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School District Name	Florence School District Three
School District Address	Florence County School District Three 125 South Blanding Street or PO Drawer 1389 Lake City, SC 29560
DUNS Number	011031515
TIN	570641054
Is the school district registered and active with the federal System for Award Management (SAM)?	Yes
Select the number of schools to be served with this SIG funding.	1
SIG Contact Person's Name	Mrs. Barbara Woodbury
Position	Senior Director of Instruction
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Superintendent's Name	Ms. Laura Hickson
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Finance Director's Name	Mrs. Donna Sullivan
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E-mail	ddsullivan@fsd3.org
Title I Coordinator's Name	Mrs. Linda Hair
Phone	(843) 374-8652 ext. 1111
E-mail	lhair@fsd3.org
School 1 Name	JC Lynch Elementary
School 1 Address	JC Lynch Elementary 124 Hicks Road Coward, SC 29530
Principal's Name	Mr. Matthew Scandrol
Phone	(843) 389-3323
E-mail	mscandrol@fsd3.org
School 1 NCES ID#	4502190
School 1 Status	Focus
Proposed Intervention Model (School 1)	Transformation Model
Year 1 Funding for School 1	450363
Year 2 Funding for School 1	30195
Year 3 Funding for School 1	37550
Year 4 Funding for School 1	38050
Year 5 Funding for School 1	38550
Total Funding for School 1	594708
Five-Year Total Project Cost (for all schools and LEA-level activities)	594708
Total Amount Requested for Year 1 (for all schools and LEA-level activities):	450363

Salaries (100)	0
Employee Benefits (200)	0
Purchased Services (300)	36041
Supplies & Materials (400)	212791
Capital Outlay/ Equipment (500)	201531
Other Objects (600)	0
Indirect Costs (700)	0
Total Costs (All Schools)	450363
Program Summary	https://s3.amazonaws.com/files.formstack.com/uploads/2027851/33059529/212469205/33059529_project_summary.pdf
Application Narrative	https://s3.amazonaws.com/files.formstack.com/uploads/2027851/33059527/212469205/33059527_application_narrative_.pdf
Budget Narrative	https://s3.amazonaws.com/files.formstack.com/uploads/2027851/33059526/212469205/33059526_real_budget.xlsx
Appendices	https://s3.amazonaws.com/files.formstack.com/uploads/2027851/33059517/212469205/33059517_sig_grant_appendix.pdf

Project Summary

Florence County School District Three, located in lower Florence County, is the second largest of the five school districts in the county. The district is at the midpoint between Columbia and Myrtle Beach, South Carolina - approximately 65 miles east of Columbia and 65 miles west of Myrtle Beach. It is also home to many well-known graduates, such as Challenger astronaut and physicist Dr. Ronald E. McNair, as well as many doctors, lawyers, educators, judges and business leaders. A 9-member Board of Trustees, elected from seven single-member districts, governs the school district. Florence County School District 3 consists of 10 schools: 1 Primary School, 4 Elementary Schools, 1 Intermediate School, 1 Junior High School, 1 High School, 1 Career Center, and 1 Alternative School. The mission of Florence County School District Three is to ensure our students are college and/or career ready. Our vision is excellence and lifelong learning for all. Our beliefs and values include: To inspire success for all, to discover and maximize the potential of all, to make decisions based on what's best for children, and finally educating all takes all.

JC Lynch Elementary, deemed a Focus School, has been chosen as a school to be served through this grant. JC Lynch Elementary is a rural elementary school serving the community of Coward, SC. It currently serves 447 students in grades 4K thru 5th grade. Of these students, 187 are in grades 3 thru 5. Of the 187, 129 or 70% qualify for subsidized meals. Based on 2014 PASS (Palmetto Assessment of State Standards) test data, JC Lynch Elementary was identified as having high achievement gaps between Full Pay Vs. Subsidized Meals. Current Measures of Academic Progress (MAP) and past State Assessment data indicates that the gap continues to be present.

The School Improvement Grant (SIG) Reform model chosen for JC Lynch is the Transformation Model.

Since JC Lynch Elementary has been identified as a Focus School, the overall objective is to close the achievement gap between full pay and reduced lunch population. The sub-objectives include: providing experiences beyond the classroom, integrating all subject areas through the implementation of Project Lead the Way (PLTW), and enhancing student accessibility and utilization of technology which requires infrastructure upgrades.

The amount of funds requested is \$68,126 for Purchased Services, \$325,051 for Supplies and Materials, and \$201,531 for Capital Outlay and Equipment. This amount comes to a grand total of \$594,708. The majority of these funds are being requested for the upgrading of the current infrastructure. Many of the strategies outlined are dependent upon utilization of 1:1 computing, which requires an up to date and reliable network. JC Lynch Elementary's current network has reached its maximum capacity. "Technology is at the core of virtually every aspect of our daily lives and work, and we must leverage it to provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in more complete, authentic, and meaningful ways." (National Education Technology Plan, p. ix) This research highlights the urgency and necessity of technology in the classroom in order to prepare students to be competitive in the global economy.

The strategies for planning implementation will include: upgrade infrastructure, train PLTW team, train staff in PLTW and other network based services, purchase PLTW kits, implement PLTW, monitor and track data, as well as provide real-life off-campus field experiences in all grades. The strategies for sustainability include: commit to the annual fee of PLTW, commit

professional development funds to continue training, replace, refurbish, and upgrade kit items, continue technology maintenance and upgrades, continue analyzing student data, and continue to provide and refine off campus field experiences.

Through the sustained participation in PLTW, JC Lynch Elementary will serve as a district model site for Science integration. By providing inquiry based opportunities in Science, as well as relevant off campus field activities, it is the goal to close the achievement gap between the free and reduced lunch and full pay students at JC Lynch Elementary.

Florence School District Three

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Needs Statement

A. Schools to be served.

School Name	NCES ID#	Priority	Focus	Intervention
JC Lynch Elementary	4502190		X	Transformation Model

B. Needs Assessment

The needs assessment process included an analysis of the Science, Reading, and Math Palmetto Assessment of State Standards (PASS) Data. State data indicated from 2010 to 2014 a consistent lack of student achievement in the area of science, reading, and math based on the percentage of students scoring met and above (see tables below).

Instruction needs to be at the forefront of professional development in order to provide hands-on experiences to improve student growth and achievement in Reading, Math, and Science. All 2015 state data is currently embargoed.

Grades Met/Above Percentages	2010 Science Pass	2011 Science Pass	2012 Science Pass	2013 Science Pass	2014 Science Pass	2015 Science ACT
3rd	27%	45%	44%	60%	48%	TBA
4th	71%	43%	66%	56%	75%	TBA
5th	45%	62%	70%	47%	48%	TBA

Grades Met/Above Percentages	2010 ELA Pass	2011 ELA Pass	2012 ELA Pass	2013 ELA Pass	2014 ELA Pass	2015 ELA ACT
3rd	71%	70%	68%	80%	64%	TBA
4th	74%	66%	68%	71%	81%	TBA
5th	77%	74%	62%	69%	76%	TBA

Grades Met/Above Percentages	2010 Math Pass	2011 Math Pass	2012 Math Pass	2013 Math Pass	2014 Math Pass	2015 Math ACT
3rd	62%	70%	54%	62%	50%	TBA
4th	64%	82%	73%	75%	81%	TBA
5th	66%	70%	65%	66%	76%	TBA

The gap between free and reduced vs full pay lunch subgroup has continued to widen. Based on stakeholder feedback, the current school and district leadership teams came to consensus that the free and reduced subgroups were lacking the experiences that our full pay lunch students have access to. This served as a factor of the widening achievement gap. The current school infrastructure does not support the capacity of 1 to 1 student computing access and lacks a refurbishment and replacement plan. Based on the data from the Root Cause Assessment Survey, families and community members identified an experience gap between free and reduced vs full pay lunch students (see tables below). All 2015 state data is currently embargoed.

