

LEA: Lee County School District

School: West Lee Elementary

Transformation Model Concept: Success for All Comprehensive School Reform

Give a *brief* summary of your transformation model.

The Success for All (SFA) Transformational model for reading and math will address the following:

- Teacher Effectiveness
- School Leader Effectiveness
- Regular Measures of Student Growth
- Comprehensive Instructional Reform Strategies
- Extended Learning and Teacher Planning Time
- Community-oriented Schools
- Support in Developing an Operating Model

West Lee Elementary plans to implement the SFA three-year model for grades PreK – Five. This model includes professional development services and materials for implementing the following Success for All Transformational program components: Curiosity Corner, Kindercorner, Reading Roots 4th Interactive, Power Teaching Wired: Reading Wings (year 1) or Reading Wings 3rd Edition with Houghton-Mifflin 2005, Reading Wings 4th Interactive (year 2), Leading for Solutions, Tutoring with Team Alphie, Writing (year 2) and Power Teaching: Mathematics.

The Success for All reading program is based on extensive research into the ways children learn to read and write. At the heart of the program is 90 minutes of uninterrupted, daily reading instruction.

PowerTeaching Math is designed around a research-proven Cycle of Effective Instruction (active instruction, teamwork, assessment, celebration) that engages students and extends their mathematical understanding. Students will receive 90 minutes of uninterrupted, daily math instruction.

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

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

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

The current principal will continue to serve at West Lee Elementary. During the 2008-2009 school year, the current principal served as principal at two schools located in different parts of the district. Consequently, the school did not have curriculum personnel on-site to assist teachers or provide continuous monitoring of instruction or on-going staff development. This posed challenges that effected instruction and student achievement at West Lee. The principal was full-time at West Lee during the 2009-2010 school year.

To support the principal, improve his leadership skills, and increase his effectiveness, the district will hire a School Improvement Project Director, who will oversee the implementation of the school's transformation. The project director will provide support to the school as they implement the strategies, assist in planning and providing professional development, and manage compliance of grant requirements. He/She will assist the principal in effectively implementing, monitoring, and evaluating the core components and strategies. In addition, a curriculum facilitator will be hired to work full-time at West Lee. The curriculum facilitator will assist the principal with instructional leadership tasks, including observing instruction, providing feedback to teachers, conducting staff development, locating resources, and building capacity at the school level.

To further enhance the principal's skills in leadership, management, and best practices he will attend the School Leadership Executive Institute (SLEI) sponsored by the SC State Department Office of School Leadership during the 2010-2011 school year. The principal's leadership performance will be assessed at least four times during the year using the SC PADEPP evaluation instrument.

- _____ 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:

To evaluate principal and teacher effectiveness, the district will use formal and informal assessments, including the SC PADEPP instrument, SAFE-T, new teacher induction, and the Lee County School District observation instrument & rubric. The principal and teachers will set individual student achievement goals which will be monitored & evaluated using the SFA assessment tools, MAP, and PASS. Teachers will demonstrate their analyses of these data in planning for appropriate differentiated instruction through documentation maintained in data notebooks and lesson plans. Teachers will be observed at least four times each month and will be provided with written feedback. After each observation, teachers will have the opportunity to reflect on the lesson through written response and a conference with the observer. These observations will be conducted by the principal, instructional coach, curriculum facilitator, Project Director and/or Executive Director of Instruction.

Accountability of effectiveness of the curriculum facilitator and instructional coach will be documented in activity logs/ notebooks that chronicle their assistance to teachers, including staff development workshops, observations, conferences, and instructional support.

The principal's leadership will be assessed at least four times during the year using the PADEPP standards, his individual goals for student achievement, and progress of the implementation of the transformation model strategies. The principal will keep a documentation box/portfolio as evidence of strategy implementation for each of the four core components. Each month, the Project Director will provide the Superintendent with a progress report showing the implementation status of the strategies outlined in the school's reform plan. This report will include commendations and recommendations to assist the district and school in successfully implementing the transformation model.

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

Program/Activity and Implementation Summary:

To identify, reward and retain highly effective school leaders, teachers, and other staff, the district will implement the following Performance Pay Incentive Plan (PPIP) during the 2010-2011 school year:

Eligibility: Must be a full-time certified employee, assigned .5 or more FTE at West Lee Elementary, and work in a capacity that directly impacts student achievement, including principal, curriculum facilitator, reading interventionist, classroom teachers, and special area teachers.

Requirements: (1) Staff choosing to participate must submit a Plan of Action (POA) to indicate their intent to participate. Each POA must include a student achievement goal for one of the four core content areas and not less than five strategies to be implemented to achieve the goal; a timeline for implementation, and documentation of the indicators of success. (2) Participants must also receive an average score of "Met" or above as measured by the district observation/assessment instrument.

