

LEA: Richland County School District One

School: CA Johnson High School

Transformation Model Concept:

Give a *brief* summary of your transformation model.

CA Johnson High School Medical and Science Academy

CA Johnson High School will be transformed into a high school with a medical and science focus designed to improve academic preparation and increase graduation rate. Medicine and science will be integrated into appropriate classes to further students' knowledge of college and career choices. CA Johnson's academic design (Small Learning Community) will include a Summer Transition Academy, Freshman Academy, Upper Academy and a senior culminating portfolio.

The first year of high school has proven to be the pivotal year in terms of adjustment and achievement (Alspaugh, 2000). The Summer Transition Academy will serve as a common pre-high school experience for our diverse freshmen population to ease the transition. As a summer program offered to all incoming ninth graders, the Summer Transition Academy will prepare students to be more successful academically 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. Freshman Academy students will be housed separately from upper classmen. Students will benefit from classes in which instruction is focused and diverse.

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 the medical and science focus. A variety of opportunities will be provided for students to become engaged in the medical and science fields. This will include providing relevancy to medical and science-related job opportunities, increasing the awareness and knowledge of academic preparation for jobs in the medical and science fields, and providing opportunities for on-the-job internships and training.

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

CA Johnson will establish procedures for ensuring that all parents receive information on a regular basis. Communication tools such as telephone calls, notes, emails, and homework hotlines 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 CA Johnson. 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 CA Johnson High School Plan:

- Increase emphasis on ELA and mathematics by scheduling 9th and 10th grade students into double-blocked classes for intensive academic instruction and support.
 - ELA classes – 90 minutes every day
 - Mathematics classes – 90 minutes every day
- Provide HSAP support classes
 - Grade 9 students who scored “Not Met” on Grade 8 PASS ELA and /or math - 90 minutes every other day
 - Grade 10 students who scored 50 or below on EOCEP English I and/or Algebra I - 90 minutes every other day
 - Grades 11 and 12 students who have not passed ELA and/or mathematics HSAP - 90 minutes every other day
- Develop a 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
- Establish small learning communities
 - Focus on achievement of 9th and 10th grade students
 - Freshman Academy
- Establish school focus

- General medical and science focus to improve academic preparation and increase graduation rate
 - Contracted professionals to provide experienced-based learning
- Provide focused “real-time” professional development
 - A professional development content facilitator for ELA and mathematics to provide focus job-embedded professional development
 - Improved core content based on specific needs
- Establish community partnerships
 - Community partners assist with the financial literacy life skills incentive program for students
 - Community partners help identify funding to sustain great activities beyond 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 CA Johnson has been replaced.

- Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
- Take into account data on student growth (as defined in the notice) as a significant factor as well as other factors such as a multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
- Are designed and developed with teacher and principal Involvement

Program/Activity and Implementation Summary:

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, managers, 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 that 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 toward 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 South Carolina Academic Standards. District and school data teams meet to assess progress.

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 both schools. 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 three times per year. Ineffective teachers and staff will be removed in accordance with district and state guidelines.

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. A professional development content facilitator for ELA and math will provide focused, job-embedded professional development for the school's staff designed to improve core content based on specific needs. The school's schedule will be adjusted to include a weekly late start time (10:00 a.m.) for students to provide additional time for certified professional development. 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.

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 the 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, one additional ELA teacher and one additional math teacher will be hired. RSD1 will extend the contracts of all ELA and math teachers at the school for 10 additional days to allow time for intensive professional development and planning. All other certified staff at the school will have an extension of an additional five days.

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

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

Program/Activity and Implementation Summary:

RSD1 will extend the contracts of all ELA and math teachers at the school for 10 additional days to allow time for intensive professional development and planning. All other certified staff at the school will have an extension of an additional five days. Teacher skills and knowledge will increase as a result of intensive professional development. Instructional delivery will become more effective as teacher and school leader

effectiveness increase. 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. High Schools that Work 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 principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

Exhaustive district research efforts determined that no "one" particular research-proven program addressed all of the varied needs of high school students at CA Johnson 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. The 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 indicators.

The specific core components of the intervention and the research base for each program within each component include the following: (1) developing and increasing teacher and school leader effectiveness – High Schools that Work and Small Learning Communities; (2) utilizing comprehensive instructional reform strategies – Explicit Direct Instruction, Summer Transitional Program, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words, Reading Apprenticeship, Empowering Writers, Advanced Placement, Early Bird/After School Tutoring, Best Practices within the Core Curriculum; (3) increasing learning time and creating community- oriented schools – Summer Transitional Programs, Early Bird/After School Tutoring, Small Learning Communities, High Schools that Work; (4) providing operational flexibility and sustained support - Summer Transitional Programs, Early Bird/After School Tutoring, Small Learning Communities, High Schools that Work.

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, Winter, and Spring administrations to establish baseline achievement data. In addition, to combat a serious problem with attendance, all students who miss no more than three days and have no in-school or out-of-school suspensions during the specified attendance time period will receive an incentive. Data regarding student achievement growth and attendance will be collected three times per year. Measures to be used to evaluate the effectiveness of instructional reform strategies include the alignment of instruction with standards and benchmarks, 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 will be inherently included in the RSD1 Transformation Support Curriculum.

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 and is modified if the curriculum is ineffective. The school-wide response strategies to intervention include TargetTeach, Fundamental Lessons, and other district-approved resources aligned to State Academic Standards.

To maximize opportunities for success, all rising ninth graders will attend a Summer Transitional 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 provide 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 High Schools that Work; NovaNET; Buzz Link; HSAP Tutorial; SAT Tutorial; EOC Tutorial; PBIS academic component; an enrichment block every Thursday for HSAP, EOC, and study skills; I Can Learn; TCA Test Prep for ACT/SAT. The school will have a general medical and science focus to improve academic preparation and increase the graduation rate. Medicine and science 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' experience-based learning. Measures to be used to evaluate the effectiveness of instructional reform strategies include the alignment of instruction with standards and benchmarks, 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 will be inherently included in the RSD1 Transformation Support Curriculum.

