

**LEA: Williamsburg County School District**

**School: Kingstree Junior High**

**Transformation Model Concept: Direct Instruction**

Give a *brief* summary of your transformation model.

The Kingstree Junior High transformation model will target our large special education population and students identified as at-risk using Direct Instruction (DI) materials along with some add on interventions school-wide. For the self-contained classes, Corrective Reading and Connecting Math will be used. Corrective Reading along with South Carolina Number Worlds will be used with the resource students and those identified as at-risk. Instruction for the at-risk students will be provided in daily supplemental reading and math classes. To increase learning time school-wide, a schedule change will be implemented to allow for 30 minutes of self-selected reading four times a week, Monday through Thursday. This will be closely monitored by the media specialist, literacy liaison, transformation specialist and the leadership team using the Accelerated Reader program. On Friday, this time will be used for Advisor/Advisee sessions. In addition to the additional reading time, all core area classes will begin with a reading/vocabulary starter activity daily using some DI support materials. This instructional plan will meet the needs of our special education population as well as provide support to the entire student body.

The implementation of the transformation model should result in academic achievement for all students in all areas as well as achieving AYP status. The goals and objectives are as follows:

<b>ELA Goal:</b> To increase the number of students scoring met or exemplary by 10% annually over the three year period, as measured by the PASS assessment
<b>Objectives:</b> 90% of the students will make an average one-year's gain on their RIT score, as based on the MAP assessment 90% of the students will achieve 85% or better on the corrective Reading in-program assessment, at each assessment period. 80% of the students will achieve a comprehension score of 75% or better on the Accelerated Reader programs' Reading Practice tests
<b>Math Goal:</b> To increase the number of students scoring met or exemplary by 10% annually over the three year period, as measured by the PASS assessment
<b>Objectives:</b> 90% of the students will make an average one-year's gain on their RIT score as based on the MAP assessment

90% of the students will achieve 85% or better on the Connecting Math in-program assessment, at each assessment period.

90% of the students will achieve 85% or better on the Number Worlds in-program assessment, at each assessment period.

In order to develop and increase teacher and school leadership effectiveness, a comprehensive performance plan with incentives will be implemented and the faculty and staff will participate in on-going staff development on the topic of DI. This will provide the support needed to successfully implement DI strategies school-wide, such as signals and cues. The following number of days will be provided for DI professional development/coaching: Year 1 - 15 days; Year 2 - 10 days; Year 3 - 5 days. A comprehensive performance plan has been established to reward teachers, assistants and administrators for stellar performance resulting in student achievement.

<b>Performance Categories</b>	<b>Classroom Teacher</b>	<b>Elective Teacher</b>	<b>Assistant</b>	<b>KJHS Administration</b>
A. Academics 40%	\$ 600	\$ 600	\$ 400	
B. Attendance 20%	\$ 300	\$ 300	\$ 200	
C. Evaluation 20%	\$ 300	\$ 300	\$ 200	
D. Family/Community 10%	\$ 150	\$ 150	\$ 100	
E. Professionalism 10%	\$ 150	\$ 150	\$ 100	
Total	\$1,500	\$1,500	\$1,000	
If the school makes AYP				\$2,000

The following criteria will be used for classroom teachers. In the category of Academics, core area teachers must show a 10% increase of students scoring met or exemplary on PASS using 2010 PASS as the baseline data. The elective teachers will receive the incentive if the school makes the 10% increase in ELA and math. Teacher attendance is a major factor in student achievement. Therefore, only one absence will be allowed per semester except for Professional Development. Two tardies, not more than one hour, per semester will be allowed. In order to receive the incentive in the area of Evaluation, the teacher must receive a rating of Effective (3) with no area lower than a 2 or a rating of Highly Effective (4) with no area lower than a 3 on the four observations conducted during the year. If a teacher receives an overall rating of Does Not Meet Standards (1) or Improvement Necessary (2), the teacher would not qualify for the evaluation part of the incentive and an improvement plan would be necessary. For categories (E) Family and Community and (F) Professionalism, the teacher must receive an overall rating of Effective (3) or Highly Effective (4) to receive the incentive.

The following criteria will be used for instructional assistants. In the category of Academics, the assistants will receive the incentive if the school makes the 10% increase in ELA and math. Teacher assistant attendance is a major factor in student achievement. Therefore, only one absence will be allowed per semester except for Professional Development. Two tardies, not more than one hour, per semester will be allowed. In order to receive the incentive in the area of Evaluation, the assistant must receive a rating of Effective (3) with no area lower than a 2 or a rating of Highly Effective (4) with no area lower than a 3. If an assistant receives an overall rating of Does Not Meet Standards (1) or Improvement Necessary (2), the assistant would not qualify for the evaluation part of the incentive and an improvement plan would be necessary. For categories (E) Family and Community and (F) Professionalism, the assistant must receive an overall rating of Effective (3) or Highly Effective (4) to receive the incentive.

