IV. APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant[1]: Charleston County School District	Applicant's NCES District ID[2]: 4501440
Applicant's Mailing Address: 75 Calhoun Street, Charleston, South Carolina 29401	
Employer Identification Number: 57-6000322	Organizational DUNS Number: 030103014
Race to the Top – District Contact Name: (Single point of contact for communication) Dr. Lisa Herring	Contact Position and Office: Associate Superintendent Academic & Instructional Support
Contact Telephone: (843) 937-6300	Contact E-mail Address: lisa_herring@charleston.k12.sc.us

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dr. Nancy J. McGinley	Telephone: (843) 937-6300
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Nancy J. McGinley	Date: 10-24-12
Local School Board President (Printed Name): Mr. Chris Fraser	Telephone: (843) 725-7200
Signature of Local School Board President:	Date: 10.24.12
President of the Local Teacher's Union or Association, if applicable (Printed Name): n/a	Telephone:
Signature of the President of the Local Teacher's Union or Association: n/a	Date:

[1] Individual LEA, Lead LEA for the consortium, or eligible legal entity

[2] Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at http://nces.ed.gov/ccd/districtsearch.

V. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the Lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

Absolute Priority 1

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

_____ **Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

_____ **Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

__X__ **Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____ **Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 9,493. The total Race to the Top – District grant funds requested is $ 19,388,399.00 , which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

_____ $5-10 million - 2 ,000-5,000 participating students

__X__ $10-20 million - 5,001-10,000 participating students

_____ $20-30 million - 10,001-25,000 participating students

_____ $30-40 million - 25,001+ participating students

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

__X__ The applicant meets the definition of local educational agency (as defined in this notice).

__X__ The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

__X__ This application is the only Race to the Top – District application to which the applicant has signed on.

__X__ This application serves a minimum of 2,000 participating students (as defined in this notice).

__X__ At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

__X__ The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);
(B) A principal evaluation system (as defined in this notice); and
(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

__X__ (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

_____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and
(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

__X__ The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

__X__ State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments *OR* evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Appendix, from pagesB4: 85to 109 of the proposal.)

__X__ Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments *OR*, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Appendix, from pagesB4: 85 to 109 of the proposal.)

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): Dr. Nancy J. McGinley	
Signature of Superintendent or CEO of the LEA: Nancy J. McGinley	Date: 10-25-12

VII. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department

General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dr. Nancy J. McGinley	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Nancy J. McGinley	Date: 10-24-12

Charleston County School District ***Lowcountry Lifelong Learning***

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A. VISION

(A)(1) Articulating a Comprehensive and Coherent Reform Vision

The Charleston County School District (CCSD) is comprised of 80 schools that serve 46,000 students along the coast of South Carolina, an area known as the "Lowcountry." As the second largest school system in the state and the fourth largest employer in the region, CCSD has a portfolio of diverse options — including neighborhood, charter, and magnet schools — to facilitate the education of our students. Coupled with these different approaches, we have launched a 10-year reform initiative (2007-16) based on strategic plans to address performance gaps that still exist. CCSD will use RTT-District funds to serve 9,493 students and 1,006 educators in 19 low-performing, high-minority, and low-income schools prior to scale-up initiatives. Our plan, *Lowcountry Lifelong Learning (L3)*, will accelerate reform and achievement through a transformational, 21st Century model of personalized learning, fueled by instructional excellence and technology.

Recognizing that students learn in different ways and have differing levels of expertise and mastery of a subject, the basis for this initiative is to leverage state-of-the-art technology to transform a traditional, even stale, one-size-fits-all approach into a comprehensive personalized learning experience that will enable and inspire students to achieve, regardless of economic situation, background, or ability. *L3* provides a vertically aligned PK-12 continuum, meaning a student will be in a personalized learning environment for his or her entire education.

L3 builds upon current successes and foundations that are articulated in (B)(1), particularly our strategic plan, *Charleston Achieving Excellence: Vision 2016* (see Appendix A1 for a copy of the plan). In *Vision 2016* (and in our previous strategic plan), CCSD articulates three clear outcome-oriented goals: close the achievement gap, raise the graduation rate, and elevate student achievement overall. While we are making progress toward realizing our goals, we are not making progress fast enough. Through the proposed project, we will combine the research-based practices in personalized learning and continuous improvement with the many benefits of modern technology — such as personalized and self-paced instruction, technology-based assessments, expanded availability of subject matter, collaborative teaching, and anytime-anywhere learning — to re-create "the classroom" and help students learn at new levels and achieve college- and career-readiness.

Beyond embedding a new technology platform into education, *L3* also addresses the need

to support educators throughout the metamorphosis so that they will have the necessary tools and skills to facilitate a student's progress in a personalized learning environment. This support includes access to and training in the technology, digital tools, and instructional repurposing that connect the teacher to data, content, resources, and expertise that enable more effective instruction to each student. *L3* includes sustainable high-quality professional learning, coaching, leadership development, and a continuous improvement cycle that are designed to become part of a student's, teacher's, principal's, and a school's culture.

Such transformation will recreate learning in our district, leading to increased achievement for all students, decreased achieved gaps across groups of students, and increased graduation and post-secondary enrollment rates. *L3* will enable CCSD to leverage the existing resources across the nation, tap the extensive tools available with modern technology platforms, and create a culture of personalized learning. As a result, CCSD will be able to achieve its mission and the overarching vision for *L3*: <u>every</u> child will graduate from CCSD with the critical skills and knowledge necessary to succeed in college and the 21st Century global workforce.

The core of *L3* consists of three major aspects: 1) providing a digital learning platform that enables all stakeholders to access learning materials and monitor progress; 2) implementing a personalized learning plan for each student to ensure personal mastery; and 3) empowering educators to use an array of strategies and tools to differentiate and individualize instruction for each student to ensure academic achievement and progress toward graduation and higher learning.

<u>Digital Learning Platform</u>

Driving *L3* is the digital learning platform, which consists of state-of-the-art technology that includes the lesson content and data collection systems required to propel a student towards mastery of educational objectives. The tools available on the digital learning platform will create a unique learning profile for every student in order to measure progress frequently and to adapt content and instruction in response to academic needs and interests. Using the digital learning platform, teachers will be able to assign common and individual tasks quickly to students that build on their interests and needs, as well as to use rapid-response daily formative assessments to drive instruction. Teachers will use the digital learning platform to provide adapted content and differentiated instruction for all students and afford parents opportunities for increased involvement in their child's educational experiences.

This platform fosters individual and group work while weaving virtual manipulatives, multimedia, discussion, and additional content resources such as Khan Academy into projects that are relevant, driven by student choice, and connected to Common Core State Standards across subjects. With Web-based technology, the digital learning platform also provides access to resources and teaching tools that may not otherwise be available within an individual school or even within the district. For example, if a student wanted to learn Mandarin or gain greater knowledge about 17th Century English literature, these topics can easily be made available through the digital learning platform and incorporated into the student's personalized learning plan regardless of the school's course offerings or library holdings. This flexibility and leveraging of technology to access knowledge will enhance a student's learning experience and better enable him or her to achieve personal educational goals.

The digital learning platform will include student performance data that can be accessed by teachers and parents for frequent measurement of progress toward mastering content and college- and career-ready standards and graduation requirements. To support *L3*, CCSD will bring online Enrich Assess, a Web-based solution for gathering individual student performance data, demographic information, and longitudinal achievement results. Enrich Assess will enable quick analysis of trends among a class or across a student's academic career. Student progress in mastering Common Core State Standards will be tracked through multiple measures, including regular summative and state-mandated assessments, student proficiency dashboards, student snap shots, learning graphs and charts, report cards, and transcripts. Having these components in one system allows teachers to facilitate more effectively personalized learning across all content areas.

To implement *L3*, we will expand upon existing technology resources by providing each student and teacher with a mobile device to access and interact with the content available on the digital learning platform. Technology infrastructure upgrades to expand wireless access and bandwidth that are already planned or underway will be leveraged to help fully establish the digital learning platform. These tools will facilitate anytime-anywhere learning and equal access to high-quality resources for every child, regardless of socio-economic status. Because the digital learning platform will be Web-based, students will be able to access coursework from anywhere. A student will no longer be tethered to a computer lab or limited by classroom or lab hours to work on learning tasks. The digital learning platform will provide infinite flexibility for each

student to learn in a manner that will deliver the best results that meet his/her personal needs. Creating appealing, relevant, rigorous, and personalized learning experiences for each student requires a convergence of interrelated parts, and the digital learning platform will be a pivotal tool in that convergence.

Personalized Learning Plan

L3 recognizes that it takes more than new technology to help students engage and learn at ever increasing levels. Effective instruction and the digital learning platform will be used to support and expand each student's personalized learning plan. This framework offers a cohesive, standards-based system in which the learning is individualized, differentiated, and student-driven (US Department of Education, 2010). Every student will have a digital personalized learning plan that is linked to personal mastery of academic and college and career standards. This plan, developed by the teacher(s), parents, and the student, will identify student interests, talents, skills, strengths, and needs based on assessments and student input, will be supported and extended through anytime-anywhere learning and a collaborative learning environment. The personalized learning plan provides a student with the flexibility and supports to master material in a way that is best suited to individual learning style and ability. Such flexibility will help keep students more engaged in the learning process and help them build ownership for their own continuous improvement.

Educator Preparation

L3 depends upon the highest quality of instruction by educators willing to change the way we do business. The introduction of the digital learning platform will provide teachers with a variety of new instructional tools to revise/create relevant, rigorous, and motivating lessons to help students achieve college- and career-ready standards and graduation requirements. These tools include a broader range of standards-based content options for students, timely feedback for measuring student progress and deploying continuous improvement concepts, and the opportunity to participate in individual and collaborative project-based learning tasks.

Teachers will need extra training, professional development, and classroom-based support to create a personalized learning environment for each student that incorporates best practices as well as high-quality digital resources. Teachers and school leaders will be trained on how to use the digital learning platform technology as part of daily instruction; how to access high-quality digital learning resources; reporting and measurement systems; and skills needed to

help students develop and implement their personalized learning plans. Teachers will learn how to ensure that materials posted to the digital learning platform provide enough information (course expectations, grading systems, homework assignments, daily schedule, grades, and enrichment resources) so that students and parents are also empowered. Teachers will learn how to set up courses, units, and individual learning plans, as well as how to create and manage student projects in the same system. *L3* will incorporate school-based personalized learning coaches and technology instructional coaches that will help teachers transition from their current teaching structure to the new, technology-leveraged, student-focused, personalized learning environment.

L3 Project Goals and Objectives

Goal 1: Students in CCSD will participate in a rigorous, technology-rich PK-12 education tailored to individual needs, interests, and skills, thus elevating engagement, ambition, and achievement.

Implementation Objectives	Intermediate Outcomes
1.1: Develop, monitor, assess, and refine personalized learning plans 1.2: Engage all students in anytime-anywhere learning supported with mobile devices 1.3: Implement clear strategies to accelerate and personalize learning for students in traditionally underperforming student subgroups 1.4: Create and sustain collaborative learning environments to encourage student development.	• Increased student-directed learning and student ownership of and engagement in their education • Increased student mastery of college and career readiness standards • Increased personal mastery of curriculum standards across all content areas

Goal 2: CCSD will develop a cadre of educators who understand, apply, extend, and expand personalized learning strategies to support student achievement and who are equipped and dedicated to providing personalized learning environments.

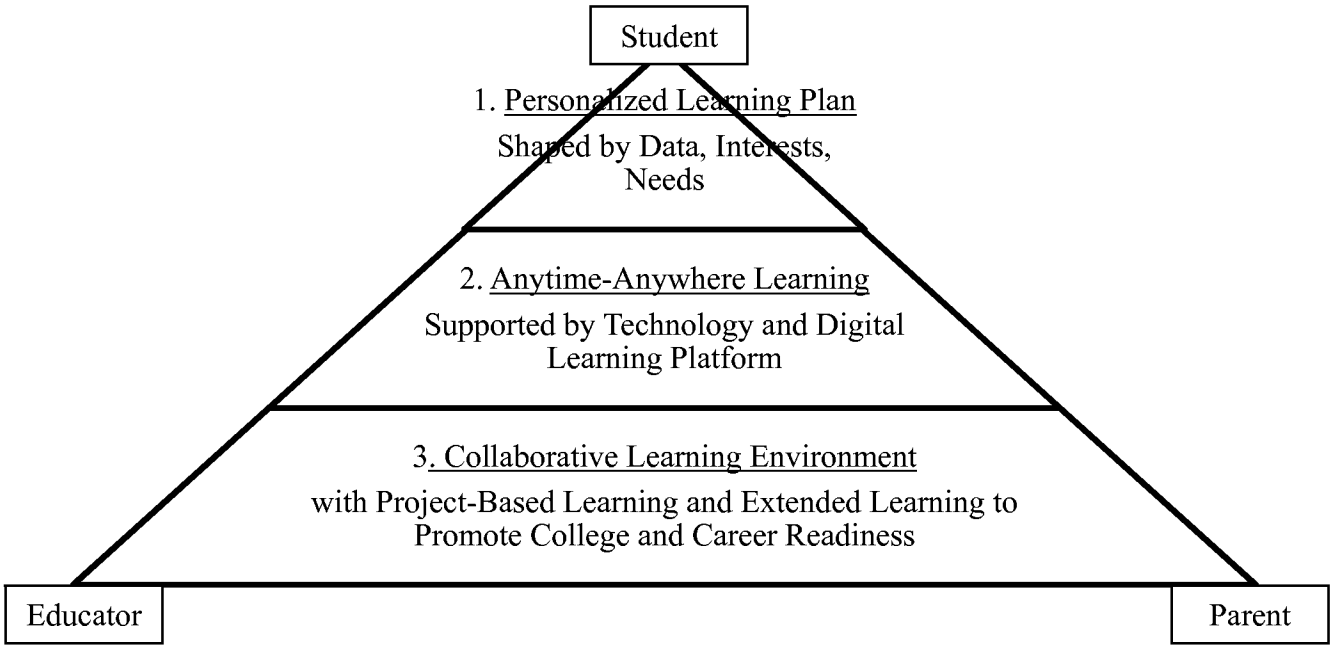
Implementation Objectives	Intermediate Outcomes
2.1: Implement a comprehensive professional development plan focused on personalized learning strategies (including project-based and technology-support instruction) and data-driven instruction 2.2: Provide ongoing, sustained classroom-based support to teachers in the area of personalized learning and underlying instructional approaches (school-based coaches) 2.3: Provide intensive support, clear expectations, and research-based, proven strategies to educators (teachers and school leaders) aimed at turning around low-performing schools	• Improved teacher retention in target schools • Improved teacher and school leader knowledge about and facility in implementing personalized learning environments • Increased numbers of highly effective teachers and principals

Goal 3: CCSD will create and refine sustainable school/district systems (data warehousing, transparency, data-driven decision making, continuous improvement) that support personalized learning.

Implementation Objectives	Intermediate Outcomes
3.1: Integrate existing data systems and provide technical assistance and support for all stakeholders on how to interpret and use data 3.2: Develop teacher and principal evaluation systems that integrate personalized learning 3.3: Provide greater operational flexibility for schools achieving high levels of personalized learning 3.4: Embed continuous improvement systems and processes at all levels, from instruction to professional development to school-wide operations	• Real-time access to comprehensive data pertaining to student growth • Evaluation systems that include dimensions pertaining to individual student performance • Increased district capacity and infrastructure to support personalized learning • Increased use of these systems to drive decision-making • Shared best practices

Overview of Strategies to Attain Objectives

Implementing *L3* will enable CCSD to create and implement a coherent, rigorous personalized learning environment for every child to ensure personal mastery of standards-based content and 21st Century skills. As the pyramid below delineates, three key elements constitute the personalized learning framework.



A Personalized Learning Plan is the structure that enables a student to achieve personal mastery. This plan, developed by the teacher(s), parents, and the student will identify student interests, talents, skills, strengths, and needs — as identified by formative assessments and

student input. Learning will require an integration of resources, including direct instruction, research, and access to digital resources, print resources, and multimedia resources. The plan is fluid as students move through their discrete personalized learning plan. Goals are tied to measures such as formative and summative assessments of Common Core State Standards, achievement of specific learning objectives, and accomplishment of individual or group-based projects. Integral to these elements is the interaction among students, teachers, and parents.

Genuine and deeply embedded personalized learning makes learning available to students (and teachers) anytime-anywhere. Anytime-anywhere learning, supported through mobile devices and access to Web-based resources, will complement the personalized learning framework by expanding the opportunities for learning beyond school walls and hours. Over the past year, CCSD has been exploring anytime-anywhere learning through pilots of blended learning and mobile devices in three high schools receiving School Improvement Grant (SIG) funds and three additional elementary and middle schools. *L3* will enable CCSD to expand these pilot activities and ensure that professional development to teachers and leaders enables educators to be effective with anytime-anywhere learning as it feeds personal mastery.

The Collaborative Learning Environment is essential because it enables a child to learn from peers, teachers, and parents. Use of individual, small group, and whole group project-based and inquiry-based tasks enable a child to learn from diverse peers, of differing abilities and talents. The look and feel of classrooms in participating schools will be different than a traditional learning environment. Configurations of tables and chairs will emerge to create learning spaces to foster the collaborative and individualized student activities typical of personalized and project-based learning. A combination of trapezoid, rectangular, puzzle and action-based tables will be deployed to promote 21st Century skills such as problem solving, communication, collaboration, and creativity and innovation. This environment also enables teachers to learn best practices from each other in a real-time setting versus waiting for teacher training sessions or conferences.

(A)(2) Applicant's Approach to Implementation

The success of *L3* depends upon a methodical plan to affect change. Based on feedback from stakeholder forums used to develop *Vision 2016*, CCSD has learned to be careful not to implement an everything-at-once approach, or it will overwhelm our instructional corps, and

nothing will be sustainable. To succeed, CCSD will incorporate the time to learn and to process, for families and students as well for teachers and school leaders.

Therefore, *L3* will be deployed in phases. Two cohorts of schools (see chart below) will be used, each heading toward the same outcomes but on a different timeline. The cohort selections were based on implementation readiness data that came out of planning activities. These activities included: classroom observations; interviews with various stakeholders; presentation of the *L3* plan to school faculties; teacher input sessions; school leader training; data collected from the Re-Inventing Schools Coalition's (RISC) Organizational Change Pathway (O-Path) self-assessment tool (see Appendix A2 for this tool); and school leadership buy-in.

Cohort 1: Readiness for Early Implementation				**Cohort 2: Additional Support Prior to Implementation**		
School	**Level**	**O-Path Results**		**School**	**Level**	**O-Path Results**
Angel Oak	Elementary	Proficient*		Burke	Middle/High	Developing
Corcoran	Elementary	Developing		Charleston Progressive	Elem/Middle	Developing
Goodwin	Elementary	Proficient		Frierson	Elementary	Emerging
Mitchell	Elementary	Developing*		Haut Gap	Middle	Developing*
Pepperhill	Elementary	Developing*		Hunley Park	Elementary	Developing
Pinehurst	Elementary	Developing*		Lambs	Elementary	Developing*
Zucker	Middle	Developing*		Memminger	Elementary	Developing
				Mt. Zion	Elementary	Emerging*
				Northwoods	Middle	Emerging*
				Sanders-Clyde	Elem/Middle	Emerging*
				St. John's	High	Developing
				Stall	High	Developing
*Results are based on multiple assessment resources						

Cohort 1, consisting of schools farther along in readiness for implementation, will integrate the personalized learning framework at a faster pace during the first two years. Cohort 2, or schools at the developing and emerging levels of readiness, will begin with full teacher professional development schedule in Year One. Those schools at the developing level on the O-Path will follow a modified professional development schedule that will focus on leadership training and building a shared vision. An implementation overview is on the page below.

Implementation Overview				
Cohort	**Year 1 (2012-13)**	**Year 2 (2013-14)**	**Year 3 (2014-15)**	**Year 4 (2015-16)**
Cohort 1	*Teaching and Leading* - Classroom Design and Delivery - Classroom-based coaching *Learning* - Parents: Intro to personalized learning framework and personal mastery - Students: Intro to personalized learning framework and personal mastery *Environment* Integration of collaborative learning centers	*Teaching and Leading* - Intro to Digital Learning Platform Mobile Device Integration - Instructional Design and Delivery with Digital Learning Platform - Administrator Observation Tool - Classroom-based coaching *Learning* - Parents: Intro to digital learning platform & personal mastery system - Students: Intro to digital learning platform & personal mastery system *Environment* - Implement educator mobile devices - Implement digital learning platform	*Teaching and Leading* - Electronic Progress Analysis Reporting - Ongoing Mobile Device Integration - Classroom-based coaching *Learning* - Parents: Leadership - Students: Leadership *Environment* - Implement student mobile devices	*Teaching and Leading* - Guide Training (Networking Best Practices) - Ongoing Mobile Device Integration - Peer coaching *Learning* - Parents: Leadership - Students: Leadership *Environment* - Full implementation of educator & student mobile devices
Cohort 2	*Teaching and Leading* - Owning the Learning - Classroom Design and Delivery - Classroom-based coaching in personalized learning *Learning* - Parents: Intro to personalized learning framework and personal mastery - Students: Intro to personalized learning framework and personal mastery *Environment* Integration of collaborative learning centers	*Teaching and Leading* - Intro to Digital Learning Platform - Instructional Design and Delivery with Digital Learning Platform - Administrator Observation Tool - Classroom-based coaching *Learning* - Parents: Intro to personalized learning plans - Students: Intro to personalized learning plans *Environment* Implement digital learning platform (for schools with mobile devices)	*Teaching and Leading* - Electronic Progress Analysis Reporting - Mobile Device Integration - Classroom-based coaching *Learning* - Parents: Leadership - Students: Leadership *Environment* - Implement educator mobile devices - Implement digital learning platform	*Teaching and Leading* - Guide Training (Networking Best Practices) - Ongoing Mobile Device Integration - Peer coaching *Learning* - Parents: Leadership - Students: Leadership *Environment* - Implement student mobile devices

a. Description of the Process Used to Select Schools to Participate

CCSD has created district- and school-level plans for implementation that include a deliberate selection of participating schools and a carefully-crafted plan to ensure sustainable success for students, parents, teachers, leaders, and our community.

CCSD began by looking at where change is needed most: persistently lowest-achieving and highest-poverty schools. While our original intent was to focus this initiative on the lowest-achieving middle schools, our stakeholders revealed a legitimate concern about not creating a personalized learning continuum. What would happen to a child who had to transition from a participating middle school into a non-participating high school? Therefore, entire feeder patterns (elementary-middle-high) of high-need, high-poverty, and low-achieving schools have been included in the project plan. The schools that were identified as the highest need form three PK-12 feeder patterns, named for their high schools: Burke (urban), St. John's (rural), and Stall (urban). These three high schools are making strides with support from School Improvement Grants, yet their work reveals the necessity of generating systemic change.

Leadership teams were presented information about *L3* at countywide principals' meeting and learning communities principals' meetings. Faculty leaders (each school's teacher of the year) were presented information about *L3* at the superintendent's teacher roundtable. All target school faculty were asked for input at individual school faculty meetings. The district invited 20 schools to participate, 19 schools agreed (with at least 70% teacher/leader buy-in).

b. List of Schools

See Table (A)(2) below for a list of all schools.

c. Number of Participating Students

L3 will initially target one-fourth of the schools in the district, serving 9,493 students and 1,006 educators. As persistently lowest-achieving and low-performing schools, 93% of students in the participating schools are high-need students (defined as minority or low-income). The target schools meet the RTT-D selection criteria: 84% of the 9,493 students are from low-income families. See Table (A)(2) below for school demographics.

(A)(2) List of Participating Schools

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA *(Column relevant for consortium applicants)*	**Participating School**	**Grades/Subjects included in RTT-D - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
BURKE FEEDER PATTERN											
	Burke	7-12	71	560	549	488	23,481	560	100%	87.1%	2.1%
	Sanders-Clyde	PK-8	63	655	625	600	23,481	655	100%	91.6%	2.6%
	Charleston Progressive	K-6	28	363	346	307	23,481	363	100%	84.8%	1.3%
	Memminger	PK-6	47	361	355	322	23,481	361	100%	89.2%	1.4%
	Mitchell	PK-6	51	406	376	340	23,481	406	100%	83.7%	1.4%
ST. JOHN'S FEEDER PATTERN											
	St John's	9-12	43	261	243	209	23,481	261	100%	80.1%	0.9%
	Haut Gap	5-8	44	453	339	307	23,481	453	100%	67.8%	1.3%
	Angel Oak	PK-5	46	400	356	338	23,481	400	100%	84.5%	1.4%
	Frierson	PK-5	20	155	155	141	23,481	155	100%	91.0%	0.6%
	Mt Zion	PK-5	32	282	262	246	23,481	282	100%	87.2%	1.0%
STALL FEEDER PATTERN											
	Stall	9-12	104	955	875	783	23,481	955	100%	82.0%	3.3%
	Northwoods	6-8	75	788	750	695	23,481	788	100%	88.2%	3.0%
	Zucker	6-8	49	534	503	444	23,481	534	100%	83.1%	1.9%
	Corcoran	PK-5	66	661	571	496	23,481	661	100%	75.0%	2.1%

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA *(Column relevant for consortium applicants)*	**Participating School**	**Grades/Subjects included in RTT-D - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
	Goodwin	PK-5	70	734	708	660	23,481	734	100%	89.9%	2.8%
	Hunley Park	PK-5	49	516	445	369	23,481	516	100%	71.5%	1.6%
	Lambs	PK-5	44	378	351	319	23,481	378	100%	84.4%	1.4%
	Pepperhill	PK-5	58	594	558	492	23,481	594	100%	82.8%	2.1%
	Pinehurst	2-5	46	437	427	413	23,481	437	100%	94.5%	1.8%
TOTAL		PK-12	1,006	9,493	8,794	7,969	23,481	9,493	100%	84.0%	33.9%

(A)(3) LEA-Wide Reform & Change

The structures and components of *L3* dovetail with ongoing and successful reform initiatives across the district as outlined in our current strategic plan (see Appendix A1) and our previous strategic plan for 2007-2011 (included in Appendix A3). Such alignment ensures that non-participating *L3* schools will also be progressing toward readiness for implementation. While the first 19 schools are implementing *L3*, CCSD will use the Organizational Change Pathway (O-Path) self-assessment tool from the Re-Inventing Schools Coalition (RISC) to gauge readiness for change at the remaining schools in the district. An *L3* scale-up plan will be developed for each additional school based on the level of readiness to manage the reform. The targeted inclusion of additional schools (through their feeder patterns) will require shifting the professional development, job-embedded coaching, parent and student engagement strategies, and technological resources to schools according to their readiness. CCSD will develop a multi-year plan for adding schools, utilizing the learning from the Vision-Implement-Study-Act continuous improvement process discussed later in section (E)(1).