Compensation: Teachers, including curriculum facilitator and reading interventionist

\$1,500.00 - achievement goal met and observation score obtained

\$500.00 - achievement goal not met, but 80% of strategies implemented & observation score obtained

Compensation: Principal

\$2,000.00 - achievement goal met and score of "Proficient" or above on PADEPP instrument

\$1,000.00 - achievement goal not met, but 80% of strategies implemented & score of "Proficient" or above on PADEPP instrument

School meets AYP: All staff receive bonus of 1% of base salary

Formal and informal evaluation measures (SAFE-T & district instrument) will be used to identify and remove ineffective teachers.

_____ 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:

High-quality, job-embedded professional development will be provided to ensure successful implementation of the school reform strategies. Opportunities for teachers, staff and administration to attend on and off-site professional development aligned to the selected intervention model will be funded with SIG and Title I funds. Collaboration of teachers within the school to develop a sense of collegiality and continuity across and within grade levels will also build teachers' capacity. During year one of Success for All, approximately 43 days of on-site training is provided. At least 25 days are provided during years two and three.

Because of a grant partnership with Columbia College, West Lee will receive monthly professional development in the areas of math and science pedagogy and instruction – Towards Excellence in Math and Science (TEMS grant). These sessions will be provided on-site by instructors from the college.

The curriculum coordinator, instructional coach, and project director will assist the principal in monitoring teachers' instructional practices as they relate to professional development provided. Stipends will be provided for teachers and paraprofessionals when staff development is conducted on non-contract days and/or during after-school hours.

Funds from SIG will also be used to pay substitutes as needed so teachers may receive release time to analyze student achievement data and develop instructional plans.

_____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 district makes every effort to recruit and retain highly effective, highly-qualified principals and staff. Principals are recruited from within and without the county. Critical-needs and PACE teachers are recruited on a continuous basis and our district has an effective, state-approved induction and mentoring program to ensure transition of novice teachers. In addition to providing incentive pay for staff performance, the district will also use SIG funds to provide signing bonuses to attract highly qualified, effective teachers to West Lee Elementary and the district.

District Title Two funds are used to provide tuition reimbursement to teachers who pursue advanced degrees. Teachers are encouraged and supported to grow professionally by attending conferences, workshops, and seeking opportunities to enhance their skills. Certification renewal points and stipends may be provided to staff who take advantage of professional development opportunities.

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

- _____ *Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;*
- _____ *Instituting a system for measuring changes in instructional practices resulting from professional development; or*
- _____ *Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*

Program/Activity and Implementation Summary:

The Director of Human Resources & Communications initiates the hiring, recruitment, evaluation and retention of personnel. He assists the school principals in identifying potential candidates for their schools. The principal at West Lee Elementary interviews candidates and makes recommendations to the Director of Human Resources. He is not required to accept any teacher without his approval and consent of the teacher.

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

The West Lee Elementary School Leadership Team chose Success for All as the research-based program in Reading and Math for instruction and intervention. Success for All is vertically aligned from grade to grade and is research-proven to be aligned with our State academic standards. The school will implement Success for All Reading and PowerTeaching Math as its instructional program.

The 2009 School Report Card, 2005-2008 PACT data, 2009 PASS data, and 2006-2010 MAP data were used to identify trends and patterns that may have contributed to the school's low achievement. The math scores had the highest numbers of students scoring below the state standard. The data demonstrates that while the school has focused much of its efforts on improving English Language Arts with varying degrees of success, a school wide, comprehensive instructional model and intervention need to be established. Overall, the math scores are much lower than the English Language Arts scores and indicate a school wide approach to math instruction must be addressed.

_____ 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:

Student progress will be continuously monitored using the SFA quarterly assessments and MAP. These data will be analyzed regularly and will be the basis of a Data Room. The Data Room will serve as the meeting place for grade level, department level, Student Intervention Team and data planning meetings to group students based on their performance on the assessments previously outlined. Documentation regarding planning based on data and the response to interventions planned will be kept in a data notebook by individual teachers and reading interventionist.

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

- _____ Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- _____ Implementing a school-wide "response-to-intervention" model;

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

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

Program/Activity and Implementation Summary:

To ensure that the curriculum and intervention model are being implemented with fidelity, the Project Director will provide the Superintendent with a monthly progress report showing the implementation status of the strategies outlined in the school's reform plan. This report will include commendations and recommendations to assist the district and school in successfully implementing the transformation model. Modifications to the plan will be made as needed.

