

**LEA: Greenville County Schools**

**School: Carolina High School and Academy**

**Transformation Model Concept: Building on Progress**

Give a *brief* summary of your transformation model.

Three years ago, Carolina High School and Academy, in collaboration with a district administrative team, teachers, students, parents, and community, began a transformation process based on input from all stakeholders. New leadership was hired and a process of replacing ineffective instructional staff was implemented. The remaining 46 teachers were grouped into teams for collaboration, common planning, and in-house professional development. To supplement the district's new teacher mentoring program, the school established an after-school coaching program for teams of new teachers during which the instructional specialist provides access to tools and resources for the development of skills in leadership, classroom management, and effective teaching methods.

The goal of these activities is to provide a professional, high-quality teaching staff through which students will have access to a curriculum with increased rigor, expanded opportunities for academic enrichment, and access to knowledge and skills that will ensure their success in higher education and/or the 21<sup>st</sup> Century, knowledge-based workforce.

The school's assets have been instrumental in the progress thus far. These assets include a modern facility equipped with up-to-date technology, classrooms sufficient for the school's population, an increasingly high-quality teaching staff, and strong community partnerships designed to extend learning time for students through field trips, internships, and other work-based experiences.

The district assets, which have also contributed to the school's progress, include the Education Technical Services department who provides expertise in installing, maintaining, and updating the school's technology equipment; a dedicated Research & Evaluation department that tracks, records, and effectively communicates all school-specific data required for evaluating student achievement, the knowledge from which is used to modify programs and activities for continuous academic improvement; district consultants who provide expertise required to develop content-specific curricula and provide guidance on instructional collaboration and planning, vertical articulation, curriculum alignment with district and state standards, and more.

Plans implemented through this proposal will empower Carolina High School and Academy to further develop this school transformation by developing and implementing the following core components, each of which is designed to bring educational relevance to the diverse population at the school:

***Virtual Learning Environments***-Distance Learning equipment will be purchased and installed to accomplish two things: 1) Provide expanded opportunities for professional development through the addition of the Carolina Virtual Teachers Academy. Teachers will have access to archived, professional workshops facilitated by field experts in best practices, curriculum-specific training, curriculum integration, magnet-themed workshops, and classroom management, for example. 2) Distance learning equipment will also expand AP course availability annually to a minimum of 10 archived AP courses taught by a certified AP instructor. This AP course library will be available to students during a free period, enabling students from various study tracks to simultaneously participate in AP courses.

Virtual education will bring changes in knowledge, while making education more accessible and relevant to the students. This will be especially beneficial to students who, through family challenges, may need more creative ways in which to engage in education.

***Restructured Learning Time*** - In the event that seat-time requirements are waived, Carolina High will restructure learning time by modifying the existing four block scheduling system to four 80-minute blocks and one 40-minute block. Student feedback indicates a need for additional one-on-one time with teachers. Therefore, the 40-minute block will allow a school-wide, advisor-advisee time focused on the development of leadership skills and success strategies, while offering students opportunities to form positive, ongoing relationships with an adult focused on helping them achieve academic and lifelong success.

Students will also have access to more structured learning time through existing and new community partnerships, through which the school will increase student and teacher access to field experts who will provide students with first-hand experiences in the real world of health care, medical research, engineering, and traditional subjects. This process will also open new doors of opportunity for students through internships, volunteer opportunities, and field experiences at local hospitals and clinics, medical research facilities, and engineering firms.

***Strengthening Existing Programs*** – The school will develop and implement plans designed to increase rigor in the 9<sup>th</sup> grade academy while appropriately preparing students for the transition to high school. Targeted professional development will make the freshman success class more relevant. Expanded partnerships with Greenville Technical College will increase rigor while providing interested students with opportunities to earn their Associate's degree and high school diploma simultaneously through an expanded dual credit program. In an effort

to further integrate technology into the curriculum, Carolina will add PITSCO labs and expand the existing labs, therefore introducing more rigor in the science, reading, and math curricula.

***Development of High Quality Teachers*** – Through professionally facilitated, targeted professional development teachers will have the opportunity to develop skills and knowledge they can employ in the classroom for the purpose of improving academic achievement. In an effort to address the academic concerns of students transitioning to Carolina from 8<sup>th</sup> grade, teachers will be paid stipends to perform vertical articulation and curriculum alignment with teachers from feeder schools.

The transformation model as proposed through this plan will be managed by the Transformation Coordinator who will oversee all grant activities in collaboration with the school's administration, teacher teams, and stakeholders. He or she will be responsible for implementing all plans with fidelity and ensuring that all expenditures associated with this grant are allocated according to the proposed budget. The individual will schedule all professional development, record all data, prepare grant reports, participate in the teacher evaluation process, work with district personnel for the purchase and installation of all equipment and materials, develop ideas and programs for student and teacher incentives, and work closely with each of the seven teacher teams at Carolina High to ensure successful implementation of programs.

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:**

Per discussions with the SC Department of Education in May 2010, replacement of the principal is not required in order to pursue this funding opportunity. Mr. Anthony Holland was hired three years ago to begin a transformation process at Carolina High School and has implemented programs and processes through which the school is beginning to see progress.

- 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:**

The district utilizes two performance evaluation systems for teachers and principals, both of which were developed by GCS teachers and principals. The Performance Assessment System for Teachers (PAS-T) and Performance Assessment for School Administrators (PAS-A) incorporate multiple observations with an emphasis on student achievement as defined by the state's Standard #7 (principals) and Standard #8 (teachers). PAS-A and PAS-T provide performance evaluations that extend beyond the state's required standards for adept. The principal's evaluation also reflects peer observations at the school level via a district-mandated Teacher Survey.

Evaluations through the PAS-T are designed to ensure that quality teaching and learning occurs. Teachers requiring improvement are placed on individualized improvement plans that may require various corrective measures such as regular meetings with the administrator and targeted professional development. Through this proposal, an additional measure will be implemented through a contract with Dataworks Education Research who will perform curriculum calibration in the four End-of-Course Subject Areas through the collection of lesson plans, activities, tests, and homework. The company's subsequent evaluation report will be used to assist teachers in providing a guaranteed, aligned curriculum.