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:**

Kingstree Junior High School began a transition with a major restructuring of the district's governance for the 2009-10 school year to include a new principal and assistant principal.

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:**

In the category of Academics, core area teachers must show a 10% increase of students scoring met or exemplary on PASS using 2010 PASS as the baseline data. On the four observations conducted during the year, the teacher must receive a rating of Effective (3) with no area lower than a 2 or a rating of Highly Effective (4) with no area lower than a 3 in order to qualify for the incentive plan. Weekly Focus Groups will collect data on student achievement and reflect on strategies for improvement. The Evaluation Plan was designed with input from the Leadership Team which includes the principal, curriculum specialist, district staff, and teacher representatives.

The district evaluates the principal using the Principal's Evaluation Instrument from the SDE.

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:**

A comprehensive performance plan has been established to reward teachers, instructional assistants and administrators for stellar performance resulting in student achievement. See chart below.

<b>Performance Categories</b>	<b>Classroom Teacher</b>	<b>Elective Teacher</b>	<b>Assistant</b>	<b>KJHS Administration</b>
A. Academics 40%	\$ 600	\$ 600	\$ 400	
B. Attendance 20%	\$ 300	\$ 300	\$ 200	
C. Evaluation 20%	\$ 300	\$ 300	\$ 200	
D. Family/Community 10%	\$ 150	\$ 150	\$ 100	
E. Professionalism 10%	\$ 150	\$ 150	\$ 100	
Total	\$1,500	\$1,500	\$1,000	
If the school makes AYP				\$2,000

The school administration will receive an incentive only if the school makes AYP.

Provide staff ongoing, high-quality, job-embedded professional

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

**Program/Activity and Implementation Summary:**

LEA will provide professional development on the Middle School Concept. Areas of concentration for these professional development sessions will be Conducting Focus Groups and Advisor/Advisee. The LEA will also provide professional development on Failure is Not an Option, Differentiated Instruction, and Classroom Management. The grant funds will provide for professional development on Direct Instruction during the three year period.

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:**

A comprehensive performance plan has been established to reward teachers, assistants and administrators for stellar performance resulting in student achievement. See chart on page 5. The district is collaborating with the local colleges to provide information and possible courses to lead to middle level certification and special education certification for interested teachers. The district will continue to attend recruitment fairs and collaborate with CERRA for teacher recruitment.

*Permissible activities. An LEA may also implement other strategies to*

*develop teachers' and school leaders' effectiveness, such as—*

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

**Program/Activity and Implementation Summary:**

**(2) Comprehensive instructional reform strategies**

Required activities. The LEA must—

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

**Program/Activity and Implementation Summary:**

A comprehensive needs assessment was conducted using PACT, PASS, MAP and various other sources in order to identify problem areas. From the needs assessment, it was determined that a program was needed to address the large special education population and the students identified as at-risk. Further study was conducted on effective research proven programs with the decision to implement Direct Instruction(DI). DI is a model for teaching that emphasizes well developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning. DI programs are based on years of research on how children learn and the most effective ways to teach. This work produced the basic principles of effective instruction: All children can learn when instruction is systematic, explicit, and efficient. All instruction will be aligned with the South Carolina academic standards.

- 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:**

Teachers will meet in weekly Focus Groups to discuss student progress and develop strategies to meet the needs of individual students to insure success for all students. Formative assessments will be conducted weekly by the supplemental reading and math teachers and special education classroom teachers and analyzed by the transformation specialist.

Teachers will meet on a bi-weekly basis with the Leadership Team to discuss student progress. The MAP assessment will be administered three times a year and will be used to guide instruction as well. All available data including interim reports, report cards, grade distributions and attendance will be used to drive instruction and meet the individual needs of our students. As our summative assessment, PASS will be used to show mastery of standards and to drive instruction for the following year. Results from PASS will be used to target areas of strengths and weaknesses. Communication with the District's Data Coordinator will provide technical assistance to identify targeted areas.

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

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

*Implementing a school-wide "response-to-intervention" model;*

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

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

*In secondary schools--*

- \_\_\_\_\_ *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*
- \_\_\_\_\_ *Improving student transition from middle to high school through summer transition programs or freshman academies;*
- \_\_\_\_\_ *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*
- \_\_\_\_\_ *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

### **Program/Activity and Implementation Summary:**

Weekly Focus Groups will be established consisting of the curriculum specialist and/or the transformation specialist and the teachers in each pod to review student achievement data and identify effective strategies to ensure student success. Bi-weekly meetings will be held with the leadership team and teachers to review student achievement data, identify effective strategies, and discuss progress on Direct Instruction. The transformation specialist will check weekly formative assessment records to ensure student success and complete and submit quarterly reports to the State Department and district Superintendent. The district content coordinators will provide staff development with the South Carolina Curriculum Standards and alignment of the Direct Instruction model to help ease the transition. The district coordinators will also participate in the Direct Instruction staff development with the Kingstree Junior High School faculty.

