

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. 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. Staff not demonstrating implementation of the model and if their students are not demonstrating growth over time, will be provided with support (coaching, training, mentoring, etc.) and time, within a framework, to improve. If improvement is not made, recommendations will be made for dismissal or non-renewal of contract for the upcoming school year.

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 SIG Leadership Team and School Improvement Council for PASS and AYP.

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

Program/Activity and Implementation Summary:

Staff development for instructional leaders will be an integral part of Core Component I.- During year-one, 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, and Literacy across the Curriculum, RTI, PBIS, and the development of technology proficiency of all certificated personnel.

Four content area coaches (full-time ELA and math, .50 science and social studies) will provide job embedded staff development, mentoring, demonstration lesson, and support to instructional staff, parent, community centers, and other stakeholders. 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. Facilitators with expertise in Understanding Children from Poverty will provide sessions to help the instructional staff to understand that students of poverty must be taught the importance of learning, and their role in the process of skills acquisition. Instructional staffs will gather 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 MAP, 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.	\$5,000.00
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Assistant Principal Bonus: Assistant principals will receive a bonus based on the same criteria for the principals.	\$2,500.00
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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
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Support Staff: will be rewarded based on the criteria set forth for principals, assistant principals, and teachers.	\$8,000.00
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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.	\$8,000.00
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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

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

Program/Activity and Implementation Summary:

Teacher observation instruments will include the expected outcomes for instructional delivery, using Explicit Direct Instruction and research proven practices that have been presented during staff development. For example, the use of data to drive instruction; an item on the observation walkthrough instrument will be: Teacher differentiates instruction based on individualize student data. Teacher must have a “working” data notebook with ongoing interventions that are data driven. Lesson plans and instructional delivery (documented by classroom observations) must provide evidence that students are being instructed based on the acquired data.

Hiring practices will empower the principals to refuse a teacher placement regardless of that teacher's seniority. Principals will have the flexibility to determine whether or not the hire will fit within the educational ideology and philosophical construct of the school. The district will not force a principal to accept a teacher who is incapable of blending within the school culture or effectively delivering instruction to improve student achievement.

COMPONENT II

DESCRIBE what happens at each tier of intervention

(2) *Comprehensive instructional reform strategies*

Required activities. The LEA must—

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

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;

[Type text]

- 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

[Type text]

- 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

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

Program/Activity and Implementation Summary:

Ridgeland Middle will inform instruction utilizing quarterly Benchmark Assessments, MAP individual student reports, Class by RIT and the DesCartes, 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 support teachers in enhancing instructional delivery through effective planning, informed by student data. 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—

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

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

[Type text]

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

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

Program/Activity and Implementation Summary:

All certificated staff will use the lesson planning software to write their lesson plans. The plans will be monitored and evaluated by designated members of the building level instructional team. 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 and pacing and content are appropriate. Reviews of 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) 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. FastForWord-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 stakeholders in how to implement this intervention with fidelity, and how to use data to inform instruction for students with disabilities

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*

[Type text]

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. Appropriate resources, including computer-based program, will be used to address areas of weakness.

Principals will be given the authority to set schedules that allow teachers to plan by departments and grade levels. Remediation and intervention will be done through computer based instructional programs (Larson’s Math, Reading PLUS, Renaissance Learning, Fast Forward, etc), a Reading Interventionist, and during a school-wide intervention (RIT) period during the school day. Teachers will also be trained in data analysis through ongoing Teacher Curriculum Team (TCT) 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, 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 Liaison. The Parent Liaison collaborates with the SIG Leadership Team to plan monthly activities for parental involvement. These may include parenting skills, computer skills acquisition, how 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 will include, but not limited to Math Night, Family Literacy Night, Science Night, PASS Information Night, etc. The Parent Liaison will bridge the communications gap 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. The School Improvement Council will play an active role in planning community outreach activities, providing input for implementing the SIG, and monitoring implementation.

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;

[Type text]

 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. 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.

COMPONENT IV

(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:

[Type text]

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. Consultants from Data Works will provide training, coaching, and assistance throughout the school year to ensure fidelity in the implementation of Explicit Direct Instruction. 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.

The 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 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.

[Type text]

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.

[Type text]

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.

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.

[Type text]

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 ongoing, 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 SIG Leadership Team and School Improvement Council for PASS and AYP.

[Type text]

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. During year-one, 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 (Full-time ELA and Math and .50 science and social studies) 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. Facilitators with expertise in Understanding Children from Poverty will provide sessions to help the instructional staff to 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.

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Assistant Principal Bonus: Assistant principals will receive a bonus based on the same criteria for the principals. \$ 2,500.00

[Type text]

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Year 1: 65% **Year 2:** 75% **Year 3:** 80%. \$10,000.00

Support Staff: will be rewarded based on the criteria set forth for principals, assistant principals, and teachers. \$ 5,000.00

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Providing additional compensation to attract and retain staff with the skills necessary to meet the need\$ 5,000.00s of the students in a transformation school;

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[Type text]

COMPONENT II

DESCRIBE what happens at each tier of intervention

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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

[Type text]

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. Appropriate resources, including computer-based program, will be used to address areas of weakness.

The principal will be given the authority to set schedules that allow teachers to plan by departments and grade levels. Remediation and intervention will be done through computer based instructional programs (Larson’s Math, Reading PLUS, Renaissance Learning, Fast Forward, etc) and RIT classes. Core content coaches will meet weekly to support teachers in enhancing instructional delivery through effective planning, informed by student data. Instructional plans will be adjusted to meet the needs of students. Teachers will be taught how to take assessment data and to differentiate their instruction. In addition, the schools will provide on going staff development in unpacking the SC standards, use of manipulative, direct instruction, balanced literacy, RTI, and, 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 Liaison. The Parent Liaison, in collaboration with the SIG Leadership Team, 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 increasing parents’ knowledge of programs being implemented at the school and ways they can assist. These may include Math Night, Family Literacy Night, Science Night, PASS Information Night, etc. Parent liaisons will bridge the communications gap 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. The School Improvement Council will play an active role in planning community outreach activities, providing input for implementing the SIG, and monitoring implementation.