Because of the Web-based technology and the establishment of the digital learning platform within the district, individual educators from non-participating schools will not be forced to await the arrival of full *L3* support at their schools to take advantage of many of the project's attributes. For example, the collaborative learning environment through which participating educators share with each other will be made available to everyone throughout CCSD. This environment would include stand-alone professional development sessions, mentoring by early adopters, and an online lesson bank and videos of effective instruction in *L3* classrooms. While robust data systems to enable educators to access meaningful, frequently-updated data about students' learning may not arrive immediately in each school, teachers will have immediate access to the tools and strategies that personalize students' daily learning experiences and offer anytime-anywhere learning. This will help non-participating schools implement *L3* more quickly when the resources are available to expand to their school.

We will also document the implementation tasks and progress as well as obstacles toward implementation that must be addressed. This information, and the lessons learned from implementation at 19 schools, will enable CCSD to scale *L3* toward district-wide reform.

The logic model included below delineates the process and outcomes established to integrate *L3* into the district and across schools.

Charleston County School District – Race to the Top-District Competition – Logic Model

NEEDS & GAPS

Charleston County is diverse with respect to race, cultural background, and socio-economic status.

In 2011, 17.9 % of students receiving subsidized meals scored "Below Basic" on state tests in English Language Arts (ELA) compared to 3.4% of their non-subsidized peers.

In math, 25% of students receiving subsidized meals scored "Below Basic," while only 5% of full pay students scored the same.

15.3% more African American students scored "Below Basic" in ELA and 21.5% more African-American students scored "Below Basic" in math than did their white peers.

INPUTS

- Current district implementation of anywhere-anytime learning
- Extensive research on personalized learning, school reform frameworks, and "best fit" instructional approaches
- Lessons learned from the Race to the Top state grant implementation
- Assistance from the Reinventing Schools Coalition (RISC)
- Stakeholder input
- Substantial district contributions, such as iPads, related technologies, and software; wireless Internet access upgrades; and teacher training stipends
- Race to the Top-District grant funding

REACH

Burke Feeder Pattern: 5 schools, 2,345 students

Stall Feeder Pattern: 9 schools, 5,597 students

St. John's Feeder Pattern: 5 schools, 1,551 students

GOALS & OBJECTIVES

1: Provide students with a K-12 educational experience that is a rigorous, technology-rich, and individualized

- Develop, monitor, assess, and refine individualized student learning plans
- Engage students in anywhere-anytime learning supported with mobile devices
- Use accelerated personalized learning swith under-performing students

2: Develop a cadre of educators equipped with the knowledge, skills, and dedication to use personalized learning strategies

- Implement comprehensive PD plan
- Provide teachers with individualized coaching and classroom-based support
- Provide intensive support, clear expectations, and research-based strategies to educators on turning around low-performing schools

3: Create sustainable school and district systems to support personalized learning

- Integrate existing data systems and provide technical assistance for interpreting and using data
- Develop teacher and principal evaluation systems that incorporate personalized learning strategies
- Provide operational flexibility for schools achieving high levels of personalized learning
- Embed continuous improvement systems at all levels, from instruction to PD to school-wide operations

INTERMEDIATE OUTCOMES

- Increase student-directed learning and student ownership of and engagement in their education
- Increase student mastery of college and career readiness standards
- Increase mastery of curriculum content standards

- Improve teacher retention
- Improve teacher and school leader knowledge about and facility in implementing personalized learning instructional practices
- Increase numbers of students taught by highly effective teachers and led by highly effective principals

- Increase numbers of newly developed or revised policies to support RTT-D reform
- Increase district capacity and infrastructure to support personalized learning
- Increase evidence of data-driven decision-making
- Identification and dissemination of best practices and findings from the evaluation

LONG-TERM OUTCOMES

Close the achievement gap

Increase graduation rates

Bolster student achievement

Improve preparedness for college and career, including 21st Century skills

(A)(4) LEA-wide Goals for Improved Student Outcomes

CCSD's *Vision 2016* goals and those reflected in *L3* are ambitious, yet realistic: close the achievement gap, raise the graduation rate, and elevate student achievement overall. Our implementation plan and vision of a personalized education for each student will ensure that ALL students receive the instruction, challenge, support, and rigor necessary for success. Professional development and instructional strategies will also target acceleration strategies necessary to close achievement gaps.

Realizing our goals will require accelerating the progress of the lowest-achieving subgroups, including African-American students and low-income students. The goals shown in Table (A)(4)(a), (b), and (c) reflect not only the disparity between subgroups, but outline the critical achievement targets needed to improve student learning and provide for increased equity through ambitious yet achievable annual goals. Achievement of the RTT-D annual goals will greatly improve CCSD's ability to reach the ambitious *Vision 2016* goals.

a. Performance on Summative Assessments

The target values shown in Table (A)(4)(a) are based on those established in South Carolina's ESEA Waiver, approved July 19, 2012 (see overview of the Waiver in Appendix A4). However, the annual increases shown in the tables are somewhat higher for the targeted subgroups and somewhat less for the other ESEA subgroups in order to realize an ultimate reduction in the achievement gap. The values shown in these tables relate to the entire district — both the baseline values and the target values for future years. Because the RTT-D project will serve a significant proportion of district students, we anticipate that improvements accomplished through RTT-D grant activities will be sufficient to create the district-wide improvements highlighted in these tables.

For example, for the state-mandated Palmetto Assessment of State Standards (PASS) at the elementary grades (3-5), South Carolina's ESEA Waiver outlines five-point annual increases overall; the targets shown in the tables below aspire to seven-point increases for the targeted low-performing subgroups, and four-point increases for the other subgroups. Figures A4.1 and A4.2 in Appendix A4 display the projected trend for each subgroup for ELA and math, demonstrating the narrowing of the achievement gap that will accompany achievement of the annual measurable objectives.

For PASS at the middle grades (6-8), South Carolina's ESEA plan outlines four-point annual increases overall; the values shown in the tables below aspire to five-point increases for the targeted low-performing subgroups, and three-point increases for the other subgroups. (Figures A4.3 and A4.4 in Appendix A4 show *L3*'s anticipated positive impact on the achievement gap for ELA and math.)

For the High School Assessment Program (HSAP) in the subject areas of ELA and math the ESEA plan outlines three-point annual increases overall; the values shown in the tables below aspire to four-point increases for the targeted low-performing subgroups, and two-point increases for the other subgroups. (Figures A4.5 and A4.6 in Appendix A4 display the anticipated narrowing of the HSAP-related achievement gap in ELA and math.) For the high school science assessment (Biology end-of-course test), South Carolina's ESEA plan outlines one-point annual increases overall; the values shown in the tables below aspire to two-point increases for the targeted subgroups, and one-point increases for the other groups. For high school social studies (US History and the Constitution end-of-course test), South Carolina's ESEA specifies two-point increases overall; the values shown in the tables below aspire to three-point increases for the targeted subgroups and one-point increases for the other groups.

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): Elementary (grades 3-5) and Middle School (grades 6-8) – PASS ELA, PASS math, PASS science, and PASS social studies. High School – High School Assessment Program (HSAP) ELA, HSAP math, End-of-Course Biology, End-of-Course US History and the Constitution.

Methodology for determining status (e.g., percent proficient and above): Elementary and middle ELA, math, science, and social studies use South Carolina ESEA's annual measurable objectives (AMOs), which are mean student scale scores on PASS. For 2011-12, the AMO for elementary (grades 3-5) is established at the proficient level + 5% (600+30=630). For middle school (grades 6-8), the 2011-12 AMO is set at the proficient level + 4% (600+24=624).

For high school, ESEA AMOs are mean scale scores of the ELA and math portions of the HSAP among students in their second year of high school who take HSAP for the first time. For 2011-12, the AMOs for high school ELA and math are established at the proficient level (i.e., scores qualifying for level 3 or 4), or 223 for ELA and 220 for math. For science and social studies, baseline AMOs reflect the 2010-11 year (as used in the ESEA Waiver) and are the mean percent correct score for students who took the end-of-course exam in Biology (for science) or

US History and the Constitution (for social studies) during 2010-11. The 2011-12 AMOs for high school science and social studies are established at the statewide average for 2010-11, or 76 for science and 71 for social studies.

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): The growth in elementary AMOs for the "all" category follow the amount specified in the ESEA Waiver, or an annual increase of five points based on PASS. For the subgroups in CCSD that are associated with the lowest scores in 2011-12 (African-American, Disability, LEP, and Subsidized), the goals outlined in the following table specify a greater annual increase of seven points for the elementary grades; the other subgroups show a lower annual increase of four points. The middle school AMOs for the "all" category follow the ESEA Waiver amount, or an annual increase of four points based on PASS. For the four lower-performing subgroups, the following table specifies a higher annual increase, of five points, while the other subgroups show an annual increase of three points. The high school AMOs for ELA and math for the "all" category are an annual increase of three to four points based on HSAP; the table below specifies an annual four-point increase for the four lower-performing subgroups and two points for the other subgroups. The high school AMO for science (Biology) is an annual increase of one point for the "all" category, two points for the four lower-performing subgroups, and one point for the other subgroups. The AMO for social studies (US History) is an annual increase of two points for the "all" category, three points for the four lower-performing subgroups, and one point for the other subgroups.

(A)(4)(a) Performance on Summative Assessments								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**
*Elementary School-**ELA** (PASS in grades 3-5)*	ALL		650.7	655.7	660.7	665.7	670.7	675.7
	Male		646.1	650.1	654.1	658.1	662.1	666.1
	Female		655.8	659.8	663.8	667.8	671.8	675.8
	White		681.6	685.6	689.6	693.6	697.6	701.6
	African-American		620.8	627.8	634.8	641.8	648.8	655.8
	Asian-Pac Islander		682.7	686.7	690.7	694.7	698.7	702.7
	Hispanic		629.8	633.8	637.8	641.8	645.8	649.8
	Disability		589.9	596.9	603.9	610.9	617.9	624.9
	LEP		627.5	634.5	641.5	648.5	655.5	662.5
	Subsidized		624.7	631.7	638.7	645.7	652.7	659.7
*Elementary School-**math** (PASS in grades 3-5)*	ALL		643.5	648.5	653.5	658.5	663.5	668.5
	Male		644.5	648.5	652.5	656.5	660.5	664.5
	Female		642.6	646.6	650.6	654.6	658.6	662.6
	White		672.9	676.9	680.9	684.9	688.9	692.9
	African-American		614.0	621.0	628.0	635.0	642.0	649.0
	Asian-Pac Islander		681.1	685.1	689.1	693.1	697.1	701.1
	Hispanic		628.9	632.9	636.9	640.9	644.9	648.9
	Disability		586.6	593.6	600.6	607.6	614.6	621.6
	LEP		628.8	635.8	642.8	649.8	656.8	663.8
	Subsidized		619.0	626.0	633.0	640.0	647.0	654.0
*Elementary School-**science** (PASS in grades 3-5)*	ALL		629.7	634.7	639.7	644.7	649.7	654.7
	Male		630.5	634.5	638.5	642.5	646.5	650.5
	Female		628.9	632.9	636.9	640.9	644.9	648.9
	White		658.5	662.5	666.5	670.5	674.5	678.5

(A)(4)(a) Performance on Summative Assessments								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**
	African-American		600.4	607.4	614.4	621.4	628.4	635.4
	Asian-Pac Islander		668.2	672.2	676.2	680.2	684.2	688.2
	Hispanic		614.8	618.8	622.8	626.8	630.8	634.8
	Disability		579.6	586.6	593.6	600.6	607.6	614.6
	LEP		615.3	622.3	629.3	636.3	643.3	650.3
	Subsidized		605.9	612.9	619.9	626.9	633.9	640.9
*Elementary School-**social studies** (PASS in grades 3-5)*	All		650.4	655.4	660.4	665.4	670.4	675.4
	Male		653.6	657.6	661.6	665.6	669.6	673.6
	Female		647.0	651.0	655.0	659.0	663.0	667.0
	White		680.5	684.5	688.5	692.5	696.5	700.5
	African-American		621.1	628.1	635.1	642.1	649.1	656.1
	Asian-Pac Islander		683.6	687.6	691.6	695.6	699.6	703.6
	Hispanic		634.2	638.2	642.2	646.2	650.2	654.2
	Disability		601.9	608.9	615.9	622.9	629.9	636.9
	LEP		630.9	637.9	644.9	651.9	658.9	665.9
	Subsidized		624.5	631.5	638.5	645.5	652.5	659.5
*Middle School-**ELA** (PASS in grades 6-8)*	All		634.4	638.4	642.4	646.4	650.4	654.4
	Male		628.8	631.8	634.8	637.8	640.8	643.8
	Female		640.2	643.2	646.2	649.2	652.2	655.2
	White		664.6	667.6	670.6	673.6	676.6	679.6
	African-American		603.2	608.2	613.2	618.2	623.2	628.2
	Asian-Pac Islander		668.3	671.3	674.3	677.3	680.3	683.3
	Hispanic		619.0	622.0	625.0	628.0	631.0	634.0
	Disability		570.7	575.7	580.7	585.7	590.7	595.7

(A)(4)(a) Performance on Summative Assessments								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**
	LEP		616.9	621.9	626.9	631.9	636.9	641.9
	Subsidized		607.3	612.3	617.3	622.3	627.3	632.3
*Middle School-**math** (PASS in grades 6-8)*	All		639.1	643.1	647.1	651.1	655.1	659.1
	Male		638.3	641.3	644.3	647.3	650.3	653.3
	Female		640.0	643.0	646.0	649.0	652.0	655.0
	White		669.1	672.1	675.1	678.1	681.1	684.1
	African-American		607.1	612.1	617.1	622.1	627.1	632.1
	Asian-Pac Islander		688.5	691.5	694.5	697.5	700.5	703.5
	Hispanic		629.2	632.2	635.2	638.2	641.2	644.2
	Disability		579.6	584.6	589.6	594.6	599.6	604.6
	LEP		633.4	638.4	643.4	648.4	653.4	658.4
	Subsidized		611.8	616.8	621.8	626.8	631.8	636.8
*Middle School-**science** (PASS in grades 6-8)*	All		639.0	643.0	647.0	651.0	655.0	659.0
	Male		638.2	641.2	644.2	647.2	650.2	653.2
	Female		640.0	643.0	646.0	649.0	652.0	655.0
	White		672.1	675.1	678.1	681.1	684.1	687.1
	African-American		604.3	609.3	614.3	619.3	624.3	629.3
	Asian-Pac Islander		663.0	666.0	669.0	672.0	675.0	678.0
	Hispanic		623.1	626.1	629.1	632.1	635.1	638.1
	Disability		577.0	582.0	587.0	592.0	597.0	602.0
	LEP		622.8	627.8	632.8	637.8	642.8	647.8
	Subsidized		609.1	614.1	619.1	624.1	629.1	634.1
*Middle School-**social***	All		644.3	648.3	652.3	656.3	660.3	664.3
	Male		646.4	649.4	652.4	655.4	658.4	661.4

(A)(4)(a) Performance on Summative Assessments								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**
studies *(PASS in grades 6-8)*	*Female*		642.3	645.3	648.3	651.3	654.3	657.3
	White		675.1	678.1	681.1	684.1	687.1	690.1
	African-American		612.8	617.8	622.8	627.8	632.8	637.8
	Asian-Pac Islander		676.4	679.4	682.4	685.4	688.4	691.4
	Hispanic		633.0	636.0	639.0	642.0	645.0	648.0
	Disability		589.6	594.6	599.6	604.6	609.6	614.6
	LEP		632.0	637.0	642.0	647.0	652.0	657.0
	Subsidized		616.9	621.9	626.9	631.9	636.9	641.9
High School- ***ELA*** *(HSAP in second year of high school)*	All		230.2	233.2	236.2	239.2	242.2	245.2
	Male		227.0	229.0	231.0	233.0	235.0	237.0
	Female		233.6	235.6	237.6	239.6	241.6	243.6
	White		241.7	243.7	245.7	247.7	249.7	251.7
	African-American		216.7	220.7	224.7	228.7	232.7	236.7
	Asian-Pac Islander		237.1	239.1	241.1	243.1	245.1	247.1
	Hispanic		222.9	224.9	226.9	228.9	230.9	232.9
	Disability		201.4	205.4	209.4	213.4	217.4	221.4
	LEP		216.5	220.5	224.5	228.5	232.5	236.5
	Subsidized		217.5	221.5	225.5	229.5	233.5	237.5
High School- ***math*** *(HSAP in second year of high school)*	All		229.8	232.8	235.8	238.8	241.8	244.8
	Male		230.2	232.2	234.2	236.2	238.2	240.2
	Female		229.5	231.5	233.5	235.5	237.5	239.5
	White		244.9	246.9	248.9	250.9	252.9	254.9
	African-American		211.1	215.1	219.1	223.1	227.1	231.1
	Asian-Pac Islander		253.7	255.7	257.7	259.7	261.7	263.7

(A)(4)(a) Performance on Summative Assessments								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**
	Hispanic		224.4	226.4	228.4	230.4	232.4	234.4
	Disability		197.0	201.0	205.0	209.0	213.0	217.0
	LEP		222.0	226.0	230.0	234.0	238.0	242.0
	Subsidized		213.7	217.7	221.7	225.7	229.7	233.7
High School-science (EOC for students enrolled in Biology)	All		81.3	82.3	83.3	84.3	85.3	86.3
	Male		81.8	82.8	83.8	84.8	85.8	86.8
	Female		80.8	81.8	82.8	83.8	84.8	85.8
	White		90.4	91.4	92.4	93.4	94.4	95.4
	African-American		72.1	74.1	76.1	78.1	80.1	82.1
	Asian-Pac Islander		87.3	88.3	89.3	90.3	91.3	92.3
	Hispanic		76.4	77.4	78.4	79.4	80.4	81.4
	Disability		71.1	73.1	75.1	77.1	79.1	81.1
	LEP		73.6	75.6	77.6	79.6	81.6	83.6
	Subsidized		72.9	74.9	76.9	78.9	80.9	82.9
High School-social studies (EOC for students enrolled in US History and the Constitution)	All		73.7	75.7	77.7	79.7	81.7	83.7
	Male		74.9	75.9	76.9	77.9	78.9	79.9
	Female		72.5	73.5	74.5	75.5	76.5	77.5
	White		79.8	80.8	81.8	82.8	83.8	84.8
	African-American		67.5	70.5	73.5	76.5	79.5	82.5
	Asian-Pac Islander		80.9	81.9	82.9	83.9	84.9	85.9
	Hispanic		70.4	71.4	72.4	73.4	74.4	75.4
	Disability		66.6	69.6	72.6	75.6	78.6	81.6
	LEP		69.0	72.0	75.0	78.0	81.0	84.0
	Subsidized		68.3	71.3	74.3	77.3	80.3	83.3

b. Decreasing Achievement Gaps

Table (A)(4)(b) provides the RTT-D goals for reducing the achievement gap explicitly in terms of a comparison between the targeted subgroups' average scale scores on PASS (grades 3-5 and 6-8) or HSAP (high school ELA and math) within CCSD as compared to the mean scale scores statewide in the highest-achieving subgroup. The mean values are provided in the table for 2011-12 along with the gap (point difference) between the subgroup and the comparison group in each goal area. For each of the following five years shown in Table (A)(4)(b), the target reduction in the achievement gap is about four scale-score points for ELA and math PASS subject areas and about two scale-score points for ELA and math HSAP subject areas. Specific methodology for determining achievement gap: Comparison of mean scale scores on PASS (grades 3-5 and 6-8) or HSAP (high school) within CCSD's targeted subgroups to the mean scale-scores statewide for the highest-achieving subgroups in ELA and mathematics.

(A)(4)(b) Decreasing Achievement Gaps								
Goal area	**Identify subgroup and comparison group**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**
Elementary Grades 3-5 PASS ELA	*Black (CCSD) White (SC) Gap Points*		620.8 (CCSD) 662.5 (SC) Gap = 41.7 Pts	Gap = 37.7 Pts.	Gap = 33.7 Pts.	Gap = 29.7 Pts.	Gap = 25.7 Pts.	Gap = 21.7 Pts.
	Subsidized (CCSD) Non Subsidized (SC) Gap Points		624.7 (CCSD) 671.0 (SC) Gap = 46.3 Pts.	Gap = 42.3 Pts.	Gap = 38.3 Pts.	Gap = 34.3 Pts.	Gap = 30.3 Pts.	Gap = 26.3 Pts.
Elementary Grades 3-5 PASS math	*Black (CCSD) White (SC) Gap Points*		614.0 (CCSD) 656.1 (SC)	Gap =	Gap = 34.1	Gap = 30.0	Gap = 26.1	Gap = 22.1

(A)(4)(b) Decreasing Achievement Gaps								
Goal area	**Identify subgroup and comparison group**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**
			Gap = 42.1 Pts.	38.1 Pts.	Pts.	Pts.	Pts.	Pts.
	Subsidized (CCSD) Non Subsidized (SC) Gap Points		619.0 (CCSD) 664.2 (SC) Gap = 45.2 Pts.	Gap = 41.2 Pts.	Gap = 37.2 Pts.	Gap = 33.2 Pts.	Gap = 29.2 Pts.	Gap = 25.2 Pts.
Middle School Grades 6-8 PASS ELA	*Black (CCSD) White (SC) Gap Points*		603.2 (CCSD) 644.9 (SC) Gap = 41.7 Pts.	Gap = 37.7 Pts.	Gap = 33.7 Pts.	Gap = 29.7 Pts.	Gap = 25.7 Pts.	Gap = 21.7 Pts.
	Subsidized (CCSD) Non Subsidized (SC) Gap Points		607.3 (CCSD) 651.9 (SC) Gap = 44.6 Pts.	Gap = 40.6 Pts.	Gap = 36.6 Pts.	Gap = 32.6 Pts.	Gap = 28.6 Pts.	Gap = 24.6 Pts.
Middle School Grades 6-8 PASS math	*Black (CCSD) White (SC) Gap Points*		607.1 (CCSD) 647.5 (SC) Gap = 40.4 Pts.	Gap = 36.4 Pts.	Gap = 32.4 Pts.	Gap = 28.4 Pts.	Gap = 24.4 Pts.	Gap = 20.4 Pts.
	Subsidized (CCSD) Non Subsidized (SC) Gap Points		611.8 (CCSD) 654.7 (SC) Gap = 42.9 Pts.	Gap = 38.9 Pts.	Gap = 34.9 Pts.	Gap = 30.9 Pts.	Gap = 26.9 Pts.	Gap = 22.9 Pts.
High School	*Black (CCSD)*		216.7					

(A)(4)(b) Decreasing Achievement Gaps								
Goal area	**Identify subgroup and comparison group**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**
Grades 9-12 ELA	*White (SC) Gap Points*		(CCSD) 232.4 (SC) Gap = 15.7 Pts.	Gap = 13.7 Pts.	Gap = 11.7 Pts.	Gap = 9.7 Pts.	Gap = 7.7 Pts.	Gap = 5.7 Pts.
	Subsidized (CCSD) Non Subsidized (SC) Gap Points		217.5 (CCSD) 234.0 (SC) Gap = 16.5 Pts.	Gap = 14.2 Pts.	Gap = 12.2 Pts.	Gap = 10.2 Pts.	Gap = 8.2 Pts.	Gap = 6.2 Pts.
High School Grades 9-12 math	*Black (CCSD) White (SC) Gap Points*		211.1 (CCSD) 233.4 (SC) Gap = 22.3 Pts.	Gap = 20.3 Pts.	Gap = 18.3 Pts.	Gap = 16.3 Pts.	Gap = 14.3 Pts.	Gap = 12.3 Pts.
	Subsidized (CCSD) Non Subsidized (SC) Gap Points		213.7 (CCSD) 235.5 (SC) Gap = 21.8 Pts.	Gap = 19.8 Pts.	Gap = 17.8 Pts.	Gap = 15.8 Pts.	Gap = 13.8 Pts.	Gap = 11.8 Pts.

c. Graduation Rates

In terms of graduation rates, Table (A)(4)(c) proposes a 2.5-point annual increase overall, with annual increases of 3.5 points for the targeted low-performing subgroups and a 1.5-point annual increase for the other subgroups. (Figure A4.7 in Appendix A4.1 displays the reduction in the graduation rate gap between subgroups that will occur.)

(A)(4)(c) Graduation rates								
		Baseline(s)		**Goals**				
Goal area	**Subgroup**	**SY 2010-11 (optional)**	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
High school graduation rate	All	73.0	75.5	78.0	80.5	83.0	85.5	88.0
	Male	65.4	66.9	68.4	69.9	71.4	72.9	74.4
	Female	80.0	81.5	83.0	84.5	86.0	87.5	89.0
	White	84.2	85.7	87.2	88.7	90.2	91.7	93.2
	African-American	64.2	67.7	71.2	74.7	78.2	81.7	85.2
	Asian-Pac Islander	87.2	88.7	90.2	91.7	93.2	94.7	96.2
	Hispanic	67.6	69.1	70.6	72.1	73.6	75.1	76.6
	Disability	31.4	34.9	38.4	41.9	45.4	48.9	52.4
	LEP	50.0	53.5	57.0	60.5	64.0	67.5	71.0
	Subsidized	64.2	67.7	71.2	74.7	78.2	81.7	85.2

(A)(4)(d) College enrollment rates								
NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows: o (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation o (College enrollment rate) = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)*100								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
College enrollment rate	OVERALL		74.5%	76.5%	78.5%	80.5%	82.5%	84.5%
	[Subgroup 1]							
	[Subgroup 2]							

d. College Enrollment

Table (A)(4)(d) contains incomplete data on college enrollment of CCSD students, with the best available summary data at this point compiled by the SC Department of Education. Their most recent Freshman College Report provides a summary of 2010-11 CCSD high school completers who enrolled in 2011-12 college freshman classes. However, the data are not available by demographic or other categories. The data are incomplete because South Carolina's statewide longitudinal data system, South Carolina Longitudinal Information Center for Education (SLICE), is not yet fully operational and the linkages between the PK-12 data and the higher education data are currently being established and implemented. Appendix A4.2 includes an overview of SLICE. The SC Commission on Higher Education is coordinating the participation of institutions and has contracted with the National Student Clearinghouse to develop this component. Therefore, while the data relevant to college enrollment are incomplete for prior years, this project is scheduled to be fully implemented by late fall 2012, so that going forward, detailed college enrollment data will be available.