We will implement a school-wide response to intervention model by identifying at-risk students based on their MAP scores and offer technical support and assistance that may need additional support. These students will be served in supplemental reading and math classes using DI materials.

All core area classrooms are equipped with Promethean Boards to incorporate technology and support instruction. The District's technology coach will provide one on one and group assistance in technology-based instruction and strategies to integrate technology into the curriculum.

The Special Services Director will provide staff development support and guidance in IEP compliance and strategies to engage the special needs population.

**(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:**

A schedule change will provide a 30 minute block for a school-wide, self-selected reading time four days a week.

Monthly Family Nights will provide opportunities for families and other community members to come together for educational opportunities. The Williamsburg County Hometown Chamber will serve as a networking system to offer parents access to community resources and available services. Mini Parenting Courses will be offered to parents during morning and or evening sessions. The topics will include: Motivating your child to read, Helping your child with homework, Family reading and math activities, and Conducting Parent-Teacher Conferences. Take-home instructional materials will be provided to the parents for their students and resources for the parents.

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

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

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

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

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

### **Program/Activity and Implementation Summary:**

Local agencies, such as, the Fire Department, Law Enforcement, and the Alcohol and Drug Abuse Commission will conduct safety and awareness seminars. Williamsburg Technical College Educational Talent Search (ETS) will provide free tutorial services, opportunities for the students to visit various colleges and universities, and the students will participate in test preparation and career preparation courses and seminars. The Transformation Taskforce will be formed to meet monthly to plan and ensure that the implementation is occurring with fidelity. Key stakeholders (parents, teachers, community leaders, students, and district personnel) will be included on the team.

A schedule change will allow for a 30 minute Advisor/Advisee period weekly. However, for the first week of school this time will be allotted daily for the "Get to Know You Week" to allow for building relationships between students and their advisor and addressing behavioral issues such as bullying and student harassment.

#### **(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:**

Under the governance of state and federal mandates and recommendations, revisions to the school board policies began during the Fall of 2008 and updates to the district’s renewal plan to reflect the changes in curriculum and board policies. Williamsburg County School District will ensure that the current district initiatives will not contradict or contravene with the implementation of the State Improvement Grant initiative’s transformation model and the Direct Instruction program.

It is also the policy of the board to recruit and hire professional personnel on the basis of qualifications and merit. Personnel recruitment and selection is the responsibility of the Office of Personnel, however, principals and directors will assist in providing recommendations. Kingstree Junior High School will work with district staff to secure appropriate personnel to assist with the implementation of the program.

District collaboration will provide a means to assure sustainability beyond the grant funding period through district funding and allocation of district resources and instructional support and progress monitoring for continuous improvement.

Adjustments have been made to the school’s calendar and submitted to the superintendent for approval of the proposed staff development activities and summer planning sessions. The Middle School Director will plan and meet with the school administrator and planning team to facilitate effective professional development sessions that will be aligned with the implementation of Direct Instruction and the Middle School Concept to ensure smooth transitions and effectiveness.

\_\_\_\_\_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:**

The instructional staff at KJH will participate in on-going staff development that will be essential in successful implementation of the *Direct Instruction* reading and math intervention school reform program. Initial

training is being planned and on-going professional development will be provided through the vendor's professional development team. In addition, a series of staff development sessions and planning for the Middle School Concept has also taken flight. The district will ensure that adequate time is provided to plan and assess professional development, and to provide embedded, structured time to ensure effective professional development takes place. Professional learning will be aligned to meet the needs of staff. In addition, all teachers will participate in collaborative teams, or professional learning communities (pods), on a weekly basis at minimum. This will allow staff time to engage in collective, embedded professional learning that includes activities such as goal setting, instructional alignment of curriculum, and development and study of common, formative student assessment data.

We further guarantee that the Williamsburg County School District will work with the State Department Council as they provide technical assistance and support for successful implementation and execution of the State Improvement Grant.

*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:**

## School Improvement Grant (2010–2011)

### Implementation Plan Template

#### In Williamsburg County School District

Intervention Model: Transformation model

Need Summary (one sentence): Reduce the number of students scoring below state standards in reading and math.

Action Summary (one sentence): To provide strategies to increase reading and math proficiency.