Certified teachers will be hired to provide ELA recovery classes for over-age and ninth grade repeaters. In addition, summer remediation/enrichment and bridge programs will be provided based on student needs. To promote literacy in all content areas, a school-wide literacy initiative will be instituted.

(3) *Increasing learning time and creating community-oriented schools*

Required activities. The LEA must—

Establish schedules and strategies that provide increased learning time (as defined in this notice); and

Provide ongoing mechanisms for family and community engagement.

Program/Activity and Implementation Summary:

All 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 each week by being scheduled in ELA and math every 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 daily for intensive academic support. Rising tenth grade students who scored 50 or below on the English I or Algebra I EOCEP will be enrolled in the HSAP support class. Students in grades eleven and twelve who have not passed HSAP will be enrolled in an additional ELA and/or math class daily 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 four days per week for ELA and math. Early Bird/After School Tutoring is designed to provide students with extended learning time to address academic deficiencies. Partnerships with community banks and the SC Council on Economic

Education will be established to provide structure and education for the financial literacy component. Students will be taught how to manage a bank account and prepare a budget (saving, investment, and cash flow). 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.

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

- Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;*
- Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*
- Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*
- Expanding the school program to offer full-day kindergarten or pre-kindergarten.*

Program/Activity and Implementation Summary:

As a result of increased learning time and the creation of community-oriented schools, CA Johnson 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 Director 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.

(4) *Providing operational flexibility and sustained support*

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

As a result of operational flexibility and sustained support, the school will restructure the school calendar, add additional personnel in ELA and math, add additional professional/work days for teachers, and initiate the Financial Literacy Program. Intermediate outcomes will be increased student achievement as measured by incremental MAP testing in ELA and math and HSAP first attempt passing rate.

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 continuation of activities beyond grant funding. The district is committed to sustaining the activities by placing a priority on the project, not only in principle but also in resources. The district will immediately begin to request funds from identified relevant stakeholders. With the obvious success of the program comes the sustainability of staff hired through the grant beyond the funding period.

RSD1 welcomes the opportunity for the SCDE to provide any and all direct services to CA Johnson High School to ensure its success.

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:

LEA: Richland County School District One

School: Eau Claire High School

Transformation Model Concept:

Give a *brief* summary of your transformation model.

Eau Claire High School for Arts, Communication and Business

Eau Claire High School will be transformed into a high school with an arts, business and communication focus designed to improve academic preparation and increase graduation rate. Arts, business, and communication will be integrated into appropriate classes to further students' knowledge of college and career choices. Eau Claire's academic design (Small Learning Community) will include a Summer Transition Academy, Freshman Academy, Upper Academy and a senior culminating portfolio.

The first year of high school has proven to be the pivotal year in terms of adjustment and achievement (Alspaugh, 2000). The Summer Transition Academy will serve as a common pre-high school experience for our diverse freshmen population to ease the transition. As a summer program offered to all incoming ninth graders, The Summer Transition Academy will prepare students to be more successful academically 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. Freshman Academy students will be housed separately from upper classmen. Students will benefit from classes in which instruction is focused and diverse.

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 the arts, business and communication focus. A variety of opportunities will be provided for students to become engaged in the arts, business and communication fields. This will include providing relevancy to arts, business and communication-related job opportunities, increasing the awareness and knowledge of academic preparation for jobs in the arts, business and communication fields, and providing opportunities for on-the-job internships and training.

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

Eau Claire will establish procedures for ensuring that all parents receive information on a regular basis. Communication tools such as telephone calls, notes, emails, and homework hotlines 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 Eau Claire. 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 Eau Claire High School Plan:

- Increase emphasis on ELA and mathematics by scheduling 9th and 10th grade students into double-blocked classes for intensive academic instruction and support.
 - ELA classes – 90 minutes every day
 - Mathematics classes – 90 minutes every day
- Provide HSAP support classes
 - Grade 9 students who scored “Not Met” on Grade 8 PASS ELA and /or math - 90 minutes every other day
 - Grade 10 students who scored 50 or below on EOCEP English I and/or Algebra I - 90 minutes every other day
 - Grades 11 and 12 students who have not passed ELA and/or mathematics HSAP - 90 minutes every other day
- Develop a 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
- Establish small learning communities
 - Focus on achievement of 9th and 10th grade students
 - Freshman Academy
- Establish school focus

- Arts, Business and Communication focus to improve academic preparation and increase graduation rate
 - Contracted professionals to provide experienced-based learning
- Provide focused “real-time” professional development
 - A professional development content facilitator for ELA and mathematics to provide focus job-embedded professional development
 - Improved core content based on specific needs
- Establish community partnerships
 - Community partners assist with the financial literacy life skills incentive program for students
 - Community partners help identify funding to sustain great activities beyond 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 Eau Claire High School will remain in place in accordance with the Transformation Model guidelines.

- Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
- Take into account data on student growth (as defined in the notice) as a significant factor as well as other factors such as a multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
- Are designed and developed with teacher and principal involvement

Program/Activity and Implementation Summary:

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, managers, 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 that 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 toward 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 South Carolina Academic Standards. District and school data teams meet to assess progress.

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 both schools. 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 three times per year. Ineffective teachers and staff will be removed in accordance with district and state guidelines.

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. A professional development content facilitator for ELA and math will provide focused, job-embedded professional development for the school's staff designed to improve core content based on specific needs. The school's schedule will be adjusted to include a weekly late start time (10:00 a.m.) for students to provide additional time for certified professional development. 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.

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 the 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, two additional ELA teachers and two additional math teachers will be hired. RSD1 will extend the contracts of all ELA and math teachers at the school for 10 additional days to allow time for intensive professional development and planning. All other certified staff at the school will have an extension of an additional five days.

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

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

Program/Activity and Implementation Summary:

RSD1 will extend the contracts of all ELA and math teachers at the school for 10 additional days to allow time for intensive professional development and planning. All other certified staff at the school will have an extension of an additional five days. Teacher skills and knowledge will increase as a result of intensive professional development. Instructional delivery will become more effective as teacher and school leader effectiveness increase. 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. High Schools that Work 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 principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

Exhaustive district research efforts determined that no "one" particular research-proven program addressed all of the varied needs of high school students at Eau Claire 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. The 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 indicators.