Success for All requires instruction in flexible grouping by reading levels across grade lines. Coupled with co-teaching and inclusion, the instructional model will facilitate school-wide "response-to-intervention", identify students at-risk, and provide immediate and appropriate supports to limited English learners and students with disabilities. Additional grant funds (TEMS and E2T2) will provide technology equipment (SmartBoards) and professional development (instructional technology coach) for teachers to integrate technology-based interventions as part of the instructional program.

(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 West Lee Elementary School schedule (7:30-2:30) will provide daily 90-minute blocks for reading and math, in addition to meeting the State minimum daily requirements for the other content areas (45 minutes in science and

social studies). The school day will be extended for a 2.5 hour after-school program that provides homework assistance and remediation in reading and math.

Since WLE has been allocated only a .5 FTE Media Specialist for the 2011-2012 school year, SIG funds will be used to hire a literacy/media assistant to provide additional support to students and staff in the areas of literacy instruction and assistance in use of the media center. The additional person will allow the school's media center to function every day of the week as well as provide additional instructional support to the students as a tutor.

SIG funds will also allow the school to implement a parent-community involvement program that provides quarterly workshops, weekly training sessions, and hands-on assistance to help parents earn their GED online (www.gedforfree.com). Title and enhancement funds will be used to provide childcare and transportation services to parents so that they can participate in the parent-community involvement programs.

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 such strategies as advisory periods that build relationships between students, faculty, and other school staff;*

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

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

Program/Activity and Implementation Summary:

West Lee has an established parent-teacher organization and partnership with the faith-based community.

The school's master schedule allows time to promote relationship building between students, faculty, and other staff.

Additional supports to improve school climate, discipline and character education will be facilitated through school and district guidance departments. The district plans to hire a Behavior Interventionist at the district level to assist teachers in working with students and parents in an effective manner to solve behavioral issues that may interfere with learning.

Full day pre-school and kindergarten are provided at West Lee.

(4) *Providing operational flexibility and sustained support*

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

The principal will have sufficient flexibility in scheduling, budgeting, staffing, and daily operations of the school as appropriate to fully implement the comprehensive school reform. The principal and Project Director will provide the Superintendent with a monthly progress report showing the implementation status of the strategies outlined in the school's reform plan.

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

Program/Activity and Implementation Summary:

The LEA and SEA will provide intensive technical assistance and support to the school as appropriate to ensure the successful implementation of the transformation intervention model.

Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as—

- _____ *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*
- _____ *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

Program/Activity and Implementation Summary:



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(2010-2013)

IMPLEMENTATION PLAN TEMPLATE

IMPLEMENTATION PLAN

For West Lee Elementary School (insert Name of School)
In Lee County School District (insert Name of District)

Intervention Model: Transformation

Need Summary (one sentence): The transformation intervention model will address the need to improve the school's persistently low student achievement.

Action Summary (one sentence): The school will implement the Success for All School Reform Program and use research-proven strategies to address student achievement.

Add additional rows and lines as needed.

West Lee Elementary Implementation Plan Year One					
Start Date-End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
May 2010-August-2010	Recruit and hire appropriate staff to fill current vacancies, implement the intervention, and support program strategies: Project Director, Curriculum Facilitator, Reading Interventionist, Literacy Tutors (2), Behavior Interventionist	Teacher and School Leader Effectiveness	Director of HR Principal	Percent of vacancies filled	Recommendation forms Contracts
June 2010	Provide professional development in standards-based instructional strategies and research-proven practices	Teacher and School Leader Effectiveness	Dist. Inst. Staff Consultants	Teachers' application of strategies & Student Achievement	Lesson Plans Observation Forms Benchmarks MAP, PASS



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June - July 2010	Contract with Success for All and order materials, arrange for professional development and ongoing technical support	Teacher and School Leader Effectiveness	Project Director Principal	Contracts, invoices, conference request forms	MAP PASS SFA Assessments
July 2010 - August 2010	Purchase and install technology equipment - laptops, desktops, printers, SmartBoards	Comprehensive School Reform	Principal District Technology Coordinator	Contracts, invoices	Completed Work Orders
August - September 2010	Purchase and install appropriate software - Teacher Toolbox, School Messenger	Comprehensive School Reform	Principal District Technology Coordinator	Contracts, invoices	Completed Work Orders
August - September 2010	Purchase instructional supplies and other materials budgeted to implement the intervention strategies	Comprehensive School Reform	Principal Curriculum Facilitator Project Director	Invoices	MAP PASS Benchmarks SFA Assessments
July 2010	School Leadership Team will attend Best Practices Institute & implement appropriate strategies	Teacher and School Leader Effectiveness	Federal Programs Director Principal	Conference request forms, receipts, presentation to staff	Lesson Plans Observation Forms Benchmarks MAP, PASS
August - September 2010	Provide SmartBoard and Teacher Toolbox training	Comprehensive School Reform	Technology Coordinator Principal Instructional Coaches	Contracts, invoices Number of teachers trained	Lesson Plans Observation Forms Benchmarks MAP, PASS
August 2010	Provide professional development and train staff to implement Success for All and other reform strategies	Teacher and School Leader Effectiveness	SFA Staff Project Director Curriculum Facilitator Principal	Teachers' application of strategies learned Student Achievement	Lesson Plans Observation Forms Benchmarks MAP, PASS