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
7/1/10-7/1/10	Selection of Transformation Specialist	1	Principal District Staff	Job Description Contract	Performance Evaluation
7/1/10-7/31/10	Form Task Force	3	Principal, Transformation Specialist, District	List of Task Force, sign in sheets, meeting minutes	N/A
7/1/10-9/30/10	Plan Staff Development	1, 2	Principal, Transformation Specialist, Curriculum Specialist, Direct Instruction Staff	Sign in sheets, calendar, agendas	Classroom observation documentation
1/3/11	Review Staff Development Plan				
7/1/10-1/15/11	Order materials and student incentives	2	Transformation Specialist, Office Manager	Purchase Orders	Classroom observations

## School Improvement Grant (2010–2011)

### Implementation Plan Template

7/1/10- 7/31/10	Hire Teachers	1,2	Principal District Personnel	Resumes, interviews	N/A
7/1/10- 7/31/10	Plan Family Nights	3	Transformation Specialist, Parenting Coordinator, Curriculum Specialist	Schedule of Events, agendas, sign in sheets	Surveys
8/3/10- 5/31/11	Begin Monthly Task Force Meetings	3	Principal, Transformation Specialist	Sign in sheets, meeting minutes	N/A
8/16/10- 6/1/11 8/30/10- 6/1/11	Instruction begins using materials in content areas Instruction begins for targeted population after placement testing	2	Teachers and assistants	Schedules	N/A
8/16/10- 9/21/10  5/2/11- 5/20/11	Administer Placement Tests  Administer Placement Tests for 2011-2012 term	2	Transformation Specialist, Supplemental Reading and Math Teachers, Special Education Teachers, School Psychologists	Results of test	N/A
8/23/10- 9/30/10	Re-schedule students for classes	2	Transformation Specialist, Powerschool Operator, Guidance	Schedules	Progress Reports

## School Improvement Grant (2010–2011)

### Implementation Plan Template

8/30/10-6/1/11	Weekly Team Focus Meetings	1,2	Transformation Specialist, Curriculum Specialist, Supplemental Reading and Math Teachers Special and Regular Education Teachers	Agenda, sign in sheets, minutes	Bi-annual survey
9/1/10-4/30/11	MAP Administration	2	Curriculum Specialist, Transformation Specialist, Lab Proctor, Teachers	Lexile Levels, RiT scores	% not met, met, exemplary
9/1/10-6/1/11	Walk throughs	1,2	Curriculum Specialist, Transformation Specialist, Principal, District	Observations forms	Pattern collection
9/1/10-6/1/11	Bi-weekly Accelerated Reader Reports, analyze and disseminate	1,2	Media Specialist, Literacy Liaison, Transformation Specialist	Number of tests, % of accuracy by class/student	Number of tests cumulative
9/1/10-1/15/11	Plan Field Trips for each semester	2	Transformation Specialist, Office Manager, District	Purchase orders, confirmations	Student survey
9/1/10-6/1/11	Teacher evaluations (4 yearly)	1	Principal, Curriculum Specialist, Transformation Specialist, District	Planning, management, delivery, assessment	Rubric
10/18/10-6/1/11	Complete Quarterly Reports	2	Transformation Specialist	Student performance	In program formative assessments, MAP(2 <sup>nd</sup> and 4 <sup>th</sup> quarters)

**School Improvement Grant (2010–2011)**

**Implementation Plan Template**

6/1/11 or designated date	Complete Annual Reports	2	Transformation Specialist	Student Performance, Teacher/staff Performance	10% annual growth, Teacher/staff performance chart
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## School Improvement Grant (2010–2011)

### Implementation Plan Template

For **Kingstree Junior High School**  
In **Williamsburg County School District**

Intervention Model: Transformation model

Need Summary (one sentence): Reduce the number of students scoring below state standards in reading and math.

Action Summary (one sentence): To provide strategies to increase reading and math proficiency.

<b>Start Date–End Date</b>	<b>Program Task/Activity</b>	<b>Core Component</b>	<b>Persons/Agency Responsible</b>	<b>Data to be collected</b>	<b>Performance Measure</b>
6/1/11-6/10/11	Plan Staff Development	1, 2	Principal, Transformation Specialist, Curriculum Specialist, Direct Instruction Staff	Sign in sheets, calendar, agendas	Classroom observation documentation
7/1/11-7/31/11	Form Task Force	3	Principal, Transformation Specialist, District	List of Task Force, sign in sheets, meeting minutes	N/A
7/1/11-1/15/12	Order materials and student incentives	2	Transformation Specialist, Office Manager	Purchase Orders	Classroom observations
7/1/11-7/31/11	Hire Replacement Teachers (if necessary)	1,2	Principal District Personnel	Resumes, interviews	N/A

### School Improvement Grant (2010–2011)

#### Implementation Plan Template

7/1/11- 7/31/11	Plan Family Nights	3	Transformation Specialist, Parenting Coordinator, Curriculum Specialist	Schedule of Events, agendas, sign in sheets	Surveys
8/3/11- 5/31/12	Begin Monthly Task Force Meetings	3	Principal, Transformation Specialist	Sign in sheets, meeting minutes	N/A
8/2011- 6/2012 8/2011- 6/2012	Instruction begins using materials in content areas Instruction begins for targeted population after placement testing	2	Teachers and assistants	Schedules	N/A
8/2011- 8/31/11  5/1/12- 5/22/12	Administer Placement Tests  Administer Placement Tests for 2012-2013 term	2	Transformation Specialist, Supplemental Reading and Math Teachers, Special Education Teachers, School Psychologists	Results of test	N/A
8/23/11- 9/2/11	Re-schedule students for classes(if necessary)	2	Transformation Specialist, SASI Operator, Guidance	Schedules	Progress Reports
8/2011- 6/2012	Weekly Team Focus Meetings	1,2	Transformation Specialist, Curriculum Specialist, Supplemental Reading and Math Teachers Special and Regular Education Teachers	Agenda, sign in sheets, minutes	Bi-annual survey

