



TRANSFORMATION MODEL TEMPLATE

LEA: Richland School District One

School: Lower Richland High School

Transformation Model Concept: STEM

Give a *brief* summary of your transformation model.

Lower Richland High School will be transformed into a high school with a STEM focus designed to improve academic preparation and meet AYP. STEM will be integrated into appropriate classes to further students' knowledge of college and career choices. Lower Richland's academic design will include an 8.5 Summer Transition Program, Freshman Academy, Upper Academy, and a senior project.

The first year of high school has proven to be the pivotal year in terms of adjustment and achievement (Alspaugh, 2000). The 8.5 Summer Transition Program will serve as a common pre-high school experience for our diverse freshman population to ease the transition. As a summer program offered to all incoming ninth graders, the 8.5 Summer Transition Program will prepare students to be more successful, and along with the Freshman Academy, will increase student academic success.

All incoming ninth grade students will enter the Freshman Academy. This will be a small learning community within the school in which all freshmen will be taught by faculty members dedicated to teaching ninth graders. Freshmen Academy students will be housed separately from upper classmen. Students will benefit from classes in which instruction is focused, diverse, and project-based.

Beginning in the tenth grade, students will enter the Upper Academy (10th, 11th, 12th graders). Teams of teachers will coordinate and integrate core curriculum to provide meaningful connections for students related to a STEM focus. A variety of opportunities will be provided for students to become engaged in the science, technology, engineering, and mathematics. This will include providing relevancy to science, technology, engineering, and technology fields, and providing opportunities for on-the-job internships and training.

The senior project will provide evidence of independent projects, mentorships, career-based experiences, academic work samples, test data, job shadowing experiences, and work site visits. The students will receive intensive support for post-secondary planning and /or career placement.

Lower Richland will ensure that all parents have access to information on a regular basis. Communication tools such as auto dialer, Diamond Sparkler Postcard, emails, Parent Portal, school calendar/newsletter, ROTV, local/community newspapers, and eChalk will be used. Parents and community members will participate on the Transformation Advisory Council. The Council will cultivate information sharing, collaborative planning, and regular communication among all stakeholders.

Partnership/stakeholder support is key to the success of the Small Learning Community at Lower Richland. Students will be involved in career-based opportunities with community partners. Partners will assist in securing alternative funding, course development, identification of internships, and mentoring.



Components of the Lower Richland High School Plan:

- Increase emphasis on ELA and math by scheduling identified 9th and 10th grade students into double blocked for intensive academic instruction and support
 - ELA – 90 minutes every other day
 - Mathematics – 90 minutes every other day
 - Grade 9 students who scored “Not Met” on grade 8 PASS ELA and/or math HSAP support classes – 90 minutes every other day
 - Grade 9 students who scored at the lower level of “Met” on grade 8 PASS ELA and/or math HSAP support classes – 90 minutes every other day
 - Grade 10 students who scored 69 or below on EOCEP English I and/or Algebra I – 90 minutes every other day
 - Grades 11 and 12 who have not passed ELA and/or mathematics HSAP – 90 minutes every other day
- Implement the Richland One Transformation Support Curriculum (daily lessons) for ELA and mathematics
 - Includes TargetTeach Strategy and Fundamental lessons, S³, and daily support lessons
 - Rigorous, appropriately paced, and aligned to SC Academic Standards
- Expand Small Learning Communities
 - Focus on achievement of ninth and tenth grade students
 - Freshman Academy and Upper Academy
- Establish school focus
 - STEM focus to improve academic preparation and meet AYP
 - Contracted professionals to provide project-based learning
- Provide focused professional development
 - ELA and mathematics department chairs in collaboration with the Project Manager will provide professional development
 - Improved core content based on specific needs
 - Professional development to ensure STEM focus for all certified staff
- Establish community partnerships
 - Community partners assist with STEM focus for students
 - Community partners help identify funding to sustain grant activities beyond the funding cycle

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



(1) Developing and increasing teacher and school leader effectiveness

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

The principal of Lower Richland will be replaced.

Outcomes (short-term and intermediate) for this component:

- National search for new principal will be conducted.
- Stakeholders will be involved in the selection process.