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August 2010-May 2011	Principal enrolls and participates in SLEI	Teacher and School Leader Effectiveness	Principal SDE	Requests to Attend Travel Reimbursements	PADEPP
August 2010-May 2011	Implement Towards Excellence in Math and Science (TEMS) grant	Comprehensive School Reform	Columbia College Staff Principal Instructional Coach	Student Achievement	Benchmarks TEMS Assessments
August 2010	Receive and analyze 2010 PASS data; engage staff in instructional planning; construct Data Wall	Comprehensive School Reform	Principal Curriculum Facilitator Instructional Coach	PASS data	Lesson Plans Observation Forms Benchmarks
August 2010-May 2011	Implement 90-minute reading and math blocks	Increase Learning Time & Create Community School	Principal Curriculum Facilitator	Teachers' use of instructional time	Master Schedule Observation Forms
September 2010-May 2011	Implement Professional Learning Community for ongoing professional development in teaching children of poverty	Teacher and School Leader Effectiveness	Principal Curriculum Facilitator Project Director	Teachers' application of strategies Student Achievement	Sign In Sheets Agendas
September 2010-May 2011	Implement Response to Intervention	Increase Learning Time	Principal Resource Teacher Classroom Teachers	Percent of students served	MAP targeted growth Benchmarks
September 2010-May 2011	Implement Co-Teaching/Inclusion Model	Increase Learning Time	Principal Resource Teacher Classroom Teachers	Percent of students served	MAP targeted growth Benchmarks
September 2010-May 2011	Implement parent/community involvement training sessions	Increase Learning Time & Create	Principal District Parent Liaison Curriculum Facilitator	Number of parents participating	Agendas, sign-in sheets



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		Community School	Guidance Counselor		
September 2010-May 2011	Provide after-school programming	Increase Learning Time	Principal Curriculum Facilitator Curr. Res. Teacher/CRT	Student Attendance Report Cards	Benchmarks MAP PASS
September 2010-May 2011	Submit monthly progress reports to the Superintendent	Comprehensive School Reform	Principal Project Director	Progress of strategies implemented	Percent of strategies implemented
September 2010-May 2011	School Leadership Team meets to analyze data, provide feedback to teachers, and plan for improvement	Comprehensive School Reform	Principal Curriculum Facilitator Curr. Res. Teacher SLT	Assessment data - MAP, SFA, attendance, discipline, etc.	MAP SFA Assessments
January 2011- May 2011	Establish advisory group & begin planning for sustainability	Operational Flexibility & Sustained Support	Project Director Principal & SLT Executive Cabinet	Timeline of action steps	Sustainability Plan
June 2010-June 2011	Provide technical assistance and support to the school leadership and staff	Operational Flexibility & Sustained Support	Project Director Executive Cabinet SFA Staff SDE Staff	Principal & staff's implementation of strategies	Benchmarks MAP PASS
June 2011	Evaluate Year One implementation strategies and submit reports	Comprehensive School Reform	Project Director Principal & SLT Executive Cabinet	Student Achievement	School Report Card



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West Lee Elementary Implementation Plan Year Two

Start Date-End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
May 2011- August- 2012	Recruit and hire appropriate staff to fill current vacancies, implement the intervention, and support program strategies to include a Literacy/Media Assistant	Teacher and School Leader Effectiveness	Director of HR Principal	Percent of vacancies filled	Recommendation forms Contracts
June 2011	Provide professional development in standards-based instructional strategies and research-proven practices	Teacher and School Leader Effectiveness	Dist. Inst. Staff Consultants	Teachers' application of strategies & Student Achievement	Lesson Plans Observation Forms Benchmarks MAP, PASS
June - July 2011	Continue Success for All implementation, order Year 2 materials, arrange for professional development and ongoing technical support	Teacher and School Leader Effectiveness	Project Director Principal	Contracts, invoices, conference request forms	MAP PASS SFA Assessments
July 2011 - August 2011	Purchase and install new technology equipment; perform maintenance on existing equipment	Comprehensive School Reform	Principal District Technology Coordinator	Contracts, invoices	Completed Work Orders
August - September 2011	Renew license agreements for appropriate software - Teacher Toolbox, School Messenger	Comprehensive School Reform	Principal District Technology Coordinator	Contracts, invoices	Completed Work Orders



