Narrative**

ELA Coach: historically the ELA scores in this school have been significantly depressed. This school has not made AYP since the inception on NCLB. Teachers will be mentored by the ELA coach in Balanced literacy and best practices for the delivery of instruction.		\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 150,000.00
Reading Interventionists to work with Lower quartile students whose formative assessment data indicates that they need intensive reading intervention (RED students)		\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 150,000.00
Director of Middle School Staff Development- Staff development will be planned, coordinated, and implemented by this individual for this Tier I school. Historical data indicates the need for Building level support as well as a seamless process for the delivery of staff development. This person will ensure that the calendar is not overwhelmed with activities that cannot be implemented with fidelity. She will be the contact for the EDI process. .5 of her salary will be taken form this budget		\$ 46,500.00	\$ 46,500.00	\$ 46,500.00	\$ 139,500.00
Principal's Bonus: The principal will receive this bonus if the school's student achievement goals are met, and their absolute rating increases.		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 30,000.00
Assistant Principal Bonus: Assistant principals will receive a bonus based on the same criteria for the principals.		\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 6,000.00
Teacher Incentives for Academic Achievement: Teachers need to be encouraged for the additional time effort and energy that they have put into academic excellence. When test information is received and student achievement warrants it teachers will be rewarded for their efforts.		\$ 22,000.00	\$ 22,000.00	\$ 22,000.00	\$ 66,000.00
Support Staff: will be rewarded based on the criteria set forth for principals, assistant principals, and teachers.		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
TOTAL Salaries without subs	15000	\$ 291,103.00	\$ 306,102.00	\$ 306,102.00	\$ 918,306.00
FICA @ 7.65%			\$ 23,417.00	\$ 23,417.00	\$ 70,251.00
Retirement @ 13.03%			\$ 37,931.00	\$ 37,931.00	\$ 113,793.00
Insurance	4	\$ 8,000.00	\$ 32,000.00	\$ 32,000.00	\$ 96,000.00



School Improvement Grant (2010 -
2013)
**Ridgeland Middle School
Budget Narrative**

Total Benefits		\$ 93,348.00	\$ 93,348.00	\$ 93,348.00	\$ 93,348.00	\$ 280,044.00
TOTAL SALARY AND BENEFITS			\$ 399,450.00	\$ 399,450.60	\$ 399,450.60	\$ 1,198,350.
All technology equipment below will be used to meet the intent of NCLB.						
Laptops for classroom teachers to use with the promethean boards, plan instruction, and integrate technology into the instructional program, Wireless access points, and other peripherals.			\$ 32,000.00	\$ 32,000.00	\$ 32,000.00	\$ 96,000.00
			\$ 32,000.00	\$ 32,000.00	\$ 32,000.00	\$ 96,000.00
Contracted Services						
A+: CAI intervention program to support the recovery of content that students have missed in their previous years, and to prevent the loss of credit due to poor student performance. This program is also an enrichment program for high achievers to enrich their learning.			\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
Promethean Board Certification training for 4 trainers at this school. This is the most cost effective way of ensuring that teachers who are trained in how to utilize the promethean boards to deliver instruction in an exciting and innovative manner.			\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00
Staff Development in Math, and Literacy across the curriculum.			\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 81,000.00
Explicit Direct Instruction: This is the instructional delivery model program for this transformation model.			\$ 46,500.00	\$ 46,500.00	\$ 46,500.00	\$ 139,500.00
Renaissance Learning: Accelerated Reader and Math Intervention Program			\$ 35,204.00	\$ 35,204.00	\$ 35,204.00	\$ 105,612.00
Total Contracted Services			\$ 119,704.00	\$ 119,704.00	\$ 119,704.00	\$ 359,112.00
Instructional supplies: to support instruction in literacy, mathematics, science and social studies.			\$ 17,184.00	\$ 17,185.00	\$ 17,184.500	\$ 51,554.00
Student Incentives : Students will be rewarded extrinsically for the work that they have produced academically. This will build a sense of pride in their accomplishments and provide them with the			\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00



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School Improvement Grant (2010 -
2013)
**Ridgeland Middle School
Budget Narrative**

incentive that they need to continue with the learning process							
TOTAL SUPPLIES			\$ 22,184.00	\$ 22,185.00	\$ 22,185.00	\$ 66,554.00	
TOTAL EXPENDITURES			\$ 573,338.76	\$ 573,338.76	\$ 573,338.76	\$ 1,720,016.00	