Internally, teachers are evaluated through classroom observation by school and district administration. Each member of the school administration is assigned a group of teachers to observe each week on a rotating schedule. A common observation form is completed following the classroom visits. Copies of the completed form are kept on file electronically, with copies distributed to the teacher and instructional specialist. The electronic version is used by the administration in team meetings to identify and discuss instructional trends. Based on these discussions, the instructional specialist develops and schedules the appropriate professional development. Teachers identified as needing individual training and guidance receive mentoring and guidance on the Learning Focus model, classroom

management techniques, and more. In the event that the teacher continues to perform at insufficient levels, the observation evaluation forms are also used to develop individualized improvement plans. Periodic peer observations from which the administration develops strategies for classroom management, teaching and transitions are also conducted at the school level.

For both teacher and principal evaluations, student academic achievement is the primary indicator of growth and school improvement. Academic achievement is measured by graduation rates, attendance rates, disciplinary referrals, and student test scores on MAP, HSAP, and End of Course testing. All essential data will be tracked and recorded in Power School, the data warehouse, and the district's data dashboard for use in preparing grant reports and modifying programs as necessary to ensure continuous improvements in academic achievement.

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:**

Current staff and teacher recognition activities include the Kudos Program, which is facilitated by the school's administration. Teachers and staff members observed conducting a positive activity that improves school environment and/or instruction is publicly recognized for their efforts and awarded a certificate and a Kudos bar. The Pineapple Society provides personal recognition for faculty and staff at key life moments (illness, marriage, birth of a child, birthdays, family death, etc.).

The administration is considering the development and implementation of a Teacher of the Month program in which the administration will evaluate all teaching staff and nominate five teachers who exemplify high quality teaching standards. Upon identification of five nominees, students will vote for the Teacher of the Month. Recognition of this teacher may include a designated parking spot, small gifts of appreciation, a certificate, and recognition through centrally located signage in the school identifying the current Teacher of the Month. The details of this program will be further developed and implemented by the Transformation Coordinator.

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:**

All Carolina High School teachers are expected to participate in ongoing, job-embedded professional development, much of which is school or district-driven. The instructional specialist, during one-on-one coaching sessions with first year and new teachers, provides training on topics such as classroom management, leadership skills, learning focused instruction, etc. Veteran teachers receive similar training on an as-needed basis based on classroom observations and performance evaluations. All teachers have access to district-driven training viewed online through the teacher's portal and in the annual Summer Academy.

In discussions with school and district administration, as well as the current faculty, Carolina High has identified the need for professionally facilitated, targeted professional development. These trainings will be specifically aligned with programs to be implemented through this proposal and include, Quality Improvement strategies through the Carolina First Center for Excellence, training specific to HSAP and EOC instruction, classroom management, technical training on PITSCO modules and suites, development of Common Assessments, EOC curriculum calibration through Dataworks Education Research, training on teaching dual credit courses as provided by Greenville Technical College, development of AP curricula, collaborative planning, and vertical and horizontal teaming. The goal of all professional development is to increase teacher knowledge and practices, through which student academic achievement will be positively impacted as evidenced in MAP, HSAP, and EOC test scores. Increases in these test scores will also be reflected in improved attendance and graduation rates.

In addition to tracking attendance of the appropriate staff at each of the professional development opportunities, the administration will ensure that skills acquired in professional development workshops and trainings are being successfully implemented in the classroom setting in accordance with district and state educational standards. Teachers who are struggling with new skills will receive one-on-one coaching and support from the administration and/or peers who have successfully implemented the necessary skills for improved classroom instruction.

  X   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:**

Teacher retention is a concern at Carolina High, as most teachers have been at the school five years or less. In the last three years, Carolina High School has lost 25 teachers, 15 of whom have remained in the teaching profession but are no longer teaching at Carolina High School. The remaining 10 have retired, relocated, or discontinued teaching to pursue other careers.

Carolina has implemented a plan in which teachers who are not performing to school or district standards are placed on individual improvement plans and provided with opportunities to improve their skills and abilities through professional development, one-on-one coaching, and access to tools and resources designed to improve performance based on best practices for classroom management and instruction. Several faculty members are currently on individualized improvement plans that may require various corrective measures such as regular meetings with the administrator and targeted professional development. In the event that they continue to perform at substandard levels, the school administration has the authority to remove ineffective staff and replace them with qualified personnel.

In an effort to minimize the anxieties experienced by first time and new teachers, the instructional specialist provides regular structured professional development sessions for 1<sup>st</sup> and 2<sup>nd</sup> year teachers. During these after-school sessions, teachers receive targeted instruction and support on lesson planning, classroom management, and how to prepare for formal evaluation, as well as offering the teachers an opportunity to provide feedback and address individual concerns and issues.

Also, a Team Building program was implemented three years ago to help build camaraderie and promote collaboration among faculty. Previously the administration selected the teams. However, beginning with the 2010-11 school year, teachers, based on their personal interests, signed up to participate in one of seven teams focused on the following: Professional Development, Transition, Student Incentives, School Safety and Disciplinary Procedures, School Events, Parent Involvement, and Communications. At the beginning of the year, the teams compete in a Team Building competition, the winner of which receives special recognition through signage in the faculty workroom and special gifts. Throughout the year, all of the teams build camaraderie by sitting together in faculty meetings, collaborating on school improvement plans, providing feedback to the administration, and planning themed events and activities for the school's Fabulous Fridays program in which one team determines the special attire for the day, supplies treats, etc.

All teachers are expected to participate in ongoing professional development in an effort to continuously improve their knowledge and skills.