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August - September 2011	Purchase instructional supplies and other materials budgeted to implement the intervention strategies	Comprehensive School Reform	Principal Curriculum Facilitator Project Director	Invoices	MAP PASS Benchmarks SFA Assessments
August - September 2011	Provide SmartBoard and Teacher Toolbox training for new hires; refresher training for existing staff	Comprehensive School Reform	Technology Coordinator Principal Instructional Coaches	Contracts, invoices Number of teachers trained	Lesson Plans Observation Forms Benchmarks MAP, PASS
August 2011	Provide professional development and train new staff to implement Success for All and other reform strategies; implement Year 2 Professional Development	Teacher and School Leader Effectiveness	SFA Staff Project Director Curriculum Facilitator Principal	Teachers' application of strategies learned Student Achievement	Lesson Plans Observation Forms Benchmarks MAP, PASS
August 2011-May 2012	Implement Year 2 Towards Excellence in Math and Science (TEMS) grant	Comprehensive School Reform	Columbia College Staff Principal Instructional Coach	Student Achievement	Benchmarks TEMS Assessments
August 2011	Receive and analyze 2011 PASS data; engage staff in instructional planning; update Data Wall	Comprehensive School Reform	Principal Curriculum Facilitator Instructional Coach	PASS data	Lesson Plans Observation Forms Benchmarks
August 2011-May 2012	Continue 90-minute reading and math blocks	Increase Learning Time & Create Community School	Principal Curriculum Facilitator	Teachers' use of instructional time	Master Schedule Observation Forms
September 2011-May 2012	Continue Professional Learning Community for ongoing professional development in teaching children of poverty	Teacher and School Leader Effectiveness	Principal Curriculum Facilitator Project Director	Teachers' application of strategies Student Achievement	Sign In Sheets Agendas



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September 2011-May 2012	Continue Response to Intervention	Increase Learning Time	Principal Resource Teacher Classroom Teachers	Percent of students served	MAP targeted growth Benchmarks
September 2011-May 2012	Continue Co-Teaching/Inclusion Model	Increase Learning Time	Principal Resource Teacher Classroom Teachers	Percent of students served	MAP targeted growth Benchmarks
September 2011-May 2012	Provide ongoing staff development in classroom management and implement school-wide character education	Comprehensive School Reform	Principal Behavior Interventionist	Percent of students receiving referrals	Discipline Records
September 2011-May 2012	Continue parent/community involvement training sessions	Increase Learning Time & Create Community School	Principal District Parent Liaison Curriculum Facilitator Guidance Counselor	Number of parents participating	Agendas, sign-in sheets
September 2011-May 2012	Provide after-school programming	Increase Learning Time & Create Community School	Principal Curriculum Facilitator Curr. Res. Teacher/CRT	Student Attendance Report Cards	Benchmarks MAP PASS
September 2011-May 2012	Submit monthly progress reports to the Superintendent	Comprehensive School Reform	Principal Project Director	Progress of strategies implemented	Percent of strategies implemented
September 2011-May 2012	School Leadership Team meets to analyze data, provide feedback to teachers, and plan for improvement	Comprehensive School Reform	Principal Curriculum Facilitator Curr. Res. Teacher SLT	Assessment data - MAP, SFA, attendance, discipline, etc.	MAP SFA Assessments



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January 2011- May 2012	Evaluate sustainability plan and modify as needed	Operational Flexibility & Sustained Support	Project Director Principal & SLT Executive Cabinet	Timeline of action steps	Sustainability Plan
June 2011 - June 2012	Provide technical assistance and support to the school leadership and staff	Operational Flexibility & Sustained Support	Project Director Executive Cabinet SFA Staff SDE Staff	Principal & staff's implementation of strategies	Benchmarks MAP PASS
June 2012	Evaluate Year Two implementation strategies and submit reports	Comprehensive School Reform	Project Director Principal & SLT Executive Cabinet	Student Achievement	School Report Card

West Lee Elementary Implementation Plan Year Three

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
May 2012- August-2012	Recruit and hire appropriate staff to fill current vacancies, implement the intervention	Teacher and School Leader Effectiveness	Director of HR Principal	Percent of vacancies filled	Recommendation forms Contracts
June 2012	Provide professional development in standards-based instructional strategies and research-proven practices	Teacher and School Leader Effectiveness	Dist. Inst. Staff Consultants	Teachers' application of strategies & Student Achievement	Lesson Plans Observation Forms Benchmarks MAP, PASS
June – July 2012	Continue Success for All implementation, order Year 3 materials, arrange for professional development and ongoing technical support	Teacher and School Leader Effectiveness	Project Director Principal	Contracts, invoices, conference request forms	MAP PASS SFA Assessments