HARDEEVILLE MIDDLE SCHOOL				
Salaries				
Substitutes for Professional Development: HMS faculty and staff have demonstrated that they have not yet mastered the SC standards. Extensive job embedded staff development is needed in this area. Substitutes may receive up \$100. 00 per day. We will be conducting staff development occasionally during the regular school day. Teachers will be visiting other schools to observe instruction being delivered.	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
Salaries for bus drivers for extended day.	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 19,500.00
Staff Development & summer institutes to prepare for SIG Implementation	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 30,000.00
Content Area Teachers				
SCIENCE Content Coach to provide coaching in SCIENCE Instructional delivery for teachers in planning, developing, and delivery of Social Studies lesson plans that are grade level based They will observe the SS teachers, and use coaching strategies	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 150,000.00
Reading Interventionists to work with Lower quartile students whose formative assessment data indicates that they need intensive reading intervention (RED students).	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 150,000.00
MATH: Coach: historically the MATH scores in this school have been significantly depressed. This school has not made AYP since the inception on NCLB. Teachers will be mentored by the ELA coach in Balanced literacy and best practices for the delivery of instruction.	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 150,000.00
ELA Coach: historically the ELA scores in this school have been significantly depressed. This school has not made AYP since it has opened. Teachers will be mentored by the ELA coach in literacy across the curriculum and best practices for the delivery of instruction.	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 150,000.00



School Improvement Grant (2010 -
2013)
**Hardeeville Middle School
Budget Narrative**

Principal's Bonus: The principal will receive this bonus if the school's student achievement goals are met, and their absolute rating increases.		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 30,000.00	
Assistant Principal Bonus: Assistant principals will receive a bonus based on the same criteria for the principals.		\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 6,000.00	
Teacher Incentives for Academic Achievement: Teachers need to be encouraged for the additional time effort and energy that they have put into academic excellence. By year 3 80% of the students in an individual Teacher's will meet their MAP RIT goal. Middle teams will receive a bonus based on the following student achievement goals Year1:65% Year 2:75% Year 3:80%.		\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 36,000.00	
Support Staff: will be rewarded based on the criteria set forth for principals, assistant principals, and teachers.		\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 6,000.00	
Dean of Academics: The Dean has will act as the Curriculum Coordinator/Building Level School Improvement Coordinator for this site. She will be supporting the Principal in maintaining the integrity of the school's SIG plan.		\$ 67,000.00	\$ 67,000.00	\$ 67,000.00	\$ 201,000.00	
TOTAL Salaries without subs	15,000.00	\$ 299,500.00	\$ 314,500.00	\$ 314,500.00	\$ 314,500.00	\$ 943,500.00
FICA @ 7.65%			\$ 24,059.00	\$ 24,059.00	\$ 24,059.00	\$ 72,177.00
Retirement @ 13.03%			\$ 39,025.00	\$ 39,025.00	\$ 39,025.00	\$ 117,075.00
Insurance	4	\$ 8,000.00	\$ 32,000.00	\$ 32,000.00	\$ 32,000.00	\$ 96,000.00
Total Benefits		\$ 95,084.00	\$ 95,084.00	\$ 95,084.00	\$ 95,084.00	\$ 285,252.00
TOTAL SALARY AND BENEFITS			409,584.00	409,584.00	409,584.00	\$ 1,228,752.00



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School Improvement Grant (2010 -
2013)

**Hardeeville Middle School
Budget Narrative**

All technology equipment below will be used to meet the intent of NCLB.					
Purchase technology equipment to support CAI (Computer Assisted Instruction). Computers for classroom teachers. This will enable them to plan technology integration lesson from home as well as school.		\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 75,000.00
Total Tech Equipment		\$ 25,000.00	\$ 25,000.00	25,000.00	\$ 75,000.00
Contracted Services					
Transportation contracted services to pay for extended day at the AGAPE Center. This is being funded by the 21st Century Grant.		-3,000.00	-3,000.00	-3,000.00	0
A+ : to support the recovery of content that students have missed in their previous years and to prevent the loss of credit due to poor student performance. This school has overage students who should really be in high school. This program will enable them to recoup the time that they have lost.		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
Promethean Board Certification: training for 4 trainers at this school. This is the most cost effective way of ensuring that teachers who are trained in how to utilize the promethean boards to deliver instruction in an exciting and innovative manner.		\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 12,000.00
Staff Development in Math and Literacy across the curriculum		\$27,000.00	\$27,000.00	\$27,000.00	\$81,000.00
Explicit Direct Instruction: This is the instructional delivery model program for this transformation model.		\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 120,000.00
Renaissance Learning: Accelerated Reader and Math Intervention Program		\$ 35,204.00	\$ 35,204.00	\$ 35,204.00	\$ 105,612.00
Total Contracted Services		\$ 111,204.00	\$ 111,204.00	\$ 111,204.00	\$ 333,612.00
Instructional supplies		\$ 26,057.00	\$ 26,058.00	\$ 26,058.00	\$ 78,1713.00