Grades Met/Above Percentages	2010 Science Pass	2011 Science Pass	2012 Science Pass	2013 Science Pass	2014 Science Pass	2015 Science ACT
3 rd F&R 3 rd Full Pay	NA	NA	NA	NA	NA	TBA
4 th F&R 4 th Full Pay	65% 89%	42% 46%	67% 60%	46% 80%	68% 100%	TBA
5 th F&R 5 th Full Pay	NA	NA	NA	NA	28% 100%	TBA

Grades Met/Above Percentages	2010 ELA Pass	2011 ELA Pass	2012 ELA Pass	2013 ELA Pass	2014 ELA Pass	2015 ELA ACT
3 rd F&R 3 rd Full Pay	NA	66% 87%	61% 93%	74% 100%	NA	TBA
4 th F&R 4 th Full Pay	67% 94%	45% 69%	66% 80%	64% 90%	76% 100%	TBA
5 th F&R 5 th Full Pay	77% 80%	71% 88%	60% 70%	65% 82%	69% 100%	TBA

Grades Met/Above Percentages	2010 Math Pass	2011 Math Pass	2012 Math Pass	2013 Math Pass	2014 Math Pass	2015 Math ACT
3 rd F&R 3 rd Full Pay	NA	66% 87%	48% 73%	20% 65%	NA	TBA
4 th F&R 4 th Full Pay	61% 72%	80% 91%	73% 73%	71% 85%	76% 100%	TBA
5 th F&R 5 th Full Pay	63% 80%	69% 75%	60% 90%	63% 82%	72% 94%	TBA

The district chose the Science Intervention Program of Project Lead the Way (PLTW) based on family and community input through the analysis of survey data from multiple surveys including the State School Report Card Survey, Title I Surveys, Accreditation Surveys, and Focus School Needs Assessment. Through the hands-on experiences using PLTW along with more field experiences, the district and school believe the achievement gap will close and increase the percentages of students scoring met or above on Science, ELA and Math state tests.

PLTW and additional field experiences align with the Transformational Model Subsections 2A and 2B through the initial analysis of State Assessment Data from 2010 to 2014. In addition, through ongoing analysis of student benchmark data, teacher observation data, and formal or informal student assessments, the grant will provide teachers the necessary tools to differentiate within their classrooms. The staff will also

participate in ongoing weekly district and school professional development sessions as well as the required PLTW and Technology trainings to equip and facilitate effective teaching and learning.

One of the district's major improvement initiatives over the past five years was based on the 2010 AdvancED Systems Accreditation Review process which indicated Florence School District Three did not have a plan for technology equity throughout the district. At that point, the district developed a district technology plan which set a goal for each classroom to have access to 5 student computers, within the classroom, for small group instruction. Over the past 5 years, J C Lynch Elementary has received \$161,520.18 to purchase needed technology. With additional funds, J C Lynch Elementary has increased the number of computers throughout the school as well as upgraded older systems. This initiative has been quite successful in obtaining much needed technology for teacher and student use in improving student achievement. As a result, the school is striving to transition to a 1:1 computing school. In this process of securing additional technologies, the school has had issues with the infrastructure and struggles to make some of the new technologies run effectively and efficiently. Currently we are at a standstill due to reaching the maximum capacity of our network.

Another district-wide improvement initiative directly related to this proposal was the creation and implementation of district-wide common benchmark assessments for science. The district-wide budget for this initiative was \$65,000, which consisted of purchasing a secure software program to launch benchmarks and purchase and create benchmark assessments for all levels K-12. Because of this initiative, J C Lynch Elementary School was able to assess SC Academic Standards and Performance

Indicators and make comparisons between test sessions, grade levels, schools, and years.

These district science benchmark results have continued to indicate minimal growth among all grade levels.

Project Design

Process Objective 1:

In order to increase student academic achievement in Science from 39.3% met and above in 2015 to 64.3% in 2020, in Reading from 30.6% met and above in 2015 to 55.6% in 2020, and in Math from 26.9% met and above in 2015 to 51.9% in 2020, as measured by state standardized assessments, Florence School District Three at the school level (JC Lynch Elementary) will implement PLTW in 4k-5th grades, which will provide hands-on experiences beyond the traditional classroom through the integration of the PLTW modules which require students to use reading and math process skills to master the science curriculum. Full implementation will occur over a five year period from August 2015 to May of 2020. State standardized assessments and module benchmark scores will serve as the baseline data.

Process Objective 2:

In order to provide the students with real-life off campus experiences, Florence School District Three at the school level (JC Lynch Elementary) will incorporate field experiences for all grade levels that reinforce classroom theory through real-life experiences and application. Students will be assessed based on state assessments ,as well as online reflections, and application of the field experience. During Year One (2015-2016), all grade levels will take a minimum of one field experience. During Year Two (2016-2017), all grade levels will take two field experiences, one in Fall before the end of November and one in Spring before the end of April. From Year Three and beyond (2017-2020), an additional field experience for all grades will be added for a maximum of three per year.

Process Objective 3:

In order to provide students and faculty with 1:1 computer access, the wireless infrastructure will be upgraded by purchasing and adding 32 wireless access points and necessary equipment. The current infrastructure consists of 10 wireless access points and will increase to 42 wireless access points by January 2017. In addition, the students and teachers will utilize iPads and network based classroom services to participate in classwork, engage in PLTW instructional modules, and chart reflections based on field experiences.

Outcome Objective:

In order to close the achievement gap between free and reduced and full pay lunch population in the areas of Science, Reading, and Math, Florence School District Three, at the school level (JC Lynch Elementary) will fully implement PLTW from grades 4k-5th grade. Research shows that children who have low belief in their agency, often set low goals, choose easy tasks, and plan poorly. Children with strong belief in their own agency work harder, focus more on tasks, concentrate on the task at hand, and are less likely to give up when faced with difficulties. When children feel competent, they choose more challenging tasks, and set higher goals for themselves, which leads to learning more skills (Johnston, 2004). By implementing PLTW and additional field experiences, children will have the opportunity to achieve at higher rates. Students' performance data on state standardized assessments and benchmarks from August 2015 to May 2020, will be collected and analyzed annually to determine if the degree to which the achievement gap is closing between free and reduced and full pay lunch population.

Reform Model Plan

The district has implemented both local school and district-wide professional development sessions based on student data from state standardized assessments, MAP and benchmark data, and teacher feedback surveys. These sessions align with the Transformational Model Subsections 2A and 2B pertaining to student data analysis and professional development.

Through the implementation of PLTW, it will be necessary for the faculty and staff to modify their understanding of science methodology. By changing from the current practice of the Scientific Method to the Engineering Design Process through PLTW, students will learn that it is acceptable to take risks and make mistakes. The Engineering Design Process gives students a chance to apply what they know, identify a problem, find unique solutions, and lead their own learning with the teacher as a facilitator. Along with this, all students will have more opportunities to increase reading and math skills, through the integration of Science.

Adequacy of Resources

The district will provide adequate resources and support needed by the school in the planning phase to include an assessment of the school's technology infrastructure, hiring contractors for infrastructure work to be completed, and ordering essential infrastructure supplies and equipment. In addition, the district will create a technology plan to address refurbishment and replacement of computers. During the implementation phase, the district will assist the school in creating new Science benchmarks which support the PLTW modules and new Science state standards. The district will also render assistance with monitoring and tracking data as well as providing professional development on the new Science state standards and network based classroom programs. In the sustainability phase, the district will support the school by assisting

with the replenishment of the PLTW modules, continuing to provide professional development for all new teachers, and developing the school as a model PLTW site for the district.