## School Improvement Grant (2010–2011)

### Implementation Plan Template

9/2011-4/2012	MAP Administration	2	Curriculum Specialist, Transformation Specialist, Lab Proctor, Teachers	Lexile Levels, RIT scores	% not met, met, exemplary
9/2011-6/2012	Walk throughs	1,2	Curriculum Specialist, Transformation Specialist, Principal, District	Observations forms	Pattern collection
9/2/11-6/1/12	Bi-weekly Accelerated Reader Reports, analyze and disseminate	1,2	Media Specialist, Literacy Liaison, Transformation Specialist	Number of tests, % of accuracy by class/student	Number of tests cumulative
9/1/11-1/15/12	Plan Field Trips for each semester	2	Transformation Specialist, Office Manager, District	Purchase orders, confirmations	Student survey
9/1/11-6/1/12	Teacher evaluations (4 yearly)	1	Principal, Curriculum Specialist, Transformation Specialist, District	Planning, management, delivery, assessment	Rubric
10/2011-6/2012	Complete Quarterly Reports	2	Transformation Specialist	Student performance	In program formative assessments, MAP(2 <sup>nd</sup> and 4 <sup>th</sup> quarters)
6/1/12 or designated date	Complete Annual Reports	2	Transformation Specialist	Student Performance, Teacher/staff Performance	10% annual growth, Teacher/staff performance chart

## School Improvement Grant (2010–2011)

### Implementation Plan Template

For **Kingstree Junior High School**  
In **Williamsburg County School District**

Intervention Model: Transformation model

Need Summary (one sentence): Reduce the number of students scoring below state standards in reading and math.

Action Summary (one sentence): To provide strategies to increase reading and math proficiency.

<b>Start Date–End Date</b>	<b>Program Task/Activity</b>	<b>Core Component</b>	<b>Persons/Agency Responsible</b>	<b>Data to be collected</b>	<b>Performance Measure</b>
6/1/12-6/10/12	Plan Staff Development	1, 2	Principal, Transformation Specialist, Curriculum Specialist, Direct Instruction Staff	Sign in sheets, calendar, agendas	Classroom observation documentation
7/1/12-7/31/12	Form Task Force	3	Principal, Transformation Specialist, District	List of Task Force, sign in sheets, meeting minutes	N/A
7/1/12-1/15/13	Order materials and student incentives	2	Transformation Specialist, Office Manager	Purchase Orders	Classroom observations
7/1/12-7/31/12	Hire Replacement Teachers (if necessary)	1,2	Principal District Personnel	Resumes, interviews	N/A

### School Improvement Grant (2010–2011)

#### Implementation Plan Template

7/1/12-7/31/12	Plan Family Nights	3	Transformation Specialist, Parenting Coordinator, Curriculum Specialist	Schedule of Events, agendas, sign in sheets	Surveys
8/3/12-5/31/13	Begin Monthly Task Force Meetings	3	Principal, Transformation Specialist	Sign in sheets, meeting minutes	N/A
8/2012-6/2013 8/2012-6/2013	Instruction begins using materials in content areas Instruction begins for targeted population after placement testing	2	Teachers and assistants	Schedules	N/A
8/2012-8/31/12 5/1/13-5/22/12	Administer Placement Tests Administer Placement Tests for 2013-2014 term	2	Transformation Specialist, Supplemental Reading and Math Teachers, Special Education Teachers, School Psychologists	Results of test	N/A
8/23/12-9/2/12	Re-schedule students for classes(if necessary)	2	Transformation Specialist, SASI Operator, Guidance	Schedules	Progress Reports
8/2012-6/2013	Weekly Team Focus Meetings	1,2	Transformation Specialist, Curriculum Specialist, Supplemental Reading and Math Teachers Special and Regular Education Teachers	Agenda, sign in sheets, minutes	Bi-annual survey