- 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 on-going 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:

There are several processes in place designed to advance intervention and progress at the district and school levels. The superintendent meets monthly with principals, executive directors, department heads, parents, and high school students to discuss progress, concerns, and the long term and short term goals of the strategic plan. The executive directors of schools meet weekly with principals they supervise. Three formal evaluation meetings are held with each principal annually to map out action plans, outcomes, and specific school goals. District academic teams meet regularly with school leadership to assess academic progress towards meeting goals. The academic teams review the use of curriculum guides, frameworks, pacing guides, and other documents that support teaching and learning as outlined in the SC Academic Standards. District and school data teams meet to assess progress.

Outcomes (short-term and intermediate) for this component:

- GBE/Improvement Plan/SAFE-T for certified staff
- ISLLC standards for evaluation of principals
- Increase student growth as determined by data
- Team assignments to include teachers and administrators



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:

Starting with the principal, new job descriptions will be developed to include explicit expectations for all staff. In connection with the state evaluation instrument, an additional district evaluation tool will be used with all staff at the school. Teacher and school leader effectiveness will be measured by evaluating the established performance objectives for the school and analyzing and documenting data which indicates increased student achievement. Student achievement will be measured by examining MAP data two times per year. Ineffective teachers and staff will be removed in accordance with district and state guidelines.

Outcomes (short-term and intermediate) for this component:

- Reimbursement of 2 graduate courses instead of 1
- Fund teacher attendance at 1 local/state/regional conference
- Fund teacher membership to 1 professional organization
- Fund teacher instructional resources i.e., Airliner Wireless, Classroom Performance System, laptop, etc. with a limit of \$1,500.00 per teacher per year.

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:

Professional development will play an integral role in ensuring effective instruction. ELA and mathematics chairpersons, in collaboration with the Transformation Project Manager, will provide focused, job-embedded professional development for the school's staff designed to improve core content based on specific needs. To address the need for improved instruction, the mandatory RSD1 Transformation Support Curriculum (TSC) will be implemented for ninth and tenth grade ELA and math.

Outcomes (short-term and intermediate) for this component:

- Weekly school-based PD sessions
- Intensive summer PD
- District delayed start days
- Attendance at professional conferences
- Coaching/mentoring as identified



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:

Sufficient operational flexibility will be evidenced by additional ELA and math personnel, the restructured school schedule, and the increase in the number of teacher professional development days for all certified staff. To accommodate the change in the current school schedule, four additional ELA teachers and four additional math teachers will be hired.

Outcomes (short-term and intermediate) for this component:

- Sustained professional development activities will be included and monitored in each teacher’s annual evaluation.
- Attendance at professional development offerings
- Professional development selections will be based on school data.
- Increased opportunities for graduate level courses based on teachers’ needs

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.*
- X *Instituting a system for measuring changes in instructional practices resulting from professional development; or*
- X *Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.*

Program/Activity and Implementation Summary:

Instructional delivery will become more effective as teacher and school leader effectiveness increase. A system for measuring changes in instructional practices will be developed and implemented by the School Leadership Team and the Transformation Project Manager. Because teacher skills and knowledge will increase, student achievement will increase as measured by incremental MAP testing in ELA and math (short term) and HSAP (intermediate) first attempt passing rate. More informed teachers and school leaders will create better awareness of individual student needs and the practices needed to best address those needs. Breaking Ranks II and Small Learning Communities will support developing and increasing teacher and school leader effectiveness. The principal will not be required to accept a teacher without the mutual consent of the teacher and the principal, regardless of the teacher’s seniority.

Outcomes (short-term and intermediate) for this component:

- Increase student growth on MAP
- Increase HSAP first attempt passing rate



- Increase teacher and school leader effectiveness through the implementation of Breaking Ranks II and Small Learning Communities

(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.

Program/Activity and Implementation Summary:

Exhaustive district research efforts determined that no “one” particular research-proven program addressed all of the varied needs of high school students at Lower Richland High School. To deliver quality instruction, teachers will be required to utilize district-approved, research-proven, and vertically aligned instructional resources only. ELA and math teachers (not including Honors classes) will be required to use the mandatory RSD1 Transformation Curriculum, which includes TargetTeach Strategy and Fundamental lessons, S³ and daily support lessons which are aligned with the SC Academic Standards for ELA and math. TargetTeach and daily lessons (RSD1 Transformation Support Curriculum) are designed to guide pacing, add rigor, ensure student engagement, and teach to the intent of the indicator.