The district will assist in the infrastructure upgrades and bid processes, as well as working with the school to create a technology plan that addresses refurbishment and replacement computers. The district will also assist in writing, uploading, and launching new Science benchmarks and the distribution of data from these benchmarks. Furthermore, the district will aid in securing appropriate professional development on the new science state standards, network based classroom programs, and actual iPad utilization. The district will also replenish/refurbish the PLTW kits and develop the school as the model PLTW site for others in the district to replicate.

State Lottery funds will be allocated toward the replacement/refurbishment of technologies and resources. State Professional Development of Standards Implementation (PDSI) funds will be available for additional professional development opportunities for new staff to the school. In addition, the school received a \$63,500 Title I Federal Focus School Application.

The district's technology department will be involved in this project from the inception of the grant working with the infrastructure upgrades and bid processes. The technicians will be readily available to provide technical support, as needed. In addition, the district will oversee the ordering of supplies and equipment, through the Purchase Requisition system to ensure all materials are available to begin full implementation. The district's Early Childhood and Elementary Supervisor, along with the Student Academic Support Supervisor, will be available to assist with the content implementation and standards training, as needed. In addition, the partnership with SCETV will be available for any technology software and/or program training

needs. Furthermore, the district transportation department will oversee and arrange for drivers and buses for each field experience.

Strategies

I. Planning and Pre-Implementation

A. Strategy 1- Upgrade Building-Wide Infrastructure

- Based on a Needs Assessment done by building principal and the director of technology, it was determined that JC Lynch Elementary has reached the maximum capacity of its existing wireless network. In order to fully implement this transformational model and 1:1 computing, an upgrade of the school network is a required component.

1. Phase One- Needs Assessment of the Existing Infrastructure

- LEA with District Technology Team will assess existing wireless infrastructure
(August 2015)

2. Phase Two- Secure 3 estimates and purchase necessary infrastructure equipment (boxes, switches/servers, cabling)

(November 2015-January 2016)

3. Phase Three- Installation for Upgraded Infrastructure

(January 2016-May 2016)

B. Strategy 2-Train PLTW Team

- Based on the Needs Assessment Survey conducted in December of 2014, it concluded that our free and reduced lunch students lack access to hands-on, real-world experiences as compared to the full pay lunch students. This training will provide

access to research based, hands-on experiences and opportunities for teachers to incorporate with students.

1. Phase One-

- Reviewed school data, researched and selected PLTW as the model of Science Implementation

(March 2015-June 2015)

2. Phase Two-

- Selected PLTW Implementation Team which consist of an Administrator, a Lead Teacher, and 6 Grade Level Teachers from 5k - 5th Grade

(July 2015)
- Administrator and Lead Teacher completed initial PLTW online training

(August 2015)
- Initial PLTW Team Online Training

(September 2015)
- PLTW Launch Core Training for PLTW Team

(November 2015)

C. Strategy 3- Purchase kits and train JC Lynch Elementary School Staff

- In order to have successful implementation of PLTW, staff needs specific, effective, and deliberate training in PLTW modules as well as network

based classroom programs. In addition, the necessary supplies and materials must be ordered to support implementation.

1. Phase One- Purchase PLTW kits, supplies and materials (iPads, student notebooks, etc.)

(November 2015)

2. Phase Two- Initial PLTW Training for JCL Staff

(January 2016-May 2016)

3. Phase Three- Network based classroom programs and PLTW Module One Training and Implementation for each grade level as

(August 2016-December 2016)

4. Phase Four- Network based classroom programs and PLTW Module Two Training and Implementation for each grade level

(January 2017-April 2017)

5. Phase Five- Network based classroom programs and PLTW Module Three Training and Implementation for each grade level

(August 2017-December 2017)

6. Phase Six- Network based classroom programs and PLTW Module Four Training and Implementation for each grade level.

(January 2018-April 2018)

- II. Evidence Based Strategies

A. Strategy 4- Implement PLTW in all 5k- 5th Grade Science Classrooms

- JC Lynch Elementary will implement each of the 4 PLTW Modules in each grade level, 5k- 5th Grades. The project-based aspects of the Project Lead The Way curriculum give students a chance to apply what they know, identify a problem, find unique solutions, and lead their own learning, rather than be passive recipients of information in a question-and-answer, right-or-wrong learning environment. PLTW is Research and Evidence-Based. It follows Wiggins and McTighe's approach, Understanding by Design® to develop a cohesive and coherent instructional path for students.

1. Phase One- PLTW Module One Training and Implementation for each grade level

(August 2016-December 2016)

2. Phase Two- PLTW Module Two Training and Implementation for each grade level

(January 2017-April 2017)

3. Phase Three- PLTW Module Three Training and Implementation for each grade level

(August 2017-December 2017)

4. Phase Six- PLTW Module Four Training and Implementation for each grade level

(January 2018-April 2018)

B. Strategy 5- Monitor and Track Data

- PLTW Team and Administration of J C Lynch Elementary will monitor and track data of the module pre and post-tests for each set of 4 grade level modules. PLTW teachers will hold one on one conferences with their students so students may track their own data. Research shows that when students track their own data, they perform better. Also, State data in ELA, Math, and Science will be analyzed.

(May 2015-May2020)

C. Strategy 6-Provide and refine off-campus field experiences

- An off campus field experience adds something that cannot be done completely in class. Research shows that it teaches students teamwork and leadership, as well as applications of what they're learning in the classroom. It makes their classwork more meaningful.

1. Phase one- Provide 1 field trip for each grade level.

(August 2015-May 2016)

2. Phase Two- Provide 2 field trips for each grade level- 1 in Fall and 1 in Spring.

(August 2016-May 2017)

3. Phase Three- Provide 3 field trips for each grade level

(August 2017-May 2018)

4. Phase Four- Maintain a minimum of 3 field trips per grade level

(August 2018-May 2020)

Field Experience Suggestions:

Grade	4k	5k	1st	2nd	3rd	4th	5th
Year 1	McLeod Farms	Ovis Hill Farms	Strawberry Patch	SC State Aquarium	Moore Botanical Gardens	Camp Flintlock	Moore Botanical Gardens
Year 2	McLeod Farms, Lynches River County Park	Ovis Hill Farms, Lynches River County Park	Strawberry Patch, Pirate's Voyage	SC State Aquarium, Waccatee Zoo	Moore Botanical Gardens, SC State Museum	Camp Flintlock, Ft. Moultrie	Moore Botanical Gardens, Ft. Sumter
Years 3-5	McLeod Farms, Lynches River State Park, Riverbank Zoo	Ovis Hill Farms, Lynches River County Park, Ripley's Aquarium	Strawberry Patch, Pirate's Voyage, FMU Planetarium	SC State Aquarium, Waccatee Zoo, Edventure	Moore Botanical Gardens, SC State Museum, SC State House	Camp Flintlock, Ft. Moultrie, Hunting Beach State Park	Moore Botanical Gardens, Ft. Sumter, Yorktown

Practices and Policies

Through the implementation of PLTW, it will be necessary for the faculty and staff to modify their understanding of science methodology. By changing from the current practice of the Scientific Method to the Engineering Design Process through PLTW, students will learn that it is acceptable to take risks and make mistakes. The Engineering Design Process gives students a chance to apply what they know, identify a problem, find unique solutions, and lead their own learning with the teacher as a facilitator. Along with this, all students will have more opportunities to increase reading and math skills, through the integration of Science.