[Type text]

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 assist the Coach in meeting 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. 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 will participate in this educational alliance to foster community involvement that enhances student achievement.

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.

COMPONENT IV

(4) *Providing operational flexibility and sustained support*

Required activities.

The LEA must—

Give the school sufficient operational flexibility (such as staffing,

[Type text]

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 aligned 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 Hardeeville Middle School Transformation Model is the focus on professional development. Consultants from Data Works will provide training, coaching, and assistance throughout the school year to ensure fidelity in the implementation of Explicit Direct Instruction. 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, 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.

The 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 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

[Type text]

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.



Implementation Plan Template

IMPLEMENTATION PLAN

For Ridgeland Middle (insert Name of School)

In Jasper (insert Name of District)

Intervention Model: Explicit Direct Instruction

Need Summary: 2011 PASS data demonstrates that an **average** of 54.6% of RMS’s students scored Not Met on the state’s **ELA** assessment, and an average of 67.3% in mathematics.

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.

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
Summer 2011	Conduct a three-day Summer Academy for teachers and instructional leaders	#1,2	Principal and Building Level SIG Coordinator	PD Surveys Sign-in Sheets	-Observational data to support integration of expected implementation
July - August	Leadership team to analyze data (summer MAP, spring MAP, and PASS) to identify student’ need for intervention	#3	HMS SIG Leadership Team	Triangulation of achievement data	-Students’ Growth Data
	EDI classroom observations and feedback by Data Works presenters	1,2	School SIG Leadership Team, Director of SIG Data Works	Feedback and response to observations write-ups	Completed observations forms
	Writing Across the Curriculum professional development during TCT departmental meetings	1	Director of SIG, Content area instructional coaches	Evidence in lesson plans and observations	Minutes and sign- in sheets



Implementation Plan Template

	Read for Real professional development for RIT classes	3,4	School SIG Leadership Team, Content area instructional coaches	Observation of implementation	Agenda and sign- in sheets
	MAP analysis after fall administration	2	School SIG Leadership Team, Content Instructional Coaches	Updated data walls and data books and evidence of differentiation instruction	Agenda and sign- in sheets
	Renaissance Learning Accelerated Reader and Accelerated Math overview	1,2	Renaissance Learning Instructors, Content area instructional coaches	Monthly usage and impact on students' grades	Agenda and sign- in sheets
	SIG Leadership team monthly meetings	1	School SIG Leadership Team, Director of SIG	Progress monitoring of plans	Minutes and sign- in sheets
	Provide ongoing staff development in the use of data to differentiate classroom instruction.	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Lesson Plan Evals. Formative Assessment Data
	Meet with staff to review/update Staff and Student Incentive Plan	#1	Principal and SIG Coordinator	2010 – 11 Growth Data	2011-12 Performance Expectations
	PBIS overview	1,3	PBIS Coach	Progress monitoring	Agenda and sign- in sheets
	Response to Intervention (RTI) training	1	School SIG Leadership Team, Director of SIG	Progress monitoring	Agenda and sign- in sheets



Implementation Plan Template

	Use CAI to provide tiered intervention strategies in literacy. Progress monitor to ensure intervention is effective.	#2,3,4	Principal, SIG Coordinator, Instructional Coaches, and teachers	Student Performance/ Growth Data	Ascending growth in areas of weakness (Students' Growth Data)
	Promethean Board overview	2	Content area instructional coaches	Progress monitoring through classroom observations and lesson plans	Agenda and sign-in sheets
	Conduct information sessions/meetings for parents and other stakeholders to share year-two implementation plan and solicit input: <ul style="list-style-type: none"> • Open House • PTO Meeting • School Improvement Council Meeting 	#3	Principal and SIG Coordinator	Stakeholders input	Parent/stakeholders attendance
	Conduct information sessions/meetings for parents and other stakeholders to share year-two implementation plan and solicit input: <ul style="list-style-type: none"> • Open House • PTO Meeting • School Improvement Council Meeting 	#3	Principal and SIG Coordinator	Stakeholders input	
	Providing training for new teachers in Working With Students From Poverty.	#1, 2	SIG Coordinator and Director of SIG	PD Survey Results	
	Host Award Ceremony for students. Awards for: <ul style="list-style-type: none"> • Attendance • PBIS • Achievement 	#2,3,4	SIG Leadership Team	Attendance reports SWISS Reports 1 st quarter grade report	
	Monthly SIG/MOA Collaboration meetings	1,4	School SIG Leadership Team, Director of SIG, Executive Director of Middle Schools	Progress monitoring of plans and implementation	



Implementation Plan Template

	Conduct Review of 1 st quarter implementation status and student growth data	#1,2,3,4	Principal, Building Level SIG Coordinator, Coaches, and Department Chairs	Data from: <ul style="list-style-type: none"> • CAI Programs • Formative Assessments • Benchmark 	
	EDI classroom observations and feedback by Data Works presenters	1,2	School SIG Leadership Team, Director of SIG Data Works	Feedback and response to observations write-ups	
	EDI monthly focus	1,2	Content area instructional coaches	Progress monitoring of focus by observations and lesson plans	
	Promethean Board overview	2	Content area instructional coaches	Progress monitoring of focus by observations and lesson plans	
	Response to Intervention (RTI) training	1	School SIG Leadership Team, Director of SIG	Progress monitoring	
	SIG Leadership team monthly meetings	1	School SIG Leadership Team, Director of SIG	Progress monitoring of plans	
	Writing Across the Curriculum professional development during TCT departmental meetings	1	Director of SIG, Content area instructional coaches	Evidence in lesson plans and observations	
	Provide ongoing staff development in the use of data to differentiate classroom instruction.	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Lesson Plan Evals. Formative Assessment Data