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July 2012 – August 2012	Purchase and install new technology equipment; perform maintenance on existing equipment	Comprehensive School Reform	Principal District Technology Coordinator	Contracts, invoices	Completed Work Orders
August - September 2012	Renew license agreements for appropriate software – Teacher Toolbox, School Messenger	Comprehensive School Reform	Principal District Technology Coordinator	Contracts, invoices	Completed Work Orders
August - September 2012	Purchase instructional supplies and other materials budgeted to implement the intervention strategies	Comprehensive School Reform	Principal Curriculum Facilitator Project Director	Invoices	MAP PASS Benchmarks SFA Assessments
July 2012	Appropriate personnel will attend Best Practices Institute & implement appropriate strategies	Teacher and School Leader Effectiveness	Federal Programs Director Principal	Conference request forms, receipts, presentation to staff	Lesson Plans Observation Forms Benchmarks MAP, PASS
August - September 2012	Provide SmartBoard and Teacher Toolbox training for new hires; refresher training for existing staff	Comprehensive School Reform	Technology Coordinator Principal Instructional Coaches	Contracts, invoices Number of teachers trained	Lesson Plans Observation Forms Benchmarks MAP, PASS
August 2012	Provide professional development and train new staff to implement Success for All and other reform strategies; implement Year 3 Professional Development	Teacher and School Leader Effectiveness	SFA Staff Project Director Curriculum Facilitator Principal	Teachers' application of strategies learned Student Achievement	Lesson Plans Observation Forms Benchmarks MAP, PASS



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August 2012-May 2013	Continue using Towards Excellence in Math and Science (TEMS) strategies in classroom instruction	Comprehensive School Reform	Columbia College Staff Principal Instructional Coach	Student Achievement	Benchmarks TEMS Assessments
August 2012	Receive and analyze 2012 PASS data; engage staff in instructional planning; update Data Wall	Comprehensive School Reform	Principal Curriculum Facilitator Instructional Coach	PASS data	Lesson Plans Observation Forms Benchmarks
August 2012-May 2013	Continue 90-minute reading and math blocks	Increase Learning Time	Principal Curriculum Facilitator	Teachers' use of instructional time	Master Schedule Observation Forms
September 2012-May 2013	Continue Professional Learning Community for ongoing professional development in teaching children of poverty	Teacher and School Leader Effectiveness	Principal Curriculum Facilitator Project Director	Teachers' application of strategies Student Achievement	Sign In Sheets Agendas
September 2012-May 2013	Continue Response to Intervention	Increase Learning Time	Principal Resource Teacher Classroom Teachers	Percent of students served	MAP targeted growth Benchmarks
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September 2012-May 2013	Provide ongoing staff development in classroom management and implement school-wide character education	Comprehensive School Reform	Principal Behavior Interventionist	Percent of students receiving referrals	Discipline Records
September 2012-May 2013	Continue parent/community involvement training sessions	Increase Learning Time & Create Community School	Principal District Parent Liaison Curriculum Facilitator Guidance Counselor	Number of parents participating	Agendas, sign-in sheets



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September 2012-May 2013	Provide after-school programming	Increase Learning Time	Principal Curriculum Facilitator Curr. Res. Teacher/CRT	Student Attendance Report Cards	Benchmarks MAP PASS
September 2012-May 2013	Submit monthly progress reports to the Superintendent	Comprehensive School Reform	Principal Project Director	Progress of strategies implemented	Percent of strategies implemented
September 2012-May 2013	School Leadership Team meets to analyze data, provide feedback to teachers, and plan for improvement	Comprehensive School Reform	Principal Curriculum Facilitator Curr. Res. Teacher SLT	Assessment data – MAP, SFA, attendance, discipline, etc.	MAP SFA Assessments
January 2012- May 2013	Evaluate sustainability plan and modify as needed	Operational Flexibility & Sustained Support	Project Director Principal & SLT Executive Cabinet	Timeline of action steps	Sustainability Plan
June 2012-June 2013	Provide technical assistance and support to the school leadership and staff	Operational Flexibility & Sustained Support	Project Director Executive Cabinet SFA Staff SDE Staff	Principal & staff's implementation of strategies	Benchmarks MAP PASS
June 2013	Evaluate Year Three implementation strategies and submit reports	Comprehensive School Reform	Project Director Principal & SLT Executive Cabinet	Student Achievement	School Report Card



School Improvement Subgrant Application (2010–2011)

Budget Summary

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

Name of District: Lee 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.