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:**

In addition to tracking attendance of the appropriate staff at each of the professional development opportunities, the school administration will ensure that skills acquired in professional development workshops and trainings are being successfully implemented in the classroom setting through classroom observation. Teachers who are struggling with new skills will receive one-on-one coaching and support from the administration and/or peers who have mastered the necessary skills for improved classroom instruction.

**(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:**

Carolina High uses the research-based Learning Focus Model, which empowers teachers to implement instructional strategies in a framework that works best for their classroom to ensure student academic achievement. This model has proven effective in allowing schools to reach balanced achievement through the use of research-based instruction, accelerated programs designed to assist students in getting on grade level, comprehensive literacy for

students in grades K-12, and common assessments. In several blind studies of the Learning Focus Model, the average percentage of students meeting or exceeding standards in reading and math increased for all races, ethnicities, students with disabilities and economically disadvantaged students. Carolina has experienced similar increases in math scores, but ELA scores have steadily decreased. Therefore, the school, with support from the district, will be focused on accelerated learning in reading and writing in an effort to address these concerns.

The keystone program at Carolina High is the dual credit program that currently allows students to earn up to 18 credits towards an Associate's degree. Through this proposal, the school will expand the existing partnership with Greenville Technical College to enable students to simultaneously earn their Associate's degree and high school diploma on the Carolina campus.

Expansion of this program comes as a result of student feedback that mirrors national statistics showing a growing interest in dual credit courses in high school. According to a February 2009 report by the Education Commission of the States, 87% of American high schools now offer dual credit courses as a means of easing the transition from high school to college or the workforce. In a 2006 study by the American Youth Policy Forum, half of the participating schools saw an increase in attendance and a decrease in dropout rates, especially among students at-risk of discontinuing their education. Carolina's high dropout rates and low graduation rates, in combination with student interest in dual credit courses, were integral to the decision to expand this program.

Also as a direct result of student feedback, this plan proposes to implement virtual learning, which will specifically expand student access to AP courses. Research indicates a universal interest in virtual learning from a broad spectrum of students. Self-disciplined, high-achieving students use the opportunity for education enrichment and acceleration, while others may select this route if they do not excel in the traditional classroom setting. Nationally, enrollment in virtual learning has grown significantly as indicated in a 2005 study of the Michigan Virtual High School program. Over a three year span (2000/01 – 2004/05), enrollment in the MVHS increased from 676 to 5,277. Although research indicates no significant difference in academic achievement between virtual students and those in traditional classroom interactions, learning in a virtual environment offers students access to more high quality courses and teachers than they would normally have access.

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:**

Carolina High, through collaboration with the district's Research & Evaluation department, records and utilizes data from district and state standardized tests (MAP, PASS, EOC, and HSAP) to identify students who require additional, differentiated instruction in order to obtain a score of Proficient or better in subsequent testing years.

The school receives MAP and PASS data on incoming 8<sup>th</sup> graders, through which students academically at-risk in English and math are identified and scheduled for English I Grammar and Comprehension and synergistic math classes. The purpose of these classes is to get at-risk students on grade level before 10<sup>th</sup> grade. Students who continue to struggle are provided with individualized, after-school tutoring.

Similarly, utilizing data generated from 10<sup>th</sup> grade students taking the HSAP test, students who fail to successfully complete the HSAP test on the first attempt have access to content-specific tutoring after school on HSAP subjects. The goal is to ensure that all students pass the HSAP before the end of their 12<sup>th</sup> grade year to ensure that they successfully graduate.

*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:**

Once hired, the Transformation Coordinator will be responsible for conducting periodic reviews in collaboration with the administration to ensure that all grant programs are implemented with fidelity. As much of the professional development is focused on increasing rigor in the curriculum, the Transformation Coordinator will be responsible for evaluating student achievement data and measuring it against the anticipated outcomes of this proposal. He or she will then be involved in the process of mentoring struggling teachers, scheduling additional professional development, and modifying grant activities as necessary to ensure continuous progress by all teaching staff.

In an effort to increase rigor in the curriculum, Carolina High will implement several key steps, one of which is to expand the existing PITSCO labs and add additional labs. These labs will focus on student-centric learning to provide interactive experiences. Through this proposal, the school will double the capacity of the existing Synergistic Algebra lab. Two magnet-themed labs will be added for health sciences and engineering. The Health Sciences Lab will provide an overview of key health science topics such as body systems, nutrition, wellness, first aid, and genetics. Included in the Engineering Lab will be interactive lessons on aerospace rocketry, engineering planning and design, bio-robotics, sensory imaging and other related topics. A third lab, Reading and Robots, will offer non-traditional, hands-on, reading interventions and experiments designed to raise reading levels by two grades.

Rigor will also be added through the addition of college-level Biology, Psychology, History, and English classes as part of the school's dual credit offerings. Currently, students may earn up to 18 credits towards an Associate's degree. Under this plan, dual credit would be expanded with an ultimate goal of empowering students to earn their Associate's degree and high school diploma simultaneously.

Although the dual credit program will be the primary focus, the Carolina High administration understands that not all students will be drawn to the opportunity. Therefore, to ensure that all students have access to a rigor-infused curricula, next year the school will offer three traditional AP courses (in addition to those proposed through the virtual learning program) - Calculus, Music Theory, and Environmental Studies. The school will also continue to offer Honors English, Chemistry, U.S. History and Physics. However, in an effort to prevent potential scheduling conflicts for dual credit students, the school is considering the elimination of U.S History Honors and Physics Honors.

Carolina High attributes much of its high dropout rate to 9<sup>th</sup> graders who discontinue their education due to poor academic achievement and reduced attendance. To reduce dropout rates, a 9<sup>th</sup> Grade Academy was launched to facilitate the successful transition of 8<sup>th</sup> graders during their freshman year. Funds for the freshman academy, including a freshman academy coordinator, are provided through the district's general fund. At-risk students, who previously scored at low levels on the Measure of Academic Progress test (MAP) and at Below Basic or Not Met on the Palmetto Assessment of State Standards (PASS), are double blocked in math and English. Freshmen who are on grade level are placed in higher level math and English courses. Next year, the school will expand its Synergistic Algebra Math Lab and add an English Grammar/Composition course.