The specific core components of the interventions and research-base for each program within each component include the following: (1) developing and increasing teacher and school leader effectiveness – Breaking Ranks II and Small Learning Communities; (2) utilizing comprehensive instructional reform strategies – direct instruction, 8.5 Summer Transition Program, Empowering Writers, Advanced Placement, Early Bird/After School Tutoring, Best Practices within the core curriculum; (3) increasing learning time and creating community- oriented schools – 8.5 Summer Transition Program, Early Bird/After School Tutoring, Small Learning Communities, Breaking Ranks II; (4) providing operational flexibility and sustained support – 8.5 Summer Transition Program, Early Bird/After School Tutoring, Small Learning Communities, Breaking Ranks II.

Outcomes (short-term and intermediate) for this component:

- Measure increase of scores using 8th Grade PASS (ELA and math) as baseline data compared to HSAP for Breaking Ranks II, Small Learning Communities, Empowering Writers, and Best Practices within the core curriculum.

- 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:

Students will participate in MAP Fall and Spring administrations to establish baseline achievement data. Data regarding student achievement growth and attendance will be collected 2 times per year. Measures to be used to evaluate the effectiveness of instructional reform strategies include the alignment of instruction with standards and common assessments, differentiated and aligned



learning activities, monitoring and assessing student mastery of standards-based objectives, and providing sound instruction in a variety of modes. All these measures are included in the RSD1 Transformation Support Curriculum.

Outcomes (short-term and intermediate) for this component:

- Increase student growth on MAP
- Increase percentage of student passage rate on HSAP and EOCEP (English 1 and Algebra 1)

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:

School and district administrators will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity and having the intended impact on student achievement is modified if the curriculum is ineffective. The school-wide response strategies to intervention include TargetTeach Lessons and other district-approved resources aligned to State Academic Standards.



Transformation Model Template

To maximize opportunities for success, all rising ninth graders will attend a 8.5 Summer Transition Program. Students will receive orientation related to new expectations for student achievement as established by the Transformation Model. In addition students will participate in sessions designed to do the following: improve study skills and time management skills; interpret daily schedules; analyze individual academic data; and set personal achievement goals.

Richland One will professional development to all staff. Richland One gives priority to providing accommodations to ensure equity of access and participation in all aspects of professional development opportunities. Current programs, initiatives, and interventions to address the problems or issues at the school level include Breaking Ranks II; NovaNET; Early Bird/After School Tutorials; RtI; PBIS; and USA Testprep. The school will have a STEM focus to improve academic preparation and meet AYP. STEM focus will be integrated into classes to help students have increased awareness and knowledge necessary to prepare for jobs. Contracted professionals will provide opportunities for students' project-based learning. Measures to be used to evaluate the effectiveness of instructional reform strategies include the alignment of instruction with mastery of standards based objectives, and providing sound instruction in a variety of modes. All these measures are included in the RSD1 Transformation Support Curriculum.

In addition, 8.5 Summer Transition Program will be provided based on student needs to enhance basic skills in ELA and math. To promote literacy in all content areas, a school-wide literacy initiative will be instituted.

Outcomes (short-term and intermediate) for this component

- Students attending 8.5 summer transition program will demonstrate mastery in ELA and mathematics courses.
- Reduced number of discipline referrals
- Increased number of school and district level curriculum audits
- Modify and adjust teaching strategies based on analysis SuccessMaker, USA Testprep and MAP

(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

Program/Activity and Implementation Summary:

Identified ninth and tenth grade students' schedules will reflect an increased emphasis on ELA and math. Since RSD1 currently operates on an A/B block, these students will receive additional instructional time by being scheduled in ELA and math strategies classes every other day for ninety minutes.

Students who received a score of "Not Met" on grade 8 PASS ELA and/or math will be scheduled into an additional ELA and/or math class for intensive academic support. Rising tenth grade students who scored 69 or below on the English I or Algebra I EOCEP will be enrolled in HSAP support class. Students in grades eleven and twelve who have not passed HSAP will be enrolled



in an additional ELA and/or math strategies class for intensive academic support. The HSAP course will meet 90 minutes every other day (A/B block) and will receive an elective credit. The Early Bird/After School Tutoring program will be offered. Early Bird/After School Tutoring is designed to provide students with extend learning time to address academic deficiencies.