## School Improvement Grant (2010–2011)

### Implementation Plan Template

9/2012-4/2013	MAP Administration	2	Curriculum Specialist, Transformation Specialist, Lab Proctor, Teachers	Lexile Levels, RIT scores	% not met, met, exemplary
9/2012-6/2013	Walk throughs	1,2	Curriculum Specialist, Transformation Specialist, Principal, District	Observations forms	Pattern collection
9/2/12-6/1/13	Bi-weekly Accelerated Reader Reports, analyze and disseminate	1,2	Media Specialist, Literacy Liaison, Transformation Specialist	Number of tests, % of accuracy by class/student	Number of tests cumulative
9/1/12-1/15/13	Plan Field Trips for each semester	2	Transformation Specialist, Office Manager, District	Purchase orders, confirmations	Student survey
9/1/12-6/1/13	Teacher evaluations (4 yearly)	1	Principal, Curriculum Specialist, Transformation Specialist, District	Planning, management, delivery, assessment	Rubric
10/2012-6/2013	Complete Quarterly Reports	2	Transformation Specialist	Student performance	In program formative assessments, MAP(2 <sup>nd</sup> and 4 <sup>th</sup> quarters)
6/1/13 or designated date	Complete Annual Reports	2	Transformation Specialist	Student Performance, Teacher/staff Performance	10% annual growth, Teacher/staff performance chart

# Williamsburg County School District Kingstree Junior High School

Item Description	Year 1	Year 2	Year 3	Total
<b>Personnel</b>				
1 FTE-Transformation Specialist	53,023	53,023	53,023	159,069
2 FTE-Supplemental Reading Teachers	85,120	85,120	85,120	255,360
1 FTE-Supplemental Reading Teacher(This position will only be filled if the number of identified at risk students warrants three teachers)	42,560			42,560
1 FTE-Literacy Liaison	18,489	18,489	18,489	55,467
1 FTE - Supplemental Math Instructor(assistant)	17,532	17,532	17,532	52,596
Substitutes for teachers to attend staff development(SIG related workshops, Direct Instruction PD, South Carolina Math and Reading Conferences) Yr 1-26 days @ \$55/day+\$1,980, Yr 2 &3-18 days @ \$55/day	1,980	990	990	3,960
Performance Incentives: 31 certified teachers X \$1,500 = \$46,500; 4 administrative staff x \$2,000 - \$8,000; 10 assistants x \$1,000 = \$10,000	64,500	64,500	64,500	193,500
<b>Personnel Subtotal</b>	<b>283,204</b>	<b>239,654</b>	<b>239,654</b>	<b>762,512</b>
<b>Fringes Benefits:</b> 7.65%-FICA, 12.89%-Retirement, 1.08%-Worker's Compensation (district employee rates)= <b>21.62%</b>				
<b>Fringe Benefits Subtotal</b> (personal subtotal/yr x 21.62%)	<b>61,229</b>	<b>51,813</b>	<b>51,813</b>	<b>164,855</b>
<b>Purchase Service</b>				
Professional Development from McGraw-Hill Education Intervention Team 15 days @ \$2,000/day-yr 1, 10 days @ \$2,500/day yr 2, 5 days @ \$2,500/day-yr 3	30,000	25,000	12,500	67,500
Contract for Renaissance Place Accelerated Reader 550 students @ \$4.25 = \$2,337.50, hosting fee \$399, tax \$191.56	2,928	2,928	2,928	8,784
Travel for staff development and any SDE required meeting: Average estimated cost \$500 per person ( lodging \$300, transportation \$100, meals \$100) x 5 participants x 5 trips = \$12,500	12,500	12,500	12,500	37,500
Field trip/per semester for each grade level(3 grade levels): Bus mileage \$508.80 + 2 drivers @ \$160=\$669 x 2 semesters = \$1,338	1,338	1,338	1,338	4,014
Semester student incentives: Top 25 Accelerated Reader point earners in each grade level will take a field trip to the IMAX to view an educational film 75 students x \$14.50 = \$1,875.00 x 2 semesters = \$2,175	2,175	2,175	2,175	6,525
<b>Travel Subtotal</b>	<b>48,941</b>	<b>43,941</b>	<b>31,441</b>	<b>124,323</b>