The Credit Recovery program and Classworks, address the needs of students who have either scored low on MAP or have failed to successfully complete an English or math course. Credit may be recovered via APEX, a computer-based program, to provide instructional units in Math or English through 10 lessons that include activities and tests. Students have 90 days to complete APEX, after which the score (maximum of 80) is added to their transcript. Classworks software provides individualized 45-minute lessons twice a week based on student academic skills as reflected in MAP scores. Lessons for both programs are aligned with state and district standards.

**(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:**

**Extended Learning Time:**

The school plans to implement two key activities to restructure learning time and further integrate the school into the surrounding community. These activities will enable a school-wide transition to a student-based, relationship-building and relevant curriculum in which students will have daily contact with a mentor who will instruct students in leadership development and success strategies.

In the event that seat-time requirements are waived, Carolina High will restructure learning time by modifying the existing four block scheduling system to four 80-minute blocks and one 40-minute block. The 40-minute block would allow a school-wide, extended learning time focused on the development of leadership skills and success strategies. A portion of this class will include grade level appropriate advisory/mentoring, character education, career development, civics and more. These courses would be developed in Year 1 and taught beginning in Year 2. The course for freshman level will be freshman success which is currently taught. The freshman success course will be taught this fall, although some summer curriculum revisions will be necessary as the school develops its partnership with Carolina Center for Excellence. This partnership will enable the school to incorporate the Baldrige tools for quality while capitalizing on local expertise provided by CEO and leader presentations in the classrooms.

Students will also have access to more structured learning time through existing and new community partnerships. Through these collaborations, the school will increase student and teacher access to field experts who will provide students with first-hand experiences in the real world of health care, medical research, engineering, and traditional subjects. This process will also open new doors of opportunity for students through internships, volunteer opportunities, and field experiences at local hospitals and clinics, medical research facilities, and engineering firms. The school's goal is to increase the number of students participating in work-related experience such as volunteer work, internships, or part-time jobs by 30%.

**Engagement of Stakeholders:**

Upon the arrival of the new principal, extensive efforts were made to solicit input and feedback from students, parents, teachers, and the community at large. In the past three years, teachers have formed teams in which team building activities are conducted to promote faculty collaboration and planning. As a result, the teachers have begun playing key roles in the decision-making process for developing and implementing school improvement policies and plans. The principal also acquired student feedback to determine student needs, through which many of the ideas presented in this proposal were developed. The administration has conducted various community events designed to inform the community and parents, while soliciting additional feedback and input in ways in which the school can be transformed to one that meets the academic needs of every student.

The school currently facilitates communications with parents through information flyers, e-mail, telephone messages, parent-teacher conferences, and other means of providing information. Funding from this proposal will enable the staff to plan several parent-focused events such as the orientation event prior to school starting and smaller, informal events throughout the year to communicate personally with parents.

The teacher teams previously discussed in this document, specifically the Communications and Parent Involvement teams will be actively planning and implementing activities designed to expand community knowledge, improve community perceptions, and expand community involvement through specific programs and activities. As these teams have not officially begun meeting, the specific plans will be determined in the upcoming months. However, one plan in development is a walking program through which the school will offer community access to the school track in an effort to provide a safe place to network while exercising. In order to facilitate this, the school is actively seeking funding to replace their track. Once the track is completed, the school will develop, promote and facilitate a community walking program designed to further integrate the school into the community.

The Communications team will be pursuing a variety of measures such as newsletters and more consistent website updates to keep students, families and community partners updated on school activities and accomplishments. The school will also be working to develop additional community partnerships through which students will receive extended learning opportunities (internships, work-based experiences, and field trips), funding for programs, mentoring and tutoring opportunities, etc.

*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:**

**(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 administration at Carolina High, has received complete support from the school district to restructure the teaching staff as necessary to improve student achievement and increase graduation rates. Some of the activities initiated by the administration have included removal of ineffective teachers after sufficient efforts to improve skills and knowledge; development of a one-on-one coaching program for first year and new teachers that continues through the teachers 2<sup>nd</sup> year; provision of appropriate targeted professional development; development of individual improvement plans for teachers identified as having substandard performance; implementation of the teacher focus teams through which teachers support one another, plan activities and events designed to build moral, offer feedback and participate in school improvement discussions with the administration, and more.

As the plans presented in this proposal are implemented, the school administration will have the flexibility to adjust student scheduling, evaluate and execute appropriate measures for improving faculty performance, and track funding allocations to ensure all grant activities are appropriately funded.

The Transformation Coordinator will be responsible for working directly with the school bookkeeper to ensure that all funding is allocated as indicated in the grant budget. All purchases required under this grant will be facilitated by the Transformation Coordinator who will be required to receive the principal's approval prior to expenditures. In the event that grant funding must be reallocated, the Transformation Coordinator will be responsible for communicating with the funder to correctly implement the procedures required for reallocations.

As always, the district administration will be available to provide guidance and ensure accountability. Otherwise, the school's leadership will have the autonomy to conduct all grant activities and the necessary modifications required to ensure improved academic achievement and increases in attendance and graduation rates.

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 district administration will continue to provide ongoing, intensive technical assistance and related support through several means. The district's Education Technical Services (ETS) will provide all services required to install virtual learning equipment and maintain all new and existing technology. The district's web-based Teachers Portal will continue to be available to provide teachers with access to data, updated curricula, pacing and alignment guides, lesson plans, unit development, and other classroom resources. District-driven professional development will continue to be available to the Carolina High faculty, which will be in addition to the targeted professional development outlined in the grant proposal and this document. HSAP, EOC, PASS, and MAP data will be provided by the district's Research & Evaluation department to aid teachers in vertical articulation and curriculum alignment, as well as identifying academically at-risk 8<sup>th</sup> grade students who may require additional differentiated instruction and enrichment programs. District consultants will actively support the school's efforts to increase rigor and develop core curricula.