Outcomes (short-term and intermediate) for this component:

- Implementation of double blocking of ELA and math courses in 9th and 10th grades.
- Increase attendance at Early Bird/After School Tutoring programs

 X Provide ongoing mechanisms for family and community engagement.

Program/Activity and Implementation Summary:

Partnerships with STEM related entities will be established to support the STEM focus. Parents and community members will participate on the Transformation Advisory Council. Enthusiasm for extended learning programs among parents, teachers, students, civic leaders, and faith-based organizations will cultivate information sharing, collaborative planning, and regular communication.

Outcomes (short-term and intermediate) for this component:

- Implementation of Memoranda of Agreement with STEM partners
- Increased parental involvement from underrepresented families

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

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

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

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

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



Program/Activity and Implementation Summary:

As a result of increased learning time and the creation of community-oriented schools, Lower Richland will have sustained partnerships to support extended learning. Enthusiasm for extended learning programs among parents, teachers, students, civic leaders, and faith-based organizations will cultivate information sharing, collaborative planning, and regular communication. The Transformation Project Manager will document community partnerships as they are developed and track school/community interactions.

The creation of Small Learning Communities, which separates 9th grade students will improve school climate and discipline. The addition of the STEM focus will support academic success.

Outcomes (short-term and intermediate) for this component:

- Implementation of Memoranda of Agreement with STEM partners
- Integration of the STEM focus in courses
- Identify and enter into a Memoranda of Agreement with new community-based partners

(4) Providing operational flexibility and sustained support

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

As a result of operational flexibility and sustained support, the school will restructure the school calendar, add additional personnel in ELA and math, and add additional professional days for teachers.

Outcomes (short-term and intermediate) for this component:

- Increased student achievement as measured by incremental MAP testing in ELA and math
- Increased HSAP first attempt passing rate



Transformation Model Template

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:

RSD1 will collaborate with state and local leadership including the SCDE to ensure the success of the transformation model. RSD1 welcomes the opportunity for the SCDE to provide any and all direct services to Lower Richland High School to ensure its success.

Outcomes (short-term and intermediate) for this component:

- Monitoring program implementation by SCDE staff
- Collaboration with SCDE staff and RSD1 staff

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

N/A *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*

N/A *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

Program/Activity and Implementation Summary:

Outcomes (short-term and intermediate) for this component:



Implementation Plan Template

IMPLEMENTATION PLAN

For Lower Richland High School (insert Name of School)

In Richland County School District One (insert Name of District)

Intervention Model: Transformation

Need Summary (one sentence): Lower Richland High School has not met AYP over the past 5 years.

Action Summary (one sentence): Lower Richland High School will use the intervention, Transformation Model, to increase student achievement and to meet AYP by 2014.

Add additional rows and lines as needed. (insert column after start/end date for Year 1 quarter 1...through to Year 3, quarter 4)

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
June 30, 2011	Removal of principal	Developing and increasing teacher and school leader effectiveness	District Administration	None	Student Achievement
July 1, - August 1, 2011	Hiring of principal and staff	Developing and increasing teacher and school leader effectiveness	District Administration Human Resources	Contracts	Student Achievement
May 1- June 30, 2011	Development of curriculum for 8.5 Summer Transition Program	Increasing learning time and creating community-oriented schools Comprehensive Instructional Reform Providing operational flexibility and sustained support	School Administration District Administration	PASS results of rising 9 th grade students (ELA and Math)	Differentiated instructional activities/projects



Implementation Plan Template

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
May 1- June 30, 2011	Curriculum development for a STEM focus	Comprehensive instructional reform practices	School Administration District Administration	School master schedule	Infused curriculum with a STEM focus
June 1, - August 1, 2011	Implement Transformation Support Curriculum	Comprehensive instructional reform practices	School Administration Project Manager District Administration ELA and math teachers	Transformation Support Curriculum	Improved instructional delivery Student Achievement
July 11-28, 2011	Establishment of 8.5 Academy	Increasing learning time and creating community-oriented schools Comprehensive Instructional Reform Providing operational flexibility and sustained support	Project Manager School Administration District Administration	PASS results of rising 9 th grade students (ELA and math)	Individual student goals and contract for upcoming year
April 28,- August 1, 2011	Revised student schedules to reflect the additional blocks of ELA and mathematics instruction	Comprehensive Instructional Reform; Providing operational flexibility and sustained support	School Administration Guidance Counselors Database Person	Revised schedules	Increased student achievement data
June 1, August 1, 2011	Plan Professional development for 2011-2012	Comprehensive instructional reform Providing operational flexibility and sustained support Developing and increasing teacher and school leader effectiveness	Project Manager School Administration District Administration ELA and math department chairpersons	Yearly professional development plan	Teacher effectiveness as measured by classroom observations and student achievement