Implementation Plan Template

	Collect work-samples needed for Curriculum Calibration (conducted by Data Works)	#2	Principal ,SIG Coordinator, and Instructional Coaches	Student works-samples	Calibration Data and Reports
	Use CAI to provide tiered intervention strategies in literacy. Progress monitor to ensure intervention is effective.	#2,3,4	Principal,SIG Coordinator, Instructional Coaches, and teachers	Student Performance/ Growth Data	Ascending growth in areas of weakness (Students' Growth Data)
	Provide on going staff development in unpacking SC Standards in the core areas. (Include ESOL & Special Education classroom teachers)	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	PD Survey Results Coach's Log Observation Reports and Feedback	Formative Assessment Data
	Conduct information sessions/meetings for parents and other stakeholders to share 1 st quarter implementation status and student growth data <ul style="list-style-type: none"> • Open House • PTO Meeting • School Improvement Council Meeting 	#3	Principal and SIG Coordinator	Stakeholders' input	Parent/stakeholders attendance
	Conduct Parent Night/s: <ul style="list-style-type: none"> • Provide parents with strategies for support their children's academic growth • Parent conferences 	#3, 4	SIG Leadership Team		
	Planning session to facilitate implementation of After-School Program <ul style="list-style-type: none"> • Recruit teachers • Selection of students • Resources needed for implementation • Coordinate transportation 	#2,3	Principal and SIG Coordinator	Student Performance Data	Student Performance/ Growth Data



Implementation Plan Template

	Host 2nd quarter Award Ceremony for students. Awards for: <ul style="list-style-type: none"> • Attendance • PBIS • Achievement 	#2,3,4	SIG Leadership Team	Attendance reports SWISS Reports 1 st quarter grade report	Perfect Attendance Criteria outlined in Student Incentive Plan
Quarter 3					
	Mid-Year Implementation Audit	#1,2,3,4	Director of School Improvement Grant	Documentation to verify implementation of the four components	Student Performance/ Growth Data
	Monthly SIG/MOA Collaboration meetings	1,4	School SIG Leadership Team, Director of SIG, Executive Director of Middle Schools	Progress monitoring of plans and implementation	Minutes
	Writing Across the Curriculum professional development during TCT departmental meetings	1	Director of SIG, Content area instructional coaches	Evidence in lesson plans and observations	Minutes and sign- in sheets
	MAP analysis after winter administration	2	School SIG Leadership Team, Content Instructional Coaches	Updated data walls and data books and evidence of differentiation instruction	Agenda and sign- in sheets
	SIG Leadership team monthly meetings	1	School SIG Leadership Team, Director of SIG	Progress monitoring of plans	Minutes and sign- in sheets
	Response to Intervention (RTI) training	1	School SIG Leadership Team, Director of SIG	Progress monitoring	Agenda and sign- in sheets



Implementation Plan Template

	Promethean Board overview	2	Content area instructional coaches	Progress monitoring of focus by observations and lesson plans	Agenda and sign-in sheets
	Calibration Work-session: <ul style="list-style-type: none"> Review Curriculum Calibration results Build Action Plan 	#2	Director of SIG, Principal, SIG Coordinator, and Instructional Coaches	Calibration results	Results of Observations Lesson Plan Evals. Formative Assessment Data
	Conduct After-school Enrichment Program for targeted population (ten weeks, two days per week)	#3	Principal and SIG Coordinator	Progress monitoring data	Student Performance/ Growth Data
	Host 3rd quarter Award Ceremony for students. Awards for: <ul style="list-style-type: none"> Attendance PBIS Achievement 	#2,3,4	SIG Leadership Team	Attendance reports SWISS Reports 1 st quarter grade report	Perfect Attendance Criteria outlined in Student Incentive Plan
Quarter 4					
	Monthly SIG/MOA Collaboration meetings	1,4	School SIG Leadership Team, Director of SIG, Executive Director of Middle Schools	Progress monitoring of plans and implementation	Minutes
	Conduct Review of 3rd quarter implementation status and student growth data	#1,2,3,4	Principal, Building Level SIG Coordinator, Coaches, and Department Chairs	Data from: <ul style="list-style-type: none"> CAI Programs Formative Assessments Benchmark 	Students' Growth Data



Implementation Plan Template

	Writing Across the Curriculum professional development during TCT departmental meetings	1	Director of SIG, Content area instructional coaches	Evidence in lesson plans and observations	Minutes and sign- in sheets
	MAP analysis after spring administration	2	School SIG Leadership Team, Content Instructional Coaches	Updated data walls and data books and evidence of differentiation instruction	Agenda and sign- in sheets
	SIG Leadership team monthly meetings	1	School SIG Leadership Team, Director of SIG	Progress monitoring of plans	Minutes and sign- in sheets
	Response to Intervention (RTI) follow-up	1	School SIG Leadership Team, Director of SIG	Progress monitoring	Agenda and sign- in sheets



Implementation Plan Template

IMPLEMENTATION PLAN

For Hardeeville Middle (insert Name of School)

In Jasper (insert Name of District)

Intervention Model: Explicit Direct Instruction

Need Summary: 2011 PASS data demonstrates that an **average** of 47.7% of HMS’s students scored Not Met on the state’s **ELA** assessment, 41.3% of the 8th graders participating in the **Writing** assessment, and an average of 47.1% in mathematics.