Carolina High School's seven teacher teams will work directly with the Transformation Coordinator and district administration on several key issues, such as:

- The School Safety & Disciplinary Procedures and Communications teacher teams will work with the district to ensure that safety procedures are up-to-date and effectively communicated to all stakeholders. Both of these teams will be instrumental in developing plans through which the community's perception of the school can be transformed to one that is positive and focused on learning opportunities through the IB program, magnet program, AP courses, and all plans to be implemented through this proposal.
- The Communications team will focus on bringing attention to positive accomplishments and achievement by developing and distributing information on newsletters, the school's website, via e-mail and parent communication pieces, and by submitting news releases for inclusion in local news publications.
- The Transition team will collaborate with school and district administration to develop and schedule planning opportunities for vertical articulation and curriculum alignment with teachers from the feeder middle schools. The Transition team will also be responsible for early communications with 8<sup>th</sup> graders still in attendance at the middle school. This team will schedule school tours, provide information on the 9<sup>th</sup> grade academy, summer orientation and enrichment programs, and more. Eighth grade students identified as at-risk based on MAP scores and reading levels will receive English I grammar and

comprehension and math synergy instruction once they reach 9<sup>th</sup> grade. Additional after-school tutoring will be provided to students who continue to score below grade level academically.

The goal of all collaborative efforts between Carolina High School's faculty and administration, key district personnel, and other stakeholders is to provide strong, comprehensive transitional programs, more rigor in the curriculum, and high-quality teaching personnel through strong recruitment and professional development. The result of these efforts will be an increase in graduation rates, improved overall academic achievement, and a strong teaching staff dedicated to graduating students prepared to take on the challenges of post-secondary education and/or successful careers.

*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:**



Carolina High School  
Greenville County

Intervention Model: Transformation

Need Summary (one sentence): In an effort to provide an accelerated learning environment for the purpose of improving academic achievement and graduation rates, Carolina High needs to add key personnel, student-centric curriculum, and targeted professional development for teachers.

Action Summary (one sentence): Carolina High will restructure learning time, provide a curriculum relevant to students through focused learning strategies, and develop high-quality teachers.

*Add additional rows and lines as needed.*

<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>
August 2010–May 2013	<p><b>Carolina High Virtual Teacher Academy</b></p> <ul style="list-style-type: none"> <li>Year 1: Create 2 virtual professional development modules based on the Learning Focus Model</li> <li>Year 1: Purchase and install distance learning equipment</li> <li>Year 2: Create 4 virtual professional development modules based on the Learning Focus Model</li> <li>Year 3: Create 6 virtual professional development modules based on the Learning Focus Model</li> </ul>	Virtual Learning Environment	School Transformation Coordinator	<ul style="list-style-type: none"> <li>Attendance sheets to show 80% of staff members have participated in each virtual session</li> <li>MAP scores of students in Reading and math</li> <li>HSAP scores of students in ELA and math</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation of teachers to determine use of strategies viewed during virtual professional development sessions</li> <li>MAP scores will determine student growth</li> <li>School Report Card</li> </ul>
August 2010–May 2013	<p><b>AP Course Offerings</b></p> <p>Carolina High will increase AP course offerings by 100%</p> <ul style="list-style-type: none"> <li>Year 1: Purchase and install all PITSCO labs to enhance AP, magnet and core curricula</li> </ul>	Virtual Learning Environment	School Transformation Coordinator	<ul style="list-style-type: none"> <li>Master Schedule will provide evidence of AP course offerings</li> <li>AP Test scores</li> </ul>	<ul style="list-style-type: none"> <li>Continuous increase in course offerings over a three year period</li> <li>AP Test scores will</li> </ul>



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School Improvement Grant Subgrant Application  
(2010–2013)  
**IMPLEMENTATION PLAN**

					<i>show success rate</i>
August 2010- May 2013	<b>9<sup>th</sup> Grade Academy</b> <ul style="list-style-type: none"> <li>Year 1: Obtain a partnership with the Carolina Center for Excellence</li> <li>Year 1: Summer planning sessions for teachers to collaborate and make curriculum decisions</li> <li>Year 1: Students will participate in at least one assembly conducted by a motivational speaker</li> <li>Year 1: Expand the Synergistic Algebra Lab to accommodate more students</li> <li>Year 2: Implement a week long summer enrichment program for rising 9<sup>th</sup> graders (team building, character education, field trips, incentives)</li> <li>Year 3: Add a virtual Reading lab to assist students who are reading below grade level</li> </ul>	Strengthening Existing Programs	School Transformation Coordinator	<ul style="list-style-type: none"> <li>Curriculum development for Freshman Success class</li> <li>Attendance rosters for summer collaboration sessions</li> <li>Attendance rosters of summer enrichment program</li> <li>Documentation of motivational speaker</li> <li>Quarterly attendance rates of 9<sup>th</sup> grade students</li> <li>Retention rates of 9<sup>th</sup> grade students</li> <li>Rates of discipline referrals will be tracked monthly</li> <li>MAP scores in Reading and math</li> <li>End-of-Course scores</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observations of Freshman success teachers to determine implementation of designed curriculum</li> <li>Common assessment data of 9<sup>th</sup> grade teachers (Mastery Manager)</li> <li>Quarterly attendance reports of 9<sup>th</sup> grade students</li> <li>Quarterly grade distribution reports of 9<sup>th</sup> grade students</li> <li>Monthly discipline referrals will be analyzed to determine trends</li> <li>MAP scores will determine student growth</li> </ul>
August 2010- May 2013	<b>Dual Credit Program</b> <ul style="list-style-type: none"> <li>Year 1: Students enrolled in dual credit classes will take at least one field trip to either a health care facility or an engineering facility</li> <li>Year 2: Carolina High School teachers will receive professional development from Greenville Technical</li> </ul>	Strengthening Existing Programs	School Transformation Coordinator	<ul style="list-style-type: none"> <li>Master schedule will provide evidence of dual credit course offerings</li> <li>Attendance rosters/signed</li> </ul>	<ul style="list-style-type: none"> <li>Continuous increase in course offerings over a three year period</li> <li>Continuous increase in student</li> </ul>