Implementation Plan Template

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
June 1 – August 1, 2011	Identify and contract with STEM community partners	Increasing learning time and creating community-oriented schools Comprehensive reform strategies Providing operational flexibility and sustained support	School Administration Project Manager	List of identified community partners; Contracts for service from community partners	Number and diversity of recruited professionals
June 1, - August 1, 2011	Structure Early Bird/After School Tutoring to reflect increased learning emphasis on ELA and mathematics	Increasing learning time and creating community-oriented schools Comprehensive reform strategies Providing operational flexibility and sustained support	School Administration Project Manager ELA and math teachers ELA and math department chairs	Student attendance data Plans for student support	Increased student achievement
June 1, 2011- June 1, 2014	Breaking Ranks II	Comprehensive reform strategies Developing and increasing effective school leaders Increasing learning time and creating community-oriented schools Providing operational flexibility and sustained support	School Administration District Administration External consultant	Standardized test data	Increase in test scores
June 1, 2011- June 1, 2014	Small Learning Communities	Developing and increasing effective school leaders Increasing learning time and creating community-oriented	School Administration	Student attendance data Student discipline data Teacher schedules	Increased test scores Improved school climate Reduced drop out and increase retention rate



Implementation Plan Template

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
		schools Providing operational flexibility and sustained support			
June 1, 2011- June 1, 2014	Reading Apprenticeship	Comprehensive reform strategies	School Administration Project Manager ELA department chairperson	Lexile scores Standardized test scores	Increased performance in all contents
June 1, 2011- June 1, 2014	Empowering Writers	Comprehensive reform strategies	School Administration Project Manager ELA department chairperson	Student writing samples HSAP writing score	Improved student writing
June 1, 2011- June 1, 2014	Best Practices within the Core Curriculum	Comprehensive reform strategies	School Administration Project Manager ELA and math department chairpersons District Administration	Classroom observation data Standardized test scores	Increased test scores
June 1, 2011- June 1, 2014	I Can Learn	Comprehensive reform strategies	School Administration Project Manager Math department chairperson	Student data from software	Increased test scores



Budget Summary

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

Name of District: Richland County School District One

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, 2012; plans, progress, and compliance will determine continuation funding.

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	\$821,937	\$750,000	\$821,937	\$750,000	\$821,937	\$750,000	\$2,465,811
Employee Benefits (200)	\$207,144	\$250,000	\$207,144	\$250,000	\$207,144	\$250,000	\$621,432
Purchased Services (300)	\$430,000		\$430,000		\$430,000		\$1,290,000
Supplies and Materials (400)	\$218,800		\$218,800		\$218,800		\$656,400
Capital Outlay (500)	\$250,473		\$250,473		\$250,473		\$751,419
Other (600)							
Total Direct Costs	\$1,928,354	\$1,000,000	\$1,928,354	\$1,000,000	\$1,928,354	\$1,000,000	\$5,785,062
Indirect Costs (700)	\$71,646		\$71,646		\$71,646		\$214,938
Total	\$2,000,000	\$1,000,000	\$2,000,000	\$1,000,000	\$2,000,000	\$1,000,000	\$6,000,000



LEA-LEVEL EXPENDITURES BUDGET SUMMARY FORM

LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR RICHLAND COUNTY SCHOOL DISTRICT ONE (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, 2012; plans, progress, and compliance will determine continuation funding.