School Improvement Grant (2010 -
2013)
**Hardeeville Middle School
Budget Narrative**

Student Incentives: Students will be rewarded extrinsically for the work that they have produced academically. This will build a sense of pride in their accomplishments and provide them with the incentive that they need to continue with the learning process.	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
Supplies for Parenting activities	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 3,000.00
Communications with parents and community – flyers, newsletters, etc @15000 per year-- this is more at this school because it has a larger Hispanic population.	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 3,000.00
Postage for mailing correspondence to parents and community @ \$300/year x 3 years: Parents indicate each year in the school's report card that communications is an area of weakness for this school.	\$ 300.00	\$ 300.00	\$ 300.00	\$ 900.00
TOTAL SUPPLIES	\$ 33,357.00	\$ 33,358.00	\$ 33,358.00	\$ 100,073.00
TOTAL EXPENDITURES	\$ 579,145.00	\$ 579,146.00	\$ 579,146.00	\$ 1,737,437.00



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School Improvement Grant (2010–
2011)
COMBINED BUDGET

Combined Total Budget Summary Form (LEA and all schools TO BE served)

Name of District: Jasper County School District

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.

TGY	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)	\$ 715,702.00	\$ 24,000.00	\$ 715,702.00	\$ 24,000.00	\$ 715,702.00	\$ 24,000.00	\$ 2,147,106.00
Employee Benefits (200)	\$ 216,073.00	\$ 5,636.00	\$ 216,073.00	\$ 5,636.00	\$ 216,073.00	\$ 5,636.00	\$ 648,219.00
Purchased Services (300)	\$ 233,221.00	\$ 79,000.00	\$ 233,221.00	\$ 79,000.00	\$ 233,221.00	\$ 79,000.00	\$ 699,663.00
Supplies and Materials (400)	\$ 58,543.00	\$ 54,310.00	\$ 58,542.00	\$ 54,310.00	\$ 58,542.00	\$ 54,310.00	\$ 175,627.00
Capital Outlay (500)	\$ 57,000.00	\$ 20,000.00	\$ 57,000.00	\$ 20,000.00	\$ 57,000.00	\$ 20,000.00	\$ 171,000.00
Other (600)							
Total Direct Costs	\$ 1,280,539.00	\$ 182,946.00	\$ 1,280,538.00	\$ 182,946.00	\$ 1,280,538.00	\$ 182,946.00	\$ 3,841,615.00
Indirect Costs (700)							
Total	\$ 1,280,539.00	\$ 182,946.00	\$ 1,280,538.00	\$ 182,946.00	\$ 1,280,538.00	\$ 182,946.00	\$ 3,841,615.00



School Improvement Grant Subgrant
Application
(2010–2013)

**LEA-level Expenditures
Budget summary form**

LEA-level Expenditures Budget Summary for Jasper County School District

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

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	\$ 95,100.00	\$ 20,000.00	\$ 95,100.00	\$ 20,000.00	\$ 95,100.00	\$ 20,000.00	\$285,300.00
Employee Benefits (200)	\$ 27,641.00	\$ 4,136.00	\$ 27,641.00	\$ 4,136.00	\$ 27,641.00	\$ 4,136.00	\$82,923.00
Purchased Services (300)	\$ 2,313.00	\$ 1,000.00	\$ 2,313.00	\$ 1,000.00	\$ 2,313.00	\$ 1,000.00	\$6,939.00
Supplies and Materials (400)	\$ 3,000.00	\$ 500.00	\$ 3,000.00	\$ 500.00	\$ 3,000.00	\$ 500.00	\$ 9,000.00
Capital Outlay (500)							
Other (600)							
Total Direct Costs	\$128,054.00	\$25,636.00	\$128,054.00	\$25,636.00	\$128,054.00	\$25,636.00	\$384,162.00
Indirect Costs (700)							
Total	\$128,054.00	\$ 25,636.00	\$128,054.00	\$ 25,636.00	\$128,054.00	\$ 25,636.00	\$384,162.00



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School Improvement Grant Subgrant
Application
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**LEA budget summary form of
schools to be served**

LEA Budget Summary for Schools to be served in Jasper County School District

Applicants may request between \$50,000 and \$2,000,000 per year for each Tier I and Tier II school to be served. For Tier III schools, applicants may request from \$50,000 to \$2,000,000 per school per year with the understanding that funds are may not be available. Year 1 funds must be expended by June 30, 2011, and continuation funding depends on progress and compliance with requirements.