Management and Sustainability

A. Oversight and Support: Key Staff and Job Duties

Key Staff	Job Description	Responsibilities	Contact Info.
Barbara Woodbury	Senior Director of Instruction	District Project Director	843-374-8652 ext. 1102
Sharon Williams	Student Academic Support	District Assistant Project Director	843-374-8652 ext. 1136
Matt Scandrol	Principal	School Project Director	843-389-3323 ext. 3604
Cutina Barrineau	Assistant Principal	School Assistant Project Director	843-389-3323 ext. 3603
Amanda Rosales	STEM Coach/Math Interventionist	PLTW Lead Teacher	843-389-3323 ext. 3643
Kim Proctor	ELA Coach/Interventionist	Literacy Integration Specialist	843-389-3323 ext. 3643
Erin Dutt	5k Teacher	5k PLTW Lead Teacher	843-389-3323 ext. 3610
Amanda Ward	1 st Grade Teacher	1 st PLTW Lead Teacher	843-389-3323 ext. 3630
Angel Miles	2 nd Grade Teacher	2 nd PLTW Lead Teacher	843-389-3323 ext. 3629
Evelyn Amos	3 rd Grade Teacher	3 rd PLTW Lead Teacher	843-389-3323 ext. 3625
Carol Pinckney	4 th Grade Teacher	4 th PLTW Lead Teacher	843-389-3323 ext. 3622
Teacher TBD	5 th Grade Teacher	5 th PLTW Lead Teacher	TBD

B. Family and Community Engagement

The school will meaningfully engage families and the community in the implementation of the Transformational Model by hosting Science Curriculum nights. In the fall, the school will conduct a Science Orientation night to introduce PLTW to the community by modeling a demo lesson using the Engineering Design Process and allowing parents and guardians to experience hand-on learning with their children. In the spring, the school will conduct a

Science Fair highlighting the STEM processes acquired by students through exposure and interaction with PLTW.

In addition, parents and community members will be encouraged to become active participants in the outside field experiences. While assisting as chaperones for the children, they will become active learners and participants in the outside field experiences. Parents and community members will be encouraged to attend the school's Parent Academies to obtain additional information about the project, as well as visit classrooms during implementation.

C. Monitoring

Florence County School District Three District personnel will monitor J.C. Lynch Elementary's progress through the annual analysis of state standardized assessments. To ensure annual student achievement goals are met, the district and school will progress monitor student achievement through the utilization of quarterly writing benchmarks, pre and post Developmental Reading Assessment (DRA 2+), teacher created pre and post unit assessments, as well as Fall and Spring MAP Reading and Math assessments. In order to increase student academic achievement in the areas of Science, Reading, and Math, the school and individual classroom teachers will progress monitor and track data from pre to posttest with each PLTW module, maintaining, reviewing, and determining next steps in order to meet the goals and objectives of this project (See table below, which is a summary of the Science Benchmark Data as well as well as Reading and Math MAP Data at the 70th percentile and above which correlates to the scoring of the ACT Aspire Test).

Subject	Baseline Year 2014-2015	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
Science	39.3 %	44.3%	49.3%	54.3%	59.3%	64.3%
Reading	30.6%	35.6%	40.6%	45.6%	50.6%	55.6%
Math	26.9%	31.9%	36.9%	41.9%	46.9%	51.9%

D. Reform Sustainability

Strategies for sustainability include: commit to the annual fee of PLTW, commit professional development funds to continue training, replace, refurbish, and upgrade kit items, continue technology maintenance and upgrades, continue analyzing student data, and continue to provide and refine off campus field experiences. The district and the school will commit available funds to sustain this program, for example, Title I funding, PDSI funds, Science Refurbishment Kit funds, and other local funds.

Evaluation

Florence County School District Three will regularly evaluate progress of each phase of the project to ensure effective use of resources as outlined below:

Phase of Project	Phase Year	Evidence of Progress
Planning	Year 1	Completion of Building Needs Assessment Bid Quotes Invoices of Supplies, Materials, Equipment, and Labor Installation of Infrastructure PLTW Certificates of Training for Initial and CORE PLTW Lead Team Invoices for PLTW kits (Year 1 paid with Focus School Grant money) Invoices for 1:1 computing equipment Student survey on field experiences
Implementation	Year 2, 3, 4	Invoices for PLTW annual fund Invoices for PLTW kits PLTW Certificates of Module Training Module pre and post assessment data Copies of student blogs from field experiences State Assessment Data MAP data District writing benchmark data Module pre and post assessment data Student survey on field experiences
Sustainability	Year 5 and beyond	Invoices for PLTW annual fund Invoices for PLTW kit refurbishments Invoices for technology maintenance and upgrades State Assessment Data MAP data District writing benchmark data Module pre and post assessment data Student survey on field experiences

**2015-16 School Improvement Grant
Budget Summary**

LEA Name:	Florence County School District Three					
	Yr 1 Requested (Planning)	Yr 2 Requested (Implementation)	Yr 3 Requested (Implementation)	Yr 4 Requested (Implementation)	Yr 5 Requested (Sustainability)	5-Year Project Total
School Name						
JC Lynch Elementary	\$450,363	\$30,195	\$37,550	\$38,050	\$38,550	\$564,108
<Insert school #2 name>						\$0
<Insert school #3 name>						\$0
<Insert school #4 name>						\$0
<Insert school #5 name>						\$0
<Insert school #6 name>						\$0
Total Budget for School-level Activities	\$450,363	\$30,195	\$37,550	\$38,050	\$38,550	\$564,108
LEA-level Activities						\$0
Total Funds Requested	\$450,363	\$30,195	\$37,550	\$38,050	\$38,550	\$564,108

2015-16 School Improvement Grant Program for Local Educational Agencies

5-Year Budget Narrative Detail for Grant Funds Requested						
Name of LEA or School: Florence County School District Three						
Budget Category	Yr 1 Request (Planning)	Yr 2 Request (Implementation)	Yr 3 Request (Implementation)	Yr 4 Request (Implementation)	Yr 5 Request (Sustainability)	Total Request
Salaries/Stipends (100)						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
<i>To maintain the formula, insert a line, then copy and paste the previous unpopulated line into the inserted line. If there is a zero under the total column, you have done this correctly.</i>						
Subtotal Salaries/Stipends	\$0	\$0	\$0	\$0	\$0	\$0
Employee Benefits (200)						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
<i>Insert row before this line to maintain formula</i>						
Subtotal Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Purchased Services (300)						
Field Experiences (Travel Expenses) See chart in Application Narrative p. 16						
4k *based on \$3.53 a mile for gas, driver, and cleanup	\$325	\$375	\$1,015	\$1,015	\$1,015	\$3,745
5k	\$135	\$185	\$625	\$625	\$625	\$2,195
1st	\$185	\$660	\$810	\$810	\$810	\$3,275
2nd	\$640	\$1,090	\$1,730	\$1,730	\$1,730	\$6,920
3rd	\$85	\$725	\$1,365	\$1,365	\$1,365	\$4,905
4th	\$85	\$725	\$1,235	\$1,235	\$1,235	\$4,515
5th	\$85	\$725	\$1,420	\$1,420	\$1,420	\$5,070
PLTW Annual Fee	\$0	\$750	\$750	\$750	\$750	\$3,000
1 Wireless Engineering Service @ \$735	\$735	\$0	\$0	\$0	\$0	\$735
1 Switch Service @ \$1,836	\$1,836	\$0	\$0	\$0	\$0	\$1,836
Cable Installation Service for 53 AP's @602.46	\$31,930	\$0	\$0	\$0	\$0	\$31,930

2015-16 School Improvement Grant Program for Local Educational Agencies

Budget Category	(Planning)	(Implementation)	(Implementation)	(Implementation)	(Sustainability)	Request
Insert row before this line to maintain formula						
<i>Subtotal Purchased Services</i>	\$36,041	\$5,235	\$8,950	\$8,950	\$8,950	\$68,126