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)							
Employee Benefits (200)							
Purchased Services (300)							
Supplies and Materials (400)							
Capital Outlay (500)							
Other (600)							
Total Direct Costs							
Indirect Costs (700)							
Total	\$0		\$0		\$0		\$0



LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

LEA (DISTRICT) BUDGET SUMMARY FOR SCHOOLS TO BE SERVED IN RICHLAND COUNTY SCHOOL DISTRICT ONE (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 not be available. Year 1 funds must be expended by June 30, 2012, 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
	Pre-implementation	Year 1 – Full Implementation						
Lower Richland High Tier I		\$1,928,354	\$1,000,000	\$1,928,354	\$1,000,000	\$1,928,354	\$1,000,000	\$5,785,062
Name of School #2 to be Served and Tier								
Name of School #3 to be Served and Tier								
Name of School #4 to be Served and Tier								
Total Direct Costs		\$1,928,354	\$1,000,000	\$1,928,354	\$1,000,000	\$1,928,354	\$1,000,000	\$5,785,062
Indirect Costs (700)		\$71,646		\$71,646		\$71,646		\$214,938
Total		\$2,000,000	\$1,000,000	\$2,000,000	\$1,000,000	\$2,000,000	\$1,000,000	\$6,000,000



SCHOOL BUDGET SUMMARY FORM

SCHOOL-LEVEL BUDGET SUMMARY FORM

Name of School Lower Richland High School Name of District Richland School District One

Object Category	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)	\$821,937	\$750,000	\$821,937	\$750,000	\$821,937	\$750,000	\$2,465,811
Employee Benefits (200)	\$207,144	\$250,000	\$207,144	\$250,000	\$207,144	\$250,000	\$621,432
Purchased Services (300)	\$430,000		\$430,000		\$430,000		\$1,290,000
Supplies and Materials (400)	\$218,800		\$218,800		\$218,800		\$656,400
Capital Outlay (500)	\$250,473		\$250,473		\$250,473		\$751,419
Other (600)							
Total Direct Costs	\$1,928,354	\$1,000,000	\$1,928,354	\$1,000,000	\$1,928,354	\$1,000,000	\$5,785,062
Indirect Costs (700)	\$71,646		\$71,646		\$71,646		\$214,938
Total	\$2,000,000	\$1,000,000	\$2,000,000	\$1,000,000	\$2,000,000	\$1,000,000	\$6,000,000

School Improvement 1003 (g)
 Richland County School District One
 Lower Richland High School

2011-2012

Year 1

Salary/Additional Pay (100)

Salaries:	FTE's		
Coordinator II (240 Days)	0.33	28,000.00	
ELA Teachers (190 Days)	4.00	180,000.00	
Math Teachers (190 Days)	4.00	180,000.00	
Social Worker (200 Days)	0.50	21,937.00	
Additional Pay:			
Bonuses/Recruitment/Incentives		75,000.00	
Additional Coaching Days		50,000.00	
Professional Development Days (Saturdays/Summer - \$200/day)		207,000.00	
Summer School/Saturday School (\$200/day)		<u>80,000.00</u>	
			821,937.00

Employee Benefits (200)

Salaries:			
Coordinator II (240 Days)	0.33	7,165.00	
ELA Teachers (190 Days)	4.00	53,073.00	
Math Teachers (190 Days)	4.00	53,073.00	
Social Worker (200 Days)	0.50	6,514.00	
Additional Pay:			
Bonuses/Recruitment/Incentives		15,896.00	
Additional Coaching Days		10,597.00	
Professional Development Days (Saturdays/Summer - \$200/day)		43,871.00	
Summer School/Saturday School (\$200/day)		<u>16,955.00</u>	
			207,144.00

Purchased Services (300)

Professional Development (ERG, WIN, Breaking Ranks 11, J Square)		250,000.00	
MAP Assessment (Printing & Training)		10,000.00	
Transportation		150,000.00	
Professional Development Conferences		<u>20,000.00</u>	
			430,000.00

Supplies & Materials (400)

Instructional Materials (Books/Software)		80,000.00	
Student Incentives (1,388 @ \$100)		<u>138,800.00</u>	
			218,800.00

Capital Outlay (500)

Technology Equipment (Computers, Smart Boards & Accessories, Laptops)		<u>250,473.00</u>	
			250,473.00

Total Direct Costs		1,928,354.00
InDirect Costs (700)		
InDirect Costs (4.27%)	<u>71,646.00</u>	<u>71,646.00</u>
		<u>2,000,000.00</u>