	<ul style="list-style-type: none"> <li>School to be prepared to teach dual credit courses</li> <li>Year 3: Increase enrollment in dual credit courses by 80%</li> <li>Provide scholarships for students unable to pay new implemented tuition</li> </ul>			<ul style="list-style-type: none"> <li>permission forms will provide evidence of field trips</li> <li>Attendance rosters will provide evidence of professional development</li> <li>Grade distribution sheets will provide evidence of success rate</li> </ul>	<ul style="list-style-type: none"> <li>internships, volunteer opportunities, and field experiences</li> </ul>
August 2010 – May 2013	<p><b>High Quality Teaching Staff</b></p> <ul style="list-style-type: none"> <li>Increase the retention rate of teachers to more than three years</li> <li>Monthly planning sessions with HSAP teachers</li> <li>Year 1: Develop Common Assessments in collaboration with a SREB consultant</li> <li>Year 1: Purchase and install Mastery Manager to develop reports on Common Assessments</li> <li>Year 1: Hire a numeracy and literacy specialist</li> <li>Conduct monthly meetings with Tanglewood Middle teachers for vertical articulation</li> <li>Contract with Dataworks for curriculum calibration</li> </ul>	Development of High-Quality Teachers	School Transformation Coordinator	<ul style="list-style-type: none"> <li>Summer planning session rosters of HSAP teachers</li> <li>Monthly meeting rosters of HSAP teachers</li> <li>Weekly observations of teachers</li> <li>Bi-monthly meeting notes of 1<sup>st</sup> and 2<sup>nd</sup> Year teacher mentoring program</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation records will provide evidence of best practices</li> <li>Teacher retention rate over a 3 year period</li> </ul>
August 2010- May 2013	<p><b>Modified Block Scheduling</b></p> <ul style="list-style-type: none"> <li>Year 1: Teachers develop a Leadership curriculum for all grades</li> <li>Year 2: Modify schedule to include an extra 40 minutes of learning time – Leadership Class</li> <li>Continually develop new community partnerships</li> </ul>	Restructure Learning Time	School Transformation Coordinator	<ul style="list-style-type: none"> <li>Number of students enrolled in Leadership class</li> <li>Collect data regarding new partnerships, parent communications</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment data</li> </ul>

School District of Greenville County (South Carolina)

2010 School Improvement Grant

Budget Detail -

	Year 1: 2010-2011			Year 2: 2011-2012			Year 3: 2012-2013			TOTAL PROJECT
	Federal	Non-Federal	Total	Federal	Non-Federal	Total	Federal	Non-Federal	Total	
<b>1. Personnel</b>										
A. School Transformation Coordinator - 100% of time on project	\$78,140	\$0	\$78,140	\$78,140	\$0	\$78,140	\$78,140	\$0	\$78,140	\$234,420
a. Hire one FTE School Transformation Coordinator who will be exclusively responsible for all grant related activities and will serve as the point of contact for all grant inquiries, reports, and data collection and analysis for the grant reports.										
B. Stipends for teachers participating in summer planning sessions	\$15,750	\$0	\$15,750	\$15,750	\$0	\$15,750	\$15,750	\$0	\$15,750	\$47,250
a. 21 teachers will participate in a 5-day collaborative planning sessions to plan curriculum integration, lesson planning, vertical and horizontal teaming, plan common assessments, and other activities in preparation for the upcoming school year.										
\$150/day x 21 teachers x 5 days = \$15,750										
C. Stipends for teachers participating in the 9th Grade Academy Summer Orientation	\$0	\$0	\$0	\$6,750	\$0	\$6,750	\$6,750	\$0	\$6,750	\$13,500
a. 9 teachers will participate in the 5-day 9th Grade Academy New Student Orientation during the summer										
\$150/day x 9 teachers x 5 days = \$6,750										
D. Stipends for HSAP teachers collaborative monthly planning sessions										
a. 12 HSAP teachers will participate in a monthly collaborative planning session for vertical and horizontal teaming to better prepare students for the HSAP test	\$6,480	\$0	\$6,480	\$6,480	\$0	\$6,480	\$6,480	\$0	\$6,480	\$19,440
- \$30/hour x 12 teachers x 2 hours x 9 months = \$6,480										
E. Stipends for teachers to develop common assessments in collaboration with an SREB consultant in each of the End of Course subjects.	\$1,800	\$0	\$1,800	\$1,800	\$0	\$1,800	\$1,800	\$0	\$1,800	\$5,400
- \$150/day x 4 teachers x 3 days = \$1,800										
F. Reading/Literacy Specialist	\$55,000	\$0	\$55,000	\$55,000	\$0	\$55,000	\$55,000	\$0	\$55,000	\$165,000