The specific core components of the intervention and the research base for each program within each component include the following: (1) developing and increasing teacher and school leader effectiveness – High Schools that Work and Small Learning Communities; (2) utilizing comprehensive instructional reform strategies – Explicit Direct Instruction, Summer Transitional Program, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words, Reading Apprenticeship, Empowering Writers, Advanced Placement, Early Bird/After School Tutoring, Best Practices within the Core Curriculum; (3) increasing learning time and creating community- oriented schools – Summer Transitional Programs, Early Bird/After School Tutoring, Small Learning Communities, High Schools that Work; (4) providing operational flexibility and sustained support - Summer Transitional Programs, Early Bird/After School Tutoring, Small Learning Communities, High Schools that Work.

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, Winter, and Spring administrations to establish baseline achievement data. In addition, to combat a serious problem with attendance, all students who miss no more than three

days and have no in-school or out-of-school suspensions during the specified attendance time period will receive an incentive. Data regarding student achievement growth and attendance will be collected three times per year. Measures to be used to evaluate the effectiveness of instructional reform strategies include the alignment of instruction with standards and benchmarks, 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 will be inherently included in the RSD1 Transformation Support Curriculum.

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 and is modified if the curriculum is ineffective. The school-wide response strategies to intervention include TargetTeach, Fundamental Lessons, and other district-approved resources aligned to State Academic Standards.

To maximize opportunities for success, all rising ninth graders will attend a Summer Transitional 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 provide 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 High Schools that Work; NovaNET; Buzz Link; HSAP Tutorial; SAT Tutorial; EOC Tutorial; PBIS academic component; an enrichment block every Thursday for HSAP, EOC, and study skills; I Can Learn; TCA Test Prep for ACT/SAT. The school will have an arts, business, and communication focus to improve academic preparation and increase the graduation rate. Arts, business, and communication 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' experience-based learning. Measures to be used to evaluate the effectiveness of instructional reform strategies include the alignment of instruction with standards and benchmarks, 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 will be inherently included in the RSD1 Transformation Support Curriculum.

Certified teachers will be hired to provide ELA recovery classes for over-age and ninth grade repeaters. In addition, summer remediation/enrichment and bridge programs will be provided based on student needs. To promote literacy in all content areas, a school-wide literacy initiative will be instituted.

(3) *Increasing learning time and creating community-oriented schools*

Required activities. The LEA must—

Establish schedules and strategies that provide increased learning time (as defined in this notice); and

Provide ongoing mechanisms for family and community engagement.

Program/Activity and Implementation Summary:

All 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 each week by being scheduled in ELA and math every 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 daily for intensive academic support. Rising tenth grade students who scored 50 or below on the English I or Algebra I EOCEP will be enrolled in the HSAP support class. Students in grades eleven and twelve who have not passed HSAP will be enrolled in an additional ELA and/or math class daily 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 four days per week for ELA and math. Early Bird/After School Tutoring is designed to provide students with extended learning time to address academic deficiencies. Partnerships with community banks and the SC Council on Economic Education will be established to provide structure and education for the financial literacy component. Students will be taught how to manage a bank account and prepare a budget (saving, investment, and cash flow). 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.

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

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

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

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

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

Program/Activity and Implementation Summary:

As a result of increased learning time and the creation of community-oriented schools, Eau Claire 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 Director 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.

(4) *Providing operational flexibility and sustained support*

Required activities. The LEA must—

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

Program/Activity and Implementation Summary:

As a result of operational flexibility and sustained support, the school will restructure the school calendar, add additional personnel in ELA and math, add additional professional/work days for teachers, and initiate the Financial Literacy Program. Intermediate outcomes will be increased student achievement as measured by incremental MAP testing in ELA and math and HSAP first attempt passing rate.

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 continuation of activities beyond grant funding. The district is committed to sustaining the activities by placing a priority on the project, not only in principle but also in resources. The district will immediately begin to request funds from identified relevant stakeholders. With the obvious success of the program comes the sustainability of staff hired through the grant beyond the funding period.

RSD1 welcomes the opportunity for the SCDE to provide any and all direct services to Eau Claire High School to ensure its success.

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:

Implementation Timeline Template

IMPLEMENTATION TIMELINE
For CA Johnson High School
In Richland County School District One

Intervention Model: Transformation

Need Summary (one sentence): CA Johnson has not met AYP over the past five years.

Action Summary (one sentence): CA Johnson will use the intervention, Transformation Model to increase student achievement and to make AYP by 2013.

Add additional rows and lines as needed.

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>June 30, 2010</i>	<i>Removal of principal</i>	<i>Developing and increasing teacher and school leader effectiveness</i>	<i>District Administration</i>	<i>None</i>	<i>Student Achievement</i>
<i>June 1, - August 10, 2010</i>	<i>Hiring of principal and staff</i>	<i>Developing and increasing teacher and school leader effectiveness</i>	<i>District Administration Human Resources</i>	<i>Contracts</i>	<i>Student Achievement</i>
<i>June 1, - August 16, 2010</i>	<i>Curriculum development and revisions</i>	<i>Comprehensive instructional reform practices</i>	<i>ELA Consultant and district ELA teachers Project Coordinator</i>	<i>Transformation Support Curriculum</i>	<i>Improved instructional delivery Student Achievement</i>
<i>June 1 – August 2, 2010</i>	<i>Establishment of 8.5 Academy</i>	<i>Increasing learning time and creating community-</i>	<i>Project Coordinator High School Principal</i>	<i>PASS results of 8th grade students</i>	<i>Individual student goals and contract for upcoming year</i>