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

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
Summer 2011	Conduct a three-day Summer Academy for teachers and instructional leaders	#1,2	Principal and Building Level SIG Coordinator	PD Surveys Sign-in Sheets	-Observational data to support integration of expected implementation
July - August	Leadership team analyze data (summer MAP, spring MAP, and PASS) to identify student’ need for intervention	#3	HMS SIG Leadership Team	Triangulation of achievement data	-Students’ Growth Data
	Leadership Team will group students for intervention and acceleration. Match student needs with the appropriate intervention program. Create a schedule. <ul style="list-style-type: none"> • Accelerated Math • Fast ForWORD • Open Book • A+ • RIT Classes 	#3,4	HMS SIG Leadership Team	Achievement data	-List of students and the intervention that will be provided -Students’ Growth Data



Implementation Plan Template

	Meet with staff to review/update Staff and Student Incentive Plan	#1	Principal and SIG Coordinator	2010 – 11 Growth Data	2011-12 Performance Expectations
<i>1st Quarter</i>					
	Literacy Across the Curriculum: Conduct on-going TCT Meetings to support teachers in integrating reading and writing in all content areas. <ul style="list-style-type: none"> • 6 Traits Writing • Reading and Writing in the Content Areas • Portfolio Assessment • Research Proven Strategies 	# 1,2,	Principal, SIG Coordinator, Instructional Coaches, and teachers	PD Surveys Coach’s Log Observation Reports and Feedback	-Survey Results -Formative Assessment Data
	Use CAI to provide tiered intervention strategies in literacy and mathematics. Progress monitor to ensure intervention is effective	#2,3,4	Principal,SIG Coordinator, Instructional Coaches, and teachers	Student Performance/ Growth Data	Ascending growth in areas of weakness (Students’ Growth Data)
	Explicit Direct Instruction: Provide level-one training for new hires. Returning Teachers’ Focus: Developing Classroom Norms and Checking for Understanding	#1,2,	Principal ,SIG Coordinator, and Instructional Coaches	PD Survey Classroom Observation data	Student Growth Data
	Conduct information sessions/meetings for parents and other stakeholders to share year-two implementation plan and solicit input: <ul style="list-style-type: none"> • Open House • PTO Meeting • School Improvement Council Meeting 	#3	Principal and SIG Coordinato	Stakeholders input	Parent/stakeholders attendance



Implementation Plan Template

	Differentiation of instruction for all content areas. Implement a tiered intervention approach (to include ESOL & Special Education classes)	#2,3	Principal ,SIG Coordinator, and Instructional Coaches	PD Surveys Coach’s Log Observation Reports and Feedback	Survey Results Formative Assessment Data/PASS
	Provide teachers with the training and support needed to teach mathematics with the integration of appropriate hands-on strategies	#1,2,3	SIG Coordinator and Math Coach	PD Surveys Coach’s Log Observation Reports and Feedback	Survey Results Formative and Summative Assessment Data
	Monthly Progress Monitoring of implementation of the four components and student achievement data	#1,2,3,4	Director of SIG, Principal ,SIG Coordinator, and Instructional Coaches	Student Performance/ Growth Data Implementation progress	Student Performance/ Growth Data
	Providing training for new teachers in Working With Students From Poverty.	#1, 2	SIG Coordinator and Director of SIG	PD Survey Results	Classroom Climate Indicators/Decrease levels one and two infractions
	Provide on going staff development in unpacking SC Math and Science standards. Include ESOL & Special Education classroom teachers	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	PD Survey Results Coach’s Log Observation Reports and Feedback	Formative Assessment Data
	Provide staff development in the use of STC Kits	#1,2,3	Principal ,SIG Coordinator, and Science Coach	Observation Reports Lesson Plans	Results of Observations Lesson Plan Evals. Formative Assessment Data
	Provide ongoing staff development in the use of data to differentiate classroom instruction.	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Lesson Plan Evals. Formative Assessment Data
	Host Award Ceremony for students. Awards for: <ul style="list-style-type: none"> • Attendance • PBIS • Achievement 	#2,3,4	SIG Leadership Team	Attendance reports SWISS Reports	Perfect Attendance Criteria outlined in Student Incentive Plan



Implementation Plan Template

				1 st quarter grade report	
	Provide instructional staff with ongoing training in the use of technology to enhance instruction	#1,2,3	SIG Coordinator, Instructional Coaches	Teacher Technology Competency Data	Ascending competency level Student Growth data
<i>2nd Quarter</i>					
	Conduct Review of 1 st quarter implementation status and student growth data	#1,2,3,4	Principal, Building Level SIG Coordinator, Coaches, and Department Chairs	Data from: <ul style="list-style-type: none"> • CAI Programs • Formative Assessments • Benchmark 	Students' Growth Data
	Conduct information sessions/meetings for parents and other stakeholders to share 1 st quarter implementation status and student growth data <ul style="list-style-type: none"> • Open House • PTO Meeting • School Improvement Council Meeting 	#3	Principal and SIG Coordinator	Stakeholders' input	Parent/stakeholders attendance
	Conduct Parent Night/s: <ul style="list-style-type: none"> • Provide parents with strategies to support their child/ren's academic growth • Parent conferences 	#3, 4	SIG Leadership Team	Parent survey responses	Number of parents attending Student Growth Data
	Explicit Direct Instruction: Provide support and training for teachers based on their level of understanding and implementation	#1,2,	Principal ,SIG Coordinator, and Instructional Coaches	PD Survey Classroom Observation data	Student Growth Data