B. Prior record of success and Conditions for Reform

(B)(1) Demonstrating a Clear Track Record of Success

Between 2007-2011, under the leadership of Superintendent Dr. Nancy J. McGinley and the Board of Trustees, CCSD designed and experienced tremendous progress under its *Charleston Achieving Excellence* strategic plan. The foundation of this plan was clear, consistent dialogue with stakeholders to create a joint vision, viable goals, and a clear path to excellence. In 2011, CCSD earned its best state report card with a first-ever "Good" absolute rating and an "Excellent" growth rating. Now, the majority of CCSD students attend schools rated "Excellent" or "Good." CCSD moved more students to "Exemplary" on elementary and middle school assessments than did South Carolina districts overall. High school students in CCSD outperformed their statewide peers on end-of-course tests in English, math and science. The graduation rate increased from 67% in 2010 to 72% by 2011. After 10 years of decline, CCSD's enrollment increased for four straight years between 2008 and 2011. In 2012, CCSD experienced its highest enrollment increase in 12 years. In a clear endorsement of our direction, and in spite of a struggling economy, county residents recently voted 2-1 to support the district's Capital Building Program.

To achieve *Vision 2016*, CCSD has identified four strategic focus areas: Literacy-Based Learning, Educator Effectiveness, Innovative Schools and Systems, and Partnerships. These focus areas seamlessly align with the four assurance areas of RTT-D. CCSD's literacy-based initiatives fully support the RTT-D-requested adoption of standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy. Innovative Schools and Systems, for CCSD, includes the continuous expansion of data systems that measure student growth and inform teachers and principals about how they can improve instruction. This strategic focus area also encompasses turning around lowest-performing schools, as CCSD strives to apply innovative techniques to improving the performance of schools with low ratings from the SC Department of Education (as a result of federal and state accountability). CCSD's focus on Effective Educators parallels RTT-D's express attention to recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most. These clear connections between the core educational assurance areas and CCSD's strategic focus areas contribute to our ability to implement a coherent, strategic approach that leads to district-wide continuous improvement as well as a system that

meets the needs of all learners.

Broad successes in CCSD include exemplary schools that integrate academics into areas about which students are passionate. This occurs, for example, at Ashley River Creative Arts Elementary School, through a strong academic curriculum infused with the arts. Similarly, Charleston County School of the Arts, serving students in grades 6-12, integrates comprehensive arts and academic programs to generate and sustain a life-long passion for the arts. CCSD has also achieved renown with several schools that focus on rigorous academics, such as Buist Academy for Advanced Studies, serving grades K-8, a school with an academically-demanding International Baccalaureate program that emphasizes excellence while also promoting respect for individual differences. Academic Magnet High School, consistently named among the top-ranked high schools in the nation by *US News and World Report*, focuses on scholastic rigor and excellence within a close-knit learning environment. Each year, Academic Magnet boasts the second-highest SAT scores in South Carolina and several National Merit semifinalists. The school's graduates attend some of the nation's finest institutions of higher education.

In each of these examples, the key to success has been providing educational opportunities that match students' interests and learning styles. Further, within each of these programs, the approach of tailoring instruction to individual learning styles has resulted in substantial reductions in the achievement gap between groups of students. Results from summative assessments at these schools show all groups, including African-American students and low-income students, to be achieving at high levels.

As a result of these successes, we have worked diligently in the past two years to prepare for personalized learning and for *L3*. District teams have observed multiple schools with personalized learning environments, met with instructional and educational technology leaders from other districts, participated in national training on implementation of Common Core State Standards, took part in the Building Learning Communities Conference (sponsored by personalized learning expert Alan November), and most recently was designated a "Project RED Signature District" by Project RED, an educational technology research group that has been studying how technology can help re-engineer the education system.

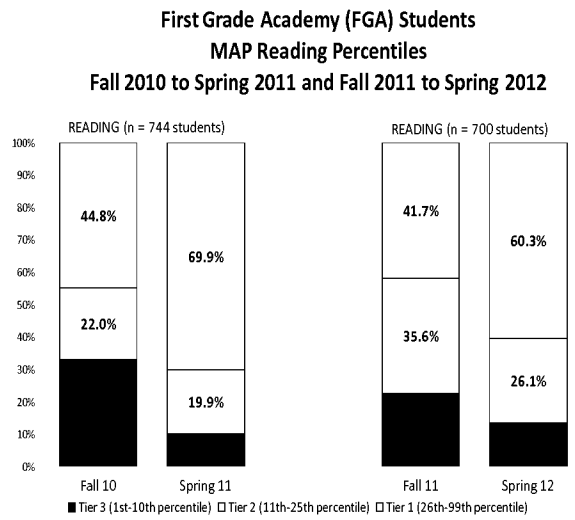
a. Improve Student Learning Outcomes and Close Achievement Gaps

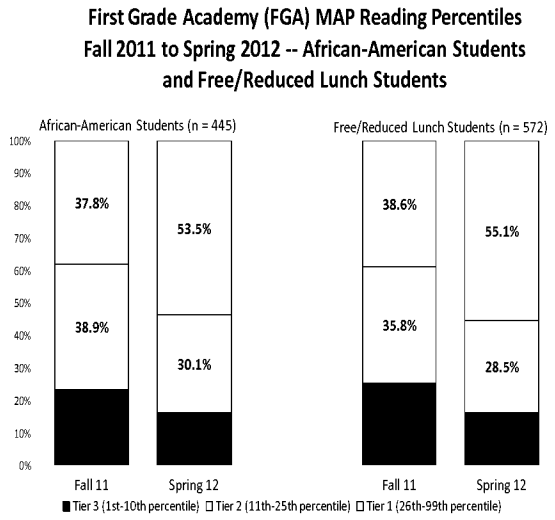
A true success story in CCSD can be found in our literacy academies. In spring 2010, the CCSD Board of Trustees allocated resources to implement a district-wide program at the

elementary level to prevent future academic failure. Staff designed First Grade Academy (FGA) to identify and support students who were predicted to have difficulty learning to read and who were not ready for first grade. The goal of FGA is to accelerate reading ability and increase students' chances of reading on grade level by the end of first grade. Another intended goal is the reduction of achievement gaps between groups of students through the provision of targeted assistance to elevate reading ability at all elementary schools. FGA has been implemented over the past three years in all 45 elementary schools.

Using Response to Intervention (RtI) guidelines, school instructional staff develops an Individual Literacy Plan that identifies the appropriate interventions based on individual student results. The plan serves as the roadmap for providing instructional resources and support for each student, is reviewed every four to eight weeks, and is shared among all teachers who work with the student as well as with family members to help them know how to support the student at home. Students in FGA are provided daily interventions by highly qualified teachers using any of several proven research-based intervention materials. At all times, each student's intervention is based on results from continual progress monitoring so that the most appropriate reading intervention is implemented for each student's needs.

CCSD has monitored and documented FGA's impact. To evaluate the program, reading was assessed prior to and after the year-long program. As the charts below reveal, for both years (2010-11 and 2011-12), evaluation results were positive and showed significant reduction from fall to spring in the number of students scoring in the lowest percentiles (Tier 3) along with increases in those scoring in the highest percentiles (Tier 1 and Tier 2).





Further, as evident in the chart on the right above, this initiative has produced a substantial reduction in the achievement gap for reading levels among first graders. There were notable decreases in the lowest-scoring students from fall 2011 to spring 2012 among African-American students (decrease of 7.0 percentage points) and subsidized-lunch students (decrease of 9.1 percentage points). There were also notable increases in the highest-scoring students from fall 2011 to spring 2012 (increases of 15.7 percentage points for African-American students and 16.5 percentage points for subsidized-lunch students).

Another literacy academy designed to close the achievement gap began one year prior to FGA. Due to limited funding, Third Grade Academy (TGA) has served students in only 12 Title I schools since 2009-10. The TGA program was developed to meet the needs of struggling learners during their third grade year through interventions in reading and math by highly-effective teachers who were specifically chosen for the program. Interventions were provided in a small class setting, along with the regular third-grade curriculum. TGA has shown successful outcomes as well: results have been consistent with those for FGA.

For high school students, the district has been addressing several pressing issues. First, CCSD has reduced the percentage of incoming ninth-graders who read at fourth-grade level or below from 20.9% (2007) to 13.1% (2012). Focusing and acting on this piece of data has been a primary strategy in the district's focus on literacy. We use spring testing data to analyze scores of incoming ninth-grade students and to identify those students reading at or below a fourth-grade level. Principals at the middle schools with high numbers of low readers are made aware of the effective programs and strategies used by comparable middle schools that have led to favorable reading results. Principals of high schools where low-scoring students will attend in the fall are made aware that these students will be in their schools. The principals and other administrators monitor these students throughout their ninth-grade year, adjusting students' schedules to build in remedial and accelerative coursework and effective interventions.

A statewide strategy to boost graduation rates and college/career readiness, South Carolina's Education and Economic Development Act of 2005 (EEDA) requires career exploration and development throughout the entire K-12 framework. With its foundations developed by a statewide education/business task force, EEDA linked students' high school coursework with their individual talents and interests; increased the numbers of guidance counselors and career development specialists; and encouraged whole-school reform models in

high schools. A key feature of EEDA is that schools offer a sequence of courses to assist students in becoming passionate, lifelong learners. Under EEDA, each student and his or her parent/guardian works with a school counselor to create a challenging Individual Graduation Plan (IGP) to focus everyone's efforts on the student earning a diploma and preparing for college and career.

The curriculum framework used by CCSD includes a rigorous curriculum design and a requirement that each student's IGP include both academic and career-related courses. It must also identify extended learning opportunities that are designed to prepare students for transition to post-secondary education and the workplace. As part of the IGP process, students select a major from among sixteen career clusters. High school work is then individualized to match the student's career interests.

CCSD has also launched numerous positive district-based strategies that have helped improve the on-time graduation rate of high-needs students. In addition to addressing literacy issues among high school students, CCSD is attacking low graduation rates for subgroups of students by focusing strategies that enable a student to earn course credits at a pace that would keep them on track for graduating in four years. Initiatives such as credit recovery, online courses, and the Twilight Program, which customize learning and provide alternative learning environments, have all been designed with this as a goal. As a result, college enrollment has increased over the last four years for CCSD students from high-minority high schools. Among seniors in the eight CCSD high schools with more than 75% African-American enrollment, college enrollment increased from 47.9% (2008) to 54.0% (2012). The percentage of students eligible for the South Carolina Life Scholarship has also increased, from 26.3% in 2007 to 36.2% in 2012.

Because achievement gaps between groups of CCSD students, especially between low-income compared to higher-income students, and between African-American and white students, have been so pervasive, CCSD has undertaken strategic reform initiatives. Several years ago, district leadership decided to leverage information, power, and resources to focus on CCSD's most challenging schools through development of the Innovation Zone Learning Community. The Innovation Zone's current fourteen schools are led by an experienced and proven associate superintendent with expertise in turning around low-performing schools. Several pioneering initiatives are being implemented in the Innovation Zone. One such program, expanding upon

our focus on partnerships, is the Charleston Promise Neighborhood, modeled after the highly successful Harlem Children's Zone. Charleston Promise Neighborhood is in its second year of building a seamless network of educational and socially-conscious programs for a targeted geographic area spanning from downtown Charleston to North Charleston. Other initiatives are providing extended learning time for students and enhancing student instruction through Project Helping Enrich Reading Opportunities (HERO), a tutoring program funded by AmeriCorps to enhance the literacy skills of more than 300 second graders.

b. Ambitious & Significant Reforms in Persistently Lowest-Achieving Schools

In May 2011, Burke, St. John's and Stall high schools received a School Improvement Grant (SIG) based on the Transformation Model. In selecting this model, the LEA and schools had to specify how they would address the four federally-required major components: (1) increasing teacher and school leader effectiveness; (2) providing comprehensive reform strategies that are research based, vertically aligned, and standards based; (3) increasing learning time and community-oriented schools; and (4) providing operational flexibility and sustained support.

Initial efforts to implement personalized learning in these schools have shown why each of these components is essential in school transformation. Organizational change requires effective teachers and leaders. To that end, new principals were assigned to schools whose administrators had already been in place for more than one year. Additionally, CCSD required all assistant principals to reapply for their positions in these schools. Less than one-third were invited to return. Strategies to support teacher effectiveness through job-embedded coaching and to document teacher ineffectiveness were put into place, resulting in lower turnover and improved instruction. The result is that teachers and school leaders at these three schools are largely committed to change and have engaged in extensive professional development and action research to support creation of personalized learning environments.

Moreover, each school has engaged in culture analyses and in other measures to identify needs and gaps that may be used to support change not only in their schools, but also in the feeder schools that will be a part of *L3*. While students in the SIG schools were provided with iPads, it became abundantly clear that creating true personalized learning requires a fundamental change in how individuals interact and a transformation of the school's culture.

At CCSD's two lowest-achieving high schools, Burke and North Charleston, an innovative strategy has been developed to promote principal stability. This approach created a three-year contract for each school's principal because turnover in leadership had significantly contributed to the school's abysmal academic performance. The contract includes a provision for incentive pay for reaching performance targets. Using 2011 state report card data as a baseline, this initiative developed an incentive structure that rewards the principal for achieving interim improvements over the next three years. If these interim goals are met, it would result in the school receiving an absolute rating of "Average" on the 2014-15 report card. Moving from "At-Risk" to "Average" represents an increase of two levels in South Carolina's five-level absolute rating system. All five components of the high school absolute rating calculation are included, with specific annual targets, including: (a) longitudinal performance on the High School Assessment Program (HSAP); (b) first-attempt passage rate on HSAP; (c) passing rate on end-of-course assessments in four subject areas; (d) on-time, four-year graduation rate; and (e) five-year graduation rate. Since Burke also serves middle school students, its incentive system also included results from the four PASS assessments (which enter into calculations of their middle school absolute ratings) as well as a goal targeting a reduction in teacher turnover. This innovative response in which an extended term of service and performance-based incentives are incorporated into principal contracts provides another example of CCSD's creative, problem-solving approach to implementing true reform in our lowest-performing schools.

c. Make Student Performance Data Available

The SC Department of Education is currently completing deployment of an assessment management system, known as Enrich Assess, across all districts in South Carolina (see Appendix B1 for an overview). This application provides all classroom teachers with information on state-level and district-level results for all students. This rich data system ties multiple years of assessment data to individual student's course grades by linking into the district's Student Information System (SIS), PowerSchool. CCSD is in the process of implementing Enrich Assess at this time, and the project should be completed before second semester of the 2012-13 year. Standard reports in Enrich Assess will provide ready access to multi-year comparisons of assessment scores for teachers to determine the extent to which students are progressing from year to year.

In addition, results for ESEA-required assessments (PASS for grades 3-8, HSAP and End-of-Course for high school grades) are currently available to educators through PowerSchool. Results from the district's formative assessment, Measures of Academic Progress (MAP), which is administered two times per year in grades K-9, are available through the NWEA website. Teachers and school leaders are able to access those results within 24 hours of test administration.

CCSD's Parent Portal is an easy-to-use, secure communication tool that is integrated into PowerSchool. Parent Portal was developed explicitly to provide parents and students with real-time data through secure online access to schedules, grades, homework, and attendance information. This powerful system connects teachers, parents, and students by facilitating communication and collaboration in support of academic progress and improved student achievement. Parent Portal provides immediate access to agendas, daily schedules, assignments, materials, and grades/scores. Everyone stays connected: students stay on top of assignments, parents can participate more fully in their student's progress, and teachers can use it to readily share information with parents and students.

(B)(2) Increasing Transparency in LEA Processes, Practices, and Investments

CCSD is proud of the transparency initiatives accomplished to date. The goal of fiscal transparency is to shine a light on spending, thus improving the quality of government and giving taxpayers click-of-a-mouse access to details about how their money is spent. Such transparency is part of the district's overall communication and dialogue initiative that shapes its core processes and the strategic plan. CCSD participates in data collection and transparency initiatives on state and national levels. Additionally, we have published our annual budgets and budget presentations on our district website for the last five years, and our annual audits have been published for the last seven years. All presentations made in our local communities are also posted for stakeholders to view.

The CCSD transparency report outlines transactions over $100 and is posted on a monthly basis for a period of five years. This report offers our stakeholders a way to see the details of the spending of their taxpayer money (see Appendix B2.1 for a copy of this report). For each school, CCSD provides expenditure information for actual personnel salaries for each school staff member. The school and its stakeholders use this information during the budget process to project accurately and effectively the exact cost of personnel and non-personnel

expenditures for all funding sources. This information is then used to complete the district-wide budget for personnel and non-personnel expenditures.

CCSD also collects data for actual salaries by school location for instructional staff, teachers, support staff and non-personnel expenditures. These data are then collected by the Governments Division of the US Census Bureau and available for all school districts through National Center for Education Statistics. The information is submitted by each state education agency after the close of the fiscal year and is available to all school districts providing PK-12 public education.

The SC Department of Education collects the audited expenditures from all school districts in the state and compiles a report called the In$ite report. This report breaks down the expenditure information into categories such as instruction, instructional support, operations and leadership. These categories are further broken down into subgroups that outline the expenditures for the district. This report is available at the district level as well as for each school within the district. It breaks down exactly where the funds are spent within the district and further reports this on a per-pupil basis (see Appendix B2.2 for a copy of this report).

(B)(3) State Context for Implementation

CCSD already provides many opportunities for personalized learning environments through its school choice, magnet school, charter school, schools within schools, extended learning time and other programs in which students and staff create learning environments that foster individual student growth and achievement. The CCSD Board of Trustees and administration have used existing statutory and regulatory authority to provide many opportunities for personalized, individualized, and differentiated instruction and learning for students. Current South Carolina laws and regulations, which outline the requirements of a defined minimum program, allow for districts and schools to go beyond the minimum and create innovative courses and programs that are either approved by the local school board, the SC Department of Education or the SC State Board of Education (*e.g.,* 43 SC Reg. 234 [Appendix B3.1]). By law, each district must have a district strategic plan and each school must have a school renewal plan (43 SC Reg. 261(A) [Appendix B3.1]). Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or a school renewal plan (43 SC Reg. 261(C)).

The current State Superintendent of Education, Dr. Mick Zais, has encouraged districts to seek flexibility for innovation. In a memorandum to district superintendents dated November 8, 2011 (full memorandum is in Appendix B3.2), Dr. Zais states:

> *Existing law already provides flexibility for the operations of schools. District superintendents can apply to the State Board of Education for flexibility pertaining to administrative and professional personnel qualifications, duties, and workloads at the district level. The State Board of Education can waive requirements affecting student ratios for elementary and middle school principals, assistant principals/directors, curriculum coordinators, guidance counselors, library media specialists, and teachers in music, art, or physical education. Because of a legislative proviso, flexibility for these requirements requires, for the current year, only a letter from the district superintendent (or designee) sent to the SC Department of Education along with any supporting documentation to validate the need for flexibility.*

Other examples include the opportunity to design proficiency-based courses, locally designed courses, innovative programs, virtual and online learning, and alternative and extended learning time opportunities. It is clear from Dr. Zais's memo to superintendents that he encourages innovation and will support programs that advance student learning and success:

> *Let me be clear: I strongly encourage you to seek this flexibility. I also invite you to submit ideas and proposals for flexibility that you would like to have and would increase student achievement. I firmly believe that the best ideas don't emanate from Washington D.C. or Columbia; they reside the classrooms of our state. .*

The SC Department of Education is currently working with district leaders to build the framework for proficiency-based systems and expand the opportunities for districts to provide for personalized learning with the ultimate goal of keeping students in school and graduating with a SC High School Diploma. The CCSD and the SC Department of Education will partner to provide the flexibility for successful proficiency-based flexibility to support *L3*.

Another issue for districts across our state is current diploma requirements. To obtain a South Carolina High School Diploma, students must earn 24 Carnegie units of credit in 11 areas of study (43 SC Code Reg. 234). Traditionally, each credit unit is composed of 120 hours of classroom time, or "seat time." This contemplates that a student will be in the classroom with direct contact with the instructor for the requisite number of hours in order to earn the respective unit of credit. However, 43 SC Code Reg. 234 (II)(C) specifically provides an avenue by which South Carolina school districts may develop courses that use proficiency, rather than seat time, as the requirement. A school may award unit credit for proficiency-based courses as long as the

plan is approved by SC Department of Education. Regulation 43-234 (ii)(C) (Defined Program, Grades 9-12) reads, in relevant part: *"A school may award one unit of credit for a course that has been approved by the State Department of Education in a proficiency-based system. A proficiency-based course may also be offered for one-fourth and one-half unit if the system specifies these units."*

While this provision has been in effect for at least five years, the SC Department of Education has only just released, as of June 2012, an application that sets out the specific criteria and requirements for approval. This application is contained in Appendix B3.3.

Federal and state accountability administrators at the SC Department of Education were not aware of any recent applications for approval of a personalized learning approach such as the one proposed here. Further, it was noted that the SC Department of Education has already filed a proposal to amend the existing regulation set out above to broaden and highlight receptivity to the CCSD concept. The proposed amendment is set out here:

> *C. A school may award ~~one unit of~~ credit for ~~a~~ course<u>s</u> that ~~has~~ have been approved by the <u>South Carolina</u> ~~State~~ Department of Education <u>(SCDE)</u> in a proficiency-based system. A proficiency-based course may also be offered for one-fourth and one-half unit if the system specifies these units. <u>Students have the opportunity to show proficiency in the areas of English language arts, mathematics, science, social studies, the arts, career and technology education, etc. Proficiency must be demonstrated by assessment or evaluation appropriate to the curriculum area. Each school district that seeks to implement a proficiency-based system must submit a plan to the SCDE that provides procedures for establishing and developing a proficiency-based system or performance-based credit. The SCDE must approve the district-submitted plan prior to the district's use of the proficiency-based system. Districts are accountable for making sure that the academic standards and the individual learning needs of the students are addressed.</u>*

The amendment clearly contemplates expansion of the concept from proficiency-based courses to proficiency-based systems. More than permitting the concept of personalized education set forth in *L3*, the state's amendment promotes it.

(B)(4) Stakeholder Engagement and Support

a. Description of How Students, Families, Teachers, Principals were Engaged

CCSD recognizes that the strategies, structures and systems needed to implement personalized, student-centered approaches to learning requires ownership from our students, families, teachers, administrators, and other stakeholders to ensure excellence and long-term sustainability. CCSD has sought the active involvement and support of over 800 internal and

external stakeholders in designing *L3*. The following stakeholder groups were involved in the project design and will continue to be partners throughout its implementation, as part of the district's commitment to continuous improvement, transparency, and stakeholder engagement.

►Monthly Superintendent Roundtables: CCSD Superintendent Dr. McGinley conducts monthly teacher, principal, student, and parent roundtables. During the September and October sessions, a one-page summary highlighting the personalized learning framework was distributed at each roundtable. Roundtable discussion provided the groups an opportunity to gain greater understanding of the concept, the district's current work in this area, and the *L3* project plan.

►Charleston Achieving Excellence (CAE) Community Advisory Group: The Charleston Achieving Excellence *Vision 2016* Advisory Group is comprised of community and business partners that meets quarterly with the superintendent. During the September meeting of the CAE Advisory Group, *L3* was presented to more than 35 individuals representing institutes of higher education, the business community, the non-profit community, and governmental agencies. Representatives of this advisory group have submitted input and provided letters of support for *L3*.

►Countywide Principals' Meeting & Learning Community Principals' Meetings: During the quarterly Countywide Principal's Meeting and during the monthly learning community principals' meetings, project leaders presented the *L3* concept and learned about early stages of personalized learning across the district.

► Focus Groups: The *L3* planning team conducted focus groups with the students, parents, teachers, and principals of the target schools to familiarize the groups with the project plan and gain their insight on further development opportunities. The focus groups provided a more in-depth discussion of personalized learning.

***L3* Focus Groups**				
	Principals	Teachers	Students	Parents
Date	October 2012	September & October 2012	October 2012	September & October 2012
Location	Goodwin Elementary	Faculty Meetings at Target Schools	Target High Schools	District Office
Attendance	18	697	60	50

►Educator Survey: To understand the level of knowledge about personalized learning, a survey was administered September - October 2012 to the 19 target schools' educators after focus group discussions. A copy of the Educator Survey is provided in Appendix B4.1. The survey also provided these stakeholders the opportunity to provide further input into the *L3* planning process. Survey findings reveal that teachers involved in early stages of personalized learning would like to increase their efforts, and 72.6% of the 299 respondents are interested in pursuing this grant to enhance personalized learning in their school.

As the stakeholder groups were engaged, several key themes emerged that refined the scope of *L3*. The original intent was to start with middle grades. However, stakeholders expressed a concern about students transitioning from a personalized learning environment into a non-personalized learning environment. Therefore, entire feeder patterns (elementary-middle-high) have been included. In addition, 1:1 mobile devices are already implemented at three SIG schools and three other pilot schools. As stakeholders discussed personalized learning environments, they reiterated that while technology advances personalized learning, it is not an immediate necessity for personalized learning. Lastly, stakeholders placed a strong emphasis on making significant investments in the professional development of educators and involving parents to enable them to participate fully in the project and in the education of their child.

a. ii. Evidence that at least 70% of Teachers Support the Proposal

► South Carolina is not a collective bargaining state; however, we understand the critical importance of teacher support for the project. We used several means to gain input from a diverse group of educators at both the elementary and secondary levels, from a broad cross-section of schools in our district. Appendix B4.2 contains a signed Letter of Commitment from 70% or more of the teachers in each of our targeted schools expressing their support for *L3*.

b. Letters of Support

The Letters of Support (Appendix B4.3) for *L3* are from a broad range of stakeholder groups including:

- CCSD Board of Trustees
- Federal legislators
- Charleston County Council
- Center for Educator Recruitment, Retention and Advancement (CERRA)
- SC Education Oversight Committee
- The Riley Institute at Furman University

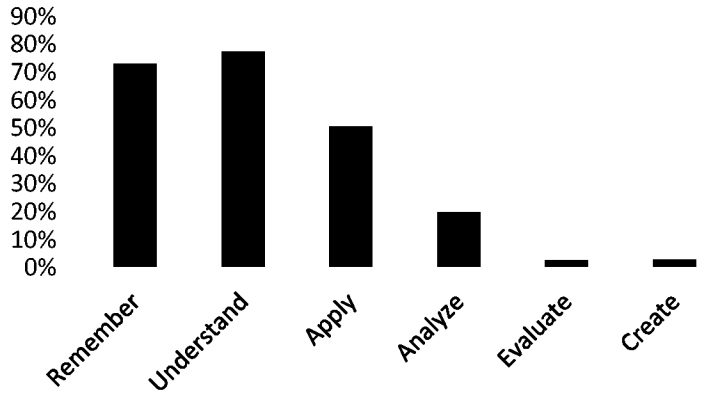
- Charleston Metro Chamber of Commerce
- The InterTech Group (Charleston-based Fortune 500 company)
- Trident United Way
- Charleston Education Foundation
- Charleston Education Network
- Charleston Promise Neighborhood
- Charleston County Parent-Teacher Association (PTA)
- Re-Inventing Schools Coalition (RISC)
- Communities in Schools (Communities in Schools).