2015-16 School Improvement Grant Program for Local Educational Agencies

Budget Category	(Planning)	(Implementation)	(Implementation)	(Implementation)	(Sustainability)	Request
Supplies and Materials (400)						
Field Experiences (Admission Only) See chart in Application Narrative p.16						
4k	\$600	\$600	\$1,150	\$1,150	\$1,150	\$4,650
5k	\$1,000	\$0	\$2,000	\$2,000	\$2,000	\$7,000
1st	\$1,350	\$4,850	\$4,850	\$4,850	\$4,850	\$20,750
2nd	\$1,100	1,650	\$2,650	\$2,650	\$2,650	\$10,700
3rd	\$750	\$1,000	\$2,000	\$2,000	\$2,000	\$7,750
4th	\$2,100	\$3,100	\$3,750	\$3,750	\$3,750	\$16,450
5th	\$1,000	\$1,000	\$3,700	\$3,700	\$3,700	\$13,100
PLTW Kits and Supplies	\$21,822	\$8,340	\$8,500	\$9,000	\$9,500	\$57,162
380 Student 16 GB iPads Minis @ \$301	\$114,380	\$0	\$0	\$0	\$0	\$114,380
28 Teacher 32 GB iPad Air @ \$355	\$9,940	\$0	\$0	\$0	\$0	\$9,940
215 4k-1st iPad Mini Cases @ \$25	\$5,375	\$0	\$0	\$0	\$0	\$5,375
277 Teacher and 2nd-5th Student iPad Cases @ \$30	\$8,310	\$0	\$0	\$0	\$0	\$8,310
36 Adaptors @ \$49	\$1,764	\$0	\$0	\$0	\$0	\$1,764
12 iPad Charging Carts @ \$3,240	\$38,880	\$0	\$0	\$0	\$0	\$38,880
2 Active Promethean Panels @ \$4,420	\$4,420	\$4,420	\$0	\$0	\$0	\$8,840
<i>Insert row before this line to maintain formula</i>						
Subtotal Supplies and Materials	\$212,791	\$24,960	\$28,600	\$29,100	\$29,600	\$325,051
Capital Outlay/Equipment (500)						
32Aruba Wireless AP, 802.11N/AC, 3x3:3,Dual radio @ \$946	\$30,272	\$0	\$0	\$0	\$0	\$30,272
32Aruba 1 Port 802.3at.POE midspan 10/100/1000 30W @\$65.77	\$2,105	\$0	\$0	\$0	\$0	\$2,105
32 Aruba Air Wave Wireless Management Suite Exp. License @ \$49.96	\$1,599	\$0	\$0	\$0	\$0	\$1,599
32 Aruba NBD Support for AP-115 @ \$27	\$864	\$0	\$0	\$0	\$0	\$864
32 Aruba Care Support for AW-k12-1 @ \$4.27	\$137	\$0	\$0	\$0	\$0	\$137
1 Catalyst 4500E 10 Slot Chassis for 48Gbps/slot fan@ \$5829.08	\$5,829	\$0	\$0	\$0	\$0	\$5,829
427 Cabling Materials @\$136.66	\$57,073	\$0	\$0	\$0	\$0	\$57,073
1 Paper IP to Ent Services License @\$5829.08	\$5,829	\$0	\$0	\$0	\$0	\$5,829
1 Catalyst 4500E Series Supervisor 8-E @\$11,661	\$11,661	\$0	\$0	\$0	\$0	\$11,661
1 Catalyst 4500E Series Redundant Supervisor 8-E @\$11,661	\$11,661	\$0	\$0	\$0	\$0	\$11,661
2 Catalyst 4500 6000W AC Dual Input Power Supply @\$2329.88	\$4,660	\$0	\$0	\$0	\$0	\$4,660
5 Catalyst 4500E 48 Port UPOE10/100/1000 @\$5,245.88	\$26,229	\$0	\$0	\$0	\$0	\$26,229
1 Catalyst 4500E Series 12-Port 10GBE@ \$15,743.48	\$15,743	\$0	\$0	\$0	\$0	\$15,743
12 10GBase-SR SFP Module @ \$580.28	\$6,963	\$0	\$0	\$0	\$0	\$6,963
2 Catalyst 2960 X 48 GLGE PoE 740W 2X10GB SFP+LAN Base@ \$4662.68	\$4,662	\$0	\$0	\$0	\$0	\$4,662
2 10 GBASE-SR SFP Module @\$696.92	\$1,394	\$0	\$0	\$0	\$0	\$1,394
3 Catalyst 2960X48GLGE PoE 740W 4X1G SFP+LAN @\$3846.20	\$11,539	\$0	\$0	\$0	\$0	\$11,539
3 Catalyst 2960-X FlexStack Plus Stacking Module @\$696.92	\$2,091	\$0	\$0	\$0	\$0	\$2,091

2015-16 School Improvement Grant Program for Local Educational Agencies

Budget Category	(Planning)	(Implementation)	(Implementation)	(Implementation)	(Sustainability)	Request
3 APC Smart-UPS XL 2200VA RM3U 120V	\$1,221	\$0	\$0	\$0	\$0	\$1,221
Insert row before this line to maintain formula						
<i>Subtotal Capital Outlay/Equipment</i>	\$201,531	\$0	\$0	\$0	\$0	\$201,531
Other Objects (600)						
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
Insert row before this line to maintain formula						
<i>Subtotal Other Objects</i>	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL DIRECT COSTS	\$450,363	\$30,195	\$37,550	\$38,050	\$38,550	\$594,708
Indirect Costs (700)						\$0
TOTAL COSTS	\$450,363	\$30,195	\$37,550	\$38,050	\$38,550	\$594,708

 SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION	2015–16 School Improvement Grant Office of School Transformation
	Certification Signature Page (SCDECS-101)

Appendix C: Required SCDE Forms

Certification Signature Page SCDECS-101

Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the School Improvement Grant Specific Assurances and the SCDE Assurances and Terms and Conditions if the grant is awarded. The applicant is registered and current (active) in the federal System for Award Management (SAM) at www.sam.gov.

Authorized Official (LEA superintendent)

Name: <i>Laura Hickson</i>	
Position: <i>Superintendent</i>	E-mail: <i>lhickson@fsd3.org</i>
Telephone: <i>843-374-8652</i>	Fax: <i>843-374-2106</i>

Signature of Authorized Official: <i>Laura Hickson</i>	Signature of Authorized Financial Official: <i>Donna D. Sullivan</i>
Date Signed: <i>09-01-2015</i>	Date Signed: <i>09/01/2015</i>

School(s) to Be Served (include signatories for all schools to be served)

School Name: <i>J.C. Lynch Elementary</i>	School Name:
Signature of Authorized Official (Principal): <i>[Signature]</i>	Signature of Authorized Official (Principal):
Date Signed: <i>09/01/2015</i>	Date Signed:

School Name:	School Name:
Signature of Authorized Official (Principal):	Signature of Authorized Official (Principal):
Date Signed:	Date Signed:

Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the Required Appendices as indicated on page 30.



FLORENCE COUNTY SCHOOL DISTRICT THREE

Post Office Drawer 1389 • 125 S. Blanding Street
Lake City, South Carolina 29560
Phone (843) 374-8652 • Fax (843) 374-2946
www.florence3.k12.sc.us

GEPA Statement

In order to ensure equitable access to and participation in the *Florence School District Three School Improvement Grant*, the grantee ensures no discrimination on the six types of barriers that can impede equitable access or participation, to include gender, race, national origin, color, disability or age.