Implementation Timeline Template

		<i>oriented schools Comprehensive Instructional Reform Providing operational flexibility and sustained support</i>			
<i>June 1, - August 10, 2010</i>	<i>Revised student schedules to reflect the additional blocks of ELA and mathematics instruction</i>	<i>Comprehensive Instructional Reform; Providing operational flexibility and sustained support</i>	<i>Principal Guidance Counselors Database Person</i>	<i>Revised schedules</i>	<i>Increased student achievement data</i>
<i>June 1, August 10, 2010</i>	<i>Plan Professional development for 2010-2011</i>	<i>Comprehensive instructional reform Providing operational flexibility and sustained support Developing and increasing teacher and school leader effectiveness</i>	<i>Principal ELA and math content facilitators</i>	<i>Yearly professional development plan</i>	<i>Teacher effectiveness as measured by classroom observations and student achievement</i>
<i>October – December 2010</i>	<i>Identify and contract with potential medical and science community partners</i>	<i>Increasing learning time and creating community- oriented schools</i>	<i>Principal Project Coordinator</i>	<i>List of identified community partners; Contracts for service from community partners</i>	<i>Number and diversity of recruited professionals</i>

Implementation Timeline Template

		<i>Comprehensive reform strategies Providing operational flexibility and sustained support</i>			
<i>October – December 2010</i>	<i>Financial Literacy Planning</i>	<i>Comprehensive reform strategies Increasing learning time and creating community-oriented schools</i>	<i>Principal Project Coordinator</i>	<i>Number, frequency and diversity of student financial services interactions.</i>	<i>Student financial service interaction.</i>
<i>June 1, - August 10, 2010</i>	<i>Structure Early Bird/After School Tutoring to reflect increased learning emphasis on ELA and mathematics</i>	<i>Increasing learning time and creating community-oriented schools Comprehensive reform strategies Providing operational flexibility and sustained support</i>	<i>Principal Administrative Staff Project Coordinator ELA and math facilitators ELA and math teachers</i>	<i>Student attendance data Plans for student support</i>	<i>Increased student achievement</i>
<i>June 1, 2010- June 1, 2013</i>	<i>Select/Implement Literacy Intervention Program</i>	<i>Comprehensive reform strategies</i>	<i>Principal Administrative staff Project Coordinator General Fund reading teacher</i>	<i>Lexile scores</i>	<i>Increased test scores</i>



School Improvement Grant (2010–2011)

Implementation Timeline Template

			<i>ELA facilitator</i>		
<i>June 1, 2010- June 1, 2013</i>	<i>Reading Apprenticeship</i>	<i>Comprehensive reform strategies</i>	<i>Principal Administrative staff Project Coordinator ELA facilitator</i>	<i>Lexile scores Standardized test scores</i>	<i>Increased performance in all contents</i>
<i>June 1, 2010- June 1, 2013</i>	<i>Empowering Writers</i>	<i>Comprehensive reform strategies</i>	<i>Principal Administrative staff Project Coordinator ELA facilitator</i>	<i>Student writing samples</i>	<i>Improved student writing</i>
<i>June 1, 2010- June 1, 2013</i>	<i>Best Practices within the Core Curriculum</i>	<i>Comprehensive reform strategies</i>	<i>Principal Administrative staff Project Coordinator ELA and math facilitators</i>	<i>Classroom observation data Standardized test scores</i>	<i>Increased test scores</i>
<i>June 1, 2010- June 1, 2013</i>	<i>I Can Learn</i>	<i>Comprehensive reform strategies</i>	<i>Principal Administrative staff Project Coordinator Math facilitator</i>	<i>Student data from software</i>	<i>Increased test scores</i>



School Improvement Grant (2010–2011)

Implementation Timeline Template

<i>August 19 – August 27, 2010</i>	<i>Produce matrix of all programs and funding sources</i>	<i>Comprehension Instructional Reform</i>	<i>Project Director</i>	<i>List of all programs and funding sources</i>	<i>Detailed Matrix</i>
<i>August 19, - Sept. 3, 2010</i>	<i>Align Priority School MOA, Goals and Strategies with SIG</i>	<i>Comprehension Instruction Reform</i>	<i>Principal, Staff and Teachers</i>	<i>Program Strategies</i>	<i>Aligned MOA for 2010-2011 academic year</i>



School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

IMPLEMENTATION TIMELINE
For Eau Claire High School
In Richland County School District One

Intervention Model: Transformation

Need Summary (one sentence): Eau Claire High School has not met AYP over the past five years.

Action Summary (one sentence): Eau Claire High School will use the intervention, Transformation Model to increase student achievement and to make AYP by 2013.

Add additional rows and lines as needed.

Start Date–End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>June 1, - August 10, 2010</i>	<i>Hiring of principal and staff</i>	<i>Developing and increasing teacher and school leader effectiveness</i>	<i>District Administration Human Resources</i>	<i>Contracts</i>	<i>Student Achievement</i>
<i>June 1, - August 16, 2010</i>	<i>Curriculum development and revisions</i>	<i>Comprehensive instructional reform practices</i>	<i>ELA Consultant and district ELA teachers Project Coordinator</i>	<i>Transformation Support Curriculum</i>	<i>Improved instructional delivery Student Achievement</i>
<i>June 1 – August 2, 2010</i>	<i>Establishment of 8.5 Academy</i>	<i>Increasing learning time and creating community-oriented schools Comprehensive Instructional Reform Providing operational flexibility and sustained</i>	<i>Project Coordinator High School Principal</i>	<i>PASS results of 8th grade students</i>	<i>Individual student goals and contract for upcoming year</i>



South Carolina
Department of Education
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School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

		<i>support</i>			
Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure
<i>June 1, - August 10, 2010</i>	<i>Hiring of principal and staff</i>	<i>Developing and increasing teacher and school leader effectiveness</i>	<i>District Administration Human Resources</i>	<i>Contracts</i>	<i>Student Achievement</i>
<i>June 1, - August 16, 2010</i>	<i>Curriculum development and revisions</i>	<i>Comprehensive instructional reform practices</i>	<i>ELA Consultant and district ELA teachers Project Coordinator</i>	<i>Transformation Support Curriculum</i>	<i>Improved instructional delivery Student Achievement</i>
<i>June 1 – August 2, 2010</i>	<i>Establishment of 8.5 Academy</i>	<i>Increasing learning time and creating community-oriented schools Comprehensive Instructional Reform Providing operational flexibility and sustained support</i>	<i>Project Coordinator High School Principal</i>	<i>PASS results of 8th grade students</i>	<i>Individual student goals and contract for upcoming year</i>