In addition, the proposal was made available on October 17, 2012, to the Mayor of the City of Charleston, the Mayor of North Charleston, the mayors of the fourteen towns in the county, and the State Superintendent of Education. Transmittals and responses to the plan are included in Appendix B4.4.

(B)(5) Analysis of Needs and Gaps

In our strategic planning process, CCSD conducted a thorough analysis of the district's and each school's data. These data reveal that CCSD as a whole is not individualizing instruction through personalized learning plans, engaging students in determining their learning pathways or fully providing access to anytime-anywhere learning to all students. As a result, the majority of teachers are delivering lessons that are on the lower levels of Bloom's Taxonomy.

Figure B5.1 Six Levels of Bloom's Taxonomy observed in CCSD 1:1 Classrooms, 2011-2012.



Additionally, the district has performed district-wide School Quality Reviews (SQRs) in order to identify the greatest needs in our schools. The SQR process rates the schools on a four-point scale in areas such as differentiating instruction, data-driven decisions, frequent and

formative assessments (see Appendix B5 for the SQR tool). Over the past two years, the following areas have been identified as the highest needs:

- *Item 1.2 Teachers promote student learning through the effective use of differentiated content, process, and/or product.*
- *Item 1.6 Teachers facilitate student achievement by assessing and analyzing student performance (using classroom specific and common measures) and using this information to measure student progress*

To better understand the current situation in the *L3* target schools, the district conducted a needs assessment in the potential participating schools. The Organization Change Pathway (O-Path) was used to gauge readiness for change. The tool is divided into the four overarching components: Standards-based design, Shared Vision, Leadership, and Continuous Improvement. It contains four indicator levels: (1) Emerging: Building pre-requisite foundational knowledge and framework to allow for change; (2) Developing: Effective traditional classroom (time-based)/first order change; (3) Proficient: Effective implementation of a personal mastery (performance-based) classroom/second order change has happened; (4) Advanced: Building for sustainability and replication; refinement leading to increased achievement results. The principals of all 19 target schools completed this self-assessment after participating in the Re-Inventing Schools Coalition (RISC) "Leading the Learning" training session in fall 2012. The compiled results clearly indicate that the majority of the *L3* schools fall into the categories of "emerging" or "developing," demonstrating that CCSD has begun laying a foundation for personalized learning but clearly has much more to do toward bringing about real change.

Improvements are occurring incrementally, but more cohesive and sweeping systemic improvements are needed. CCSD has identified that the greatest missing piece of this sought-after reform is a personalized learning framework that drives instruction and guides a systemic turn-around. Since identifying this missing component, CCSD has adopted a personalized learning framework that involves a PK-12 plan for personal mastery. With support from RTT-D, the *L3* project will allow CCSD to build on this foundation and realize our goal to prepare each student to succeed in the workplace and compete in the global economy.

C. Preparing Students for College and Careers

(C)(1) Learning

First and most importantly, the *L3* project implementation will provide personalized learning pathways for students and assist them to link their academic success with their college and career goals. According to Delorenzo, Battino, Schreiber and Cario (2009), personalized learning is individualized, differentiated, and student-driven. CCSD defines it further to be standards-based and a system that educates each student to the highest levels, empowers a student to own and lead the learning process, and equips each student with the knowledge, skills and abilities to succeed in a rapidly-changing world. This framework is rooted in the premises that all students can learn, that all students learn in different ways and timeframes, and that students must be actively engaged and take ownership of their learning.

To illustrate how *L3* will build on the core educational assurance areas by creating a personalized learning environment designed to significantly improve achievement, we would like to describe how the plan will impact a sample student, whom we will call Quincy.

About Quincy

Quincy is just starting fourth grade, and his school is transitioning to the *L3* personalized learning environment. His MAP reading scores indicate that he is in the upper quartile, helped by the fact that he participated in the CCSD's successful First & Third Grade Academy initiatives. However, his math scores have remained consistently low. He is from a low-income, single-parent home where his father works rotating shifts that restrict the time he has available to spend with Quincy. As a typical nine year old, Quincy is outgoing in class and likes attention from others, but sometimes he seems to get bored or disengaged when instruction moves to topics that do not excite him.

L3's approach to Quincy's educational needs begins with the development of his personalized learning plan, including his use of anytime-anywhere learning, and his work in a collaborative learning environment. This system provides a clear roadmap of what students need to know and do in each content area In *L3*, every student has a personalized learning plan that is linked to personal mastery as well as particular college and career goals. Each student will work with his/her parents and teacher(s) to create a personalized learning plan that is tailored to individual interests and talents, as well as addresses needs and deficits. This collaborative planning enables a student to review their own assessment data and to establish goals. The

planning process will enable each student to explain placement, pacing, and pathway towards graduation. Upon effective implementation of the personalized learning plan, each student will be able to:

- articulate the shared vision and code of conduct
- set goals that promote positive behavior and strong academic outcomes
- articulate the relevance of what is being learning and how it relates to the student's path toward graduation and post-secondary goals
- problem-solve independently and with others
- work effectively in collaborative groups (whole, small, teams, and individuals)
- understand the levels of progress toward mastery
- assess the quality of work produced and how the work fits into the levels toward mastery
- receive timely feedback from teachers with guidance on how to improve to reach mastery
- describe the procedures to promote continuous improvement in learning.

Once the personalized environment and student learning plans have been embedded in the classroom and school practices, anytime-anywhere learning will be added through individual mobile devices. Use of mobile devices will build on the students' personalized learning plans, integrating frequent formative assessments and enriching the students' learning opportunities with Web-based content, access to data and communication tools. In addition to fostering learning beyond the school walls, digital content provided through the learning platform will personalize the sequence of learning activities for each student.

With a personalized learning plan established, Quincy, his teachers and his father can begin using the myriad of Web-based, high-quality content tools that will be available through the digital learning platform to advance his learning and help achieve his academic goals. The digital learning platform serves as the engine that drives the work flow for students and teachers. Technology allows students to move in their own direction, which is difficult to do in a classroom with 30 different students at 30 different levels in 50 minutes (Davis, 2011).

In re-envisioning the educational system, CCSD is re-organizing itself around engaging students in 21st Century skills in a learner-centered environment. Students are advancing only when they have demonstrated proficiency at 80% or greater in the specific content standards. In

addition to mastery of content, the needs of the whole child, which include character development, career development, service learning and technology, are considered.

(a) With the support of parents and educators, all students —

(i) Understand that what they are learning is key to their success in accomplishing their goals;

When asking how much instruction a student gets in a typical school day on a skill he or she is working on and in the appropriate dosage, the realization is the amount is very little (Manzo, 2010). Once personalized learning is implemented, the classroom begins to look very different for students. Teachers are no longer focused on preparing whole-class lectures, with Response to Intervention (RtI) strategies for struggling students. Instead, with personalized learning, a teacher is able to fuse a variety of instructional tools to promote learning on the individual, small group, and whole group levels. This change in focus will enable the teacher to facilitate deep-learning experiences by working with small groups and individuals in areas of academic interest. A student's day will include a variety of interrelated activities, driven by his or her learning needs, not by the school's limitations. This change is pivotal to making the connection between what the student wants to do, what the student does to learn, and what he or she accomplishes.

For Quincy, his parent and his teacher, everyone can recognize the need to improve his math skills. The initial needs assessment and Quincy's grades confirm the need, and the data review includes which standards and skills need the most attention. His personalized learning plan details what skills and activities Quincy will work on to improve his math skills. This takes into consideration his learning preferences and individual interest. The multitude of high-quality Web-based content available to Quincy through the digital learning platform will enable him to improve his math skills in a way that works best for him. The quick feedback that he will receive on his progress helps him understand that what he is learning is key to accomplishing his goals. It also assists his teacher, Mrs. Appleton, to adjust content and teaching approaches to best fit Quincy's learning style. Because of his gregarious nature, she finds that Quincy excels when he has quiet time away from other students to focus on assignments, and in group activities where he can use game-styled learning exercises to demonstrate his mastery of a topic. Through this individualized approach to learning math, Quincy is able to make a step-change in his achievement. This improvement is reflected in his plan, so Quincy can readily see how the work that he has done has helped him achieve his goals.

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirement, understand how to structure their learning to achieve their goals, and measure progress toward those goals;

As described in the National Education Technology Plan, *Transforming American Education: Learning Powered by Technology* (2010), 21st Century learning must include "a core set of standards-based concepts and competencies form the basis of what all students should learn, but beyond that students and educators have options for engaging in learning: large groups, small groups, and work tailored to individual goals, needs, and interests" (p. 10).

In a personalized learning environment, teachers will use the personalized learning plan with each student to create a clear (and evolving) map of learning and development goals required to achieve college- and career-ready standards. This map will incorporate career goals aligned with the 16 federal career clusters, with particular courses available through Career and Technology Education courses, dual enrollment, and extended learning opportunities such as job shadowing and internships. With the timely feedback available through the digital learning platform, the student can easily measure his progress towards meeting those goals and identify areas of weakness to be address through additional learning activities.

As a result of the state's Education and Economic Development Act (EEDA), the district (and districts across our state) already has a large volume of college and career-readiness materials that are embedded in course content and that are linked to standards. The great variety of digital resources will also allow the student to customize his learning framework to incorporate his interests. For example, if a student likes cars and wants to become an auto mechanic or an automotive engineer, his personalized learning plan would highlight the content knowledge that is required to achieve those goals. Specialized digital content can be made available for that student that may not have been readily available in a traditional school environment.

Our student, Quincy, has now matriculated to eighth grade. With the personalized approach to learning basic math skills that he received from Mrs. Appleton in fourth grade, he has now become a whiz in math and is performing beyond grade level. The flexibility of his plan has enabled him not only to work on his core content requirement of learning Algebra, but has also allowed him to begin studying Geometry, which will help him achieve his goal of going to college to study Automotive Engineering.

(iii) Are able to be involved in deep learning experiences in areas of academic interest;

L3 will allow each student to receive an authentically customized learning experience and receive the best resources and practices associated with accelerating learning and engagement. Students are assigned both individual and group work that is standards-based and incorporates engaging Web-based resources into projects that are relevant, driven by student choice, and connected to Common Core State Standards and the student's learning goals. Project-based learning will be used as the core instructional model because it applies content learning to real world situations and encourages/requires students to move beyond what's-on-the-test thinking to delve into a topic that has actual application to their lives. In addition, learning plans also include opportunities for job shadowing, virtual internships, apprenticeships, and cooperative learning. Because of the variety of content available through the digital learning platform and of the skill of the teachers in accessing that content, the student will be able to delve further into a topic of interest and gain greater knowledge than what is typically covered in a traditional classroom.

Our student, Quincy, has moved on to ninth grade and is learning the standard curriculum for history. His ongoing interest in cars has piqued his desire to know more about the Industrial Revolution of the 19th Century and how that led to the factory production of automobiles. With the digital resources available, he is able to include in his plan a content section that teaches about Henry Ford's advent of the auto assembly line and its impact on society. Quincy also begins a virtual internship and job-shadowing program with an assembly worker at the local Bosch automotive parts plant. At the same time, some of Quincy's classmates have decided to pursue their interests and learn more about the Bolshevik Revolution and the Women's Suffrage Movement. With the use of the resources available on the digital learning platform, each student can deepen learning experience in their own area of academic interest.

(iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning;

Recreating learning materials to meet content standards and to engage students in authentic, applicable learning will be easier because of the digital learning platform, which taps a wealth of high quality resources. CCSD is committed to ensuring that learning materials represent a global awareness and lead to cultural competencies and respect. Each school's technology instructional coach will work with teachers to access a range of materials that reflect

multiple perspectives, and students will work in diverse brick-and-mortar and virtual teams. We believe that each student can learn from another, and each student can teach another.

With his ongoing interest in cars, Quincy has learned that some of the top car manufacturers in the world are located in Japan. Deciding that he wants to study Japanese, he includes in his plan (after discussions with his guidance counselor) an online course to begin learning the language. Such a course is not taught at his school due to the lack of resources. His history teacher, Mr. Baker, also suggested that he include a module on the topography of Japan in his coursework. Quincy and a group of his fellow students, including two ELL students and a student with Autism, then worked on a presentation about the Japanese earthquake and tsunami of 2011, which included interviews through FaceTime with students in Japan and the Pacific rim. The variety of digital content also provides students exposure to different cultures to gain new perspectives on the material that they are learning.

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

The Framework for 21st Century Learning, from the Partnership for 21st Century Skills, espouses the essential nature of life skills as integral to effective learning and contributing citizenship. The Partnership defines life skills as "flexibility and adaptability, initiative and self-direction; social and cross-cultural skills, productivity and accountability; leadership and responsibility." In their 2012 annual survey of employers, The National Association of Colleges and Employers endorsed this position, with a ranking of abilities most sought by employers, in descending order: work in a team structure; verbally communicate; make decisions and solve problems; obtain and process information; plan, organize, and prioritize work; analyze quantitative data; use and apply technical information related to the job; use technology and software, and create/edit written work (Job Outlook 2013). Character traits associated with successful employees include confidence, eagerness to learn, focused on outcome/results, enthusiasm for and initiative with tasks, and effective interpersonal skills.

Through the core components of the personalized learning framework (the personalized learning plan, anytime-anywhere learning, and collaborative learning), students will master 21st Century skills. Teachers assess individual students using rubrics that take into account the quality of the product produced, the depth of content understanding demonstrated, and the individual contributions made to the project. These activities are designed to answer a question or solve a problem generally reflective of the types of learning and work people do in the world

outside the classroom. A well-designed project provokes students to delve deeply into the subject matter and wrestle with central concepts (Harvey & Daniels, 2009).

To ensure that students' learning opportunities adequately engage them in academic content and 21st Century learning skills, project-based learning will serve as a core teaching model. Students will work together using core ideas and premises of a discipline (for example, chemistry) to research and address real-work issues and problems (such as water quality in a local area). Using this model, students work together in small groups to create a final product, while working toward common and individual goals. Each student has a task in the assigned project as well as a specific role in the group. The group will submit their work through diverse mechanisms, including presentations (that incorporate created charts and digital tools) and written reports. This model of learning not only accelerates the mastery of critical content but also builds essential 21st Century learning and life skills.

Our student, Quincy, has progressed significantly in reaching his academic goals and since he has been working with his teachers for several years in the ongoing development of his personalized learning plan, the traits of goal-setting and perseverance are now second nature to him. Because of his learning plan and the clear mastery rubrics he has used to understand the quality of his work, Quincy has been able to develop more focus and perseverance on producing high-quality work that demonstrates his true understanding and abilities. By working with his peers in small groups (and sometimes in virtual groups), he has developed abilities to lead and participate in tasks and solve problems within the group, all of which have helped him develop greater confidence and enthusiasm for learning. He has progressed in his Japanese language studies and now has an online language partner from Japan who helps him build his cultural and communication skills through video-conferencing.

(b) With the support of parents and educators, there is a strategy to ensure that each student has access to —

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

Each student will follow a scaffolded sequence of standards-based activities in each content area that will lead to personal mastery. Teachers will work with each student to review the plan itself, recent performance data, and progress toward personal mastery so that the student clearly understands his or her current status and amend the plan as needed. Teachers will also use performance data to assess progress and diagnose needed intervention or enrichment.

Online learning options through APEX Learning and the SC Department of Education virtual school provide advanced students opportunities to take courses that will challenge and accelerate their learning, as well as credit recovery options for those students who need it.

(ii) A variety of high-quality instructional approaches and environments;

The personalized learning framework provides quick and easy access to a broad range of high-quality content but it is the teacher who remains pivotal in the learning process. Each teacher must be skilled in 1) creating opportunities for rigorous interaction with content; 2) creating interesting project-based learning tasks; 3) identifying student struggles and successes; 4) communicating and sharing information with students about their performance; and, 5) fostering life skills in students that will further lifelong learning and success. Teachers will implement tools to engage all students in the ownership of their learning. By focusing on building a personalized learning plan for each student, CCSD will systemically evolve from a traditional teacher-centered to a more engaging and relevant student-centered learning model – one in which every student will have regular opportunities to develop personal connections to the learning environment.

Teachers will use a variety of approaches to engage students and facilitate their learning, including direct instruction, project-based learning and inquiry-based learning. Students will also be encouraged to participate in extended learning opportunities such as job shadowing and internships. Learning plans will incorporate these strategies as appropriate to further learning for each child.

(iii) High-quality content, including digital learning content as appropriate, aligned with college- and career-ready standards or college- and career-ready graduation requirements;

Having high standards and clear expectations of what students should be able to do at each grade level and in each content area serve as the basis for instruction. Nine independent national studies have recognized South Carolina's academic standards as among the country's best. The National Center for Education Statistics (NCES) ranks South Carolina's student proficiency cutoff scores second in 4th grade reading, 8th grade reading and 8th grade math, and fourth in 4th grade reading. Curriculum standards are aligned to college- and career-readiness, as required by the state's Education and Economic Development Act (EEDA).

Access to high-quality content (regardless of its format) is imperative if students are going to meet personal, local, and state achievement levels. The SC Department of Education provides excellent support documents for each grade-level and content standard. Teachers in CCSD have access to pacing guidelines, shared high quality lesson plans, and curriculum framework/mapping, and all teachers participate in professional development to ensure effective use of these resources. Teachers participate in team planning to ensure vertical and horizontal alignment of content.

CCSD students participating in *L3* will have access to digital tools that meet high standards for content. CCSD has been developing a hybrid source of digital resources that can be customized and used with any make and model. These resources, accessed during current business hours, can also be accessed 24/7 from any Internet connection, promote anytime-anywhere learning, and will be incorporated into the digital learning platform. Open Educational Resources (OER) — podcasts to digital libraries of textbooks, games, and free online courses — will be used in *L3*. Digital simulations, interactive visualization, online labs, and digital textbooks will be available to students through the digital learning platform. Resources like Khan Academy provide materials to reinforce classroom instruction and individualized instruction and growth opportunities for all students. Open sources such as Edmodo bring both educators and students a platform to extend the school day and communicate in a secure social learning environment. Students communicate, collaborate, create, and exchange work with other group members and their teachers. Parents/guardians monitor their students' assignments, due dates, group activities, grades, and communicate with teachers at any time. Adaptive learning such as Knewton provide standards-based instruction online anytime. Should a student have

difficulty mastering a concept, he or she is dropped down to activities that will remediate the building block skills required to master that concept.

One recent addition to the district's anytime-anywhere portfolio is myON Reader. This platform provides CCSD the ability to electronically distribute over 3,000 digital books for students to use at school and at home. Students receive a recommended book list which highlights those books that are in the students' interests and their reading level.

(iv) Ongoing and regular feedback, including, at a minimum —

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports;

CCSD's personalized learning framework encompasses formative and summative assessments aligned to college-and career-ready standards, standards-based content, and personalized learning plans crucial to the implementation of personalized learning. The digital learning platform will assist with the development of a personalized sequence of instructional content and skill development, based on students' current knowledge. It is designed to enable students to achieve their learning goals through a variety of high-quality content and learning activities and projects. Students log in to the digital learning platform daily to take pre- and post-tests, access and turn in assignments, participate in collaborative online forums, and view their current progress.

Teachers use the system to post daily formative assessments to gather quickly specific feedback on student progress across all content areas. They also assign group and individual tasks based on interests and needs gathered by assessments and surveys. This technology complements what teachers do and actually frees them to spend more time with students one-on-one and in small groups. The wait time for getting feedback to children is sliced significantly, while the speed and depth of learning are substantially increased (Manzo, 2010).

Having a personalized learning plan allows each student to receive an authentically customized learning experience and receive the best resources and practices associated with accelerating learning. Students are assigned both individual and group work that is standards-

based and incorporates engaging digital resources into projects that are relevant, driven by student choice, and connected to Common Core State Standards.

In addition, teachers, guidance counselors, career and technology education facilitators, and school leaders will work together to ensure that each child has the support needed to create a meaningful and dynamic personalized learning plan to reflects the child's interests and goals.

(v) Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards or college- and career-ready graduation requirements

L3 provides accommodations and high quality strategies for not only high-need students, but all students, including gifted and talented students and students with disabilities. No longer will students be held back because of required seat time; rather, students will progress at their own pace through a personal mastery approach guided by individualized learning plans. Students will have a very clear understanding of what their goals are and will participate in setting those goals. In CCSD, personal mastery means students will demonstrate proficient personal growth and mastery through engagement in rigorous content standards at one's own pace through individualized and flexible learning.

Examples of accommodations which will benefit high-needs students include:

- Environment/Setting: Preferential seating, assessment in another location with less distractions, adjust a class schedule
- Timing: Extended time to finish task or take an assessment, frequent breaks, giving an assessment during a different part of the day
- Response: Visual organizers, graphic organizers
- Presentation: Notes, outlines, enlarged print, pacing, visual cues

Examples of high-quality strategies which will benefit high-needs students include:

- Project-based learning: working on group or individual tasks to solve real-world problems
- Student leadership: students taking ownership and responsibility of their learning
- Frequent formative assessments: teachers continuously analyzing data about individual students
- Personal mastery: grading and report cards based on 80% mastery instead of letter grades

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

Students and parents participating in *L3* will participate in training that focuses on personal mastery, the personalized learning plan, and the digital learning platform so that students and parents will have support that ensures access to learning and skill-building.

Parent and Student Training Overview			
Year 1 (2012-13)	Year 2 (2013-14)	Year 3 (2014-15)	Year 4 (2015-16)
Parent University ***Audience: Parents*** Training will introduce the personalized learning framework and personal mastery system. This process ensures equal voice and ownership among parents and fosters the creation of partnerships.	**Ongoing Parent University** ***Audience: Parents*** Training focuses on the introduction to the digital learning platform and personal mastery system. This process ensures equal voice and ownership among parents and fosters the creation of partnerships.	**Ongoing Parent University** ***Audience: Parents*** Training focuses on facilitating leadership in developing the personalized learning framework and processes ensuring equal voice and ownership among parents.	**Parent Leadership** ***Audience: Parents*** Training focuses on facilitating leadership in developing the personalized learning framework and processes ensuring equal voice and ownership among parents.
Student University ***Audience: Key Teachers and Students*** Training will introduce the personalized learning framework and personal mastery system. This process ensures equal voice and ownership among students and fosters the ownership of learning.	**Ongoing Student University** ***Audience: Key Teachers and Students*** Training focuses on the introduction to the digital learning platform and personal mastery system. This process ensures equal voice and ownership among students and fosters the ownership of learning.	**Ongoing Student University** ***Audience: Key Teachers and Students*** Training focuses on facilitating leadership in developing the personalized learning framework and processes ensuring equal voice and ownership among students.	**Student Leadership** ***Audience: Key Teachers and Students*** Training focuses on facilitating leadership in developing the personalized learning framework and processes ensuring equal voice and ownership among students.

(C)(2) Teaching and Leading

The core of *L3* rests on the belief that teachers are facilitators who guide their students in developing effective learning plans that tap the best resources and incorporate meaningful, relevant, and engaging tasks. Professional development and professional learning communities are essential components that will help educators improve instruction and increase their capacity to support student progress towards meeting college-and career-ready standards and graduation requirements. Teachers and administrators with vision and expertise are leading a cultural change toward student-centered learning at each participating school. Once underway, the *L3* plan will help educators continue to support the effective implementation of a personalized learning environment by providing them assistance through school-based personalized learning and technology instructional coaches. With the learning registry available on the digital learning

platform, teachers will share their experiences with colleagues in a way that can provide support for the initiative to grow.

A comprehensive four-year plan for implementation will provide professional development not only for the teachers, but school and district leaders as well. The full *L3* professional development plan can be found below, with detailed tables immediately following showing the professional development plan for teachers and then for school leaders.

Overview of Professional Development Plan				
	Year 1 (2012-13)	**Year 2 (2013-14)**	**Year 3 (2014-15)**	**Year 4 (2015-16)**
All Teachers and Leaders	Owning the Learning *Audience: Cohort 2* (2 days/Jan) Classroom Design and Delivery *Audience: Cohorts 1 & 2* (4 days/Jan/Aug) Follow-Up Coaching at schools (March-April)	Intro to Digital Learning Platform (2 days Jan) Instructional Design and Delivery with Digital Learning Platform *Audience: Cohorts 1 & 2* (5 days summer) Follow up coaching at schools (Oct-Nov) Ongoing mobile device Integration Professional Development *Audience: All Teachers*	Electronic Progress Analysis Reporting *Audience: Cohorts 1 & 2* (2 days Jan) Follow up coaching at schools Ongoing mobile device Integration Professional Development *Audience: All Teachers*	Guide Training *Audience: Cohorts 1 & 2* (2 days Jan) District-Wide and/or School Site Visits
New Teacher		New-Teacher Training *Audience: New Teachers*	New-Teacher Training *Audience: New Teachers*	New-Teacher Training *Audience: New Teachers*
Leadership Team	District and School Design & Delivery Training (DSDD) *Audience: District/School Leaders* (2 days Summer) Ongoing Professional Development *Audience: Personalized Learning Coaches*	Leading Instructional Design and Delivery *Audience: District/School Leaders* (2 days Jan) Ongoing Professional Development *Audience: Personalized Learning Coaches*	Ongoing Professional Development *Audience: Personalized Learning Coaches*	Peer Coaching *Audience: Key Teachers* Ongoing Professional Development *Audience: Personalized Learning Coaches*

Professional Development Plan for Teachers			
Year 1 (2012-13)	Year 2 (2013-14)	Year 3 (2014-15)	Year 4 (2015-16)
Owning the Learning Training will provide an overview and introduction to personalized learning and lay the foundation for transition to the personalized learning approach. Training includes Instruction on tools and strategies to begin the change process. **Classroom Design & Delivery** Training focuses on first implementation of tools to engage all students in the ownership of their learning (Project-based learning included.) **Ongoing Coaching at Schools** Service is intended to support staff In practical and successful Implementation of personalized learning using the tools and strategies gained from previous trainings.	**Instructional Design and Delivery with Digital Learning Platform** Training allows educators to utilize technology to support a personalized learning system. Training also focuses on developing systematic instructional support protocols to include coaching strategies and processes for collaboration and evaluation of personalized learning instructional practices. **Follow Up Coaching at Schools** Service provides direct one-on-one coaching to develop capacity around change and implementation of Performance Mastery Learning. **Ongoing Mobile Device Integration Professional Development** Ongoing On-site: Training focuses on mobile device integration in the classroom and will be provided onsite.	**Electronic Progress Analysis Reporting** Training focuses on integrating an intelligent management system to personalized learning methodology. **School and Classroom Follow-Up Visits** Service is intended to conduct Interviews and review evidence of progress in implementing personalized learning. **Ongoing Mobile Device Integration Professional Development** Training focuses on mobile device integration in the classroom and will be provided onsite.	**Guide Training** Training focuses on networking best practices around the personalized learning implementation within the organization in order to build capacity, increase networking and empower others. **Peer Coaching** Training to build capacity in teacher leaders developing a deeper level of collegiality and high impact strategies to become more student-centered. Also includes creating a gap analysis/action plan to support continued learning. **District-Wide and/or School Site Visits** Conduct interviews and review evidence of progress in implementing personalized learning. Formal feedback reports will be issued to each school and the district office where strengths, opportunities for improvement and recommendations will be documented. **Ongoing Mobile Device Integration Professional Development** Ongoing On-site: Training focuses on mobile device integration in the classroom.
	New-Teacher Training ***Audience: New Teachers*** Training will develop a knowledge base for new teachers on personalized learning and classroom design and delivery.	**New-Teacher Training** ***Audience: New Teachers*** Training will develop a knowledge base for new teachers on personalized learning, classroom design and delivery and instructional design and delivery with a digital learning platform.	**New-Teacher Training** ***Audience: New Teachers*** Training will develop a knowledge base for new teachers on personalized learning, classroom design and delivery, instructional design and delivery with a digital learning platform and electronic progress analysis reporting.