Implementation Plan Template

	Collect work-samples needed for Curriculum Calibration (conducted by Data Works)	#2	Principal ,SIG Coordinator, and Instructional Coaches	Student works-samples	Calibration Data and Reports
	Provide on going staff development in unpacking SC Standards in the core areas. (Include ESOL & Special Education classroom teachers)	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	PD Survey Results Coach’s Log Observation Reports and Feedback	Formative Assessment Data
	Literacy Across the Curriculum: Conduct on-going TCT Meeting to support teachers in integrating reading and writing in all content areas. <ul style="list-style-type: none"> • 6 Traits Writing • Reading and Writing in the Content Areas • Portfolio Assessment • Research Proven Strategies 	# 1,2,	Principal, SIG Coordinator, Instructional Coaches, and teachers	PD Surveys Coach’s Log Observation Reports and Feedback	-Survey Results -Formative Assessment Data
	Provide ongoing staff development in the use of data to differentiate classroom instruction.	#1,2,3	Principal, SIG Coordinator, and Instructional Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Lesson Plan Evals. Formative Assessment Data
	Provide teachers with the training and support needed to teach mathematics and science with the integration of appropriate hands-on strategies	#1,2,3	SIG Coordinator, and Math & Science Coaches	PD Surveys Coach’s Log Observation Reports and Feedback	Survey Results Formative and Summative Assessment Data
	Use CAI to provide tiered intervention strategies in literacy and mathematics. Progress monitor to ensure intervention is effective.	#2,3,4	Principal,SIG Coordinator, Instructional Coaches, and teachers	Student Performance/ Growth Data	Ascending growth in areas of weakness (Students’ Growth Data)
	Continue training new teachers in Working With Students From Poverty.	#1, 2	SIG Coordinator and Director of SIG	PD Survey Results	Classroom Climate Indicators/Decrease levels one and two infractions



Implementation Plan Template

	Provide staff development in the use of STC Kits	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	Observation Reports Lesson Plans	Results of Observations Lesson Plan Evals. Formative Assessment Data
	Continue ongoing staff development in the use of data to differentiate classroom instruction.	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Lesson Plan Evals. Formative Assessment Data
	Monthly Progress Monitoring of implementation of the four components and student achievement data	#1,2,3,4	Director of SIG, Principal, SIG Coordinator, and Instructional Coaches	Student Performance/ Growth Data Implementation progress	Student Performance/ Growth Data
	Planning session to facilitate implementation of After-School Program <ul style="list-style-type: none"> Recruit teachers Selection of students Resources needed for implementation Coordinate transportation 	#2,3	Principal and SIG Coordinator	Student Performance Data	Student Performance/ Growth Data
	Provide instructional staff with ongoing training in the use of technology to enhance instruction	#1,2,3	SIG Coordinator, Instructional Coaches	Teacher Technology Competency Data	Ascending competency level Student Growth data
	Host 2nd quarter Award Ceremony for students. Awards for: <ul style="list-style-type: none"> Attendance PBIS Achievement 	#2,3,4	SIG Leadership Team	Attendance reports SWISS Reports 1 st quarter grade report	Perfect Attendane Criteria outlined in Student Incentive Plan
<i>3rd Quarter</i>					



Implementation Plan Template

	Mid-Year Implementation Audit	#1,2,3,4	Director of School Improvement Grant	Documentation to verify implementation of the four components	Student Performance/ Growth Data
	Continue conducting information sessions/meetings for parents and other stakeholders to share implementation status and student growth data <ul style="list-style-type: none"> • Open House • PTO Meeting • School Improvement Council Meeting 	#3	Principal and SIG Coordinator	Stakeholders' input	Parent/stakeholders attendance
	Calibration Work-session: <ul style="list-style-type: none"> • Review Curriculum Calibration results • Build Action Plan 	#2	Director of SIG, Principal, SIG Coordinator, and Instructional Coaches	Calibration results	Results of Observations Lesson Plan Evals. Formative Assessment Data
	Conduct After-school Enrichment Program for targeted population (ten weeks, three days per week)	#3	Principal and SIG Coordinator	Progress monitoring data	Student Performance/ Growth Data
	Continue hosting Parent Night/s: <ul style="list-style-type: none"> • Provide parents with strategies for support their children's academic growth • Parent conferences 	#3, 4	SIG Leadership Team	Parent survey responses	Student Performance/ Growth Data
	Explicit Direct Instruction: Provide support and training for teachers based on their level of understanding and implementation	#1,2,	Principal ,SIG Coordinator, and Instructional Coaches	PD Survey Classroom Observation data	Student Growth Data
	Provide on going staff development in unpacking SC Standards in the core areas. (Include ESOL & Special Education classroom teachers)	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	PD Survey Results Coach's Log Observation Reports and Feedback	Formative Assessment Data



Implementation Plan Template

	<p>Literacy Across the Curriculum: Conduct on-going TCT Meeting to support teachers in integrating reading and writing in all content areas.</p> <ul style="list-style-type: none"> • 6 Traits Writing • Reading and Writing in the Content Areas • Portfolio Assessment • Research Proven Strategies 	# 1,2,	Principal, SIG Coordinator, Instructional Coaches, and teachers	PD Surveys Coach's Log Observation Reports and Feedback	-Survey Results -Formative Assessment Data
	Provide ongoing staff development in the use of data to differentiate classroom instruction.	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Lesson Plan Evals. Formative Assessment Data
	Use CAI to provide tiered intervention strategies in literacy. Progress monitor to ensure intervention is effective.	#2,3,4	Principal,SIG Coordinator, Instructional Coaches, and teachers	Student Performance/ Growth Data	Ascending growth in areas of weakness (Students' Growth Data)
	Continue training new teachers in Working With Students From Poverty.	#1, 2	SIG Coordinator and Director of SIG	PD Survey Results	Classroom Climate Indicators/Decrease levels one and two infractions
	Host 3rd quarter Award Ceremony for students. Awards for: <ul style="list-style-type: none"> • Attendance • PBIS • Achievement 	#2,3,4	SIG Leadership Team	Attendance reports SWISS Reports 1 st quarter grade report	Perfect Attendance Criteria outlined in Student Incentive Plan
4th Quarter					
	Conduct Review of 3rd quarter implementation status and student growth data	#1,2,3,4	Principal, Building Level SIG Coordinator, Coaches, and Department Chairs	Data from: <ul style="list-style-type: none"> • CAI Programs • Formative Assessments • Benchmark 	Students' Growth Data