South Carolina
Department of Education

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School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

<i>June 1, - August 10, 2010</i>	<i>Revised student schedules to reflect the additional blocks of ELA and mathematics instruction</i>	<i>Comprehensive Instructional Reform; Providing operational flexibility and sustained support</i>	<i>Principal Guidance Counselors Database Person</i>	<i>Revised schedules</i>	<i>Increased student achievement data</i>
<i>June 1, August 10, 2010</i>	<i>Plan Professional development for 2010-2011</i>	<i>Comprehensive instructional reform Providing operational flexibility and sustained support Developing and increasing teacher and school leader effectiveness</i>	<i>Principal ELA and math content facilitators</i>	<i>Yearly professional development plan</i>	<i>Teacher effectiveness as measured by classroom observations and student achievement</i>
<i>October – December 2010</i>	<i>Identify and contract with potential medical and science community partners</i>	<i>Increasing learning time and creating community-oriented schools Comprehensive reform strategies Providing operational flexibility and sustained support</i>	<i>Principal Project Coordinator</i>	<i>List of identified community partners; Contracts for service from community partners</i>	<i>Number and diversity of recruited professionals</i>



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School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

October – December 2010	Financial Literacy Planning	Comprehensive reform strategies Increasing learning time and creating community-oriented schools	Principal Project Coordinator	Number, frequency and diversity of student financial services interactions.	Student financial service interaction.
June 1, - August 10, 2010	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	Principal Administrative Staff Project Coordinator ELA and math facilitators ELA and math teachers	Student attendance data Plans for student support	Increased student achievement
June 1, 2010- June 1, 2013	Select/Implement Literacy Intervention Program	Comprehensive reform strategies	Principal Administrative staff Project Coordinator General Fund reading teacher ELA facilitator	Lexile scores	Increased test scores
June 1, 2010- June 1, 2013	Reading Apprenticeship	Comprehensive reform strategies	Principal Administrative staff Project Coordinator ELA facilitator	Lexile scores Standardized test scores	Increased performance in all contents
June 1, 2010- June 1, 2013	Empowering Writers	Comprehensive reform strategies	Principal Administrative staff Project Coordinator ELA facilitator	Student writing samples	Improved student writing



South Carolina
Department of Education

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School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

June 1, 2010- June 1, 2013	<i>Best Practices within the Core Curriculum</i>	<i>Comprehensive reform strategies</i>	<i>Principal Administrative staff Project Coordinator ELA and math facilitators</i>	<i>Classroom observation data Standardized test scores</i>	<i>Increased test scores</i>
June 1, 2010- June 1, 2013	<i>I Can Learn</i>	<i>Comprehensive reform strategies</i>	<i>Principal Administrative staff Project Coordinator Math facilitator</i>	<i>Student data from software</i>	<i>Increased test scores</i>
August 19 – August 27, 2010	<i>Produce matrix of all programs and funding sources</i>	<i>Comprehension Instructional Reform</i>	<i>Project Director</i>	<i>List of all programs and funding sources</i>	<i>Detailed Matrix</i>
August 19, - Sept. 3, 2010	<i>Align Priority School MOA, Goals and Strategies with SIG</i>	<i>Comprehension Instruction Reform</i>	<i>Principal, Staff and Teachers</i>	<i>Program Strategies</i>	<i>Aligned MOA for 2010-2011 academic year</i>

School Improvement 1003 (g)
Richard County School District One
2010-2011
LEA Year 1

Salary/Additional Pay (100)

Salaries:	FTE's		
Clerical (240 Days)	1.00	<u>\$ 35,000.00</u>	\$ 35,000.00

Employee Benefits (200)

Salaries:			
Clerical (240 Days)	1.00	<u>\$ 10,998.00</u>	\$ 10,998.00

Supplies & Materials (400)

Instructional Materials/Books		<u>\$ 1,954.00</u>	\$ 1,954.00
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Total Direct Costs			<u>\$ 47,952.00</u>
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InDirect Costs (700)

InDirect Costs (4.27%)		<u>\$ 2,048.00</u>	\$ 2,048.00
			<u><u>\$ 50,000.00</u></u>

School Improvement 1003 (g)
Richand County School District One
2010-2011
LEA Year 2

Salary/Additional Pay (100)

Salaries:	FTE's		
Clerical (240 Days)	1.00	<u>\$ 35,000.00</u>	\$ 35,000.00

Employee Benefits (200)

Salaries:			
Clerical (240 Days)	1.00	<u>\$ 10,998.00</u>	\$ 10,998.00

Supplies & Materials (400)

Instructional Materials/Books		<u>\$ 1,895.00</u>	\$ 1,895.00
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Total Direct Costs			<u>\$ 47,893.00</u>
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InDirect Costs (700)

InDirect Costs (4.40%)		<u>\$ 2,107.00</u>	\$ 2,107.00
			<u><u>\$ 50,000.00</u></u>

School Improvement 1003 (g)
Richland County School District One
2010-2011
LEA Year 3

Salary/Additional Pay (100)

Salaries:

Clerical (240 Days)

FTE's

1.00 \$ 35,000.00

\$ 35,000.00

Employee Benefits (200)

Salaries:

Clerical (240 Days)

1.00 \$ 10,998.00

\$ 10,998.00

Supplies & Materials (400)

Instructional Materials/Books

\$ 1,639.00

\$ 1,639.00

Total Direct Costs

\$ 47,637.00

InDirect Costs (700)

InDirect Costs (4.96%)

\$ 2,363.00

\$ 2,363.00

\$ 50,000.00

School Improvement 1003 (g)
 Richland County School District One
 2010- 2011
 CAJohnson Year 1

Salary/Additional Pay (100)