In order to ensure no discrimination, all information disseminated by this grant will be made available in a variety of formats for all participants, regardless of gender, race, national origin, color, disability, or age. Written and electronic emergency guides for staff, parents, and students will address emergency procedures specifically targeting the needs of the disabled individuals using the campus. All parent communications will be made available in the native languages of our communities. The campus will ensure wheelchair accessibility and absence of physical barriers at entrances and exits. On-site trainings will take into account the needs of the physically, visually, and hearing-impaired students. The disabled population on campus will participate in all the emergency drills.

Florence School District Three in conjunction with J. C. Lynch Elementary School does not discriminate on the basis of race, color, religion, age, sex, national origin, or disability in admission to or access to education or other programs, services, and activities; in employment practices; or in any aspect of its operations.

Timeline of Strategies:

Start Date- End Date	Strategy to Achieve Objective	Related Objective	Evidence that Proves Strategy Has Been Completed OR Data to Be Collected from Strategy	Person/Agency Responsible
August 2015-January 2016	Upgrade Infrastructure	Process Objective 3	Work Orders, Invoices, Estimates	Brian Huckabee
March 2015-November 2015	Train PLTW Team	Process Objective 1	Certificates of Completion	Amanda Rosales for readiness training/PLTW for CORE Training
November 2015-May 2018	Purchase Kits and Train Staff in PLTW	Process Objective 1	Certificates of Completion, Invoices	PLTW Team
August 2016- May 2020	Implement PLTW	Process Objective 1	Lesson Plans, kit Invoices	Amanda Rosales and all 4k-5 th Science Teachers
May 2015- May 2020	Monitor and Track Data	Outcome Objective	State Test Data, Module Pre and Post Tests	Amanda Rosales, Matthew Scandrol, Cutina Barrineau, Kim Proctor, all 4k- 5 th Science Teachers
August 2015- May 2020	Provide and refine off campus field experiences	Process Objective 2	Field trip request forms, Permission slips, Invoices, Blogs	Administrators, Homeroom Teachers

Barbara Woodbury
431 Old England Rd.
Lake City, SC 29560

Summary of Employment

July 2016 – present Florence School District Three Lake City, SC
Senior Director of Instruction

Currently - Leading district through second five-year SACS System accreditation process.
Member of the following professional organizations: SCASA, SCASL, SCLME, SCBWI and
AWAI

July 2013 – June 2015 Florence School District 3 Lake City, SC
Director of Curriculum and Elementary Education, Instructional Technology

- Led district and schools through District and School Strategic Planning Process
- Completed SACS Accreditation Yearly Progress Reports

July 2008-June 2013 Florence School District 3 Lake City, SC
Director of Curriculum and Professional Development

- Assisted in Writing, Implementing, and Reporting of Readiness and Emergency Management for Grant for 5 Florence School Districts
- Assisted in Writing, Implementing, and Reporting of HRSA Health Clinic Grant
- Led District through Systems Southern Association of Colleges and Schools Accreditation
- Completed SACS Yearly Progress Report
- Led District through District and School Strategic Planning Process
- Supervised Student Teachers from Francis Marion University
- Completed two Virtual Learning Courses.

July 2006 -June 2008 Florence School District 3 Lake City, SC
Principal at Lake City Elementary School

- Certified TAP (Teacher Advancement Program) Evaluator
- Completed all School Level Strategic Plans

July 2003 -June 2006 Florence School District 3 Lake City, SC
Principal at Scranton Elementary School

- Adjunct Instructor for Francis Marion University and Winthrop University

July 2002 -June 2003 Florence School District 3 Lake City, SC
Assistant Principal at Lake City Elementary

July 1999 – June 2002 Florence School District 3 Lake City, SC
Assistant Principal at Scranton Elementary School

July 1980-June 1999 Florence School District 3 Lake City, SC
Classroom Teacher at Scranton Elementary School

- ADEPT trained
- Mentor trained (new teachers)
- Summer School Liaison
- Taught New Teachers' Support Classes for the district
- Wrote and received numerous classroom grants

July 1975-June 1980 Carolina Academy Lake City, SC
Classroom Teacher

Education:

June 1999 Citadel Charleston, SC
Administrator, Elementary Principal, Supervisor Certification

August 1985 Francis Marion University Florence, SC
Master's Degree in Elementary Education

June 1975 Framingham State College Framingham, MA
Bachelor's Degree in Early Childhood Education with Minor in Learning Disabilities

SHARON N. WILLIAMS, ED.D.

E: SNWILLIAMS95@YAHOO.COM | M: 843-615-4434 | FLORENCE, SC 29505

EDUCATIONAL LEADERSHIP

Accomplished **Educator** with a track record of improving educational and operational performance through vision, leadership and teambuilding. Skilled communicator with expertise in developing relationships with all stakeholders. Innovative thinker that easily recognizes areas for internal improvement and develops plans for implementation. Experience spans public, private, and supplemental education and includes seven years of classroom experience and thirteen years of managerial leadership. **Core competencies include:**

Strategic Planning ♦ Statistical Analysis ♦ Program Management ♦ Curriculum Mapping ♦ Program Evaluation ♦ Employee Recruiting, Training and Development ♦ Budgeting

PROFESSIONAL EXPERIENCE

Florence School District 3 ♦ Lake City, SC ♦ 2010 - Present

Florence 3 School District is located in Lake City, SC and includes 9 schools that serve 3,663 students in grades PK through 12.

Mentor Teacher

Analyzes school-wide student data as the basis for developing the school plan. Assists in planning, facilitation and follow-up of professional growth weekly meetings. Team teaches with colleagues, model lessons and develops and helps implement curriculum. Conducts observations and provides peer evaluations, assistance and coaching.

- Increased student benchmark year over year (YOY) in 68% of class population.
- Conducted statistical data analysis to support school leadership with developing the school's long term plan of increasing student achievement scores.

Sylvan Learning Corporate Headquarters ♦ Baltimore, MD ♦ 2005 - 2013

Sylvan Learning is the leading provider of supplemental education with a core focus on personalized learning in the areas of Reading, Writing, Mathematics, Science and Study skills.

Sr. Director, Operation and Education Support

Provided front line coaching and on-boarding support for new operators during their first year of operation. Designed strategies and best practices for new owners and their staff regarding hiring, managing day to day operations, and optimizing the learning environment. Designed and delivered training for educational K-12 content programs such as, Reading, Writing, Math, Study Skills and Algebra. Lead in-class and online training, employee development and orientation courses.

- Decreased new franchisee training time by six weeks by redesigning the training and onboarding process.

- Created tracking tools that enabled the senior leadership team to monitor the progress of new franchisees in order to ensure their success.

Previous positions held: Director, Quality Assurance and Brand Awareness, Sr. Manager, New Franchise Support, Sr. Franchise Growth Consultant, Quality Assurance Manager

Sylvan Learning (Franchise) ♦ Florence, SC ♦ 2000 - 2005

Sylvan Learning is the leading provider of supplemental education with a core focus on personalized learning in the areas of Reading, Writing, Mathematics, Science and Study skills.

Regional Director

Provided leadership to six (6) Sylvan Learning Center locations in North Carolina and South Carolina. Maintained a portfolio of \$3.5 million in parent pay funds and \$300K in federal funds. Reviewed, managed, and monitored performance of center management teams, including 12 Directors and 4 Assistant Directors. Ensured learning center personnel provided the necessary oversight and support for all students to meet their educational goals.

- Improved center revenue by 27% and per-customer revenue by 25% over a 12-month period through sales training, hands-on management, and creative marketing initiatives.
- Created a partnership with a local school district using \$60,000 of Title I funds to tutor students and increase student achievement for seventh and eighth grade students.