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	314,803	152,362	314,803	152,362	314,803	152,362	944,409
Employee Benefits (200)	95,622	35,092	95,622	35,092	95,622	35,092	286,866
Purchased Services (300)	148,985	19,476	90,910	19,476	90,910	19,476	330,805
Supplies and Materials (400)	104,315	23,790	38,100	23,790	1,200	23,790	143,615
Capital Outlay (500)	92,685	0	15,000	0	15,000	0	122,685
Other (600)	0	0	0	0	0	0	0
Total Direct Costs	756,410	230,720	554,435	230,720	517,535	230,720	1,828,380
Indirect Costs (700)	29,940	0	24,382	0	22,715	0	77,037
Total	786,350	230,720	578,817	230,720	540,250	230,720	1,905,417



School Improvement Grant Subgrant Application
(2010–2013)

LEA-LEVEL EXPENDITURES BUDGET SUMMARY FORM

LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR LEE COUNTY SCHOOL DISTRICT (INSERT NAME OF 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 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	63,475	137,862	63,475	137,862	63,475	137,862	190,425
Employee Benefits (200)	19,292	32,114	19,292	32,114	19,292	32,114	57,876
Purchased Services (300)	0	19,476	0	19,476	0	19,476	0
Supplies and Materials (400)	0	10,790	0	10,790	0	10,790	0
Capital Outlay (500)	0	0	0	0	0	0	0
Other (600)	0	0	0	0	0	0	0
Total Direct Costs	82,767	200,242	82,767	200,242	82,767	200,242	248,301
Indirect Costs (700)	3,741	0	3,741	0	3,741	0	11,223
Total	86,508	200,242	86,508	200,242	86,508	200,242	259,524



School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

LEA (DISTRICT) BUDGET SUMMARY FOR SCHOOLS TO BE SERVED IN LEE COUNTY SCHOOL DISTRICT (INSERT NAME OF 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
Name of School #1 to be Served WEST LEE ELEMENTARY – Tier 1	756,410	230,720	554,435	230,720	517,535	230,720	1,828,380
Name of School #2 to be Served and Tier							
Name of School #3 to be Served and Tier							
Name of School #4 to be Served and Tier							
Total Direct Costs	756,410	230,720	554,435	230,720	517,535	230,720	1,828,380
Indirect Costs (700)	29,940	0	24,382	0	22,715	0	77,037
Total	786,350	230,720	578,817	230,720	540,250	230,720	1,905,417



South Carolina
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Together, we can.

School Improvement Grant Subgrant Application
(2010–2013)

SCHOOL BUDGET SUMMARY FORM

SCHOOL-LEVEL BUDGET SUMMARY FORM

Name of School WEST LEE ELEMENTARY Name of District LEE COUNTY

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)	251,328	14,500	251,328	14,500	251,328	14,500	753,984
Employee Benefits (200)	76,330	2,978	76,330	2,978	76,330	2,978	228,990
Purchased Services (300)	148,985	0	90,910	0	90,910	0	330,805
Supplies and Materials (400)	104,315	13,000	38,100	13,000	1,200	13,000	143,615
Capital Outlay (500)	92,685	0	15,000	0	15,000	0	122,685
Other (600)	0	0	0	0	0	0	0
Total Direct Costs	673,643	30,478	471,668	30,478	434,768	30,478	1,580,079
Indirect Costs (700)	26,199	0	20,641	0	18,974	0	65,814
Total	699,842	30,478	492,309	30,478	453,742	30,478	1,645,893

WEST LEE ELEMENTARY SCHOOL - LEE COUNTY SCHOOL DISTRICT				
Object Class Category	Item	Year 1	Year 2	Year 3
Personnel 100	1.0 FTE Curriculum Facilitator - Certified	45,000	45,000	45,000
100	1.0 FTE Reading Interventionist - Certified	40,000	40,000	40,000
100	1.0 FTE Math/Science Content Area Resource Teacher	40,000	40,000	40,000
100	1.0 FTE Paraprofessional Literacy Tutor	18,000	18,000	18,000
100	1.0 FTE Paraprofessional (Literacy /Tech Lab Tutor)	18,000	18,000	18,000
100	1.0 FTE Paraprofessional (Literacy/Media Assistant)	0	17,188	17,188
100	Professional Development stipends for teachers attending on non-instructional days and/or afternoon sessions (\$28/hr @ 3 hr/day @ 10 days x 18 teachers	15,000	15,000	15,000
100	Stipends for extended day program staff (\$28/hr @ 3 hr/day @ 110 days x 1 teachers = 9240 and \$15/hr @ 3 hr/day @110 days x 2 assistants = 9,900)	28,328	19,140	19,140
100	Recruitment Incentives - Signing Bonuses as per recruitment plan / \$2000 signing bonus for critical needs areas(\$6,000 over 3-yr. period); one-time relocation bonus for teachers coming from out of state - \$2,000 / estimated at 5 each	20,000	12,000	12,000
100	Performance stipends as per incentive plan / estimated average award \$1,500 x 18 awards	27,000	27,000	27,000
	Total Object 100 - Personnel	251,328	251,328	251,328
Fringe Benefits 200				
200	Fringes for Curriculum Facilitator - FICA .0765 (3223) / Ret .1329 (5981) / Ins \$8,871	15,204	18,075	18,075