a. Hire one FTE Reading/Literacy Specialist who will be responsible for teaching Reading and Robotics and catchup classes for targeted students.											
G. Math/Numeracy Specialist	\$55,000	\$0	\$55,000	\$55,000	\$0	\$55,000	\$55,000	\$0	\$55,000	\$165,000	
a. Hire one FTE Math/Numeracy Specialist who will be responsible for teaching catchup classes for targeted students and 1/2 of the Synergistic Algebra lab.											
H. Stipends for 4 Tanglewood Middle and 4 Carolina High teachers to attend a monthly meeting for vertical articulation and curriculum alignment in an effort to increase academic achievement as students transition from 8th to 9th grade.	\$4,800	\$0	\$4,800	\$4,800	\$0	\$4,800	\$4,800	\$0	\$4,800	\$14,400	
- \$30/hour x 2 hours x 10 months x 8 teachers = \$4,800											
I. Stipends for a team of 6 teaches to develop a Leadership curriculum for each grade level that will be taught in a 40-minute instructional block to all students beginning with the 2011-12 school year.	\$7,200	\$0	\$7,200	\$0	\$0	\$0	\$0	\$0	\$0	\$7,200	
- \$150/day x 8 days x 6 teachers = \$7,200											
<b>Total Personnel</b>			<b>\$224,170</b>			<b>\$223,720</b>			<b>\$223,720</b>	<b>\$671,610</b>	
<b>2. Fringe Benefits</b>											
A. Fringe Benefits for one FTE School Transformation Coordinator	\$22,527	\$0	\$22,527	\$22,527	\$0	\$22,527	\$22,527	\$0	\$22,527	\$67,581	
a. Fringe Benefits for one FTE Magnet Coordinator (FICA - 7.65%, Retirement - 12.89%, Workers Compensation - .61%, Health Benefits \$6,000)											
\$78,140 x 21.15% + \$6,000 = \$22,527											
B. Fringe Benefits for stipends associated with the summer planning sessions	\$3,331	\$0	\$3,331	\$3,331	\$0	\$3,331	\$3,331	\$0	\$3,331	\$9,993	
a. Fringe Benefits (FICA - 7.65%, Retirement - 12.89%, Workers Compensation - .61%)											
\$150/day x 21.15% x 5 days x 21 teachers = \$3,331											
C. Fringe Benefits for stipends associated with the 9th Grade Academy Student Summer Orientation	\$0	\$0	\$0	\$1,428	\$0	\$1,428	\$1,428	\$0	\$1,428	\$2,856	

a. Fringe Benefits (FICA - 7.65%, Retirement - 12.89%, Workers Compensation - .61%)											
\$150/day x 21.15% x 5 days x 9 teachers = \$1,428											
D. Fringe Benefits for stipends associated with monthly HSAP collaborative planning sessions	\$1,371	\$0	\$1,371	\$1,371	\$0	\$1,371	\$1,371	\$0	\$1,371	\$4,113	
a. Fringe Benefits (FICA - 7.65%, Retirement - 12.89%, Workers Compensation - .61%)											
\$30/hour x 21.15% x 2 hours x 12 teachers = \$152.28 x 9 months = \$1,371											
E. Fringe benefits for stipends for teachers participating in EOC Common Assessment development w/ the SBER consultant.	\$381	\$0	\$381	\$381	\$0	\$381	\$381	\$0	\$381	\$1,143	
- \$150/day x 21.15% x 3 days x 4 teachers = \$381											
F. Fringe Benefits for one FTE Reading/Literacy Teacher	\$17,633	\$0	\$17,633	\$17,633	\$0	\$17,633	\$17,633	\$0	\$17,633	\$52,899	
a. Fringe benefits to include FICA-7.65%, Retirement - 12.89%, Workers Compensation - .61%											
and \$6,000 in health benefits											
- \$55,000 x 21.15% + \$6,000 = \$17,633											
G. Fringe Benefits for one FTE Math/Numeracy Teacher	\$17,633	\$0	\$17,633	\$17,633	\$0	\$17,633	\$17,633	\$0	\$17,633	\$52,899	
a. Fringe Benefits to include FICA-7.65%, Retirement - 12.89%, Workers Compensation - .61%											
and \$6,000 in health benefits											
- \$55,000 x 21.15% + \$6,000 = \$17,633											
H. Fringe Benefits for stipends for Tanglewood and Carolina High teachers to perform vertical articulation and curriculum alignment	\$1,015	\$0	\$1,015	\$1,015	\$0	\$1,015	\$1,015	\$0	\$1,015	\$3,045	
- \$30/hour x 2 hours x 21.15% x 8 teachers = \$63 x 10 months = \$1,015											
I. Fringe Benefits for stipends for curriculum development by teachers for the Leadership class	\$1,523	\$0	\$1,523	\$0	\$0	\$0	\$0	\$0	\$0	\$1,523	
- \$150/day x 21.15% x 8 days x 6 teachers = \$1,523											
<b>Total Fringe Benefits</b>			<b>\$65,414</b>			<b>\$65,319</b>			<b>\$65,319</b>	<b>\$196,052</b>	





<b>Total Supplies</b>			<b>\$60,705</b>			<b>\$47,682</b>			<b>\$47,682</b>		<b>\$156,069</b>
<b>6. Contractual</b>											
<b>A. Professional Development Fees</b>											
a. Contractual fees to recruit professional trainers to facilitate teachers trainings (both onsite & virtual) on development of AP curriculum materials, best practices, vertical and horizontal teaming, collaborative planning, and more.	\$30,000	\$0	\$30,000	\$15,000	\$0	\$15,000	\$10,000	\$0	\$10,000		\$55,000
<b>B. Dual Credit Professional Development</b>											
a. Contractual fees for a Greenville Technical College trainer to provide teacher training on Campus Cruiser and prepare teachers ' for teaching GTC classes.	\$2,500	\$0	\$2,500	\$0	\$0	\$0	\$0	\$0	\$0		\$2,500
<b>C. Professional speakers for 9th Grade Academy, Character Ed program, and Career Day event to speak w/ students</b>	\$10,000	\$0	\$10,000	\$10,000	\$0	\$10,000	\$10,000	\$0	\$10,000		\$30,000
a. Contract w/ various motivational speakers for students participating in the above programs and activities.											
<b>D. Carolina Center For Excellence</b>	\$10,000	\$0	\$10,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000		\$20,000
a. Consultant fees for Freshman Success teacher training on Continuous Quality Improvement strategies.											
- Curriculum Development - \$3,000 (Year 1)											
- Teacher Training - \$3,000 (Year 1)											
- Classroom sessions w/ students - \$4,000 (Years 1-3 with \$1,000 added for teacher refresher courses)											
<b>E. Dataworks Education Research</b>	\$5,500	\$0	\$5,500	\$5,500	\$0	\$5,500	\$5,500	\$0	\$5,500		\$16,500
a. Dataworks will provide curriculum calibration to assess the skills of teachers in providing a rigorous curriculum. The company will evaluate lesson plans, activities, tests, and homework to prepare a report that will enable school administration to execute modifications to increase rigor and academic achievement.											
<b>F. Virtual Learning Environment</b>	\$0	\$0	\$0	\$40,000	\$0	\$40,000	\$40,000	\$0	\$40,000		\$80,000