Summary of Funds for each school to be Served and which tier	Year 1 Requested	Year 1 Match or In-kind	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Ridgeland Middle- Tier I	\$573,338.00	\$ 62,750.00	\$573,339.00	\$ 62,750.00	\$573,339.00	\$ 62,750.00	\$1,720,016.00
Hardeeville Middle/High-Tier II	\$ 579,145.00	\$ 94,560.00	\$ 579,146.00	\$ 94,560.00	\$ 579,146.00	\$ 94,560.00	\$1,737,437.00
Total Direct Costs	\$1,152,483.00	\$157,310.00	\$1,152,485.00	\$157,310.00	\$1,152,485.00	\$157,310.00	\$3,457,453.00
Indirect Costs (700)							
Total Costs	\$1,152,483.00	\$157,310.00	\$1,152,484500	\$157,310.00	\$1,152,485.00	\$157,310.00	\$3,457,453.00



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School Improvement Grant Subgrant Application
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**School budget summary form:
Ridgeland Middle TIER I**

School-level Budget Summary Form: RIDGELAND MIDDLE

Name of School Ridgeland Middle School Name of District Jasper County School District

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)	\$ 306,102.00	\$ 2,000.00	\$ 306,102.00	\$ 2,000.00	\$ 306,102.00	\$ 2,000.00	\$918,306.00
Employee Benefits (200)	\$ 93,348.00	\$ 750.00	\$ 93,348.00	\$ 750.00	\$ 93,348.00	\$ 750.00	\$280,044.00
Purchased Services (300)	\$ 119,704.00	\$ 48,000.00	\$ 119,704.00	\$ 48,000.00	\$ 119,704.00	\$ 48,000.00	\$359,112.00
Supplies and Materials (400)	\$ 22,184.00	\$ 33,810.00	\$ 22,185.00	\$ 33,810.00	\$ 22,185.00	\$ 33,810.00	\$66,554.00
Capital Outlay (500)	\$ 32,000.00	\$ 10,000.00	\$ 32,000.00	\$ 10,000.00	\$ 32,000.00	\$ 10,000.00	\$96,000.00
Other (600)							
Total Direct Costs	\$573,338.00	\$ 94,560.00	\$573,339.00	\$ 94,560.00	\$573,339.00	\$ 94,560.00	\$1,720,016.00
Indirect Costs (700)							
Total	\$ 573,338.00	\$ 94,560.00	\$ 573,339.00	\$94,560.00	\$ 573,339.00	\$ 94,560.00	\$1,720,016.00



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School Improvement Grant Subgrant Application
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**School budget summary form:
Ridgeland Middle TIER I**

School-level Budget Summary Form: HARDEEVILLE MIDDLE

Name of School Hardeeville Middle School Name of District Jasper County School District

Object Category	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
Salaries/Stipends (100)	\$ 314,500.00	\$ 2,000.00	\$ 314,500.00	\$ 2,000.00	\$ 314,500.00	\$ 2,000.00	\$943,500.00
Employee Benefits (200)	\$ 95,084.00	\$ 750.00	\$ 95,084.00	\$ 750.00	\$ 95,084.00	\$ 750.00	\$285,252.00
Purchased Services (300)	\$ 111,204.00	\$ 30,000.00	\$ 111,204.00	\$ 30,000.00	\$ 111,204.00	\$ 30,000.00	\$333,612.00
Supplies and Materials (400)	\$ 33,357.00	\$ 20,000.00	\$ 33,358.00	\$ 20,000.00	\$ 33,358.00	\$ 20,000.00	\$100,073.00
Capital Outlay (500)	\$ 25,000.00	\$ 10,000.00	\$ 25,000.00	\$ 10,000.00	\$ 25,000.00	\$ 10,000.00	\$75,000.00
Other (600)							
Total Direct Costs	\$ 579,145.00	\$ 62,750.00	\$ 579,146.00	\$ 62,750.00	\$ 579,146.00	\$ 62,750.00	1,737,437.00
Indirect Costs (700)							
Total	\$ 579,145.00	\$ 62,750.00	\$ 579,146.00	\$ 62,750.00	\$ 579,146.00	\$ 62,750.00	1,737,437.00