Revised Budget Narrative - WLE 2011 2012.xls

200	Fringes for Reading Interventionist - FICA .0765 (3060) / Ret .1329 (5316) / Ins \$200	14,376	8,576	8,576
200	Fringes for Content Area Resource Teacher - FICA .0765 (3060) / Ret .1329 (5316) / Ins \$3,712	14,376	12,088	12,088
200	Fringes for Literacy Tutor & Tech Lab Facilitator - FICA .0765 (2754) / Ret .1329 (4784) / Ins \$7,424	13,538	14,962	14,962
200	Fringes for Literacy/Media Assistant FICA (1,318) / Ret (2,292) /Ins (3,712)	0	7,322	7,322
200	Fringes for Professional Development Stipends - FICA .0765 (1148) / Ret .1329 (1994)	3,142	3,142	3,142
200	Fringes for Extended Day Staff - FICA .0765 (1461) Ret .1329 (2537)	5,932	3,998	3,998
200	Fringes for Recruitment Incentives	4,108	2,513	2,513
200	Fringes for Performance Stipends - FICA (2066) / Ret (3588)	5,654	5,654	5,654
	Total Object 200 Fringe Benefits	76,330	76,330	76,330
Purchased Services 300				
300	Travel for Principal and staff to attend SFA conferences - New Leaders' & ESC @ \$5000 x 3 people - airfare, hotel, meals	\$15,000	\$15,000	15,000
300	Success for All Professional Development	\$104,385	\$52,510	52,510
300	Field Trips for Students - Admission, bus transportation, lunch - @ \$50 per student x 200 students	\$10,000	\$10,000	10,000
300	Contracted Instructors for Weekly Parenting Classes @ \$100/session x 24 sessions	\$2,400	\$2,400	2,400

300	Teacher Toolbox Online Lesson Planner & Data Analysis Software License for teachers to plan more effectively and analyze data	\$10,000	\$5,000	5,000
300	School Messenger - automatic calls to inform parents of district/school communications	\$7,200	\$6,000	6,000
	Total Object 300 Purchased Services	148,985	90,910	90,910
Supplies and Materials 400				
400	Classroom Supplies and Instructional Materials - \$500 per teacher x 20 teachers (includes related arts, special education, media, guidance, curriculum coordinator, reading interventionist, speech, behavior supports interventionist) Administrative supplies (1300)	11,300		
400	Success for All Materials	\$56,000	\$16,000	0
400	Trade books for teachers to implement SFA - Wired	\$21,035	\$21,000	0
400	Supplies for Parenting Workshops, classes/Involvement Activities - average \$50/session x average of 2 (refreshments, handouts, door prizes, activities, etc)	\$1,100	\$1,100	1,200
400	Plastic Round Folding Tables to support parent & community involvement / 25 tables at 196.00 each = \$4,900 / Mobile caddy - 3 @ 243.00 each = \$729.00 + taxes, freight, etc	\$6,000	\$0	0
400	Plastic Folding Chairs to support parent & community involvement / 200 chairs - \$44.40 / 5 caddies - \$448 / 5 extender kits - \$39.80	\$8,880	\$0	0
	Total Object 400 - Supplies and Materials	104,315	38,100	1,200
Capital Improvement 500				
500	45 Student Laptops for grade 5 @ \$621 each / Yr. 2 & 3 replacements - 20 estimated at \$700 each	\$27,945	\$14,000	14,000

Revised Budget Narrative - WLE 2011 2012.xls

500	20 Laptops for teachers and administrative staff @ \$910 each	\$18,200		
500	5 SmartBoards for classrooms @ 4000 each	\$20,000	\$0	0
500	5 LCD Projectors for SmartBoards @ \$1000 each	\$5,000	\$0	0
500	Set of response systems for each class @ \$2000/set x 3 sets / Yr. 2 & 3 replacements	\$6,000	\$1,000	1,000
500	20 Laser Printers - Curriculum Facilitator, Administration, Technology Lab, media center, and classrooms @ 650 each	13,000	0	0
500	4 Desktop computers for additional personnel @ \$635 each	2,540		
	Total Object 500 - Capital Improvement	92,685	15,000	15,000
600	Total Object 600 - Other	0	0	0
	TOTAL DIRECT COSTS	673,643	471,668	434,768
700	Total Indirect Costs - 700 (4.52%) minus capital improvement	26,199	20,641	18,974
Totals	YEARLY TOTALS	699,842	492,309	453,742