<b>Supplies</b>				
Reading in the Content Areas: Math 8th 75 copies @ 14.55 for yr 1; 20 copies @ 14.55 for yr 2 & yr 3	1,091	291	291	1,673
Reading in the Content Areas: Science 8th 75 copies @ 14.55 for yr 1; 20 copies @ 14.55 for yr 2 & yr 3	1,091	291	291	1,673
Reading in the Content Areas: Social Studies 8th 75 copies @ 14.55 for yr 1; 20 copies @ 14.55 for yr 2 & yr 3	1,091	291	291	1,673
Content Vocabulary for grades 6th-8th 600 copies @ 13.53 for yr 1; 150 copies @ 13.53 for yr 2 and yr 3	8,118	2,030	2,030	12,178
Content Vocabulary Teacher's edition 22 @ 16.11	354	354	0	708
Reading Science 6th 75 @ 13.53 for yr 1; 20 copies @ 13.53 for yr 2 and yr 3	1,015	271	271	1,557
Reading Math 6th 75 @ 13.53 for yr 1; 20 copies @ 13.53 for yr 2 and yr 3	1,015	271	271	1,557
Reading Social Studies 6th 75 @ 13.53 for yr 1; 20 copies @ 13.53 for yr 2 and yr 3	1,015	271	271	1,557
Teacher's editions 7 @ 16.11	113	113	0	226
Reading Science 7th 75 @ 13.53 for yr 1; 20 copies @ 13.53 for yr 2 and yr 3	1,015	271	271	1,557
Reading Math 7th 75 @ 13.53 for yr 1; 20 copies @ 13.53 for yr 2 and yr 3	1,015	271	271	1,557
Reading Social Studies 7th 75 @ 13.53 for yr 1; 20 copies @ 13.53 for yr 2 and yr 3	1,015	271	271	1,557
Teacher's editions 7 @ 16.11	113	113	0	226
Connecting Math A workbook 1(pk of 5) 2 @ 63.96	128	128	128	384
Connecting Math A workbook 2 (pk of 5) 2 @ 63.96	128	128	128	384
Teacher's package	321	321	0	642
Connecting Math B workbook 1(pk of 5) 2 @ 63.96	128	128	128	384
Connecting Math B workbook 2(pk of 5) 2 @ 63.96	128	128	128	256
Teacher's package	321	321	0	642
Connecting Math Textbook C 10 @ 45.90	459	459	0	918
Connecting Math C workbook (pk of 5) 2 @ 63.96	128	128	128	384
Teacher's package	321	321	0	642
Connecting Math Textbook D 10 @ 45.90	459	459	0	918
Connecting Math D workbook (pk of 5) 2 @ 63.96	128	128	128	384
Teacher's package	321	321	0	642
Connecting Math Textbook E 20 @ 45.90	918	918	0	1,836
Connecting Math E workbook (pk of 5) 4 @ 63.96	256	256	256	768
Teacher's package	321	321	0	642
Connecting Math Textbook F 15 @ 49.80	747	747	0	1,494
Teacher's package	205	205	0	410
Independent Blackline Masters	70	70	0	140

S.C. Number Worlds Level 5 intervention kit 2 @ 899	1,798	1,798	0	3,596
Numbers Worlds Level 5 workbooks 141.93(30/each strand) x 7 for yr 1; yr 2 & yr 3 141.93 x 11	994	1,561	1,561	4,116
Number Worlds Level 6 intervention kit 2 @ 899	1,798	1,798	0	3,596
Number Worlds Level 6 workbooks 140.58 (30/5 each strand) x 10 for yr 1; yr 2 & yr 3 140.58 x 11	1,406	1,546	1,546	4,498
Number Worlds Middle School Intervention Package 2 @ 898.98	1,798	1,798	0	3,596
Number Worlds Middle School workbooks 140.58 (30/5 each strand) x 9 for yr 1; yr 2 & yr 3 140.58 x 10	1,265	1,406	1,406	4,077
Corrective Reading Decoding Level A teacher materials 8 @ 245	1,960	1,960	0	3,920
Corrective Reading Decoding Level A workbooks 100 @ 9.42	942	942	942	2,826
Corrective Reading Decoding Level B1 teacher materials 8 @ 170	1,360	1,360	0	2,720
Corrective Reading Decoding Level B1 student book 160 @ 27.90	4,464	4,464	0	8,928
Corrective Reading Decoding Level B1 student workbook 200 @ 8.37	1,674	1,674	1,674	5,022
Corrective Reading Decoding Level B2 teacher materials 8 @ 170	1,360	1,360	0	2,720
Corrective Reading Decoding Level B2 student book 160 @ 27.90	4,464	4,464	0	8,928
Corrective Reading Decoding Level B2 student workbook 250 @ 8.37	2,093	2,093	2,093	6,279
Corrective Reading Decoding Level C teacher materials 8 @ 272	2,176	2,176	0	4,352
Corrective Reading Decoding Level C student book 160 @ 39.60	6,336	6,336	0	12,672
Corrective Reading Decoding Level C student workbook 300 @ 14.67	4,401	4,401	4,401	13,203
Corrective Reading Comprehension Level A teacher materials 8 @ 245.40	1,963	1,963	0	3,926
Corrective Reading Comprehension Level A student workbook 300 @ 9.33	2,799	2,799	2,799	8,397
Corrective Reading Comprehension Level B1 teacher materials 8 @ 169.80	1,358	1,358	0	2,716
Corrective Reading Comprehension Level B1 student book 160 @ 27.90	4,464	4,464	0	8,928
Corrective Reading Comprehension Level B2 teacher materials 8 @ 169.80	1,358	1,358	0	2,716
Corrective Reading Comprehension Level B2 student book 160 @ 27.90	4,464	4,464	0	8,928