Professional Development Plan for Leaders			
Year 1 (2012-13)	Year 2 (2013-14)	Year 3 (2014-15)	Year 4 (2015-16)
District and School Design & Delivery Training (DSDD) ***Audience: District/School Leaders*** 1 Event @ 2 Days (Summer 2013) Training focuses on understanding the key characteristics of designing and deploying a school that embraces a personalized learning philosophy. **Ongoing Professional Development** ***Audience: Personalized Learning Coaches*** Monthly Meetings Training will focus on delivering coaching techniques and strategies needed to support teachers implementing personalized learning and project-based learning.	**Leading Instructional Design and Delivery** ***Audience: District/School Leaders*** 1 Event @ 2 Days (Winter 2014) Training focuses on developing systematic instructional support protocols to include: coaching strategies and processes for collaboration and evaluation of personalized learning instructional practices. **Administrator Observation Tool** ***Audience: District/School Leaders*** 1 Event @ 1 Day (Summer 2014) Training will focus on creating a knowledge base for use of an online teacher evaluation tool that allows administrators to provide continuous, immediate and formative feedback to teachers. **Ongoing Professional Development** ***Audience: Personalized Learning Coaches*** Monthly Meetings Training will focus on delivering coaching techniques and strategies needed to support teachers implementing personalized learning and project based learning.	**Ongoing Professional Development** ***Audience: Personalized Learning Coaches*** Monthly Meetings Training will focus on delivering coaching techniques and strategies needed to support teachers implementing personalized learning and project based learning	**Ongoing Professional Development** ***Audience: Personalized Learning Coaches*** Monthly Meetings Training will focus on delivering coaching techniques and strategies needed to support teachers implementing personalized learning and project based learning

The design of *L3* rests on the principles outlined in the U.S. Department of Education's draft National Educational Technology Plan (2010), *Transforming American Education: Learning Powered by Technology*. This plan states that "[p]rofessional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners." (p. xiii.) To meet this goal, the *L3* professional development plan is aligned with the following actions as recommended by the National Education Technology Plan:

- Use technology to provide access to the most effective teaching and learning resources, especially where they are not otherwise available, and to provide options for all learners at all levels – this is the heart of our digital learning platform.
- Provide pre-service and in-service educators with preparation and professional learning experiences powered by technology that close the gap between students' and educators' fluencies with technology and promote and enable technology use in ways that improve learning, assessment, and instructional practices – this is the core of our Professional Development Plan and the main mission of our personalized learning coaches .
- Design, develop, and adopt technology-based content, resources, and online learning communities that create opportunities for educators to collaborate for more effective teaching, inspire and attract new people into the profession, and encourage our best educators to continue teaching – teachers will be able use the networking resources of the digital learning platform to share experiences and utilize ideas from others in practically a real-time basis.
- Transform the preparation and professional learning of educators and education leaders by leveraging technology to create career-long personal learning networks within and across schools (xiii).

To help illustrate how these actions will be put in place for educators, we will follow Mrs. Appleton, Quincy's fourth grade teacher, and her transition into and implementation of the *L3* initiative for creating a personalized learning environment for her students.

About Mrs. Appleton

Mrs. Appleton has been teaching elementary school for 22 years. She became a teacher because she loves kids and has always been inspired to teach. The current number of students in her class is 28. They spend the full day with her, so she is responsible for teaching all content areas and standards required for the fourth grade. She has traditional lesson plans for each subject and tries to vary teaching styles from lecturing to including group work and individual study as applicable. She knows that her students are at different learning levels, and she tries to work as much as possible with those who are struggling while not ignoring those who are further ahead. It seems that there is never enough time in the day to give each student the personal attention that he or she needs.

a) All participating educators engage in training, and in professional teams or communities, that supports their individual and collective capacity to –

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs.

After hearing about *L3*, Mrs. Appleton was intrigued yet a bit wary about how all of this would work. Her school has introduced some technology integration, but use is limited. When she began teaching in 1990, the Internet was not broadly available in schools, and it seems that the technology keeps changing so rapidly. In some cases, it is hard to get approval to use specific digital content, let alone to even know what is available or how to use it. Mrs. Appleton has seen her students become more and more literate with technology as more of her fourth graders are using smart phones to communicate with their friends and family. She recognizes that technology is changing the way her students are learning, but she is not sure how her teaching methods should adapt to reflect this reality. However, she is willing to try the personalized learning approach that is described in *L3*. Knowing that there will be training, coaches who will help her, and a digital learning platform makes her more willing to try. In addition, she is excited that she and her fellow teachers will work together in implementing *L3*. She and many of her fellow teachers are actually excited about some of the opportunities that the new technology will bring. She feels that the ability to create a personalized learning plan for each student and customize content to meet their learning needs will help her address the constant struggle that she feels to make her lessons appropriate for the differing student aptitudes she encounters in her class.

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches.

The *L3* professional development plan specifically targets four areas: (1) implementing the personalized learning framework to include personal mastery; (2) differentiating instruction to meet each student's academic needs; (3) using frequent formative assessments to shape instruction; and, (4) using teacher and principal evaluation systems. These four areas allow teachers to develop effective approaches to facilitating the implementation of a personalized learning environment. Training will be offered face-to-face and delivered through experts in the field of personal mastery; integrating online and digital environments to hone teachers' skills at integrating digital content in the classroom. Once teachers are exposed to and interact with the essential concepts involved with a personal mastery system, they will attend weekly

collaborative planning meetings that revolve around implementation strategies. Formal professional development sessions will be conducted for each school every January and August. These sessions will introduce the next phase of the implementation process. Follow-up professional development will continue at the schools through coaching, one-on-one meetings and teacher curriculum team meetings.

With guidance from her personalized learning coach, Mrs. Appleton has worked with Quincy and her other students to develop their personalized learning plans. Because Quincy had scored high in his MAP reading assessments, but not so well in math, Mrs. Appleton has added remedial math exercises to his learning plan to help him succeed. In a conference with Quincy's dad, she learned that Quincy likes to help his father when he is working on the family car. Through access to professional development and digital resources, Mrs. Appleton has developed a learning application that uses mechanical wrenches to enable Quincy to relate to and learn fractions – picturing 5/8, 9/16, and 3/4 as a wrench size has made the concept of fractions much clearer for Quincy.

(iii) Frequently measure student progress toward meeting college- and career-ready standards and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators.

The digital learning platform facilitates creation and tracking of a unique learning profile for every student in order to measure progress frequently and to adapt content and instruction in response to academic needs and interests. Using the digital learning platform, teachers will be able to assign common and individual tasks quickly to students that build on their interests and needs, as well as use daily formative assessments to drive instruction. As part of the implementation process, all educators will complete training on assessment tools that are available such as Mastery Connect. Coaches will work with teachers to ensure that they understand how to use and interpret formative assessments and how to best adjust content for each student to accelerate his or her progress.

Teachers will be trained to use the digital learning platform to gain real-time feedback on students for frequent measurement of progress toward mastering college- and career-ready standards and graduation requirements. Teachers and parents will access the same system to share formative and summative assessments and standards-based content aligned to Common Core State Standards. Student progress in mastering standards will be tracked through frequent formative assessments, twice-yearly Measures of Academic Progress (MAP) and annual

summative assessments. Having these student performance measures in one system allows teachers to more effectively facilitate personalized learning across all content areas.

With her training, Mrs. Appleton has learned how to use the feedback and tracking mechanisms that are part of the digital learning platform to measure Quincy's progress in math. The timely feedback enables her to adjust content for Quincy to avoid boredom or frustration with the work and to ensure that he is building toward mastery. Because many content applications through the digital learning platform provide instant feedback on the student's work, Mrs. Appleton now has more time to customize lessons for each child's individual learning needs.

As all student data can now be found in one place on the digital learning platform, training will be conducted on how to pull reports and analyze student data to measure student progress. Teachers will learn the process of using feedback to measure student progress and deploy continuous improvement tools. The personalized learning coaches will work with teachers to analyze student data and develop teaching practices that will help accelerate student progress. Participating cohorts of teachers will also meet quarterly to engage in collaborative discussions on personalized learning and work to improve instructional practices and PK-12 articulation across the district.

With the resources available on the digital learning platform, Mrs. Appleton has been able to track the effectiveness of her students' learning content. She found that the wrench application was not only very effective in teaching fractions to Quincy, but helped many of her other students quickly grasp the concept as well. Mrs. Appleton's technology instructional coach has recommended other similar content applications for her to use and has connected her with an online collaborative teaching network who have shared applications that they have found successful with their students. With the frequent formative assessment reports available on the digital learning platform, Mrs. Appleton's principal has been able to track the progress of her class and provide support where needed.

(iv) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems, including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

The CCSD Office of Teacher Effectiveness provides monthly professional development sessions on our district's classroom observation tool, which is aligned to our state's required ADEPT Professional Standards for Teachers. School leadership teams are required to make 20 observations of instructional practice per month using the classroom observation tool. These frequent observations increase individual teachers' effectiveness though feedback and recommendations. Professional development is provided to school leadership about how and what to include in a teacher's professional growth and development plan.

While no method of collective teacher evaluation data has been available to school leadership teams prior to 2012-2013, this school year is the first during which school leaders can assess teacher effectiveness across the school and then take steps to improve the skills of individuals and the whole team. Using our new human capital management system, known as PALMS, school leaders will be able to view tables, charts or visual representations of their teachers' effectiveness.

Because of the significant progress that Mrs. Appleton's students have made in math, her principal observed her class to see the techniques that she uses to help her students. Both he and her personalized learning coach have encouraged her to share her approaches with other teachers. They have also shared with her the availability of additional content resources for teaching history – an area where her class still seems to be lagging behind. Mrs. Appleton is incorporating the suggestions into her lesson plans so that her teaching effectiveness will continuously improve while she is also able to share her ideas through the learning registry to help others improve as well.

(b) All participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements. Those resources must include –

(i) Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests.

As part of *L3*, each teacher will receive a mobile device and training on how to use the technology and tools available on the digital learning platform. The digital learning platform empowers teachers to adapt content and differentiate instruction for all students. Data is

accessible by students, parents, teachers and administrators and allows users to turn in assignments, track achievement and create progress reports. Having an individual profile for every student enables teachers to authentically customize the learning experience and provide the best resources and practices associated with accelerating learning. The coaches will work with each teacher to help them interpret student data and match learning approaches to meet student needs.

Once logged on to the digital learning platform, Mrs. Appleton saw from Quincy's MAP math scores that he needed significant improvement with multiplication. She assigned him a series of interactive games (because he likes gaming) to bolster his multiplication skills. With the data collected on his performance, Mrs. Appleton adjusted the difficulty of the assignments to keep Quincy challenged, engaged and progressing towards mastery in math.

(ii) High-quality learning resources, including digital resources, as appropriate, that are aligned with college- and career-ready standards or college- and career-ready graduation requirements, and the tools to create and share new resources.

The digital learning platform fosters both individual and group work while weaving virtual manipulatives, multimedia, discussion, and high-quality resources such as Khan Academy into projects that are relevant, driven by student choice, and aligned to Common Core State Standards. Teachers will be assisting students to take ownership in the learning process by providing diverse individual and collaborative learning experiences with students' unique differences in mind through project-based learning. Teachers and school leaders will also attend training on how to access high-quality learning resources within the digital learning platform. Teachers will learn how to set up internships, courses, units, and individual learning plans, as well as how to create and manage student projects in the same system.

Mrs. Appleton has included varied resources to promote student learning. This includes online resources and individual and group-based activities that are aligned with what each student is expected to achieve. With help from her personalized learning coach , she has also included individual applications for each student. For Quincy, she has created a "socket wrench" exercise to help him relate to and master fractions. From her online collaborative teaching network, Mrs. Appleton has learned of a multiplication game application that other teachers have successfully used with their students. She has included this content in Quincy's personalized learning plan. The wide variety of high-quality learning resources available on the digital

learning platform has greatly added to the types of tools that Mrs. Appleton now has to help Quincy and her other students progress.

(iii) Processes and tools to match student needs with specific resources and approaches to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

Teachers will be trained to use the digital learning platform to access student achievement data and gain real-time feedback on student performance for frequent measurement of progress toward mastering college- and career-ready standards and graduation requirements. The feedback available on the digital learning platform will allow educators to quickly assess the effectiveness of particular teaching approaches or content and to make adjustments accordingly. Teachers will also be able to share their experiences through an online collaborative teaching network so that successful approaches can quickly be leveraged and unsuccessful techniques can be discarded. This educator-driven feedback loop with help drive continuous improvement throughout the system.

With the real-time feedback available on the digital learning platform, Mrs. Appleton has seen that the "socket wrench" application that she created indeed helped Quincy significantly improve his comprehension of fractions. She has shared this tool with the other teachers in her online collaborative teaching network. Quincy's performance on formative tests showed that although the multiplication game was of some assistance, he still needed more support in this area. From the content on the digital learning platform, she assigned Quincy a variety of multiplication activities to help him develop this skill further. Since Quincy seemed to be easily distracted by other students, she enabled him to use his mobile device to focus on the activities in an individualized learning setting. Immediate feedback indicated that this personalized approach was helping him to accelerate his learning.

(c) All participating school leaders and leadership teams have training, policies, tools, data and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards. The training, policies, tools, data, and resources must include –

(i) Information from the district's teacher evaluation system that helps school leaders and leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement.

Using a state-mandated teacher evaluation system, principals in CCSD review teachers' planning, instruction, assessment and professionalism. The measures that inform a teacher's

evaluation include planning documents, classroom observations, and teacher self-reflection. Because of the detailed specifics required under the formal evaluation process, principals can pinpoint the strengths and weaknesses of teachers undergoing formal evaluation with relative precision. Typical responses to areas of weakness have included watching a model colleague, reading a professional text, videotaping a lesson and self-assessing, and/or meeting with an experienced mentor.

In addition, individual and collective educator effectiveness will be addressed through the personalized learning coaches. The coaches will meet with the teacher curriculum teams weekly, observe classroom instruction, and meet with teachers individually to provide feedback and coaching on an ongoing basis. These coaches will provide recommendations, supports, and interventions as needed for improvement in the area of personalized learning. School leaders will also attend "Leading Instructional Design and Delivery" training, which will take them through developing systematic instructional support protocols that include coaching strategies and processes for evaluating teaching approaches.

(ii)Training, systems and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps.

In recent years, school leadership teams in CCSD have participated in a variety of diversity training activities, including participatory learning, reading and reflection, and historical presentations on the causes of the achievement gap in our community. These activities have been consistently framed to help us close the gap among groups of students.

Training on improving student achievement has ranged from learning about differentiating instruction based on formative assessments, to implementing the Mastery Teaching Model and Positive Behavioral Interventions and Supports (PBIS), to monthly roundtables on instructional topics presented by colleagues. For two years now, the Charleston Educator Symposium has offered three days during the summer of high-quality professional learning around closing the gap featuring presenters from across the country.

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

Ensuring the presence of highly effective teachers and principals, especially in historically underperforming schools, led CCSD to submit a winning proposal for the 2012 Teacher Incentive Fund (TIF). Using our new human capital management system, PALMS,

CCSD is able to complement our recruiting and rewarding practices with professional development to heighten teachers' capacity to address the individualized needs of each student and to be contributing members of a collaborative learning environment.

To increase the number of students who receive instruction from highly effective teachers led by highly effective principals, the district has included three strategies in *L3*. First, *L3* is based on a shared vision. In order for results to be sustained over time, the vast majority of the participating school community including leaders, teachers, students and parents must embrace the system as their own. Owning the system will be a contributing factor to retain highly effective educators.

The second strategy is a rigorous screening and interview process that has already increased the quality of teacher and leader candidates for the district. These rigorous interview standards include the use of applicants' state evaluation results as a teacher candidate provided by the SC Department of Education to screen out potential candidates who were rated as either "needs improvement" or "unsatisfactory." The implementation of our new human capital management system will create a feedback loop to the state's institutes of higher education on the number of their teacher candidates who sought and received screening approval, were interviewed, and hired by our district. This reciprocity agreement will also help us to strengthen current partnerships with institutions of higher education which in turn, will provide more qualified candidates in the future.

The third strategy for retaining highly qualified educators includes providing extensive professional learning support for all participating teachers as outlined in Table C2.1 above.

The advantages of *L3*– combining the best instructional practices with the best available digital tools to provide access to high-quality content and to measure and track student performance; teaching flexibility to add content and use different approaches to meet students individual learning needs; coaching on how best to apply the tools; and a collaborative teaching environment with an embedded feed-back loop – have all come together to help Mrs. Appleton become a highly effective teacher, especially in the area of mathematics. Even though she was wary when she first heard about the plan, the tools that *L3* has made available to her coupled with intensive, ongoing training has made her a believer. With the student data available on the digital learning platform, she has also seen the difference that the personalized learning approach has made for her students, like Quincy. Best of all, Mrs. Appleton now feels that she has the

capacity to address the different individual needs that she encounters with all of her students and help each one of them achieve their college- and career-ready goals.

D. LEA Policy and Infrastructure

(D)(1) LEA Practices, Policies, Rules

a. Organizing LEA Central Office to Provide Support & Services to Schools

CCSD's central office of 470 employees provides academic and operational support to the 80 schools in the district. To promote a unified vision and implementation, the schools are organized into three learning communities: Elementary, Secondary, and Innovation. The Elementary Learning Community serves approximately 19,000 students in grades PK-5 in 36 schools. The Secondary Learning Community includes 21 schools that serve 17,000 students in grades 6-12. The Innovation Zone is comprised of 6,000 students in 14 schools that must improve student achievement and school performance significantly. The central office provides support to the schools through cross-functional teams. These cross-functional teams are staffed by school, learning community, operational, and academic personnel.

We envision a structure for *L3* that is led by a project director with support from cross-departmental work groups representing the Academic & Instructional Support Department, the Operations Department, and the learning communities. At each participating school, the school leadership team will be responsible for implementation and continuous improvement processes.

Coordination between the project team and senior district leaders will occur through monthly updates to the *L3* Steering Committee, which will provide feedback and support to the project team to consistently align the RTT-D project with the district's *Vision 2016* strategic plans. The steering committee will consist of:

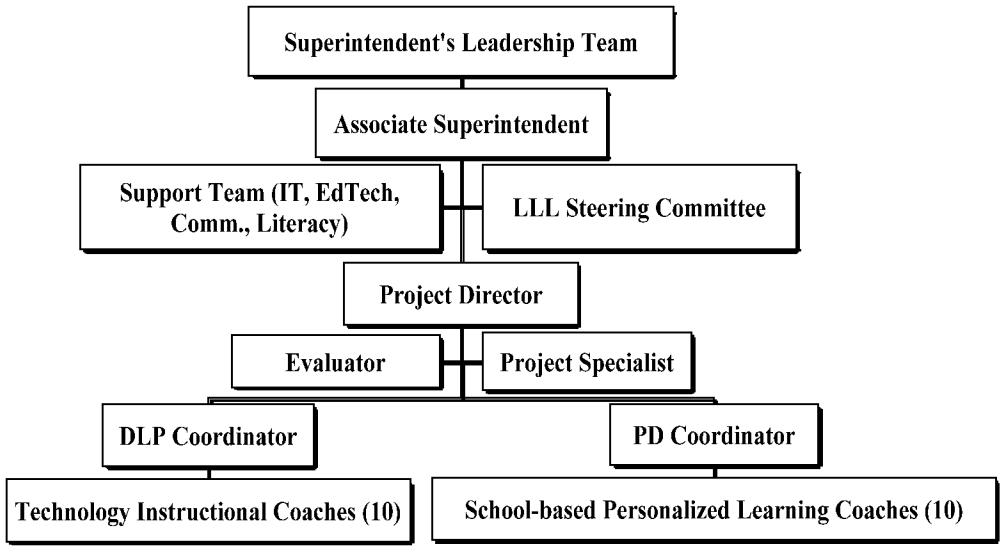
- Associate Superintendent for Academic & Instructional Support
- Directors from Academic & Instructional Support including Educational Technology
- Project director and key project management staff
- Three school leadership team representatives (1 elementary, 1 middle, 1 high)
- Three *L3* school-based coaches (representing elementary, middle, high)

To administer the project, a full-time project director will be hired, who will report directly to the Associate Superintendent for Academic & Instructional Support, and participate in the superintendent's Student Achievement Team. The project director will oversee all grant activities, including reporting, budgeting, and progress toward meeting benchmarks, objectives, and goals. The project director will work with an external evaluator (to be determined using the district's procurement processes) to develop implementation rubrics to be used to determine fidelity of implementation. A project specialist, digital learning platform coordinator, and a professional development coordinator will report to the project director. Appendix D1.1 includes position descriptions of key personnel, and Appendix D1.2 includes resumes of existing key staff in *L3*.

The project specialist will support the project director and assist with the budget, procurement, scheduling and other tasks as needed. This person will assist with the data collection, reporting, and monitoring related to the grant projects.

The digital learning platform coordinator will manage the digital learning platform and provide technical support, serve as a liaison with the vendor and the IT department, and supervise the technology instructional coaches who provide school-level support and training for teachers, administrators and students.

The professional development coordinator will supervise and coordinate the activities of the personalized learning coaches. The personalized learning coaches will support teachers as they implement personalized learning into the classrooms. These coaches will have a strong instructional background, as well as extensive experience with educational technology. The graphic below illustrates the organizational structure of *L3*:



The table below provides key project activities including defined responsibilities, timelines and milestones for accomplishing project tasks.

Project Management Timeline		
Month/ Year	**Activity or Milestone**	**Personnel Responsible**
Year 1		
Feb 2013	Kick-off meetings with all key stakeholders (educators, students, parents, community) at each participating school	Project director & school leadership team
Feb – March 2013	Hire project director, project specialist, digital learning platform coordinator, professional development coordinator, coaches	Associate Superintendent for Academic and Instructional Support, project director
March 2013 (ongoing annually)	Effective Schools Conference	Personalized learning coaches
April 2013	Engage project partners for personalized learning framework, digital learning platform, social & emotional supports, and external evaluator	Project director and Procurement Department
April 2013	Facilitate book study at target schools on *Delivering on the Promise: The Education Revolution*	Professional development coordinator and personalized learning coaches
April 2013 (ongoing annually)	Town hall meetings at participating schools	Project director & school leadership team
May 2013 (ongoing monthly)	Steering committee meeting	Associate Superintendent for Academic and Instructional Support, Project Director
May 2013 (ongoing annually)	Two-day training for educators (in Years 2-4, this training will take place in January)	Project director and Re-Inventing Schools Coalition
May 2013 (ongoing annually)	Parent University & Student University	Professional development coordinator/digital learning platform coordinator/coaches
May 2013 (ongoing)	Communicate with stakeholders through Web site, newsletters, school-based and district-based meetings	Project director and Office of Communications
June 2013	Wireless upgrades at schools	Project director and Infrastructure Technology (IT) department
July 2013	Install collaborative learning centers in classrooms	Project director and Operations Division
Spring/ Summer 2013	Annual RTT-D meeting	Project director
Aug 2013 (ongoing annually)	Four-day training for educators	Project Director and Re-Inventing Schools Coalition
Aug 2013	Place student support specialists in schools	Project director, school leadership team, Communities in Schools
Sept	Year 1 evaluation & annual progress report	Project director and external evaluator

2013		
Year 2		
Monthly	Steering committee meeting	Associate Superintendent for Academic and Instructional Support, Project director
Monthly	Communicate with stakeholders through Web site, newsletters, school-based and district-based meetings	Project director and Office of Communications
Aug 2013 – May 2014	Ongoing and intensive coaching in follow-up to Year 1 professional development	Personalized learning coaches and technology instructional coaches
Oct 2013 (ongoing annually)	Parent University & Student University	Professional development coordinator/digital learning platform coordinator/coaches
Oct 2013	Purchase mobile devices for Cohort 1 schools	Project director and Infrastructure Technology (IT) department
Oct 2013	Increase bandwidth in Cohort 1 schools	Project director and Infrastructure Technology (IT) department
Jan 2014 (ongoing annually)	Two-day training for educators	Project Director and Re-Inventing Schools Coalition
Jan 2014	Digital Learning Platform launch	Digital learning platform coordinator
March 2014	Effective Schools Conference	Personalized learning coaches
April 2014 (ongoing annually)	Town hall meetings at participating schools	Project director & school leadership team
May 2014 (ongoing annually)	Parent University & Student University	Professional development coordinator/digital learning platform coordinator/coaches
Aug 2014 (ongoing annually)	Four-day training for educators	Project Director and Re-Inventing Schools Coalition
Sept 2014	Year 1 evaluation & annual progress report	Project director and external evaluator
Year 3		
Monthly	Steering committee meeting	Associate Superintendent for Academic and Instructional Support, Project director
Monthly	Communicate with stakeholders through Web site, newsletters, school-based and district-based meetings	Project director and Office of Communications
Aug 2014 – May 2015	Ongoing and intensive coaching in follow-up to Year 1 professional development	Personalized learning coaches and technology instructional coaches
Oct 2014 (ongoing annually)	Parent University & Student University	Professional development coordinator/digital learning platform coordinator/coaches
Oct 2014	Purchase mobile devices for Cohort 2 schools	Project director and Infrastructure Technology (IT) department
Oct 2014	Increase bandwidth in Cohort 2 schools	Project director and Infrastructure Technology (IT) department

Jan 2015 (ongoing annually)	Two-day training for educators	Project Director and Re-Inventing Schools Coalition
March 2015	Effective Schools Conference	Personalized learning coaches
April 2015 (ongoing annually)	Town hall meetings at participating schools	Project director & school leadership team
May 2015 (ongoing annually)	Parent University & Student University	Professional development coordinator/digital learning platform coordinator/coaches
Aug 2015 (ongoing annually)	Four-day training for educators	Project Director and Re-Inventing Schools Coalition
Sept 2015	Year 1 evaluation & annual progress report	Project director and external evaluator
	Year 4	
Monthly	Steering committee meeting	Associate Superintendent for Academic and Instructional Support, Project director
Monthly	Communicate with stakeholders through Web site, newsletters, school-based and district-based meetings	Project director and Office of Communications
Aug 2015 – May 2016	Peer coaching and sharing best-practices	Personalized learning coaches, technology instructional coaches, educators
Oct 2015(ongoing annually)	Parent University & Student University	Professional development coordinator/digital learning platform coordinator/coaches
Jan 2016 (ongoing annually)	Two-day training for educators	Project Director and Re-Inventing Schools Coalition
Jan – May 2016	Scale-up planning for Cohort 3 schools (post-grant)	Project director and steering committee
March 2016	Effective Schools Conference	Personalized learning coaches
April 2016 (ongoing annually)	Town hall meetings at participating schools	Project director & school leadership team
May 2016 (ongoing annually)	Parent University & Student University	Professional development coordinator/digital learning platform coordinator/coaches
Aug 2016	Begin implementation in Cohort 3 schools	Project staff
Sept 2016	Final grant evaluation & grant progress report	Project director and external evaluator

b. Providing School Leadership Teams Flexibility & Autonomy

The South Carolina Education Accountability Act (SC Code Ann. § 59-18-1100), provides a mechanism for schools to achieve flexibility from regulations and statutory provisions. While not totally autonomous from the district in which they reside, schools enjoy the benefit of being free from many regulations, much like a charter school. High achieving schools as defined in §59-18-1100 may receive flexibility status as a matter of course if they meet the law's criteria. Flexibility and deregulation is also available for lower performing schools. SC Code Ann. § 59-18-1120 states:

> *Notwithstanding any other provision of law, a school designated as school/district at-risk while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other State Board of Education regulations, dealing with the core academic areas as outlined in Section 59-18-120, provided that the review team recommends such flexibility to the State Board of Education.*

Additionally, other schools may also receive flexibility status:

> *(B) Other schools may receive flexibility when their school renewal plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in content areas included in the accountability assessments. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D).*

Also, State Board of Education (SBE) Regulation 43-261(C) provides a mechanism for school districts to request a waiver: "Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan." Our state statutory structure provides a mechanism for any school to be free of regulations that inhibit innovation.