Previous positions held: Center Director, Director of Education, and Teacher

Florence School District 1 ♦ Florence, SC ♦ 1995 - 2000

Florence District One is the 15th largest school district in South Carolina and the second-largest employer in Florence County.

Teacher

Taught all parts of the third and fifth grade curriculums. Delivered instruction through small group settings, cooperative learning, whole group instruction and technology.

- Achieved the highest student scores on the state standardized assessment in the school.

EDUCATION

Ed.D. in Educational Leadership

Walden University ♦ Minneapolis, MN ♦ 2013

M.Ed. in Learning Disabilities

Francis Marion University ♦ Florence, SC ♦ 1999

B.S. in Elementary Education

Francis Marion University ♦ Florence, SC ♦ 1995

TECHNICAL SKILLS

Proficient in Microsoft Office Suite ♦ Excel ♦ PowerPoint ♦ Outlook ♦ Access ♦ QuickBooks

Matthew David Scandrol

Objective To continue as a Middle School Principal that effectively manages the day-to-day operations & curriculum of a Middle School, while fostering academic excellence and staff cohesion.

Experience 2014 J.C. Lynch Elementary School Coward, SC

Principal

- Leading an Elementary school of 450 4K-5th grade students.
- Implementation leader of JC Lynch Project Lead the Way Science Team.

2012-2014 New Heights Middle School Jefferson, SC

Principal

- Managed & led a school of 530 sixth, seventh & eighth grade students.
- Began implementation of the Chesterfield County School District Response to Intervention program at the middle school level.
- Implemented a staff development program designed to improve classroom instruction through the use of Literacy Best Practices.

2006-2012 Henry L. Sneed Middle School Florence, SC

Assistant Principal

- Responsible for all seventh/eighth grade student and teacher management.
- Responsible for site operations, maintenance, & custodial matters.
- Site Textbook Coordinator.
- Classified staff evaluator.
- Leader of various ADEPT/SAFE-T teacher evaluation teams.
- Managed all bus and student transportation logistics.
- Responsible for all staff classroom coverage & securing substitute teachers.
- Responsible for all teacher duty assignments.
- Site Coordinator for SREB Making Middle Grades Work implementation team.
- Member of Florence School District One Literacy Implementation Team.

2005-2006 Darlington Middle School Darlington, SC

Assistant Principal

- Responsible for all seventh grade student and teacher management.
- Managed all bus transportation logistics.
- Responsible for all teacher duty assignments.
- Participant in SREB Making Middle Grades Work implementation team.
- Administrative liaison to the Language Arts Department.

2001-2005 Henry L. Sneed Middle School Florence, SC

Seventh Grade English/Language Arts Teacher

- Taught four sections of Seventh Grade Language Arts daily.
- Member of 2005 PACT English Language Arts Range Finding Committee.
- Participant in FSD1 2004-2005 Growing Future Leaders program.
- Member of FSD1 2005 Curriculum Institute.
- Served as staff advisor for “The Squire” School Newspaper 2003-2005.
- Served as staff advisor for the “Cascades” Literature Magazine 2001-2005.
- West Florence High School Junior Varsity Softball Assistant Coach 2001-2005.
- Sneed Middle School Head B-Team Basketball Head Coach 2004-2005.

2000-2001 Sampit Elementary School Georgetown, SC

Fourth Grade Teacher

- Taught all subjects and the arts.
- Active participant in After School Achievement Test Preparation.

1998-2000 Hancock Elementary School Sandusky, OH

Third Grade Teacher

- Taught all subjects and the arts.
- Piloted Cunningham Four Blocks Language Arts instructional method.
- Served as a member of the Ohio Reads Grant Writing team.
- Served as a member of the Baldrige Implementation Team for Sandusky City.
- Assistant Coach Sandusky High School Boys/Girls Varsity Swimming Team.

Education

2006-2008 University of South Carolina Columbia, SC

- Ed.S., Educational Administration

2004-2006 University of South Carolina Columbia, SC

- M.Ed., Educational Administration

2002-2003 University of South Carolina Columbia, SC

- M.Ed., Reading

1994-1998 Mount Union College Alliance, OH

- B.A. Elementary Education, Music Minor

Honors/Organizations

Eagle Scout, Member of National Council Teachers of English, Member of South Carolina Middle School Association, Member of South Carolina Education Association, Member of South Carolina Association of Secondary School Administrators.

CUTINA POWELL BARRINEAU

515 Powell Loop Andrews, S.C. 29510
 cpbarrineau@aol.com/ (843) 344-3752

Public Education Experience

Assistant Principal	J.C. Lynch Elementary Coward, S.C.	2012-Present
Alternative Education Supervisor	Alternative Center for Education Lake City, S.C.	2011-2012
Assistant Principal	J. Paul Truluck Middle School Lake City, S.C.	2010-2011
Assistant Principal	J.C. Lynch Elementary School Coward, S.C.	2007-2010
Title I Curriculum Coach	D.P. Cooper Elementary School Salters, S.C.	2005-2007
Title I Curriculum Coordinator	Chavis Elementary School Hemingway, S.C.	2003-2005
Elementary Education Teacher	Chavis Elementary School Hemingway, S.C.	1997-2003
Elementary/Middle Ed. Teacher	Battery Park Elementary School Nesmith, S.C.	1995-1997

Formal Education

Doctorate	Nova Southeastern University Educational Leadership	2008
Master's	Cambridge College Educational Leadership	2003
Bachelor's	Coastal Carolina University Elementary Education	1995

Higher Education Experience

Intern Supervisor	Grand Canyon University Phoenix, AZ	2015
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Teaching Associate	Coastal Carolina University Conway, S.C.	2009-2010
Adult Education Teacher	WCSD: Adult Learning Center Kingstree, S.C.	2007
Adjunct Instructor	Francis Marion University Florence, S.C.	2006

Professional/Consulting Experience

Educational Consultant	Abidian Institute	2010-Present
Test Reviewer/Scorer	ACT Testing Services	Summer 2013
School Plans Peer Reviewer	Marion County School District	2007
Title I Parental Program Evaluator	D.P. Cooper Elementary School	2007

Publications

Barrineau, Cutina (2008). An Evaluation of a Rural School's Parent Involvement Program. Applied Dissertation. Nova Southeastern University: Miami Dade, FL.

Barrineau, Cutina (2003). I.C.E.: Integrated Character Education (for the Elementary Classroom). Independent Learning Project Paper. Cambridge College: Cambridge, MA.

J.C. Lynch Elementary School. (2007). "Curriculum Corner with Mrs. Barrineau" in THE BUZZ. Pg. 1, (1).

D.P. Cooper Elementary School (2006). "Educational Updates" in The Lion's Den. Pg 1, (1).

Amanda Rosales

2540 North Old Georgetown Rd.
Coward, South Carolina, 29530
843-210-0072
arosales@fsd3.org

WORK EXPERIENCE

FLORENCE COUNTY SCHOOL DISTRICT #3, Lake City, SC

Aug 1998 – present

Positions held: 4th and 5th elementary teacher, Mentor Teacher, Master Teacher, Math Coach/Interventionist

- Confer with other staff members to plan or schedule lessons promoting learning, following approved curricula.
- Interpret the results of standardized tests to determine students' strengths and areas of need.
- Plan or conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Prepare, administer, or grade tests or assignments to evaluate students' progress.
- Attend professional meetings, educational conferences, or teacher training workshops to maintain or improve professional competence.
- Confer with other staff members to plan or schedule lessons promoting learning, following approved curricula.