- 4 bus drivers x \$15.65/hour x 4 hours = \$250												
- 4 buses x \$1.32/mile x 45 miles round trip = \$238												
c. Field trip to USC in Columbia, SC												
- 4 bus drivers x \$15.65/hour x 8 hours = \$501												
- 4 buses x \$1.32/mile x 200 miles round trip = \$1,056												
d. Field trip to Greenville Hospital System												
- 4 bus drivers x \$15.65/hour x 2 hours = \$125												
- 4 buses x \$1.32/mile x 6 miles round trip = \$32												
e. Field trip to Paris Mountain for Environmental AP Course												
- 4 bus drivers x \$15.65/hour x 2 hours = \$125												
- 4 buses x \$1.32/mile x 22 miles round trip = \$116												
f. Field trip to Furman University for Environmental AP Course												
- 4 bus drivers x \$15.65/hour x 2 hours = \$125												
- 4 buses x \$1.32/mile x 50 miles round trip = \$264												
C. Teambuilding activities 9th Grade Academy	\$0	\$0	\$0	\$6,257	\$0	\$6,257	\$6,257	\$0	\$6,257	\$12,514		
a. Furman Ropes Course - includes admission to ropes course and lunch												
- Ropes Course: \$30/student x 200 students = \$6,000												
- 4 bus drivers x \$15.65/hour x 2 hours = \$125												
- 4 buses x 1.32/mile x 25 miles roundtrip = \$132												
<b>Total Other</b>			<b>\$3,042</b>			<b>\$9,967</b>			<b>\$9,967</b>	<b>\$22,976</b>		
<b>9. TOTAL DIRECT COSTS</b>			<b>\$875,830</b>			<b>\$489,688</b>			<b>\$484,688</b>	<b>\$1,850,206</b>		
<b>10. Indirect costs</b>			\$30,129			\$16,845			\$16,673	\$63,647		
<b>11. TOTAL COSTS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$905,959</b>	<b>\$0</b>	<b>\$0</b>	<b>\$506,533</b>	<b>\$0</b>	<b>\$0</b>	<b>\$501,361</b>	<b>\$1,913,853</b>		



School Improvement Subgrant Application (2010–2011)

**Budget Summary**

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

Name of District: School District of Greenville County

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)	\$224,170	0	\$223,720	0	\$223,720	0	\$671,610
Employee Benefits (200)	\$65,414	0	\$65,319	0	\$65,319	0	\$196,052
Purchased Services (300)	\$275,666	0	\$133,000	0	\$128,000	0	\$536,666
Supplies and Materials (400)	\$297,538	0	57,682	0	57,682	0	412,902
Capital Outlay (500)	\$10,000	0	0	0	0	0	\$10,000
Other (600)	\$3,042	0	\$9,967	0	\$9,967	0	\$22,976
<b>Total Direct Costs</b>	\$875,830	0	\$489,688	0	\$484,688	0	\$1,850,206
Indirect Costs (700)	\$30,129	0	\$16,845	0	\$16,673	0	\$63,647
<b>Total</b>	\$905,959	0	\$506,533	0	\$501,361	0	\$1,913,853



School Improvement Grant Subgrant Application  
(2010–2013)

**LEA-LEVEL EXPENDITURES BUDGET SUMMARY FORM**

**LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR SCHOOL DISTRICT OF GREENVILLE COUNTY (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.

<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><u>Total Requested</u></b>
Salaries/Stipends (100)	0	0	0	0	0	0	0
Employee Benefits (200)	0	0	0	0	0	0	0
Purchased Services (300)	0	0	0	0	0	0	0
Supplies and Materials (400)	0	0	0	0	0	0	0
Capital Outlay (500)	0	0	0	0	0	0	0
Other (600)	0	0	0	0	0	0	0
<b>Total Direct Costs</b>	0	0	0	0	0	0	0
Indirect Costs (700)	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	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 SCHOOL DISTRICT OF GREENVILLE COUNTY (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.

<b>Summary of Funds for each school to be Served and which tier</b>	<b>Year 1 Requested</b>	<b>Year 1 Match or In-kind</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>
Carolina High School and Academy, Tier II	\$875,830	0	\$489,688	0	\$484,688	0	\$1,850,206
<b>Total Direct Costs</b>	\$875,830	0	\$489,688	0	\$484,688	0	\$1,850,206
Indirect Costs (700)	\$30,129	0	\$16,845	0	\$16,673	0	\$63,647
<b>Total</b>	\$905,959	0	\$506,533	0	\$501,361	0	\$1,913,853



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School Improvement Grant Subgrant Application  
(2010–2013)

**SCHOOL BUDGET SUMMARY FORM**

**SCHOOL-LEVEL BUDGET SUMMARY FORM**

Name of School Carolina High School and Academy Name of District School District of Greenville County

<b>Object 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)	\$224,170	0	\$223,720	0	\$223,720	0	\$671,610
Employee Benefits (200)	\$65,414	0	\$65,319	0	\$65,319	0	\$196,052
Purchased Services (300)	\$275,666	0	\$133,000	0	\$128,000	0	\$536,666
Supplies and Materials (400)	\$297,538	0	57,682	0	57,682	0	412,902
Capital Outlay (500)	\$10,000	0	0	0	0	0	\$10,000
Other (600)	\$3,042	0	\$9,967	0	\$9,967	0	\$22,976
<b>Total Direct Costs</b>	\$875,830	0	\$489,688	0	\$484,688	0	\$1,850,206
Indirect Costs (700)	\$30,129	0	\$16,845	0	\$16,673	0	\$63,647
<b>Total</b>	\$905,959	0	\$506,533	0	\$501,361	0	\$1,913,853