CCSD permits differentiated autonomy to schools based on varying characteristics. Currently, schools that meet three of eight potential criteria related to the district's goals can earn flexibility in such areas as:

- Secure school-based professional development without approval from the Office of Professional Development
- Send representatives only to district-wide professional development

- Determine instructional time allotments and school/classroom design, within state guidelines.

These examples of flexibility in decision-making at the school level enable school leadership teams to have greater investment in the school's operations. Ultimately, this investment will foster ownership, which in turn will propel our plans to accelerate the achievement of all students toward *Vision 2016* goals by allowing the selection of differentiated, innovative practices to achieve targets for which the school and principal are accountable.

In addition, South Carolina does not have teacher unions so districts are not engaged in negotiated collective bargaining agreements. This situation allows CCSD greater latitude in the assignment of teaching and non-teaching roles at the school level. Within the scheduled school day, the building principal (with leadership teams) has control over classroom scheduling, as long as state minimum requirements for instructional time are met. Finally, recent experience in our schools piloting the 1:1 initiative may spread flexibility to include the use of Internet bandwidth and new software and Web-based applications, so that schools can access the newest, most effective learning tools available.

c. Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic

Students in grades PK-8 progress through the curriculum as they demonstrate mastery in subject areas; teachers can use digital content and personalized learning pathways to support students in content before and beyond their assigned grade level. Their progress is not measured or regulated by meeting seat time requirements, but by mastery. CCSD is requesting to the State Board of Education permission to waive the current 120-hour seat-time requirement now in place for graduation (43-259) for those students who are earning Carnegie units required for graduation. See section (B)(3) above for more detail.

d. Giving students the opportunity to demonstrate mastery of standards at multiple times and multiple ways

CCSD students have multiple and varied opportunities to demonstrate mastery of standards through state-required assessments, district initiatives, and classroom measures. All students in grades 3-8 take the state-mandated assessment, Palmetto Assessment of State Standards (PASS), each spring to demonstrate mastery of state standards. PASS includes tests in reading/research, writing, mathematics, science, and social studies. The state also requires high school students enrolled in English 1, Algebra 1, Biology, and United States History to take an

end-of-course test. In addition, all high school students must take and pass the High School Assessment Program (HSAP) test in both English/Language Arts and mathematics as a requirement for high school graduation. Students initially take this assessment in their second year of high school and have multiple subsequent opportunities to take and pass it.

CCSD also administers Measures of Academic Progress (MAP) in reading and mathematics three times per year, allowing multiple opportunities for students to demonstrate their learning. Teachers receive MAP reports that provide valuable information about each student's strengths and weaknesses. This data and instructional recommendations that result from MAP allow teachers to customize learning for a student to ensure rigor, challenge, and support. Multiple administrations during the year allow teachers to monitor student growth and adjust instruction after each administration, resulting in a tailored plan of instruction for each student based on the most current data. Teachers also use students' MAP results in goal-setting conferences with students. In addition, MAP results are provided to parents.

Common assessments and quarterly benchmark tests in the core academic areas and in end-of-course-tested subjects are administered to provide further information for teachers about student's progress toward mastery of the standards that will be tested by the state assessments.

CCSD encourages the use of multiple and varied opportunities for students to demonstrate mastery of the standards. CCSD Board Policy 6155R, which grants responsibility for assignment of grades to the teacher with monitoring by the principal, provides that grades must reflect the content and skills required by the South Carolina Curriculum Standards (which are transitioning to Common Core State Standards). Students are often allowed to choose from a menu of several standards-aligned options to demonstrate their mastery. Options may include computer- or Web-based tasks, use of remote devices for immediate feedback, and a myriad of other tasks such as portfolios, visual presentations, oral presentations, games, teaching others, written responses, and paper and pencil assessments. Many schools within CCSD have implemented programs that not only allow but require students to re-do work until it meets standards and expectations. Schools and teachers in CCSD are granted great latitude and autonomy in developing varied and multiple means of assessment appropriate for students' demonstration of learning in a personalized learning environment.

e. Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners

CCSD has worked diligently in recent years to ensure that students receiving special education and ESOL services are able to succeed; however, we remain mindful that significant achievement gaps exist for these subgroups. The success of our proposed project depends upon our ability to reach all students. Our vision of "All Means All" definitively includes strategies to help all students achieve at higher levels and have access to college and careers.

L3 will enable CCSD to differentiate, expand, and enrich learning for these students (and their families), both within and outside the general education classroom. We will also work with vendors to ensure that materials are available in a variety of languages, that assistive technologies can be used with the digital learning platform, and that all measures are taken to include all disabled parents, students, and teachers in project activities.

For students with disabilities (see profile of population in participating schools located in D1.3), personalized learning captures the essence of special education services and will directly align with Individualized Education Programs (IEPs). By implementing personalized learning strategies and supports, CCSD will increase opportunities for students with disabilities to receive learning targeted for their individual needs, as outlined by their IEP, and to allow students flexibility with instructional pacing. Students with disabilities will be able to access proposed digital learning platform to input, monitor, and review personal data. Instructional programming will be developed using the digital learning platform and students' IEPs. Some personalized learning strategies, such as blended learning, will allow students with disabilities to modify pace and content of instruction, while also offering differentiated learning approaches to accommodate for individual learning styles and strengths. Assistive technology will continue to be reviewed individually for students with disabilities and provided as needed through IDEA funding. Any support identified for use with all students will be available to students with disabilities, including mobile devices.

The district's English as a Second Language (ESOL) curriculum is designed to help students with differing levels of English proficiency and cultural backgrounds acquire the skills necessary for a high level of academic achievement. English Language Learners (ELLs) in CCSD represent 37 languages from more than 50 countries (see profile of population in participating schools in Appendix D1.3). Our program addresses these needs in a multitude of ways. Linguistically and culturally diverse students face many challenges in order to achieve to

their maximum potential. Sheltered instruction, in which students learn English through content-based lessons, is widely used across the district at all grade levels. In this approach lessons are content based, but the content and strategies are modified to meet the instructional level of the students. This approach also enables ELLs to develop academic learning strategies they need to be able to access the curriculum in all mainstream classes. Every ELL served in CCSD has an individualized plan that is revisited and adjusted throughout the year after benchmark testing, progress reports, and report cards. The district's ESOL curriculum and standards are linked to the state's ELA and math academic standards and are designed to be used with regular grade-appropriate standards. While these standards and indicators reflect a progression from the easiest to most difficult tasks for ELLs, this is a framework for our teachers to adapt the curricula to the level of the ELLs language proficiency, developmental level, cultural background and literacy in their first language. Student data is collected and reviewed throughout the year to ensure we are following the best plan for each student to reach maximum potential.

(D)(2) LEA and School Infrastructure

a. Stakeholders Access to Content, Tools, Learning Resources both In and Out of School

In School. In 2009, CCSD leadership recognized that clear inequities regarding access to technology existed among schools across the district. This realization sparked a modernization effort to ensure that all stakeholders had equitable access to technology at each school site. While far from complete, the results across the district have shown great promise. Through the district's technology modernization project, all classrooms now have access to relevant instructional technologies: interactive whiteboards, laptops, document cameras, integrated sound systems, and other tools and resources to engage students and better prepare them for the 21st Century. As part of the next phase of the technology modernization project, the district has issued mobile devices to students and teachers in six schools as a means of providing access both in and away from school. These schools were selected as early implementers based on criteria referenced in Section B5. CCSD plans to deploy mobile devices to additional schools based on their proven readiness for implementation of a personal mastery system within the personalized learning framework. This technology allows students to access their learning targets through the digital learning patform and progress in their learning. Although personalizing learning can take place without technology, having this device allows a student from any location to access and progress efficiently through their learning targets.

To address the increased number of mobile devices being infused into the learning environment through the district's technology modernization project and *L3*, the CCSD Information Technology Department has conducted technology infrastructure studies in all participating schools focused on wireless Internet and bandwidth needed for each site. As a result of these studies, bandwidth is being increased by 1 GB and dedicated to schools where it is needed with plans to increase. Wireless Internet access in eight of the participating schools is being updated to the state-of-the-art "Wireless N" (IEEE 802.11 N). The additional bandwidth and upgraded wireless Internet access will be used to support the increased number of wireless devices in each building, thus ensuring reliable wireless connectivity at all participating schools. These resources are available to all participating students and educators.

Out of School. By providing mobile devices to students, the district has expanded opportunities for students, parents, and teachers to have access to Web-based learning resources both at school and off campus. The proposed plan includes the adoption of a Web-based digital learning platform for personalized learning plans and parent portal access to student data (see more detailed information in section (C)(1). The district has also provided access to multiple high-quality resources that enhance instruction and productivity, extending anytime-anywhere learning. Parents will be granted special logins through the digital learning platform which is a single sign-on system, providing a cohesive structure for managing and supporting personalized learning. A few examples or resources available outside of school inlcude:

- Khan Academy — provides relevant course content, as well as independent and personalized support for multiple content areas
- Edmodo — allows teachers to communicate with students and parents in a secure social learning environment; students can collaborate, create, and exchange work with other group members and their teachers; parents can monitor their child's assignments, due dates, group activities, grades, and communicate with teachers at any time
- APEX Learning – online learning for students who are in need of credit recovery or students in advanced courses (AP courses not offered in their school)
- SharpSchool – learning management system
- EduBlogs – provides a safe educational blogging platform for student and teacher global sharing

- SC Virtual School program – provides free virtual high school courses
- PowerSchool Parent Portal – student information system's portal that provides access to student data for parents.

Educators. Teachers at *L3* target schools will receive their mobile devices ahead of students so that they will be prepared to participate in professional development on using them to support the shift from a teacher-centered to a student-centered learning environment. That training will be focused on instructional strategies to improve instruction such as project-based learning and, collaborating with fellow educators both in their building and other locations. Specific details on the training are included in Section (C)(2).

A personalized learning coach will be on the faculty at every participating school as the district moves forward with expanding its personalized learning framework. These coaches will receive sustained and focused training on implementing personal mastery with students, project-based learning and using the digital learning platform with teachers and students to drive instruction. These coaches will provide support to parents, students and teachers. In addition, technology instructional coaches will work with faculty, parents and students on integrating technology to support learning.

Students & Families. CCSD has partnered with Comcast to make available a special offer to families that are eligible for free or reduced-price meals. They are offered a deeply discounted rate for home high-speed Internet and a low-cost laptop computer through Comcast's Internet Essentials program. Currently 450 families in Charleston have taken advantage of Comcast's program. This information is presented to families during the tech orientation session. CCSD has also begun a Student Improvement Program (SIP) that will provide the district's Parent University participants recycled computers for home use. Parent University, an ongoing program from CCSD's Office of Community Outreach, provides families technology instruction. In addition to hardware technologies and support, students and their families also have access to Web-based resources for reinforcing classroom instruction and providing individualized growth opportunities.

b. All Stakeholders Have Technical Support

The CCSD Information Technology (IT) Department manages a full-time help desk for all district employees. Teachers and other staff members can call the help desk, manned by IT technicians, and place a work order for technical issues they are having with any end-user

technology or the district network. The work orders are distributed to either district technicians or to vendors with whom the district has services contracts. The district contracts with an organization that deploys, manages, and repairs mobile devices, and a separate company that repairs SMART Boards, LCD projectors and document cameras. For technical support involving the digital learning platform and other district-wide Web-based software teachers can call the CCSD Help Desk. The Help Desk troubleshoots with employees by phone or directs them to the appropriate contacts for direct assistance. Teacher satisfaction with technical support from the CCSD Help Desk is very high in three areas: (1) issue resolved, (2) timely response, and (3) met expectations.

Lessons learned from the current technology modernization project led CCSD to establish mentor-mentee relationships between teachers within each school and teachers in the same academic areas at other schools to support 21st Century instructional practices. Both mentors and mentees use Edmodo group pages to reflect on what support was offered and what knowledge was assimilated.

CCSD ensures that students, parents, educators and other stakeholders have appropriate levels of technical support through a range of strategies. For example, personalized learning orientation sessions will be conducted for parents and students to provide families with information on how learning will change in CCSD as a result of a transition to a personalized mastery system. Also covered will be technology training, troubleshooting tips and device care, free Wi-Fi locations, information on accessing discounted Internet service, cyber-bullying and digital citizenship, expectations and discipline procedures, and the district's technology usage agreement. The technology instructional coaches support parents, students, and staff with questions and issues that arise.

Support groups set up in Edmodo allow students and faculty members to post questions, concerns, ideas, accomplishments, requests, problems and solutions related to technology. These groups are monitored by teachers and the technology instructional coaches. Multiple sessions are offered at each school during the day and in the evening to accommodate busy schedules of working parents.

Students attend orientation training administered by the technology instructional coach which includes a digital agenda tutorial with activities. SWAT (Students Working to Advance Technology) teams made up of students are organized by the technology instructional coach at

each school to support classroom and other school technology needs and to enable students to act as mentors to their peers.

c. Open Data Format

CCSD's infrastructure supports personalized learning through information technology systems that allow parents and students to export their information in open data formats. Parents and students may use the data in other electronic learning systems as they choose. CCSD does not currently prescribe independent learning systems or how to use available data in external learning systems. Through *L3*, CCSD will be able to identify specifically how available data may be applied to aid learning using independent products. Some of the current products used by CCSD that allow parents and students to export their own data in open formats include SharpSchool Learning Management System, myON Reader, PowerSchool Student Information System, and Khan Academy.

d. Interoperable Data Services

Over the last six years, the SC Department of Education and SC Commission on Higher Education have designed and begun using a longitudinal data system, South Carolina Longitudinal Information Center for Education (SLICE). SLICE uses the schools interoperability framework (SIF) to enable efficient and accurate management of core data throughout the state. A student unique number system (SUNS) provides a permanent state ID for all PK through higher education students. The student information system (SIS) used in all districts throughout the state, PowerSchool, provides a local repository of student data that is then linked to the statewide longitudinal system.

Integrated systems are used to provide student, human resource, and instructional improvement data. Enrich Assess is an application designed to provide educators course grades and all available tests scores for their students. Enrich Assess is used by all districts in the states and the data are aggregated at the state level into SLICE. When fully operable in 2013, SLICE will create the foundation for integration of PK through higher education data systems with early childhood data systems, other human service systems, postsecondary data systems, and workforce data systems.

CCSD is currently implementing a human capital management system, PALMS. PALMS combines data from multiple systems into a single human capital management system that will include human resource and instructional improvement data such as educator evaluations,

classroom observations, professional growth plans, professional development resources, induction teacher information and support, mentor data, educator certification, and highly qualified credentials. Once all phases of PALMS are implemented in 2014-15, all educators will easily obtain their personal development plan and leaders will be able to track trends and make data-driven decisions to plan appropriate support for staff.

E. Continuous Improvement

(E)(1) Continuous Improvement Process

CCSD has embraced and embedded in its institutional culture an ongoing continuous improvement processes. This process includes: defining the problem; gathering data; refining the problem based on data; identifying root causes; researching and piloting evidence-based solutions to address the deep causes; evaluating the results and adjusting if needed; standardizing to maintain the gains; and continuing the cycle by preserving the lessons learned and anticipating future improvements (Joiner, 1994).

Since 2007, CCSD has taken several steps to embed a continuous improvement process into the very fabric of school and district operations. The School Quality Review (SQR) process, undertaken in 2010-2011 and 2011-2012, studied the implementation of district-wide initiatives at the school level and provided schools with actionable feedback regarding instructional practice, literacy across the curriculum, school-based data systems, and partnerships with parents and the community. Similarly, District Accountability Reviews (2007- 2010), which were followed by the District Accountability and Support Sessions (2011-2012), offered school leadership teams an opportunity to reflect upon and present their strategies and results in an environment where district supports could be redirected to their needs. In 2011-2012, District Accountability and Support Sessions focused on school improvement trends and on teacher effectiveness.

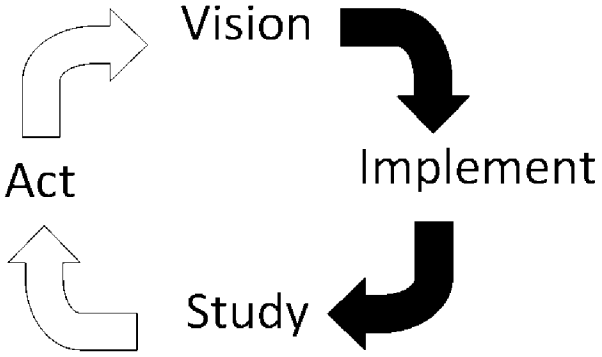
With the implementation of the current strategic plan, *Vision 2016*, CCSD has integrated an ongoing analysis and response to the district's progress towards our strategic plan's goals and targets. On a bi-annual basis, progress towards student achievement targets and accomplishments in the area of each strategic priority will be gathered, assessed, and used to alter the timeline, resources, or action plan to keep on track for success.

For *L3*, the continuous improvement process will include 1) hiring an external evaluator to help us refine the project and gain independent insight into the implementation and

benchmarks; 2) using internal processes and teams (school leadership team, cross-functional work groups, and Steering Committee) to engage trench-level feedback and observations and to identify obstacles and solutions; 3) clear internal communications and authority to address any problems and make adjustments; 4) creation of project manuals and documentation of implementation for review and replication; 5) frequent and clear engagement of community members and all stakeholders to gauge satisfaction and to garner new creative ideas.

One of the reasons we have sought a partnership with Re-Inventing Schools Coalition (RISC) is that the coalition uses continuous improvement processes as a foundation for its framework. RISC reviews progress across the four components of the personalized learning framework: Leadership; Shared Vision; Personalized Mastery; and Continuous Improvement. This continuous improvement process is referred to as VISA (Vision-Implement-Study-Act).

- Define a shared **V**ision for improvement
- **I**mplement the vision
- **S**tudy the success of implementation
- **A**ct on the results of the evaluation



This continuous improvement process is aligned vertically from the district level to the school level to the classroom level to the student level as shown below.

Example of a ***District-Level*** VISA Continuous Improvement Process
Vision/Goal: Close the achievement gap by 10% on the statewide Palmetto Assessment of State Standards (PASS) for students in grades 3-8 by increasing rigor and relevance at the classroom level within one year. **Implement the Vision- Action Plan:** 1. Conduct a data analysis concerning teachers' relative strengths and weaknesses in delivering rigorous and relevant instruction. 2. Analyze our current deployment of professional development for increasing academic rigor and relevance. 3. Review guidance from research and from practitioners nationwide; benchmark district practices to research findings and best practices. 4. In collaboration with school administrators, determine the next steps to increase rigor and relevance to close the achievement gap. 5. Conduct intensive training with all staff on next steps and instructional delivery refinements or the elements of a new program if the decision is made to adopt one.

Study Implementation: Monitor implementation of program changes to see how well they are being deployed.
Refine and Act: Results indicate that teachers' instruction still lacks relevance and teachers are inconsistently deploying agreed-upon district instructional practices.

1. Analyze instructional practices at our schools with a specific focus on rigor and relevance.
2. Circle back to the research and synthesize any new findings on rigorous and relevant instruction.
3. Study strategies used by other districts to increase teachers' use of rigor and relevance.
4. Address teachers' inconsistent use of strategies to increase rigor and relevance of content, begin collecting baseline data about the frequency and quality of classroom instructional practices that increase relevance.
5. Analyze these results for a new iteration of the VISA process.

Example of a ***School-Level*** VISA Continuous Improvement Process

Vision/Goal: Close the achievement gap by 10% on the statewide Palmetto Assessment of State Standards (PASS) by increasing rigor and relevance at the classroom level within 1 year.
Implement - Action Plan:

1. Collect student achievement data relative to the achievement gap. Disaggregate and aggregate data.
2. Bring teachers together to commit to school-wide strategies by signing a Rigor and Relevance Improvement Design.
3. Hold discussions with staff about what works and what does not work, using leading questions to stimulate critical thinking (for example, "What is our definition of rigor and relevance?").
4. Send information to the district office from data analysis and outcomes of staff discussions.
5. Review and assess our own best practices. What strategies are teachers (who have ALL students achieving at high levels) using to increase rigor and relevance?

Study Implementation:

1. Meet monthly as a staff to discuss and create a running journal of best practices- post these to the school's teacher wiki. Conduct Measures of Academic Progress (MAP) assessment every three months.

Refine and Act:
After one year, schoolwide student scores on the PASS tests show that the achievement gap is getting wider.

1. Continue to improve student achievement for those students who have shown adequate growth.
2. Re-examine rigorous and relevant instructional practices and learning activities.
3. Disaggregate test scores to find the root cause of the growing achievement gap.
4. Begin a new VISA process for next year.

Example of a ***Classroom-Level*** VISA Continuous Improvement Process

Vision/Goal: Close the achievement gap by 10% on the statewide Palmetto Assessment of State Standards (PASS) by increasing rigor and relevance at the classroom level within 1 year.

Implement the Vision– My Action Plan:

1. Monitor individual students' achievement, specifically analyzing students at the high and low ends of the spectrum.
2. Create an individualized Digital Learning Plan for each student.
3. Empower students to track their own progress
4. Work with my Teacher Curriculum Team to learn what they are doing that works; refine my instructional practices.

Study Implementation: Administer MAP test after three months to see if my instructional changes with increasing rigor and relevance have closed the achievement gap.

Refine and Act:

Identify instructional strategies and activities needed for different students.

Example of a ***Student-Level*** VISA Continuous Improvement Process

Vision/Goal: Improve my MAP scores on the next test by 10% compared to my scores on the last test.

Implement the Vision– My Action Plan:

1. Meet with my teacher to review my strengths and weaknesses in my Digital Learning Plan.
2. Write weekly goals for each area in my Digital Learning Plan.
3. Review my goals each morning.
4. Create a daily strategy to work on my goals.
5. Create a chart to track my progress in each area.
6. Refine my goals each afternoon.
7. After each test, meet with my teacher, review my progress, and revise my goals as needed.

Study Implementation: At the end of each week review if I accomplished my goals, if not, what did I do? What didn't I do?

Revise and Act: At the end of each week, make adjustments in my strategies depending on how I evaluate my progress.

The VISA process will be used to monitor progress toward project goals and identify opportunities for ongoing corrections and improvements. Additionally the O-Path organizational self-assessment tool will be used to analyze the extent to which current practices are aligned with the four components of the RISC personalized learning framework (see Appendix A2 for the O-Path tool).

In conclusion, CCSD is proud of the fact that it holds a core value of continuous improvement. We use project management to analyze/establish root causes, and develop improvement processes that are built upon both process and outcome measures. Process and outcome measures are used to determine funding necessary to support mission-critical strategies on an annual basis.

(E)(2) Ongoing Communication and Engagement

CCSD recognizes that the process to reform the learning environment for optimum student achievement requires ownership from the teachers, administrators, students, parents, and community-based stakeholders to develop and support program implementation and long-term sustainability. Working in partnership with stakeholders will ensure opportunities to take advantage of different ideas, practices, and thinking to achieve the common goals of *L3*. CCSD's Stakeholder Communication and Engagement Plan requires collaboration among various stakeholder groups. These groups include the superintendent, board members, parent organizations, student organizations, local businesses, civil rights organizations, advocacy groups, civic and community–based organizations, faith-based organizations, local government agencies and local institutions of higher education.

The district has existing systems in place to ensure there is ongoing communication and engagement with internal and external stakeholders. As part of the district's existing performance management process, we will continue to get feedback through the annual parent satisfaction survey, and twice-yearly employee engagement survey. The *L3* Steering Committee will review project data to engage discussions with stakeholder groups and to promote genuine input and feedback for progress and implementation. To promote up-to-date and transparent communications, CCSD will create an *L3* Web page. This page will include videos of town hall meetings; written materials such as frequently asked questions, live data dashboards, survey results; and customized forms to allow for interactive feedback and input.

A critical component of our personalized learning framework, a "shared vision," deliberately engages the community to become an integral element of the process with the goal of creating a critical mass of ownership that will ensure the effectiveness and sustainability of personalized learning. The partnership of all stakeholders is important, but parent support is absolutely critical. CCSD's shared vision will encompass a set of goals for focus areas including students' academic achievement, cross-curricular standards, and 21st Century skills.