Salaries:	FTE's		
ELA Facilitator (205 Days)	0.50	30,000.00	
Math Facilitator (205 Days)	0.50	30,000.00	
ELA Teachers (190 Days)	1.00	47,000.00	
Math Teachers (190 Days)	1.00	47,000.00	
Additional Pay:			
Bonuses/Recruitment		9,000.00	
Additional Coaching Days		2,000.00	
Professional Development Days (Saturdays/Summer - \$200/day)		20,000.00	
Summer School/Saturday School (\$200/day)		<u>50,000.00</u>	
			235,000.00

Employee Benefits (200)

Salaries:			
ELA Facilitator (205 Days)	0.50	9,300.00	
Math Facilitator (205 Days)	0.50	9,300.00	
ELA Teachers (190 Days)	1.00	14,570.00	
Math Teachers (190 Days)	1.00	14,570.00	
Additional Pay:			
Bonuses/Recruitment		2,000.00	
Additional Coaching Days		500.00	
Professional Development Days (Saturdays/Summer - \$200/day)		4,500.00	
Summer School/Saturday School (\$200/day)		<u>12,000.00</u>	
			66,740.00

Purchased Services (300)

Professional Development (ENI, ERG, Insite)		150,000.00	
MAP Assessment (Printing & Training)		5,000.00	
Transportation		40,000.00	
Professional Development Conferences		<u>10,000.00</u>	
			205,000.00

Supplies & Materials (400)

Instructional Materials/Books		109,600.00	
Student Incentives (404 @ \$100)		<u>40,400.00</u>	
			150,000.00

Capital Outlay (500)

Technology Equipment (Computers, Smart Boards & Accessories, Laptops)		<u>32,342.00</u>	
			32,342.00

Total Direct Costs			<u>689,082.00</u>
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School Improvement 1003 (g)
Richland County School District One
2010- 2011
CAJohnson Year 1

InDirect Costs (700)
InDirect Costs (4.27%)

	<u>28,043.00</u>	
		<u>28,043.00</u>
		<u><u>717,125.00</u></u>

School Improvement 1003 (g)
 Richland County School District One
 2010- 2011
 CAJohnson Year 2

Salary/Additional Pay (100)

Salaries:	FTE's		
ELA Facilitator (205 Days)	0.50	31,802.00	
Math Facilitator (205 Days)	0.50	31,802.00	
ELA Teachers (190 Days)	1.00	49,823.00	
Math Teachers (190 Days)	1.00	49,823.00	
 Additional Pay:			
Bonuses/Recruitment/Incentives		9,000.00	
Additional Coaching Days		2,000.00	
Professional Development Days (Saturdays/Summer - \$200/day)		20,000.00	
Summer School/Saturday School (\$200/day)		<u>50,000.00</u>	
			244,250.00

Employee Benefits (200)

Salaries:			
ELA Facilitator (205 Days)	0.50	9,859.00	
Math Facilitator (205 Days)	0.50	9,859.00	
ELA Teachers (190 Days)	1.00	15,445.00	
Math Teachers (190 Days)	1.00	15,445.00	
 Additional Pay:			
Bonuses/Recruitment/Incentives		2,000.00	
Additional Coaching Days		500.00	
Professional Development Days (Saturdays/Summer - \$200/day)		4,500.00	
Summer School/Saturday School (\$200/day)		<u>12,000.00</u>	
			69,608.00

Purchased Services (300)

Professional Development (ENI, ERG, Insite)	150,000.00	
MAP Assessment (Printing & Training)	5,000.00	
Transportation	40,000.00	
Professional Development Conferences	<u>10,000.00</u>	
		205,000.00

Supplies & Materials (400)

Instructional Materials/Books	109,600.00	
Student Incentives (404 @ \$100)	<u>40,400.00</u>	
		150,000.00

Capital Outlay (500)

Technology Equipment (Computers, Smart Boards & Accessories, Laptops)	<u>18,837.00</u>	
		18,837.00

Total Direct Costs		<u>687,695.00</u>
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School Improvement 1003 (g)
Richland County School District One
2010- 2011
CAJohnson Year 2

InDirect Costs (700)

InDirect Costs (4.40%)

29,430.00

29,430.00

717,125.00

School Improvement 1003 (g)
 Richland County School District One
 2010- 2011
 CAJohnson Year 3

Salary/Additional Pay (100)

Salaries:	FTE's		
ELA Facilitator (205 Days)	0.50	33,671.00	
Math Facilitator (205 Days)	0.50	33,671.00	
ELA Teachers (190 Days)	1.00	52,752.00	
Math Teachers (190 Days)	1.00	52,752.00	
 Additional Pay:			
Bonuses/Recruitment/Incentives		9,000.00	
Additional Coaching Days		2,000.00	
Professional Development Days (Saturdays/Summer - \$200/day)		20,000.00	
Summer School/Saturday School (\$200/day)		<u>50,000.00</u>	
			253,846.00

Employee Benefits (200)

Salaries:			
ELA Facilitator (205 Days)	0.50	10,439.00	
Math Facilitator (205 Days)	0.50	10,439.00	
ELA Teachers (190 Days)	1.00	16,353.00	
Math Teachers (190 Days)	1.00	16,353.00	
 Additional Pay:			
Bonuses/Recruitment/Incentives		2,000.00	
Additional Coaching Days		500.00	
Professional Development Days (Saturdays/Summer - \$200/day)		4,500.00	
Summer School/Saturday School (\$200/day)		<u>12,000.00</u>	
			72,584.00

Purchased Services (300)

Professional Development (ENI, ERG, Insite)	150,000.00	
MAP Assessment (Printing & Training)	5,000.00	
Transportation	40,000.00	
Professional Development Conferences	<u>10,000.00</u>	
		205,000.00

Supplies & Materials (400)

Instructional Materials/Books	109,600.00	
Student Incentives (404 @ \$100)	<u>40,400.00</u>	
		150,000.00

Capital Outlay (500)

Technology Equipment (Computers, Smart Boards & Accessories, Laptops)	<u>1,896.00</u>	
		1,896.00

Total Direct Costs		<u>683,326.00</u>
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School Improvement 1003 (g)
Richland County School District One
2010- 2011
CAJohnson Year 3

InDirect Costs (700)
InDirect Costs (4.96%)