Implementation Plan Template

	Continue conducting information sessions/meetings for parents and other stakeholders to share implementation status and student growth data <ul style="list-style-type: none"> • Open House • PTO Meeting • School Improvement Council Meeting 	#3	Principal and SIG Coordinator	Stakeholders' input	Parent/stakeholders attendance
	Continue After-school Enrichment Program for targeted population (ten weeks, three days per week)	#3	Principal and SIG Coordinator	Progress monitoring data	Student Performance/ Growth Data
	Continue hosting Parent Night/s: <ul style="list-style-type: none"> • Provide parents with strategies for support their children's academic growth • Parent conferences 	#3, 4	SIG Leadership Team	Parent survey responses	Student Performance/ Growth Data
	Explicit Direct Instruction: Provide support and training for teachers based on their level of understanding and implementation <ul style="list-style-type: none"> • Support provided by instructional coaches and Data Works 	#1,2,	Principal ,SIG Coordinator, and Instructional Coaches	PD Survey Classroom Observation data	Student Growth Data
	Provide ongoing staff development in the use of data to differentiate classroom instruction.	#1,2,3	Principal ,SIG Coordinator, and Instructional Coaches	Observation Reports Lesson Plans Student Work Intervention Plan	Lesson Plan Evals. Formative Assessment Data
	Provide teachers with the training and support needed to teach mathematics and science with the integration of appropriate hands-on strategies	#1,2,3	SIG Coordinator, and Math & Science Coaches	PD Surveys Coach's Log Observation Reports and Feedback	Survey Results Formative and Summative Assessment Data
	Use CAI to provide tiered intervention strategies in literacy. Progress monitor to ensure intervention is effective.	#2,3,4	Principal,SIG Coordinator, Instructional Coaches, and teachers	Student Performance/ Growth Data	Ascending growth in areas of weakness (Students' Growth Data)



Implementation Plan Template

	Continue training new teachers in Working With Students From Poverty.	#1, 2	SIG Coordinator and Director of SIG	PD Survey Results	Classroom Climate Indicators/Decrease levels one and two infractions
	Host End-of- Award Ceremony for students. Awards for: <ul style="list-style-type: none"> • Attendance • PBIS • Achievement 	#2,3,4	SIG Leadership Team	Attendance reports SWISS Reports 1 st quarter grade report	Perfect Attendance Criteria outlined in Student Incentive Plan



Budget Summary

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.

	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)	\$618,017.00	\$ 24,000.00	\$ 708,382.00	\$ 24,000.00	\$ 708,382.00	\$ 24,000.00	\$ 2,034,781.00
Employee Benefits (200)	183,153.00	\$ 5,636.00	\$ 214,231.00	\$ 5,636.00	\$ 214,231.00	\$ 5,636.00	\$611,615.00
Purchased Services (300)	253,221.00	\$ 79,000.00	\$ 156,159.00	\$ 79,000.00	\$ 156,159.00	\$ 79,000.00	\$ 565,539.00
Supplies and Materials (400)	58,543.00	\$ 54,310.00	\$ 71,393.00	\$ 54,310.00	\$ 71,393.00	\$ 54,310.00	\$201,329.00
Capital Outlay (500)	110,393.00	\$ 20,000.00	\$ 60,200.00	\$ 20,000.00	\$ 60,200.00	\$ 20,000.00	\$230,793.00
Other (600)							
Total Direct Costs	1,223,327.00	\$ 182,946.00	1,210,365.00	\$ 182,946.00	1,210,363.00	\$ 182,946.00	3,644,057.00
Indirect Costs (700)	57,212.00		70,173.00		70,173.00		197,558.00
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



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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 Request	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	\$ 99,000.00	\$ 20,000.00	87,800.00	\$ 20,000.00	87,800.00	\$ 20,000.00	274,600.00
Employee Benefits (200)	\$ 28,471.00	\$ 4,136.00	28,869.00	\$ 4,136.00	28,869.00	\$ 4,136.00	86,209.00
Purchased Services (300)	\$ 3,313.00	\$ 1,000.00	4,313.00	\$ 1,000.00	4,313.00	\$ 1,000.00	11,939.00
Supplies and Materials (400)	\$ 3,000.00	\$ 500.00	\$ 3,908.00	\$ 500.00	\$ 3,908.00	\$ 500.00	10,816.00
Capital Outlay (500)	0		3,200.00		3,200.00		6,400.00
Other (600)	0						
Total Direct Costs	\$133,784.00	\$25,636.00	\$128,090.00	\$25,636.00	\$128,090.00	\$25,636.00	389,964.00
Indirect Costs (700)	57,214.00		70,173.00		70,174.00		197,562.00
Total	190,998.00	\$ 25,636.00	\$198,263.00	\$ 25,636.00	\$198,263.00	\$ 25,636.00	587,524.00



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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	\$ 500,005.00	\$ 62,750.00	\$572,905.00	\$ 62,750.00	\$572,905.00	\$ 62,750.00	1,645,815.00
Hardeeville Middle/High-Tier II	\$589,535.00	\$ 94,560.00	\$ 509,370.00	\$ 94,560.00	\$ 509,370.00	\$ 94,560.00	1,608,275.00
Total Direct Costs	\$1,089,540.00	\$157,310.00	\$1,082,275.00	\$157,310.00	\$1,082,275.00	\$157,310.00	3,254,090.00
Indirect Costs (700)							
Total Costs	\$1,089,540.00	\$157,310.00	\$1,082,275.00	\$157,310.00	\$1,082,275.00	\$157,310.00	3,254,090.00



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LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