The shared vision will have specific action steps that capture the perspective of stakeholders' views of how to best educate students, increase student achievement, and close the achievement gap. Engaging the public whole-heartedly will build capacity and unify the community to work together for the sake of the students. Adults will be empowered and inspired which will result in ownership rather than buy-in. Buy-in means the community accepts the plan;

ownership means the plan is their own. Building a shared vision is a grassroots process which involves a number of steps:

1. Meet. The district will schedule numerous opportunities for discussion and debate among stakeholders of varying backgrounds, interests, and professions. The superintendent conducts monthly roundtables with specific groups such as teachers, principals, students, parents, and faith-based leaders. CCSD also has an established Charleston Achieving Excellence advisory group to discuss current academic trends and issues. The shared vision of *L3* will emerge at these stakeholder meetings.
2. Share information (research and data) at town hall meetings, which will include parents, students, and community members of each participating school outlining key elements and reforms to build stakeholder engagement.
3. Question and discuss. At the town hall meetings, questions will be ask to start difficult conversations and promote critical thinking about student achievement and future goals of the district.
4. Synthesize ideas from stakeholder meetings into clusters that align with focus areas.
5. Set school and district goals for each focus area.
6. Write common assessments based on stakeholder input.
7. Develop systematic improvement plan that is aligned across all system levels and that reflects the rich diversity of stakeholder groups.

Ultimately, CCSD has used stakeholder engagement and input to create its strategic plans, and this work will continue throughout *L3*.

(E)(3) Performance Measures

Applicant-proposed Measure for Students in Grades pre-K – 3: Report Card Behavioral Rating

(a) CCSD's rationale for selecting satisfactory behavior ratings on student report cards among second graders as a measure permits an assessment of how teachers are judging four important aspects of student behavior in terms of whether students are functioning at the consistent and independent level. The indicators were selected from the ten second-grade measures because they are excellent age-appropriate, non-cognitive measures of socio-emotional development for second graders.

(b) These behavior measures will be rigorous (all second graders are rated on these items in the same way), timely (reports cards are issued every nine weeks), and formative (teachers and families review these ratings together and coordinate efforts and activities that will enhance student development in these areas).

(c) Throughout implementation, the efficacy of this measure will continue to be evaluated, and training to improve its reliability of measurement will be provided if needed. An alternative measure may be developed if this one proves less reliable or instructive than anticipated.

Applicant-proposed Measure for Students in Grades PK-3 & 4-8: Measures of Academic Progress (MAP)

(a) CCSD's rationale for selecting Measures of Academic Progress (MAP) is to monitor reading and math growth of second graders. All CCSD students in grades K-9 are assessed in reading and math two to three times per year with MAP, a robust computer-adaptive assessment. Schools and the district analyze the fall-through-spring gains made by students to evaluate student progress and program effectiveness. The RIT scale is an equal-interval scale, which means that change in student scores over time are valid measures of growth in reading and math.

(b) MAP results will provide rigorous, timely, and formative information in that both the reading and the math assessments are widely-used measures to gauge the progress of students and to make mid-course corrections in instruction based on student needs. Teachers use student results to guide their reading and math instruction throughout the year.

(c) MAP results provide longitudinal data on student performance and, therefore, are expected to be valuable measures of *L3* success. Nonetheless, the project will continually review the adequacy of these data points and evaluate whether better measures may be discovered.

Applicant-proposed Measure for Students in Grades 4-8: PASS English/Language Arts and math

(a) CCSD's rationale for applicant-proposed measures is that they apply to all students tested with the South Carolina ESEA-approved assessment, in grades 3-8.

(b) PASS results will provide rigorous, timely, and formative information in that both the ELA and the math sections of PASS are pivotal accountability measures for students. PASS results have been selected as critical measures of impact because of their importance as a longitudinal and comparative gauge of how CCSD students are performing, especially relative to prior years and other districts across South Carolina.

(c) While PASS results are annual measures, the project will continually review the adequacy of the information provided for ELA and math in terms of the efficacy of these measures to assist project implementation. If they are found to be unsatisfactory gauges of project performance, other measures will be developed.

Applicant-proposed Measure for Students in Grades 4 – 8 & 9-12: Suspensions

(a) CCSD's rationale for selecting in-school suspensions (ISS) and out-of-school suspensions (OSS) as measures reflects the fact that this is an excellent measure of students' grade-appropriate social-emotional welfare and is especially important because these measures reflect the degree to which students are removed from instruction due to behavioral issues.

(b) Suspension data will provide rigorous, timely, and formative information because CCSD monitors student discipline closely and behavioral intervention strategies can be immediately implemented based on the data.

(c) Monitoring suspension results is expected to be a valuable leading indicator because it is expected that ISS and OSS will be reduced upon successful implementation of *L3*.

Applicant-proposed Measure for Students in Grades 9-12: Career & Technology Courses

(a) CCSD's rationale for selecting this on-track indicator for career-readiness reflects the fact that four Career and Technology Education (CTE) courses are required to establish a major for the state's mandated college and career readiness. The district desires that greater numbers of students pursue CTE coursework that establishes majors for them, enhancing their career-readiness.

(b) This on-track for college readiness measure will provide rigorous, timely feedback early enough for guidance counselors or other school staff to meet with students and families to encourage that additional courses be added.

(c) At this time, the above measure appears to be an acceptable indicator of *L3*'s effectiveness in improving career-readiness in high school students; however, a career academy initiative currently underway in CCSD may provide greater insights into more appropriate and valid measures as the *L3* project unfolds.

Applicant-proposed Measure for Students in Grades 9-12: High School Exit Exam

(a) CCSD has selected performance on the high school exit exam as a leading academic measure because high school students must pass the HSAP (South Carolina's exit exam) to earn a standard high school diploma. Students first take this assessment in their second year of high school, and must pass both an ELA and a math section. HSAP is a vital gauge of student progress toward graduation and passing on the first attempt greatly enhances a student's likelihood of graduating on-time.

(b) The HSAP measure provides feedback within a few weeks so that students can know their status on this gateway assessment, and they, their families, and school staff can plan strategies for improving performance on the next try (if necessary).

(c) First-attempt HSAP passage rate appears to be an appropriate leading indicator of student academic success, but we will continually re-evaluated this indicator for possible improvement.

(E)(3) Performance Measures – Required for all applicants

Performance Measure (All Applicants – a)

a) The number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective teacher and a highly effective principal. CCSD's principal evaluation system does provide three tiers of performance, permitting this measure to be included immediately. However, "highly effective teacher" is not currently measured in CCSD's teacher evaluation system. This measure will be in place no later than 2014-15, as part of the evaluation system to be developed during implementation of the Teacher Incentive Fund grant, awarded to CCSD in September 2012.

Applicable Population: All participating students

		Baseline *[2011-12]*				Target													
						SY 2012-13		SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
All	Teacher	N/A	9,493	N/A	N/A	9,493	N/A	N/A	9,493	N/A	N/A	9,493	N/A	N/A	9,493	N/A	N/A	9,493	N/A
	Principal	4,085	9,493	43.0%	4,560	9,493	48.0%	5,034	9,493	53.0%	5,509	9,493	58.0%	5,984	9,493	63.0%	6,458	9,493	68.0%
Black	Teacher	N/A	7,071	N/A	N/A	7,071	N/A	N/A	7,071	N/A	N/A	7,071	N/A	N/A	7,071	N/A	N/A	7,071	N/A
	Principal	2,954	7,071	41.8%	3,308	7,071	46.8%	3,661	7,071	51.8%	4,015	7,071	56.8%	4,368	7,071	61.8%	4,722	7,071	66.8%
Subsidized	Teacher	N/A	8,555	N/A	N/A	8,555	N/A	N/A	8,555	N/A	N/A	8,555	N/A	N/A	8,555	N/A	N/A	8,555	N/A
	Principal	3,445	8,555	40.3%	3,874	8,555	45.3%	4,302	8,555	50.3%	4,729	8,555	55.3%	5,157	8,555	60.3%	5,585	8,555	65.3%

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup, whose teacher of record and principal are an effective teacher and an effective principal.	**Applicable Population**: All participating students

		Baseline *[2011-2012]*				**Target**													
						SY 2012-13		**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**Effective Teacher or Principal**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (A/B)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (D/E)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (G/H)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (J/K)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (M/N)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (P/Q)*100**
All	Teacher	7,860	9,493	82.8%	8,050	9,493	84.8%	8,240	9,493	86.8%	8,430	9,493	88.8%	8,619	9,493	90.8%	8,809	9,493	92.8%
	Principal	4,769	9,493	50.2%	5,244	9,493	55.2%	5,718	9,493	60.2%	6,193	9,493	65.2%	6,668	9,493	70.2%	7,142	9,493	75.2%
Black	Teacher	5,607	7,071	79.3%	5,748	7,071	81.3%	5,890	7,071	83.3%	6,031	7,071	85.3%	6,173	7,071	87.3%	6,314	7,071	89.3%
	Principal	3,201	7,071	45.3%	3,555	7,071	50.3%	3,908	7,071	55.3%	4,262	7,071	60.3%	4,615	7,071	65.3%	4,969	7,071	70.3%
Subsidized	Teacher	7,049	8,555	82.4%	7,220	8,555	84.4%	7,391	8,555	86.4%	7,562	8,555	88.4%	7,733	8,555	90.4%	7,905	8,555	92.4%
	Principal	4,004	8,555	46.8%	4,432	8,555	51.8%	4,860	8,555	56.8%	5,287	8,555	61.8%	5,715	8,555	66.8%	6,143	8,555	71.8%

Performance Measure (All Applicants – c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** *SY 2011-12*	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
c) Percent of students performing at proficient level (i.e., Met or Exemplary) on ELA portion of PASS assessment: number of students scoring at the Met or Exemplary level on PASS ELA divided by total number of students tested.	Students in grades 3-8 at participating schools	All	59.8%	61.8%	63.8%	65.8%	67.8%	69.8%
		Black	54.6%	57.6%	60.6%	63.6%	66.6%	69.6%
		Subsidized	57.2%	60.2%	63.2%	66.2%	69.2%	72.2%
d) Percent of students performing at proficient level (i.e., Met or Exemplary) on math portion of PASS assessment: number of students scoring at the Met or Exemplary level on PASS math divided by total number of students tested.	Students in grades 3-8 at participating schools	All	59.2%	61.2%	63.2%	65.2%	67.2%	69.2%
		Black	53.%	56.4%	59.4%	62.4%	65.4%	68.4%
		Subsidized	56.7%	59.7%	62.7%	65.7%	68.7%	71.7%

(E)(3) Performance Measures – Required for applicants with participating students in grades PK-3

Performance Measure (Grades PK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline *[SY2011-12]*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
a) Reading growth of second graders: average gain among second graders in reading scores from fall to spring, as measured by spring MAP reading RIT (Rasch UnIt) score minus fall reading RIT score.	2nd grade students at participating schools	All	15.6 Pts.	16.6 Pts.	17.6 Pts.	18.6 Pts.	19.6 Pts.	20.6 Pts.
		Black	14.9 Pts.	16.9 Pts.	18.9 Pts.	20.9 Pts.	22.9 Pts.	24.9 Pts.
		Subsidized	15.7 Pts.	17.7 Pts.	19.7 Pts.	21.7 Pts.	23.7 Pts.	25.7 Pts/
b) Percent of second-graders with satisfactory behavior ratings: number of second-grade behavior rating scores at the consistent and independent level divided by the total number of ratings assigned by teachers for four behaviors on student report cards [a. Follows rules and procedures; b. Makes responsible decisions; c. Respects rights and feelings of others; d. Works cooperatively].	2nd grade students at participating schools	All	61.3%	63.3%	65.3%	67.3%	69.3%	71.3%
		Black	56.9%	59.9%	62.9%	65.9%	68.9%	71.9%
		Subsidized	60.2%	63.2%	66.2%	69.2%	72.2%	75.2%
c) Math growth of second graders: average gain among second graders in math scores from fall to spring, as measured by spring math RIT Rasch UnIt) score from MAP minus fall math RIT score.	2nd grade students at participating schools	All	15.0 Pts.	16.0 Pts.	17.0 Pts.	18.0 Pts.	19.0 Pts.	20.0 Pts.
		Black	14.3 Pts.	16.3 Pts.	18.3 Pts.	20.3 Pts.	22.3 Pts.	24.3 Pts.
		Subsidized	14.9 Pts.	16.9 Pts.	18.9 Pts.	20.9 Pts.	22.9 Pts.	24.9 Pts.

*For measure (b), Teachers provide student ratings of these behaviors on each 9-week report card. The four behaviors selected here for grade 2 are the clearest socio-emotional indicators included in the 10 behavioral measures that teachers rate. For each indicator, student development is rated on a scale of "C" (student meets grade-level standards on a consistent/independent basis), "S" (student meets grade-level standards with some assistance), or "R" (student is not yet meeting this standard). Students receiving scores at the "C" level comprise the numerator in this measure.

(E)(3) Performance Measures – Required for applicants with participating students in grades 4-8

Performance Measure (Grades 4-8 – a)	**Applicable Population**: All 4th-8th grade students at participating schools
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice): number and percent of participating 4th-8th grade students who have ARAS scores qualifying as "low-risk" (i.e., "on-track" (ARAS risk scores range from 8-24 points; the "low-risk" threshold is 13 points or less).	

	Baseline *SY 2011-12*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All	2,808	3,695	76.0%	2,882	3,695	78.0%	2,956	3,695	80.0%	3,030	3,695	82.0%	3,104	3,695	84.0%	3,178	3,695	86.0%
Black	2,022	2,630	76.9%	2,075	2,630	78.9%	2,128	2,630	80.9%	2,180	2,630	82.9%	2,233	2,630	84.9%	2,285	2,630	86.9%
Subsidized	2,313	3,156	73.3%	2,376	3,156	75.3%	2,440	3,156	77.3%	2,503	3,156	79.3%	2,566	3,156	81.3%	2,629	3,156	83.3%

*ARAS is CCSD's At-Risk Alert System, in use since 2004-05, to provide timely, proactive alerts to help identify and prioritize at-risk students at all grade levels based on academic and behavior factors. Appendix Table E3.1 displays the ARAS matrix, identifying the factors and point values it encompasses. ARAS is a tool that integrates data from several sources into a single model that CCSD administrators and school-based staff use to identify students who are at-risk for school failure and who may benefit from interventions. ARAS was developed based on review of national research about the risk factors associated with dropout/non-completion of high school. The factors included in ARAS are Grades/GPA, student age compared to grade level ("overage" is the student?), participation in the subsidized lunch program, absences, in-school suspensions, out-of-school suspensions, PASS ELA level, and PASS math level. Each factor is scored from1 (lowest risk) to 3 (highest risk) and the student's overall ARAS risk score is the sum of these factors, ranging from a low of 8 to a high of 24. The ARAS measure is predictive of student success; for example, 90.6% of CCSD 8th-graders in 2007-08 who had ARAS scores at or below 13 did graduate on-time four years later (spring 2012). The ARAS measure is also comprehensive of students who succeed; for example, of all CCSD graduates in spring 2012, 80.3% had ARAS scores of 13 or less when they were in 8th grade in 2007-08. While ARAS has been a strong indicator in CCSD, its utility will continue to be evaluated. In addition, the district is currently considering including a couple of factors relating to physical health of students into the ARAS composite and will study the efficacy of these additions.

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline SY 2011-12	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
b) Reading growth of fifth graders: average gain among fifth graders in reading scores from fall to spring, as measured by spring MAP reading RIT (Rasch UnIt) score minus fall reading RIT score.	5th grade students at participating schools	All	6.5 Pts.	7.5 Pts.	8.5 Pts.	9.5 Pts.	10.5 Pts.	11.5 Pts.
		Black	6.3 Pts.	8.3 Pts.	10.3 Pts.	12.3 Pts.	14.3 Pts.	16.3 Pts.
		Subsidized	6.5 Pts.	8.5 Pts.	10.5 Pts.	12.5 Pts.	14.5 Pts.	16.5 Pts.
c) Percent of 4th-8th grade students who receive In-School Suspension (ISS) or Out-of-School Suspension (OSS) during the school year: 4th-8th grade students who receive one or more ISS or OSS divided by total number of 4th-8th grade students.	4th-8th grade students at participating schools	All	26.6%	24.6%	22.6%	20.6%	18.6%	16.6%
		Black	32.7%	29.7%	26.7%	23.7%	20.7%	17.7%
		Subsidized	28.5%	25.5%	22.5%	19.5%	16.5%	13.5%
d) Math growth of fifth graders: average gain among fifth graders in math scores from fall to spring, as measured by spring MAP math RIT (Rasch UnIt) score minus fall math RIT score.	5th grade students at participating schools	All	9.6 Pts.	10.6 Pts.	11.6 Pts.	12.6 Pts.	13.6 Pts.	14.6 Pts.
		Black	9.1 Pts.	11.1 Pts.	13.1 Pts.	15.1 Pts.	17.1 Pts.	19.1 Pts.
		Subsidized	9.5 Pts.	11.5 Pts.	13.5 Pts.	15.5 Pts.	17.5 Pts.	19.5 Pts.

* The proposed measure includes all 4th-8th grade students who receive one or more ISS or OSS (unduplicated count), as collected by the 2011-12 Civil Rights Data Collection process.

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12

Performance Measure (Grades 9-12 – a) a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form. Limited data (by high school) for this measure were available through the US Department of Education's Office of Federal Student Aid.	**Applicable Population**: Graduates of participating high schools (12th graders who graduate).

	Baseline SY 2011-12			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (A/B)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (D/E)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (G/H)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (J/K)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (M/N)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (P/Q)*100**
All	117	282	41.5%	123	282	43.5%	128	282	45.5%	134	282	47.5%	140	282	49.5%	145	282	51.5%
Black	96	232	41.4%	103	232	44.4%	110	232	47.4%	117	232	50.4%	124	232	53.4%	131	232	56.4%
Subsidized	94	226	41.6%	101	226	44.6%	108	226	47.6%	114	226	50.6%	121	226	53.6%	128	226	56.6%

* Details were not available for demographic subgroups. Therefore, the FAFSA figures provided for the targeted subgroups in this table are estimates based on the demographics of the three high schools included in the *L3* project.

Performance Measure (Grades 9-12 – b)	**Applicable Population**: First-time ninth graders at participating high schools.
b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice): number and percentage of participating 9th grade students who completed 6 credits by the end of their freshman year and had earned at least one credit in English and 1 credit in math.	

	Baseline *[SY 2011-12]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All	224	398	56.3%	236	398	59.3%	248	398	62.3%	260	398	65.3%	272	398	68.3%	284	398	71.3%
Black	176	305	57.7%	185	305	60.7%	194	305	63.7%	203	305	66.7%	213	305	69.7%	222	305	72.7%
Subsidized	190	344	55.2%	200	344	58.2%	211	344	61.2%	221	344	64.2%	231	344	67.2%	242	344	70.2%

* Rooted in analyses conducted by the Consortium on Chicago School Research, CCSD uses the above measure as its "on-track" indicator for college- and career-readiness. The criteria outlined above are those which are required for a 9th-grader in South Carolina to be promoted to 10th grade. Thus, for the grade 9-12 population, this measure, examined at the end of the 9th-grade year, is an early indicator of students who potentially will not graduate. In addition, this measure is advantageous because it points explicitly to the area or areas contributing to students not being on-track. This on-track measure is predictive of student success; for example, 90.4% of CCSD 9th-graders in 2008-09 who met this on-track measure did graduate on-time three years later, in spring 2012. It is also comprehensive of students who succeed; for example, 93.4% of on-time graduates in 2012 met the on-track indicator in 9th grade.

Performance Measure (Grades 9-12 – c)	**Applicable Population:** All high school students at Burke, St. Johns, and Stall.
c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. **All high school students who have taken 4.0 or more credit hours in Career and Technology courses (the number required to establish a major). Methodology: number of students with 4.0 or more CTE credits divided by total number of students, for each targeted subgroup.**	

	Baseline *SY 2011-12*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students on track**	**Total # of Participating Students**	**% on track (A/B)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (D/E)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (G/H)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (J/K)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (M/N)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (P/Q)*100**
All	313	2,467	12.7%	362	2,467	14.7%	412	2,467	16.7%	461	2,467	18.7%	510	2,467	20.7%	560	2,467	22.7%
Black	273	1,831	14.9%	310	1,831	16.9%	346	1,831	18.9%	383	1,831	20.9%	419	1,831	22.9%	456	1,831	24.9%
Subsidized	263	1,937	13.6%	302	1,937	15.6%	340	1,937	17.6%	379	1,937	19.6%	418	1,937	21.6%	457	1,937	23.6%

Performance Measure (Grades 9-12 – d, e) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** *SY 2011-12*	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
d) Percent of students passing the high school exit exam on their first attempt: number of students who passed both the ELA and the math section of HSAP (High School Assessment Program) on their first attempt in their second year of high school divided by total number of students in their second year of high school.	Students in their second year of high school at participating schools	All	58.9%	61.9%	64.9%	67.9%	70.9%	73.9%
		Black	55.4%	59.4%	63.4%	67.4%	71.4%	75.4%
		Subsidized	57.3%	61.3%	65.3%	69.3%	73.3%	77.3%
e) Percent of high school students who receive In-School Suspension (ISS) or Out-of-School Suspension (OSS) during the school year: 9th-12th grade students who receive one or more ISS or OSS divided by total number of 9th-12th grade students.	9th-12th grade students at participating schools	All	51.1%	48.1%	45.1%	42.1%	39.1%	36.1%
		Black	54.6%	50.6%	46.6%	42.6%	38.6%	34.6%
		Subsidized	53.4%	49.4%	45.5%	41.5%	37.5%	33.5%

(E)(4) Evaluating Effectiveness of Investments

Overview: To inform the continuous improvement process, CCSD will engage an external evaluation and research consultant selected through a competitive bidding process to evaluate independently the effectiveness of the proposed RTT-D initiative. The CCSD Office of Assessment and Evaluation will provide direction and oversight for the evaluation, and if approved for funding, this office will finalize the initiative's evaluation design and research questions in collaboration with the selected evaluation consultant. The evaluation will collect data on the effectiveness of program activities and their impact on participants, assessing whether the project is meeting the goals, implementation objectives, and intermediate- and long-term outcomes. The independent evaluation team will work collaboratively with CCSD research and evaluation staff to design and implement data collection methods, identify existing data sources, analyze qualitative and quantitative data, and continuously present and discuss formative evaluation findings to the RTT-D program staff and other key stakeholders to inform ongoing program improvement. Together, CCSD staff and evaluation consultants will create implementation rubrics to measure fidelity and may develop additional instruments and protocols, as necessary, to help ascertain information pertaining to both process and outcome evaluations.

The evaluation designed will be guided by best practices outlined in the *What Works Clearinghouse Procedures and Standards Handbook* (2011) and will be rigorous, participatory, systematic, and cumulative, with links between activities, outcomes and contexts that can yield definitive insights into the nature and extent of implementation fidelity and project impact. Based on the project logic model presented in Section (A)(3), the proposed research and evaluation plan will include formative (implementation) and summative (outcome) components and use multiple sources of quantitative and qualitative data and methods of analysis. The implementation component will yield formative feedback on project activities and examine the extent to which the project is implemented with fidelity and integrity, which will not only affect outcomes for the grant period but also replication and scale-up activities. The outcome component will assess the overall effectiveness of the grant investment by examining the extent to which the project achieves its goals, stated performance measures, and annual targets, as well as project impact on intermediate- and long-term outcomes for educators and students.

Evaluation Framework: Listed below are the research questions that will guide the evaluation's two main components.

Formative/Implementation Evaluation Questions

1. To what extent is the four-year professional development plan/model implemented as intended? To what extent are stakeholders (teachers, school leaders, district leaders, coaches, parents, and community partners) satisfied with the training and support they receive? How might the district improve the professional development plan and each of the areas of delivery and support?
2. In what ways have teachers used the digital learning platform to support teaching and learning in the RTT-D schools and classrooms?
3. To what extent does the implementation of the digital learning platform and mobile learning engage students in rich, compelling learning experiences that develop deeper knowledge and skill development?
4. To what extent are the elements of the district's systemic model for school reform (the RISC Approach to Schooling) evident during each year of implementation? What activities and accomplishments do the district and the participating schools achieve with respect to shared vision, personalized mastery, leadership, and continuous improvement? What challenges to implementation do stakeholders encounter, if any, and how do stakeholders address these?
5. By the end of the fourth year of implementation, what is the capacity of the participating schools to sustain the RTT-D model and the implementation of the personalized learning framework?

Summative/Outcome Evaluation Questions

1. What is the impact of the RTT-D initiative on students and other stakeholders (teachers, school leaders, district leaders, community partners, parents)?
    a. To what extent does *L3* achieve the stated implementation objectives and intermediate-outcomes for educators and students?
    b. At the end of each year of implementation, to what extent does CCSD achieve the annual targets for each performance measure and make progress toward attaining the long-term overall student outcomes to close the achievement gap, increase

graduation rates, bolster student achievement, and improve preparedness for college and career, including 21st Century skills?

2. Does the project have any differential impact on the outcomes of various subgroups of students, such as gender, racial/ethnic background, and socioeconomic status?

Evaluation Methods: The evaluation design will employ multiple methods to collect qualitative and quantitative data from multiple sources and respondent groups. CCSD will work with the evaluation consultant to implement data collection activities and collect data and other relevant information from existing sources to inform the evaluation each year of implementation, reviewing and revising these methods as needed at the start of each implementation year to ensure that the independent evaluation yields data to inform and shape the continuous improvement process. The primary evaluation methods and data sources for the implementation and outcome components are as follows:

- Program documents, such as professional development schedules and materials, planning meeting minutes, educator participation in professional development and coaching, mobile learning instructional support materials, and district policies or guidelines related to RTT-D implementation and dissemination
- Individual and/or group interviews with district-level staff responsible for *L3* implementation, the project's coaches, and representatives from key partner organizations (e.g., RISC)
- Case studies conducted with a sample of target schools, including in-depth interviews with school leaders, focus groups with participating teachers, observations of teacher coaching sessions, personalized learning/classroom observations, reviews of sample individualized student learning plans, and group interviews with participating students and their parents (if possible)
- Surveys of principals and other school leaders, teachers, students, and parents at all participating schools to collect systematic feedback on satisfaction with grant activities and impact of those activities on teaching and learning outcomes (e.g., extent of student engagement in deep learning, improvements/changes in teacher and school leader knowledge and practice)
- Extant data obtained from various district- and school-level data systems, such as digital learning platform reports (mastery of college and career readiness standards, mastery of

curriculum content standards), state-mandated teacher and principal evaluation outcomes (numbers of students taught by highly effective teachers and led by highly effective principals), data from the district-wide Classroom Observation Tool (changes in classroom instructional practices), and student learning plan data (attainment of 21st Century skills)

- Student achievement data, including student scores on the fall and spring administrations of the MAP assessments in reading and math to assess academic growth at the classroom, school, and district levels and reductions in the existing achievement gaps among student subgroups, and other student outcome data, such as graduation rates, FAFSA form completion rates, and AP course enrollment and completion rates

Data Analysis and Reporting: The external evaluation team will have the primary responsibility for analyzing formative and summative evaluation data and for regularly communicating and sharing evaluation findings to program staff to support continuous improvement. The evaluation team will triangulate all data to examine the interaction of implementation effectiveness and outcomes and to integrate feedback from a broad group of stakeholders. The external evaluation team and the CCSD program team will collaborate to generate annual reports and the final report. All reports will be posted on the district website.