<u>33,799.00</u>	
	<u>33,799.00</u>
	<u><u>717,125.00</u></u>

-

-

School Improvement 1003 (g)
 Richland County School District One
 2010- 2011
 Eau Claire Year 1

Salary/Additional Pay (100)

Salaries:	FTE's		
ELA Facilitator (205 Days)	0.50	30,000.00	
Math Facilitator (205 Days)	0.50	30,000.00	
ELA Teachers (190 Days)	2.00	94,000.00	
Math Teachers (190 Days)	2.00	94,000.00	
 Additional Pay:			
Bonuses/Recruitment		10,000.00	
Professional Development Days (Saturdays/Summer - \$200/day)		20,000.00	
Summer School/Saturday School (\$200/day)		<u>40,000.00</u>	
			318,000.00

Employee Benefits (200)

Salaries:			
ELA Facilitator (205 Days)	0.50	9,300.00	
Math Facilitator (205 Days)	0.50	9,300.00	
ELA Teachers (190 Days)	2.00	29,140.00	
Math Teachers (190 Days)	2.00	29,140.00	
 Additional Pay:			
Bonuses/Recruitment		2,300.00	
Professional Development Days (Saturdays/Summer - \$200/day)		4,500.00	
Summer School/Saturday School (\$200/day)		<u>9,000.00</u>	
			92,680.00

Purchased Services (300)

Professional Development (ENI, ERG, Insite)	145,000.00	
MAP Assessment (Printing & Training)	5,000.00	
Transportation	30,000.00	
Professional Development Conferences	<u>7,000.00</u>	
		187,000.00

Supplies & Materials (400)

Instructional Materials/Books	5,000.00	
Student Incentives (750 @ \$100)	<u>75,000.00</u>	
		80,000.00

Capital Outlay (500)

Technology Equipment (Computers, Smart Boards & Accessories, Laptops)	<u>10,508.00</u>	
		10,508.00

Total Direct Costs		<u>688,188.00</u>
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InDirect Costs (700)

InDirect Costs (4.27%)	<u>28,937.00</u>	
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School Improvement 1003 (g)
Richland County School District One
2010- 2011
Eau Claire Year 1

28,937.00
717,125.00

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School Improvement 1003 (g)
 Richland County School District One
 2010- 2011
 Eau Claire Year 2

Salary/Additional Pay (100)

Salaries:	FTE's		
ELA Facilitator (205 Days)	0.50	31,802.00	
Math Facilitator (205 Days)	0.50	31,802.00	
ELA Teachers (190 Days)	2.00	99,607.00	
Math Teachers (190 Days)	2.00	99,607.00	
 Additional Pay:			
Bonuses/Recruitment/Incentives		10,000.00	
Professional Development Days (Saturdays/Summer - \$200/day)		20,000.00	
Summer School/Saturday School (\$200/day)		<u>40,000.00</u>	
			332,818.00

Employee Benefits (200)

Salaries:			
ELA Facilitator (205 Days)	0.50	9,859.00	
Math Facilitator (205 Days)	0.50	9,859.00	
ELA Teachers (190 Days)	2.00	30,878.00	
Math Teachers (190 Days)	2.00	30,878.00	
 Additional Pay:			
Bonuses/Recruitment/Incentives		2,300.00	
Professional Development Days (Saturdays/Summer - \$200/day)		4,500.00	
Summer School/Saturday School (\$200/day)		<u>9,000.00</u>	
			97,274.00

Purchased Services (300)

Professional Development (ENI, ERG, Insite)	144,000.00	
MAP Assessment (Printing & Training)	4,000.00	
Transportation	25,000.00	
Professional Development Conferences	<u>7,000.00</u>	
		180,000.00

Supplies & Materials (400)

Instructional Materials/Books	1,810.00	
Student Incentives (750 @ \$100)	<u>75,000.00</u>	
		76,810.00

Capital Outlay (500)

Technology Equipment (Computers, Smart Boards & Accessories, Laptops)	<u> </u>	-
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Total Direct Costs	<u> </u>	686,902.00
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InDirect Costs (700)

InDirect Costs (4.40%)	<u>30,223.00</u>	
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School Improvement 1003 (g)
Richland County School District One
2010- 2011
Eau Claire Year 2

30,223.00
717,125.00

-

School Improvement 1003 (g)
 Richland County School District One
 2010- 2011
 Eau Claire Year 3

Salary/Additional Pay (100)

Salaries:	FTE's		
ELA Facilitator (205 Days)	0.50	33,672.00	
Math Facilitator (205 Days)	0.50	33,672.00	
ELA Teachers (190 Days)	2.00	105,424.00	
Math Teachers (190 Days)	2.00	105,424.00	
 Additional Pay:			
Bonuses/Recruitment/Incentives		10,000.00	
Professional Development Days (Saturdays/Summer - \$200/day)		20,000.00	
Summer School/Saturday School (\$200/day)		<u>40,000.00</u>	
			348,192.00

Employee Benefits (200)

Salaries:			
ELA Facilitator (205 Days)	0.50	10,438.00	
Math Facilitator (205 Days)	0.50	10,438.00	
ELA Teachers (190 Days)	2.00	32,681.00	
Math Teachers (190 Days)	2.00	32,681.00	
 Additional Pay:			
Bonuses/Recruitment/Incentives		2,300.00	
Professional Development Days (Saturdays/Summer - \$200/day)		4,500.00	
Summer School/Saturday School (\$200/day)		<u>9,000.00</u>	
			102,038.00

Purchased Services (300)

Professional Development (ENI, ERG, Insite)	129,000.00	
MAP Assessment (Printing & Training)	3,006.00	
Transportation	20,000.00	
Professional Development Conferences	<u>6,000.00</u>	
		158,006.00

Supplies & Materials (400)

Instructional Materials/Books	-	
Student Incentives (750 @ \$100)	<u>75,000.00</u>	
		75,000.00

Capital Outlay (500)

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

Total Direct Costs	<u>683,236.00</u>
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InDirect Costs (700)

InDirect Costs (4.96%)	<u>33,889.00</u>
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School Improvement 1003 (g)
Richland County School District One
2010- 2011
Eau Claire Year 3

33,889.00
717,125.00

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South Carolina
Department of Education
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School Improvement Grant Subgrant Application
(2010-2013)
BUDGET SUMMARY FORM

BUDGET SUMMARY - RICHLAND ONE

Applicants may request up to \$2,000,000 per year for each school to be served. Only 5% of each year's award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2011, and continuation funding depends on progress and compliance with requirements.