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)	\$ 206,102.00	\$ 2,000.00	284,439.00	\$ 2,000.00	284,439.00	\$ 2,000.00	774,980.00
Employee Benefits (200)	\$ 58,622.00	\$ 750.00	85,125.00	\$ 750.00	85,125.00	\$ 750.00	228,872.00
Purchased Services (300)	\$ 127,704.00	\$ 48,000.00	72,621.00	\$ 48,000.00	72,621.00	\$ 48,000.00	272,946.00
Supplies and Materials (400)	\$ 22,184.00	\$ 33,810.00	35,185.00	\$ 33,810.00	35,185.00	\$ 33,810.00	92,554.00
Capital Outlay (500)	\$ 85,393.00	\$ 10,000.00	32,000.00	\$ 10,000.00	32,000.00	\$ 10,000.00	149,393.00
Other (600)							
Total Direct Costs	\$500,005.00	\$ 94,560.00	509,370.00	\$ 94,560.00	509,370.00	\$ 94,560.00	1,518.745.00
Indirect Costs (700)							
Total	\$ 500,005.00	\$ 94,560.00	509,370.00	\$94,560.00	509,370.00	\$ 94,560.00	1,518.745.00



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LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

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)	312,915.00	\$ 2,000.00	336,143.00	\$ 2,000.00	336,143.00	\$ 2,000.00	985,201.00
Employee Benefits (200)	96,059.00	\$ 750.00	100,237.00	\$ 750.00	100,237.00	\$ 750.00	296,533.00
Purchased Services (300)	122,204.00	\$ 30,000.00	79,225.00	\$ 30,000.00	79,225.00	\$ 30,000.00	280,654.00
Supplies and Materials (400)	33,357.00	\$ 0,000.00	32,300.00	\$ 20,000.00	32,300.00	\$ 20,000.00	97,957.00
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)	0						
Total Direct Costs	\$589,535.00	\$ 62,750.00	572,905.00	\$ 62,750.00	572,905.00	\$ 62,750.00	1,735,345.00
Indirect Costs (700)							
Total	\$589,535.00	\$ 62,750.00	\$572,905.00	\$ 62,750.00	\$572,905.00	\$ 62,750.00	1,735,345.00



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BUDGET NARRATIVE - RIDGELAND MIDDLE SCHOOL	Year 2	Year 3
Salaries		
Teacher Stipend After-School- Extended Learning: RMS will be instituting an extended day program, 2 days per week over a 10 week period, in addition to collaborating with the JCSD 21st Century Grant to provide another level of services to meet varying needs. Students with specific areas of weakness/strengths will be identified utilizing MAP/PASS/Benchmark assessments.	6000.00	6000.00
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.	5000.00	5000.00
*Stipend-Coordinate and Disburse Snacks during Extended Day Program (\$12.00 per day x 20= 240.00)	240.00	240.00
*Lab Manager for Extended Day Program: Manage Computer Labs and provide students with access to computer-based intervention programs. Provide monthly progress reports of student growth. (12.00 per hour x 2hrs. per day x 20 days =	960.00	960.00
Bus Driver Salaries for Extended Day: Bus drivers to provide transportation from Extended Day activities to their home.	9500.00	9500.00
Stipend -Staff Development: Compensate teachers and support staff for attending professional development activities beyond the regular school day or school year.	10,000.00	10,000.00
Stipend: Department Heads: Leadership duties beyond the regular workday (planning and leading department meetings, workshops, using data, and curriculum development).	4,000.00	4,000.00
Content Area Teachers/Coaches		



<p>Middle School Lead Teachers 0.50: 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 school's SIG plan, gathering the needed data for the quarterly reports that must be sent to the Director of School Improvement and SDE. This person will work closely with the Director of Middle Grades to plan, develop and implement Staff development for this school.</p>	31,162.00	31,162.00
<p>Social Studies (SS) Coach 0.50: 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. This person will also observe the Social Studies teachers, provide feedback, and demonstrate research proven strategies. The coach will also support Reading in the Content Areas.</p>	36,456.00	36,456.00
<p>Science Coach 0.50: provide coaching for science teachers in the use of best practices and effective planning. The coach will also provide on-going training for science teachers in unpacking the standards and how to differentiate to meet students' needs.</p>	31,398.00	31,398.00
<p>Director of Middle School Staff Development 0.50: 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.</p>	46,500.00	46,500.00
Incentives		
<p>Principal's Bonus: The principal will receive this bonus if the schoowide student achievement goals are met.</p>	5,000.00	5,000.00
<p>Assistant Principal Bonus: Assistant principals will receive a bonus based on the same criteria for the principals.</p>	2,500.00	2,500.00
<p>Teacher Incentives for Academic Achievement: Teachers need to be encouraged for the additional time effort and energy they have put into academic excellence. When test information is received and student achievement warrants it, teachers will be rewarded for their efforts.</p>	22,000.00	22,000.00



Support Staff: will be rewarded based on the criteria set forth for principals, assistant principals, and teachers.	8,000.00	8,000.00
TOTAL Salaries	284,439.00	284,439.00
FICA	21,759.00	21,759.00
Retirement	39,366.00	39,366.00
Insurance	24,000.00	24,000.00
Total Benefits	85,125.00	85,125.00
TOTAL SALARY AND BENEFITS	369,564.00	369,564.00
Capital Outlay		
Increase the number of work stations in computer labs that are used for Computer Assistant Instruction for credit recovery, intervention, and acceleration. One Promethean Board. Work station for Instructional Coach.	32,000.00	32,000.00
Student computers to increase access to technology, intervention, and acceleration software. Two Promethean Boards.	0	0
TOTAL: Capital Outlay	32,000.00	32,000.00
Contracted Services		
Study Island: CAI intervention program to support intervention and acceleration.	2,975.00	2,975.00
Staff Development in Math and Literacy across the curriculum.	17,000.00	17,000.00
*Data Works	21,500.00	21,500.00
<ul style="list-style-type: none"> Explicit Direct Instruction: Instructional delivery program for this transformation model. (Curriculum Calibration : \$5500.00, EDI Workshops 4500.00 x 2=\$9000.00, EDI Coaching/Monitoring 3500.00 x 2 = \$7000.00 		
Travel for Instructional Coaches, Teachers, and administrators	18,000.00	18,000.00