School Improvement 1003 (g)
 Richland County School District One
 Lower Richland High School

2012-2013

Year 2

Salary/Additional Pay (100)

Salaries:	FTE's		
Coordinator II (240 Days)	0.33	28,000.00	
ELA Teachers (190 Days)	4.00	180,000.00	
Math Teachers (190 Days)	4.00	180,000.00	
Social Worker (200 Days)	0.50	21,937.00	
Additional Pay:			
Bonuses/Recruitment/Incentives		75,000.00	
Additional Coaching Days		50,000.00	
Professional Development Days (Saturdays/Summer - \$200/day)		207,000.00	
Summer School/Saturday School (\$200/day)		<u>80,000.00</u>	
			821,937.00

Employee Benefits (200)

Salaries:			
Coordinator II (240 Days)	0.33	7,165.00	
ELA Teachers (190 Days)	4.00	53,073.00	
Math Teachers (190 Days)	4.00	53,073.00	
Social Worker (200 Days)	0.50	6,514.00	
Additional Pay:			
Bonuses/Recruitment/Incentives		15,896.00	
Additional Coaching Days		10,597.00	
Professional Development Days (Saturdays/Summer - \$200/day)		43,871.00	
Summer School/Saturday School (\$200/day)		<u>16,955.00</u>	
			207,144.00

Purchased Services (300)

Professional Development (ERG, WIN, Breaking Ranks 11, J Square)		250,000.00	
MAP Assessment (Printing & Training)		10,000.00	
Transportation		150,000.00	
Professional Development Conferences		<u>20,000.00</u>	
			430,000.00

Supplies & Materials (400)

Instructional Materials (Books/Software)		80,000.00	
Student Incentives (1,388 @ \$100)		<u>138,800.00</u>	
			218,800.00

Capital Outlay (500)

Technology Equipment (Computers, Smart Boards & Accessories, Laptops)		<u>250,473.00</u>	
			250,473.00

Total Direct Costs		1,928,354.00
InDirect Costs (700)		
InDirect Costs (4.27%)	<u>71,646.00</u>	<u>71,646.00</u>
		<u>2,000,000.00</u>

School Improvement 1003 (g)
 Richland County School District One
 Lower Richland High School

2013-2014

Year 3

Salary/Additional Pay (100)

Salaries:	FTE's		
Coordinator II (240 Days)	0.33	28,000.00	
ELA Teachers (190 Days)	4.00	180,000.00	
Math Teachers (190 Days)	4.00	180,000.00	
Social Worker (200 Days)	0.50	21,937.00	
Additional Pay:			
Bonuses/Recruitment/Incentives		75,000.00	
Additional Coaching Days		50,000.00	
Professional Development Days (Saturdays/Summer - \$200/day)		207,000.00	
Summer School/Saturday School (\$200/day)		<u>80,000.00</u>	
			821,937.00

Employee Benefits (200)

Salaries:			
Coordinator II (240 Days)	0.33	7,165.00	
ELA Teachers (190 Days)	4.00	53,073.00	
Math Teachers (190 Days)	4.00	53,073.00	
Social Worker (200 Days)	0.50	6,514.00	
Additional Pay:			
Bonuses/Recruitment/Incentives		15,896.00	
Additional Coaching Days		10,597.00	
Professional Development Days (Saturdays/Summer - \$200/day)		43,871.00	
Summer School/Saturday School (\$200/day)		<u>16,955.00</u>	
			207,144.00

Purchased Services (300)

Professional Development (ERG, WIN, Breaking Ranks 11, J Square)	250,000.00	
MAP Assessment (Printing & Training)	10,000.00	
Transportation	150,000.00	
Professional Development Conferences	<u>20,000.00</u>	
		430,000.00

Supplies & Materials (400)

Instructional Materials (Books/Software)	80,000.00	
Student Incentives (1,388 @ \$100)	<u>138,800.00</u>	
		218,800.00

Capital Outlay (500)

Technology Equipment (Computers, Smart Boards & Accessories, Laptops)	<u>250,473.00</u>	
		250,473.00

Total Direct Costs		1,928,354.00
InDirect Costs (700)		
InDirect Costs (4.27%)	<u>71,646.00</u>	<u>71,646.00</u>
		<u>2,000,000.00</u>