EDUCATION

Lesley University -Cohort, Florence, SC

Masters of Curriculum and Instruction with a Specialization of Integrating the Arts, Aug 2006

Francis Marion University, Florence, SC

Bachelors of Science in Elementary Education, May 1998

New Prospect Christian, Pamplico, SC

High School Diploma, May 1994

ADDITIONAL SKILLS

- Punctual
- Honest
- Trustworthy
- Caring
- Flexible
- Task-oriented

Kim Proctor

832 Park Avenue Olanta, SC 29114 kproctor@fsd3.org 843-687-8557

I am an experienced literacy coach, interventionist, and teacher. I love working with teachers and students in order to raise student achievement in our school. I am not afraid of change and willingly try new approaches in order to grow teachers professionally and students academically.

Experience:

J.C. Lynch Elementary August 2013-Present

Literacy Coach and Interventionist

- Provide weekly professional development to teachers in the area of literacy.
- Coach in the classrooms and provide intervention to low achieving students.

Main Street Elementary School August 2010 – June 2012

TAP Master Teacher

- Provide weekly professional development to all teachers in literacy and/or math.
- Observed and evaluated teachers through the Teacher Advancement Program.
- Coached and team taught with teachers to increase student achievement.

Lake City Elementary School August 2004 – June 2010

TAP Master Teacher and Early Reading First Literacy Coach

- Provide weekly professional development to all teachers in literacy and/or math.
- Observed and evaluated teachers through the Teacher Advancement Program.
- Provided weekly professional development with 4K teachers to provide rigorous literacy instruction in their classrooms.
- Coached and team taught with teachers in 4K classes to increase student achievement.

Olanta Elementary School August 1988 –June 2004

Classroom Teacher in Grades 3, 4, and Kindergarten.

- Engaged students in rigorous, fun lessons, aligned with the state standards in order to increase student achievement.

Education and Achievements:

National Board Certified Teacher 2002 - 2012

Francis Marion University 2001 - Master of Arts degree in Early Childhood Education.

Elon University 1981 – Bachelor of Science degree in Elementary Education.

Erin R. Dutt

OBJECTIVE

Seeking the position as an early childhood teacher.

EXPERIENCE

August 2007- present JC Lynch Elementary Coward, SC

Teacher: 1st Grade

- Planned and implemented interactive, differentiated lessons based on South Carolina Early Childhood Standards.
 - Created meaningful and diverse forms of student assessment based on South Carolina Early Childhood Standards.
-

August 2007- present JC Lynch Elementary Coward, SC

Teacher: 5 Year Old Kindergarten

- Planned and implemented interactive, differentiated lessons based on South Carolina Early Childhood Standards.
 - Created meaningful and diverse forms of student assessment based on South Carolina Early Childhood Standards.
-

August 2007- present JC Lynch Elementary Coward, SC

Teacher: 4 Year Old Kindergarten

- Planned and implemented interactive, differentiated lessons based on South Carolina Early Childhood Standards.
 - Created meaningful and diverse forms of student assessment based on South Carolina Early Childhood Standards.
-

EDUCATION

September 2002-May 2007 Bowling Green State University Bowling Green, OH

Bachelors of Arts: Early Childhood Education

- GPA 3.7
-

Amanda S. Ward
2058 Salem Road
Scranton, SC 29591

Education

1989 – Coker College, B.A. Early Childhood & Elementary Education

2000 – Earned B.A. + 18 hours

Work Experience and Training

1989-present, J.C. Lynch Elementary School, Coward, SC, Florence County School District Number 3.

1989-90-7th and 8th grades.

1990-2000-3rd grade.

2000-2004-2nd grade.

2004-present-1st grade.

1990 – Trained by Dr. Terry Alderman in Discipline: A Total Approach. Presented to faculty at local school.

1995 –Trained in Integrated Thematic Instruction (ITI) by Susan Kovalik

2002 – Trained by Connie Prevatte in Balanced Literacy Model (4-Block model)

2004-2006 – South Carolina Reading First (two masters courses through University of South Carolina) I Team teacher on Model Classroom with our Reading Specialist.

2006-2008- South Carolina Reading Initiative (two masters courses through University of South Carolina)

June 2010 – EDU 592 – Curriculum & Instruction for the Gifted (Converse College)

2011 – Trained in the TAP Model

Committees

- Awards Committee (5 years)
- Science Fair Committee
- Spelling Bee (3 years)
- Field Trip Coordinator (in charge of setting up field trip for the local plays and arrange transportation for 4K-2 grades)
- Yearbook Committee (4 years)
- Red Ribbon Week (6 years)
- Friendship Committee
- Curriculum Committee for our district (I was in charge of first grade English Language Arts-ELA-years)
- Represented our school to create a pacing guide for Social Studies (1 year)
- Represented our school to create a pacing guide for ELA (2 years)

Honors

Teacher of the Year 2012-13

Evelyn M. Amos
2230 Olanta Hwy.
Scranton, SC 29591

Education

1992 - Francis Marion University, B.S. Early Childhood Education

1997 – Earned B.S. + 18 hours

Work Experience and Training

1992-2000-Lake City Primary School, Lake City, SC, Florence County School District Three.

1992-1993- 4 year kindergarten

1993-1996- 5 year kindergarten

1996-2000-4 year kindergarten

2002-present- JC Lynch Elementary, Coward, SC, Florence County School District Three.

2002-2004-First grade

2004-2006- 4 year kindergarten

2007-2009- Third grade

2009-2015-first grade

1996- AIMS- Activities integrating math and science- (University of South Carolina)

2002 – Trained by Connie Prevatte in Balanced Literacy Model (4-Block model)

2004-2006 – South Carolina Reading First (one masters course through University of South Carolina)

2011 – Trained in the TAP Model

Committees

- Science Fair Committee
- Spelling Bee Coordinator (3 years)
- Red Ribbon Week (2 years)
- Represented our school to create district calendar (1 year)

Skills

Technology

- Microsoft Office programs: Words, PowerPoint, Excel, Publisher, Outlook, and Photo Editor using Windows and Mac.
- Web 2.0 Tools: Google Docs, NearPod, Prezi, SlideShare, Animoto, Skype, Audacity, YouTube, Scratch, Edmodo, and Survey Monkey
- Adobe Photoshop and InDesign

Management

- Managed a commission department for a cellular company with a monthly budget of a million dollars.
- Managed a customer service department for a cellular company.
- Delegate responsibilities to support the mission of the department.
- Trained employees on new procedures.
- Enforced policies

Communication

- Presented growth perspectives to owners and sales representatives for a cellular company
- Presented best practices at educational conferences
- Writes clearly and concisely, speaks effectively, listens attentively, openly expresses ideas, leads group discussions, provides feedback, persuades others, provides well-thought out solutions, gathers appropriate information, confidently speaks in public

Certification and Professional Membership

- Elementary Education Certification
- Master in Educational Technology
- NEA (National Education Association)
- SCEA (South Carolina Education Association)

Conferences

- NSTA Conferences - National Science Teachers Association
- National Conference on Differentiated Instruction
- ASCD Conference on Teaching Excellence
- ICSI - Interpersonal Communication and Social Interaction Conference

Chart of Community Partners and Involvement-see page 31

Partner Name	Contact Person/Telephone Number	Resources to be provided
Mayor Diane Thomas	Mayor Diane Thomas/ 843-389-9657	Community Access
Chief of Police Mike King	Mike King/843-389-2585	Law Enforcement Support and SC National Guard Support
Police Officer Evan Davis	Evan Davis/843-373-9491	Law Enforcement Support and Community Resources
Pastor and Board Member Mike Blakeley	Mike Blakeley 843-598-4032	Liaison to the Board of Trustees Additional Facilities Community Contact
Local Business Owner Hope Arroyo	Hope Arroyo 843-389-4251	Community Support
PTO President/Parent Andrea Filyaw	Andrea Filyaw 803-460-5077	Outgoing PTO President Community Support