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)	\$ 588,000	\$2,924,562	\$ 612,068	\$2,924,562	\$ 637,038	\$2,924,562	\$1,837,106
Employee Benefits (200)	\$ 170,418	\$ 733,388	\$ 177,880	\$ 733,388	\$ 185,620	\$ 733,388	\$ 533,918
Purchased Services (300)	\$ 392,000	\$ 109,058	\$ 385,000	\$ 109,058	\$ 363,006	\$ 109,058	\$1,140,006
Supplies and Materials (400)	\$ 231,954	\$ 214,002	\$ 228,705	\$ 214,002	\$ 226,639	\$ 214,002	\$ 687,298
Capital Outlay (500)	\$ 42,850	\$ 21,084	\$ 18,837	\$ 21,084	\$ 1,896	\$ 21,084	\$ 63,583
Other (600)		\$ 45,858		\$ 45,858		\$ 45,858	
Total Direct Costs	\$1,425,222		\$1,422,549		\$1,414,514		\$4,262,285
Indirect Costs (700)	\$ 59,028	\$ 2,048	\$ 61,760	\$ 2,048	\$ 70,051	\$ 2,048	\$ 190,839
Total	\$1,484,250	\$4,050,000	\$1,484,250	\$4,050,000	\$1,484,250	\$4,050,000	\$4,452,750



South Carolina
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School Improvement Grant Subgrant Application
(2010-2013)
BUDGET SUMMARY FORM

BUDGET SUMMARY - C.A. JOHNSON

Applicants may request up to \$2,000,000 per year for each school to be served. Only 5% of each year's award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2011, and continuation funding depends on progress and compliance with requirements.

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/Supends (100)	\$ 235,000	\$1,484,044	\$ 244,250	\$1,484,044	\$ 253,846	\$1,484,044	\$ 733,096
Employee Benefits (200)	\$ 66,740	\$ 371,011	\$ 69,608	\$ 371,011	\$ 72,584	\$ 371,011	\$ 208,932
Purchased Services (300)	\$ 205,000	\$ 19,813	\$ 205,000	\$ 19,813	\$ 205,000	\$ 19,813	\$ 615,000
Supplies and Materials (400)	\$ 150,000	\$ 90,482	\$ 150,000	\$ 90,482	\$ 150,000	\$ 90,482	\$ 450,000
Capital Outlay (500)	\$ 32,342	\$ 17,231	\$ 18,837	\$ 17,231	\$ 1,896	\$ 17,231	\$ 53,075
Other (600)		\$ 17,419		\$ 17,419		\$ 17,419	
Total Direct Costs	\$ 689,082		\$ 687,695		\$ 683,326		\$2,060,103
Indirect Costs (700)	\$ 28,043		\$ 29,430		\$ 33,799		\$ 91,272
Total	\$ 717,125	\$2,000,000	\$ 717,125	\$2,000,000	\$ 717,125	\$2,000,000	\$2,151,375



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School Improvement Grant Subgrant Application
(2010-2013)
BUDGET SUMMARY FORM

BUDGET SUMMARY – EAU CLAIRE

Applicants may request up to \$2,000,000 per year for each school to be served. Only 5% of each year's award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2011, and continuation funding depends on progress and compliance with requirements.

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)	\$ 318,000	\$1,405,518	\$ 332,818	\$1,405,518	\$ 348,192	\$1,405,518	\$ 999,010
Employee Benefits (200)	\$ 92,680	\$ 351,379	\$ 97,274	\$ 351,379	\$ 102,038	\$ 351,379	\$ 291,992
Purchased Services (300)	\$ 187,000	\$ 89,245	\$ 180,000	\$ 89,245	\$ 158,006	\$ 89,245	\$ 525,006
Supplies and Materials (400)	\$ 80,000	\$ 121,566	\$ 76,810	\$ 121,566	\$ 75,000	\$ 121,566	\$ 231,810
Capital Outlay (500)	\$ 10,508	\$ 3,853	\$	\$ 3,853	\$	\$ 3,853	\$ 10,508
Other (600)		\$ 28,439		\$ 28,439		\$ 28,439	
Total Direct Costs	\$ 688,188	\$ 2,000,000	\$ 686,902	\$ 2,000,000	\$ 683,236	\$ 2,000,000	\$2,058,326
Indirect Costs (700)	\$ 28,937		\$ 30,223		\$ 33,889		\$ 93,049
Total	\$ 717,125	\$2,000,000	\$ 717,125	\$2,000,000	\$ 717,125	\$2,000,000	\$2,151,375



South Carolina
Department of Education
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School Improvement Grant Subgrant Application
(2010-2013)
BUDGET SUMMARY FORM

BUDGET SUMMARY - LEA - RICHLAND ONE

Applicants may request up to \$2,000,000 per year for each school to be served. Only 5% of each year's award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2011, and continuation funding depends on progress and compliance with requirements.

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)	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$105,000
Employee Benefits (200)	\$ 10,998	\$ 10,998	\$ 10,998	\$ 10,998	\$ 10,998	\$ 10,998	\$ 32,994
Purchased Services (300)							
Supplies and Materials (400)	\$ 1,954	\$ 1,954	\$ 1,895	\$ 1,895	\$ 1,639	\$ 1,639	\$ 5,488
Capital Outlay (500)							
Other (600)							
Total Direct Costs	\$47,952	\$47,952	\$47,893	\$47,893	\$47,637	\$47,637	\$143,482
Indirect Costs (700)	\$ 2,048	\$ 2,048	\$ 2,107	\$ 2,107	\$ 2,363	\$ 2,363	\$ 6,518
Total	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$150,000