Corrective Reading Comprehension Level B2 student workbook 300 @ 8.37	2,511	2,511	2,511	7,533
Corrective Reading Comprehension Level C teacher materials 8 @ 272.40	2,179	2,179	0	4,358
Corrective Reading Comprehension Level C student book 160 @ 39.60	6,336	6,336	0	12,672
Corrective Reading Comprehension Level C student workbook 300 @ 14.67	4,401	4,401	4,401	13,203
Sales tax for Direct Instruction materials	7,724	7,724	2,115	17,563
Shipping for Direct Instruction materials	9,655	9,655	2,644	21,954
Family Nights (9) per year: meeting supplies 539 parents x \$3.75 x 9 = \$18,191; 25 educational games or books per event @ \$25 x 9 = \$5,625; Workshop Supplies- 120 kits @ \$5 = \$600; Book packs for distribution at Family Literacy Night 120 (5 books per pk @ 14.04 per book) \$8,424	32,840	32,840	32,840	98,520
Professional Development supplies: Professional books and staff development materials to include binders for data collection, page dividers, pens/markers for coding, easels, etc.	10,000	5,000	5,000	20,000
Student reading incentives: 750 prizes @ .50 = \$375 x 36 weeks = \$13,500	13,500	13,500	13,500	40,500
Classroom libraries, 100 books @\$12 = \$1,200 x 25 teachers	30,000	30,000	30,000	90,000
Office supplies for Transformation Specialist: ink cartridges, paper, data boards, other office supplies needed for reporting and correspondence	7,500	5,000	2,500	15,000
Classroom teacher supplies (ex. Flashdrives, portfolios, cd's, dictionaries, pens, markers, printers, toner_ 31 teachers x \$500 = \$15,500	15,500	15,500	15,500	46,500
<b>Supplies Subtotal</b>	<b>222,389</b>	<b>202,785</b>	<b>132,986</b>	<b>558,160</b>
<b>Direct Costs Subtotal</b>	<b>615,763</b>	<b>538,193</b>	<b>455,894</b>	<b>1,609,850</b>
<b>Indirect Costs 3.91% x direct cost subtotals</b>	<b>24,076</b>	<b>21,043</b>	<b>17,825</b>	<b>62,944</b>
<b>Yearly Totals</b>	<b>639,839</b>	<b>559,236</b>	<b>473,719</b>	<b>1,672,794</b>
<b>Request Grand Total</b>				<b>\$1,672,794</b>



School Improvement Subgrant Application (2010–2011)

**Budget Summary**

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

Name of District: Williamsburg 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.

<b>Object Category (total for all schools in each category)</b>	<b>Year 1 Requested</b>	<b>Year 1 Match or In-kind (or Resources)</b>	<b>Year 2 Requested</b>	<b>Year 2 Match or In-kind</b>	<b>Year 3 Requested</b>	<b>Year 3 Match or In-kind</b>	<b>Total Requested</b>
Salaries/Stipends (100)	283,204		239,654		239,654		762,512
Employee Benefits (200)	61,229		51,813		51,813		164,855
Purchased Services (300)	48,941		43,941		31,441		124,323
Supplies and Materials (400)	222,389		202,785		132,986		558,160
Capital Outlay (500)	0		0		0		0
Other (600)	0		0		0		0
<b>Total Direct Costs</b>	615,763		538,193		455,894		1,609,850
Indirect Costs (700)	24,076		21,043		17,825		62,944
<b>Total</b>	639,839		559,236		473,719		1,672,794



School Improvement Grant Subgrant Application  
(2010–2013)

LEA-level Expenditures Budget summary form

### LEA-level Expenditures (District) Budget Summary for Williamsburg 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 Requested	Year 3 Match or In-kind	<u>Total Requested</u>
Salaries/Stipends (100)							
Employee Benefits (200)							
Purchased Services (300)							
Supplies and Materials (400)							
Capital Outlay (500)							
Other (600)							
<b>Total Direct Costs</b>							
Indirect Costs (700)							
<b>Total</b>	0		0		0		0



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 Williamsburg 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
Kingstree Junior High School, Tier II	615,763		538,193		455,894		1,609,850
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							
<b>Total Direct Costs</b>	615,763		538,193		455,894		1,609,850
Indirect Costs (700)	24,076		21,043		17,825		62,944
<b>Total</b>	639,839		559,236		473,719		1,672,794



School Improvement Grant Subgrant Application  
(2010–2013)

School-Level Budget Summary Form

### School-level Budget Summary Form

Name of School Kingstree Junior High School Name of District Williamsburg 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	<u>Total Requested</u>
Salaries/Stipends (100)	283,204		239,654		239,654		762,512
Employee Benefits (200)	61,229		51,813		51,813		164,855
Purchased Services (300)	48,941		43,941		31,441		124,323
Supplies and Materials (400)	222,389		202,785		132,986		558,160
Capital Outlay (500)	0		0		0		0
Other (600)	0		0		0		0
<b>Total Direct Costs</b>	615,763		538,193		455,894		1,609,850
Indirect Costs (700)	24,076		21,043		17,825		62,944
<b>Total</b>	639,839		559,236		473,719		1,672,794