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Renaissance Learning: Accelerated Reader and Math Intervention Program			5,646.00	5,646.00
*Transportation: Provide transportation for students attending the Extended-day Program. (\$4500.00 school site, 3000.00 21 st Century)			7,500.00	7,500.00
Total Contracted Services			72,621.00	72,621.00
SUPPLIES				
Instructional supplies to support instruction in literacy, mathematics, science and social studies.			17,185.00	17,185.00
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			8,000.00	8,000.00
Teacher Attendance Incentive: Teachers with perfect attendance will receive a "RMS \$100.00 Gift Certificate" that can be used to requisition additional materials for their classroom.			5000.00	5000.00
*Instructional Supplies for Extended Day: Instructional resources in the areas of math and reading to address students' areas of weakness.			5000.00	5000.00
TOTAL SUPPLIES			35,185.00	35,185.00
TOTAL EXPENDITURES			\$509,370.00	\$509,370.00



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BUDGET NARRATIVE – HARDEEVILLE MIDDLE	Year 2	Year 3
Substitutes for Professional Development: HMS faculty and staff have demonstrated that they have not yet mastered implementation of 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
Teacher and Lead Person salaries for Extended Day (9000.00) and summer enrichment (15,000.00)	24,000.00	24,000.00
Bus Drivers' Salary – Extended Learning (3000.00 + Agape 3000.00), and Summer Enrichment (2000.00)	8,000.00	8,000.00
*Teacher Stipend After-School- Extended Learning: HMS will be instituting an extended day program, 3 days per week over a 10 week period, in addition to partnering with the JCSD 21st Century Grant to provide another level of services to meet varying needs. Students with specific areas of weakness/strengths will be identified utilizing MAP/PASS/Benchmark assessments.	9,000.00	9,000.00
*Lab Manager for Extended Day Program: Manage Computer Labs and provide students with access to computer-based intervention programs. Provide monthly progress reports of student growth. (12.00 per hour x 2hrs. per day x 30 days)	720.00	720.00
Staff Development & summer institutes to ensure fidelity of implementation and enhancement of instructional program and student achievement.	10,000.00	10,000.00
Content Area Coaches		
Science 0.50: Coach to provide coaching in science Instructional delivery for teachers in planning, developing, and delivery of science lesson plans that are grade level based. They will observe teachers, and use coaching strategies	31,398.00	31,398.00
Social Studies Coach 0.50: 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. This person will also observe the Social Studies teachers, provide feedback, and demonstrate research proven strategies. The coach will also support Reading in the Content Areas.	36,456.00	36,456.00



Math Coach: Provide on site support to math teachers by- mentoring, demonstration lessons, on-going professional development, one-on-one support, use of data, co-teaching, and observations and feedback.			61,000.00	61,000.00
ELA Coach: Teachers will be mentored by the ELA coach in literacy across the curriculum and best practices for the delivery of instruction.			61,069.00	61,069.00
Dean of Academics: The Dean 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 and ensure appropriate implementation of curriculum and instruction.			67,000.00	67,000.00
Incentives				
Principal's Bonus: The principal will receive this bonus if the school's student achievement goals are met.			5,000.00	5,000.00
Assistant Principal Bonus: Assistant principals will receive a bonus based on the same criteria for the principals.			2500.00	2500.00
Teacher Incentives for Academic Achievement: Teachers need to be encouraged for the additional time effort and energy that they have put into academic excellence.			10,000.00	10,000.00
*Support Staff: will be rewarded based on the criteria set forth for principals, assistant principals, and teachers.			5,000.00	5,000.00
Total Salaries		336,143.00	336,143.00	336,143.00
FICA	.0765	25,715.00	25,715.00	25,715.00
Retirement	.1384	46,522.00	46,522.00	46,522.00
Insurance	8,000.00 per	28,000.00	28,000.00	28,000.00
Total Benefits		100,237.00	100,237.00	100,237.00
TOTAL SALARY AND BENEFITS		436,380.00	436,380.00	436,380.00



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Capital Outlay			
Purchase technology equipment to support CAI (Computer Assisted Instruction) and technology integration in all content areas.		25,000.00	25,000.00
Total Tech Equipment	25,000.00	25,000.00	25,000.00
Contracted Services			
Travel for instructional coaches, teachers, and administrators		15,000.00	15,000.00
*Transportation: Transporting students during Extended Day (4500.00 + 3000.00 Agape)) and Summer Enrichment (2000.00)		9,500.00	9,500.00
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. Serve overage students who should be in high school. This program will enable them to recoup the time that they have lost.		5,000.00	5,000.00
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
Staff Development in Math and Literacy across the curriculum		20,000.00	20,000.00
<ul style="list-style-type: none"> Data Works- Explicit Direct Instruction: Instructional delivery program for this transformation model. (Curriculum Calibration : \$5500.00, EDI Workshops 4500.00 x 2=\$9000.00, EDI Coaching/Monitoring 3500.00 x 2 = \$7000.00 		21,500.00	21,500.00
Renaissance Learning: Accelerated Reader and Math Intervention Program		4,225.00	4,225.00
Total Contracted Services		79,225.00	79,225.00
Supplies			
*Materials for Extended Learning and Summer Enrichment		5,000.00	5,000.00
Instructional supplies to enhance instruction in the core areas and RIT Classes.		20,000.00	20,000.00
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	5,000.00



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Supplies for Parenting activities	1,000.00	1,000.00
Communications with parents and community – flyers, newsletters,	1,000.00	1,000.00
Postage for mailing correspondence to parents and community @ \$300/year x 3 years: Parents indicate each year in the school's report card that communication is an area of weakness for this school.	300.00	300.00
TOTAL SUPPLIES	32,300.00	32,300.00
TOTAL EXPENDITURES	572,905.00	572,905.00