F. BUDGET AND SUSTAINABILITY

(F)(1) Budget for the Project

The overall budget for the *L3* initiative is $24,026,938, which includes requested grant funding of $19,388,399 and other funding of $4,638,539.

(a) Identifies all funds that will support the project

Four funding sources will support the project including: RTT-D grant funding, CCSD's General Operating Funds; CCSD's Capital Building Program and Technology Modernization funds; and federal Title II funds. The table below summarizes the source of funds, provides a brief description of the funding, and the amounts budgeted to support the project.

Funding Source	***Description***	**Amount**
RTT-D Grant	Provides resources to LEAs or consortium of LEAs to support bold, locally directed improvements in learning and teaching that will directly improve student achievement through personalized learning.	$19,388,400
General Operating Fund	Provides the resources necessary to sustain the day-to-day activities and pays for all administrative, salary and operating expenses. This fund is used to operate the day-to-day activities of the District. Receipts are primarily from state and local sources while the majority of expenditures are for classroom instruction or classroom support.	$4,000
Title II	Provides resources to states and districts to conduct a variety of teacher-related reform activities and can be used for a variety of teacher quality activities in any subject area. The focus of this funding source is recruitment and retention of highly qualified classroom teachers.	$1,213,312
District Capital Fund/ Technology Modernization	Provides resources exclusively to account for long-term capital outlay and construction projects. Expenditures include new construction projects, renovations, annual maintenance items and school modernization projects. Supports a multi-year Classroom Modernization project. This includes activities such as computer replacements, classroom and media center technology modernization and media center material replacements.	$3,421,226

(b) Reasonable and Sufficient

CCSD has put forth a strong budget that reasonably supports the development and implementation of personalized learning for all students in the proposal. This is a comprehensive budget that has considered all needs and aspects of the *L3* project implementation. The amount requested will enable CCSD to implement *L3* with fidelity, as it includes two project-level budgets that have carefully considered both grant and district funding. Between the RTT-D funding and CCSD's matching funds, we feel that no required aspect of the project has been left out that would hinder successful implementation.

Project costs were based on actual price quotes provided by potential and existing suppliers and service providers. Spending decisions were based on project needs. These needs were based on experiences with current and past district projects. The broad budget items include:

- Personnel costs for project management and school-based support
- Professional development services needed to support teachers, administrators and students at the participating schools
- Teacher stipends for those attending training outside of contracted hours
- Professional learning conferences, annual meetings and associated costs needed to foster professional growth and collaboration with other districts
- Technology equipment used by students and educators to implement the project, such mobile devices and supporting hardware technologies
- Web-based subscription resources and software licensing fees used to support the personalized learning environment
- Technology infrastructure needed to support mobile devices in schools, such as adequate bandwidth and wireless Internet access
- Travel expenses to include mileage for school visits, training, and conferences in support of professional growth for key participants
- Membership to the Re-Inventing Schools Coalition (RISC) to support implementation and sustainability of the personalized learning framework.

(c) Thoughtful rationale for investments and priorities

The budget narrative in **Section XI – Budget** (Table 4.1 – Project 1 & Table 4.1 – Project 2) provides a description of all funds and identifies the funds that will be used for one-time investments versus those that will be used for ongoing operations costs.

(F)(2) Sustainability of Project Goals

To ensure sustainability of *L3*, CCSD will put in place a number of core supports by the end of the grant period, including the following:

- A Board of Trustees commitment to the implementation of a personalized learning approach to schooling
- An action plan, with measurable evaluation criteria, outlining the specific steps the organization is taking to adopt a personalized learning framework
- A commitment to seeking and obtaining a waiver from the state regarding Carnegie unit requirements for high school credits and programs
- A systematic process for ensuring that all stakeholders — students, teachers, parents, community members, school board members, and administrators — know *L3* is and what it entails
- A systematic process for regularly soliciting stakeholder input regarding system-wide goals.

The primary strategy to ensure long-term sustainability is to align the majority of the project funds to professional development for school-based leaders and teachers. The proposal specifically builds school-based experts within CCSD while moving away from the support of contracted experts. *L3* focuses on building capacity at the school level during all years of the grant. Specifically, Year 4 targets networking and sharing best practices across the district. Additionally, Year 4 professional development focuses on peer coaching to develop a deeper level of collegiality and sharing of high-impact strategies. This training also supports the creation of a gap-analysis action plan to support continued learning beyond the grant period.

CCSD has pursued the Re-Inventing Schools Coalition (RISC) because two minds are better than one. The philosophies behind RISC and the work they have done align with district plans, and we do not wish to duplicate effort (or expense) when existing materials, technical assistance, and professional development resources are available. In addition, building a home-grown system with proficient experts takes much more time. RISC can help CCSD dramatically advance personalized learning and embed continuous improvement vertically and horizontally across classrooms, schools, and district operations. Our collaboration with RISC inspires

synergy and innovation. RISC serves a number of purposes: it unites those schools that are replicating the personalized learning framework; serves as a network for sharing tools, processes, and lessons-learned; and provides guidance and support to districts and schools. Finally, the coalition helps ensure that the framework is replicated with fidelity, the surest way to sustainable improvements. As schools join the coalition, they agree, in turn, to collaborate and to share information, successes and failures, and tools and processes.

The table below outlines a sustainability plan and displays the commitment put forth by CCSD to provide continued support for *L3*.

Table F2.1 Sustainability Budget – Years 5-7		
Cost Description	**Cost Assumption & Source of Funds**	**Total**
Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
Digital Learning Platform Coordinator Provides overall project management for the student digital learning platform Provides overall technical support for the student digital learning platform Serves as the liaison with the digital learning platform vendor Works with principals to organize training for new leaders, teachers and students on the digital learning platform	• 1 full-time employee • Average salary of a Team Associate III for the district- $85,412 • Ongoing operational cost for years 3-5 post grant sustainability • Source of Funds: Local Funding	$256,236
Fringe Benefits:		
Digital Learning Platform Coordinator Benefits	• Total Benefits 23.45% • FICA (7.65) • Retirement (14.9) • Unemployment (.10) • Worker's Comp (.80) • Heath/Dental ($5,000) • $20,241 per year • Ongoing operational cost for years 3-5 post grant sustainability • Source of Funds: Local Funding	$60,723
Travel Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
No travel is needed.		
Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
No equipment is needed.		

Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
Digital Learning Platform This system is needed in order to continue to provide students, teachers and parents 24/7 access to students' personalized learning plans.	• $6 per student per year • 9,098 targeted students • Indefinite reoccurring cost • Source of Funds: Capital District Fund- Fixed Cost of Ownership years 5-8	$163,764
Continued Expansion of Anytime-Anywhere Learning Mobile devices and cases for school leaders, teachers and students	• 9,148 mobile devices with cases @$446 • Expansion of mobile devices to additional schools • Source of Funds: District Capital Fund-Technology Modernization	$4,080,008
Continued Expansion of Anytime-Anywhere Learning Laptops to support expanded mobile device implementation	• 39 laptops @$1,499 • Ongoing operational cost to expand mobile device use • Source of Funds: District Capital Fund-Technology Modernization	$58,461
Continued Expansion of Anytime-Anywhere Learning Mobile device deployment services/project management	• 9,148 new mobile devices deployed; old mobile devices recovered • Deployment services- $12 per device • One time investment • Source of Funds: District Capital Fund-Technology Modernization	$109,776
Continued Expansion of Anytime-Anywhere Learning Mobile device technical support	• 9,148 total • Technical service contract- $16.50 per device • Ongoing operational cost for the district • Source of Funds: District Capital Fund-Technology Modernization	$150,942
Training Stipends		
Continued Expansion of Personalized Learning Framework Compensation for teachers' time required to attend professional development sessions to support the implementation of the personalized learning framework outside of their contracted days A comprehensive school transformation framework requires a commitment of sustained PD with a central focus over multiple school years, there are not enough professional development	• 1006 educators with stipend per teacher per day outside of contract - $75 • 13 total training days outside of the existing teacher contract for the district over 3 years • Ongoing operational cost for 4 years of the grant • Source: Federal Title II grant allocated by SEA	$735,639

days built into the district's schedule to support this personalized learning framework		
Continued Expansion of Personalized Learning Framework Educator stipend benefits for 4 years of the grant	Total Benefits 23.7% • FICA (7.65) • Retirement (15.15) • Unemployment (.10) • Worker's Comp (.80) • Ongoing operational cost for next 3 years • Source: Federal Title II grant allocated by SEA	$174,345

X. COMPETITIVE PREFERENCE PRIORITY

During the past five years, CCSD has made developing and sustaining partnerships one of the four central focus areas of its strategic plan and operations. *Vision 2016* states, "Student success relies on partnerships among schools, families, and communities. We will encourage transparency, collaboration and feedback, and strengthen partnerships with every person, agency, and organization invested in our students" (p.3).

Vision 2016 also articulates clear action steps:

- Expand Parent University and other opportunities throughout the district for families to learn, targeting our highest-potential schools and families.
- Increase the number and impact of Family-School Partnerships through proactive teacher contact with every student's family.
- Enhance the mental health and family supports delivered at our schools.
- Partner with institutions of higher education and non-profits to implement college and career preparation programs.
- Foster school partnerships with families, businesses, and faith-based and community organizations to expand the effective use of volunteers.
- Develop an integrated system of two-way communications — using traditional means, new technology, and social media — to listen, learn, and dialogue with all stakeholder groups.

As a result, diverse organizations have become vital partners in the efforts to provide the social, emotional, and behavioral supports necessary to advance academic achievement for all students

1. Description of Coherent & Sustainable Partnership

For *L3*, CCSD will count on its longstanding partnership with Communities In Schools of the Charleston Area. Part of a national network of dropout prevention programs, Communities in Schools of the Charleston Area is in its 24th year of service to Charleston's students, striving to surround them with a community of support, empowering them to stay in school and achieve in life. Through Communities in Schools, CCSD has access to the coordinated network of support services that Communities in Schools provides within 20 CCSD schools. To equip students with the tools and skills needed for success, Communities in Schools provides direct support to students and also serves as the United Way Integrated Service Provider in 10 schools,

coordinating the provision of a full-range of community resources to meet the needs of each student.

Working with each school's administrators, Communities in Schools develops annual site plans that prioritize the needs and challenges of the school's population, identify children most at risk, and match each child with services of partner organizations, volunteers, and Communities in Schools staff. This process is conducted with each school's Core Problem Solving Team to ensure that each student's needs will be addressed and met through a well-coordinated and personalized strategy that is overseen by school administrators, teachers, counselors, and Communities in Schools student support staff.

By facilitating the implementation of this integrated system, Communities in Schools is able to place services where they are most needed, supporting students and their families holistically and avoiding gaps or duplication. In addition to CCSD, Communities in Schools partner agencies include: City of Charleston, Charleston Promise Neighborhood, Medical University of SC, Charleston Center (Dept. of Alcohol and Drug Abuse Services), City of North Charleston, WINGS for Kids character development program, SC Department of Health & Human Services, SC Department of Health & Environmental Control, East Cooper Community Outreach, Increasing H.O.P.E., Tricounty Family Ministries, Lowcountry Children's Center, Trident United Way, Big Brothers/ Big Sisters, SC Campaign to Prevent Teen Pregnancy, Children's Trust of SC, Lowcountry Food Bank, Parents Anonymous, Lowcountry Orphan Relief, A Caring Heart Hospice, Charleston County Parks and Recreation, Be a Mentor, Charleston Volunteers for Literacy, and Metanoia (faith-based economic and leadership development).

With grant funding, *L3* schools that are currently under-resourced in terms of external service provision will be provided with student support services offered by a Communities in Schools specialist. Of the 19 participating schools, seven schools have no outside providers of social, emotional, or behavioral services for students and their families. All seven of these schools are elementary schools that feed into middle and high schools that do provide social-emotional and/or mental health support. Three of these seven schools are located on barrier islands, limiting the number and accessibility of community resources and services.

To fill the voids in social/emotional supports at targeted schools, the District will implement a three-tiered approach aligned with Absolute Priority 1:

- Tier 1 –School wide screening (using BESS) to identify students in need of higher-level supports
- Tier 2 – Provision of a social-emotional learning application (Social Skill Builder) that can be loaded on to a mobile device.
  - Training on use of the application for staff and students
  - Continuous collection and progress monitoring of data on this intervention in targeted schools
- Tier 3 – Provision and coordination of individual/family services by Communities in Schools student support specialists to students not responding to Tier 2 supports.

By working with Communities in Schools to provide student support services at these underserved schools, CCSD can ensure a broader reach and greater implementation and impacts from the individualized-approach program (which complements the philosophies behind a personalized learning environment). Communities in Schools has a demonstrated record of success for its case-managed students, recognized in a recent five-year independent study by ICF International that ranked the Communities in Schools Model the **most effective dropout prevention organization in America,** and the only one proven to increase graduation rates. Locally, Communities in Schools case-managed students have achieved significant gains each year, and in 2011-12, 96% of 1,020 students were promoted; 88% improved behavior; 79% improved academics; and 93% of the seniors graduated, with 73% going on to college and 11% to the military.

2. Population-Level Desired Results

Population Group	**Type of Result (e.g., educational or family and community)**	**Desired Results**
Second-graders at participating schools	Educational: children make acceptable academic growth in reading during second grade so they are ready for third-grade reading demands	Average gain of at least 18 RIT points in MAP reading from fall to spring for second graders
Second-graders at participating schools	Educational: children make acceptable academic growth in math during second grade so they are ready for third-grade demands in math	Average gain of at least 17 RIT points in MAP math from fall to spring for second graders
Students in 4th-	Family/community: students	At least 75% of 4th-8th grade students receive zero In-

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
8th grade at participating schools	are rarely removed from class due to misbehavior	School Suspensions or Out-of-School Suspensions during the school year.
All students in targeted schools who had been identified as needing Tier 2 Supports	Family/community: social, emotional, behavioral improvement as evidenced by a reduced overall Behavior Symptoms Index on the BASC BESS	Reduction in the number of students identified as needing case management by Communities in Schools Student Support Specialist

3. Aspects of the Partnership

(a) Tracking the Indicators

Communities in Schools uses a secure Web-based data management system to monitor, manage, evaluate, and report data and outcomes on students. The student support specialists track the number of weekly sessions with students, the number and frequency of interactions with parents, and the number and type of community services they coordinate. Case plans are monitored monthly and grades, attendance, school behaviors and test scores are tracked by the Communities in Schools specialist — in collaboration with each school's administrative team — to assess student progress towards specified goals. Pre- and post-participation surveys are also administered in conjunction with specific curricula that may be used, such as the Lions Quest life skills program, to assess qualitative social-emotional gains. Although outcome data for each case-managed student is tracked and assessed on an individual basis, annual reports detailing aggregated results are prepared and disseminated to administrators, families, funders, and other community stakeholders on overall program progress.

(b) Using Data to Improve Results

Core Problem Solving Team assessments and Behavior Assessment System for Children (BASC) Behavior & Emotional Screening System (BESS) data will be used to identify students requiring more intensive Tier 2 and Tier 3 interventions, services, and supports, and to determine students who will benefit from the more intensive support services provided by a Communities in Schools specialist. Some of the factors included in this determination include family poverty and lack of basic needs, substance abuse and/or criminal behavior in the family, poor academic performance, social/behavioral problems, lack of parental engagement in their child's education, irregular attendance, and over-age for their grade. Appropriate services to address these needs

can subsequently be identified and provided to help students overcome these obstacles to success.

(c) Scale-Up Strategies

Communities in Schools currently provides supports to 20 schools in CCSD. With grant funding, additional Communities in Schools staff will be hired to provide services to students in the seven *L3* schools that do not have a Communities in Schools presence. As data is collected on the effectiveness of the BESS screener and Social Skill Builder App, this model of data collection and intervention may be rolled out to other selected schools.

(d) Improving Results Over Time

Results will improve over time by providing early intervention for students that demonstrate a need for additional social, emotional, and behavioral supports, and by adjusting the intensity, frequency, and duration of interventions based on individual student needs and progress. This Communities in Schools-District model allows the continuous monitoring of students' progress as they advance through the feeder middle and high schools that are also participating in this grant and benefit from the existing programs in those schools that create a seamless network of supports and services.

4. Integrating Education and Support Services

Communities in Schools will integrate education and other services for participating students with the following:

- **Level 1 Services** – Communities in Schools Support Specialists are housed within the schools to help coordinate services and resources that are widely available to any student at the school. These are primarily short-term interventions that may take a few hours or days to accomplish. The Student Support Specialists provide or broker these services as needed, making them available to any member of the school's population. Examples of Level 1 offerings include school uniforms/clothing, food for the weekend, school supplies, school-wide assemblies on critical topics, special events, career fairs, field trips, health screenings, service-learning projects, life skills classes, family financial assistance, and grief counseling.
- **Level 2 and 3 Services** – For students who have been identified as having a higher risk of dropping out due to a number of risk factors in their lives and who require more intensive assistance beyond their mobile learning device work, the Communities in Schools Student Support Specialists will provide individualized and small group case-management activities that

involve weekly services or sessions with students. Needs assessments will be completed with the parents/guardians of these students prior to their engagement in the program, and case plans developed with the students. In addition to coordinating the resources of external providers, Communities in Schools staff provide these students with direct services that may include mentoring, tutoring, life skills lessons, goal setting, crisis intervention, home visits, and progress monitoring (tracking grade-level promotions, graduation rates, subject grades, school attendance, and behavior). These comprehensive services are offered primarily within the school and have a daily and direct impact on students.

5. Building the Capacity of Staff in Participating Schools

(a) With the involvement of administrators, guidance staff, teachers, and Communities in Schools staff, an assessment of student risk factors and available resources will be made to determine student needs, attributes and related strengths/challenges at each school to guide program development.

(b) With personnel involvement as above, a determination of both existing and needed school and community resources will be made to create a site-specific plan for addressing the identified and prioritized needs

(c) Working through the school's Core Problem Solving Team, strategies will be formulated to counteract the academic achievement gaps and the social/environmental threats affecting at-risk students, coordinating the necessary community resources that make it possible for students to learn and teachers to teach

(d) Following the Communities in Schools case-management service model, engage the parents of identified students in determining their child's specific needs and in developing a case plan (with the student) to address those needs; deliver evidence-based services to participating students (approximately 40/school) and maintain regular contact with the student's family

(e) Undertake progress monitoring and outcomes tracking on a monthly, quarterly, and annual basis, adjusting plans and services as needed and evaluating the effectiveness of the plan in achieving student goals.

6. Performance Measures and Desired Results

Performance Measure (Grades PK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** *[SY2011-12]*	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
d) Percent of second-graders with satisfactory behavior ratings: number of second-grade behavior rating scores at the consistent and independent level divided by the total number of ratings assigned by teachers for four behaviors on student report cards [a. Follows rules and procedures; b. Makes responsible decisions; c. Respects rights and feelings of others; d. Works cooperatively].	2nd grade students at participating schools	All	61.3%	63.3%	65.3%	67.3%	69.3%	71.3%
		Black	56.9%	59.9%	62.9%	65.9%	68.9%	71.9%
		Subsidized	60.2%	63.2%	66.2%	69.2%	72.2%	75.2%
e) Percent of 4th-8th grade students who receive In-School Suspension (ISS) or Out-of-School Suspension (OSS) during the school year: 4th-8th grade students who receive one or more ISS or OSS divided by total number of 4th-8th grade students.	4th-8th grade students at participating schools	All	26.6%	24.6%	22.6%	20.6%	18.6%	16.6%
		Black	32.7%	29.7%	26.7%	23.7%	20.7%	17.7%
		Subsidized	28.5%	25.5%	22.5%	19.5%	16.5%	13.5%

XI. BUDGET

Table 1.1

APPLICANT NAME	CHARLESTON COUNTY SCHOOL DISTRICT				
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ 712,930	$ 1,481,478	$ 1,554,839	$ 1,631,869	$ 5,381,116
3. Travel	$ 288,964	$ 471,110	$ 488,497	$ 506,753	$ 1,755,324
4. Equipment	$ 34,315	$ 34,315	$ 34,315	$ 34,315	$ 137,260
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 1,149,107	$ 1,436,146	$ 1,273,771	$ 75,450	$ 3,934,474
7. Training Stipends	$ 1,275,967	$ 2,271,974	$ 2,125,598	$ 1,791,502	$ 7,465,041
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
10. Indirect Costs	$ 3,461,283	$ 5,695,023	$ 5,477,020	$ 4,039,889	$ 18,673,215
11. Total Grant Funds Requested (lines 9-10)	**$ 132,567**	**$ 218,119**	**$ 209,770**	**$ 154,728**	**$ 715,184**
12. Funds from other sources used to support the project	$ 3,593,850	$ 5,913,142	$ 5,686,790	$ 4,194,617	$ 19,388,399
13. Total Budget (lines 11-12)	**$ 500,032**	**$ 1,911,516**	**$ 1,785,325**	**$ 441,666**	**$ 4,638,539**

Table 2.1

APPLICANT NAME	CHARLESTON COUNTY SCHOOL DISTRICT			
Project Name	**Primary Associated Criterion and Location in Application**	**Additional Associated Criteria and Location in Application**	**Total Grant Funds Requested**	**Total Budget**
Personalized Learning Framework	Section IX, (C)(1) and (C)(2)		$ 18,119,347	$ 22,757,886
Enhancing Student & Family Supports	Section X, Competitive Preference Priority		$ 1,269,052	$ 1,269,052
TOTALS			**$ 19,388,399**	**$ 24,026,938**

Table 3.1 - Project 1

Applicant Name	Charleston County School District				
Project Name:	Personalized Learning Framework				
Primary Associated Criterion and Location in Application:	C1 & C2				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ 712,930	$ 1,481,478	$ 1,554,839	$ 1,631,869	$ 5,381,116
2. Fringe Benefits	$ 288,964	$ 471,110	$ 488,497	$ 506,753	$ 1,755,324
3. Travel	$ 34,315	$ 34,315	$ 34,315	$ 34,315	$ 137,260
4. Equipment					$ -
5. Supplies	$ 1,123,547	$ 1,410,586	$ 1,248,211	$ 49,890	$ 3,832,234
6. Contractual	$ 995,967	$ 1,991,974	$ 1,845,598	$ 1,511,502	$ 6,345,041
7. Training Stipends					$ -
8. Other					$ -
9. Total Direct Costs (lines 1-8)	**$ 3,155,723**	**$ 5,389,463**	**$ 5,171,460**	**$ 3,734,329**	**$ 17,450,975**
10. Indirect Costs	$ 120,864	$ 206,416	$ 198,067	$ 143,025	$ 668,372
11. Total Grant Funds Requested (lines 9-10)	**$ 3,276,587**	**$ 5,595,879**	**$ 5,369,527**	**$ 3,877,354**	**$ 18,119,347**
12. Funds from other sources used to support the project	$ 500,032	$ 1,911,516	$ 1,785,325	$ 441,666	$ 4,638,539
13. Total Budget (lines 11-12)	**$ 3,776,619**	**$ 7,507,395**	**$ 7,154,852**	**$ 4,319,019.80**	**$ 22,757,886**

Table 3.1 - Project 2

Applicant Name	Charleston County School District				
Project Name:	Enhancing Student & Family Supports				
Primary Associated Criterion and Location in Application:	Competitive Preference Priority				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ 25,560	$ 25,560	$ 25,560	$ 25,560	$ 102,240
6. Contractual	$ 280,000	$ 280,000	$ 280,000	$ 280,000	$ 1,120,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 305,560**	**$ 305,560**	**$ 305,560**	**$ 305,560**	**$ 1,222,240**
10. Indirect Costs	$ 11,703	$ 11,703	$ 11,703	$ 11,703	$ 46,812
11. Total Grant Funds Requested (lines 9-10)	**$ 317,263**	**$ 317,263**	**$ 317,263**	**$ 317,263**	**$ 1,269,052**
12. Funds from other sources used to support the project	$ -	$ -	$ -	$ -	$ -
13. Total Budget (lines 11-12)	**$ 317,263**	**$ 317,263**	**$ 317,263**	**$ 317,263**	**$ 1,269,052**

Table 4.1 - Project 1: Personalized Learning Framework

Cost Description	Cost Assumptions	Year 1 Request	Year 2 Request	Year 3 Request	Year 4 Request	TOTAL Total Request
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.						
Project Director: Oversees all activities of the grant; manages budget and procurement; ensures grant compliance with Federal statutes. *Rationale:* This position is necessary in order to ensure grant compliance and to have supervision of all aspects of the project making sure that personalized learning is implemented with fidelity.	1 FTE, average salary of a Team Associate IV per District salary schedules, salary prorated to 50% in Year 1 to allow time for recruiting a highly qualified candidate. An annual 5% cost of living increase is built into the budget for Years 2-4.	43,157	90,630	95,161	99,919	**328,867**
Project Specialist: Provides clerical support to the grant coordinator, professional development specialist and personalized learning specialists. Enters budget requisitions, compiles balance sheets, receiving and invoicing. *Rationale:* This position is necessary in order to provide the logistical and budget supports needed to implement personalized learning.	1 FTE, average salary of a 12 month classified specialist per district salary schedules. Salary prorated to 50% in Year 1 to allow time for recruiting a highly qualified candidate. An annual 5% cost of living increase is built into the budget for Years 2-4.	26,701	56,072	58,876	61,819	**203,468**
Digital Learning Platform Coordinator: Provides overall project management and technical support for the student digital learning platform; serves as the liaison with the digital learning platform vendor; works with the Professional Development Specialist to organize training for leaders, teachers and students on the digital learning platform. *Rationale:* This position is necessary for the technical and training support needed when using a digital learning platform to provide students, teachers and parents 24/7 access to students' personalized learning plans.	1 FTE, average salary of a Team Associate III per district salary schedules. Salary prorated to 50% in Year 1 to allow time for recruiting a highly qualified candidate. An annual 5% cost of living increase is built into the budget for Years 2-4.	36,891	77,471	81,345	85,412	**281,119**
Professional Development Coordinator: Organizes all personalized learning professional development. Supervises personalized learning coaches. *Rationale:* This position is necessary to provide sustained professional development and coaching services to support teachers and school leaders to ensure the district's personalized learning model is implemented with fidelity.	1 FTE, average salary of a Team Associate III per District salary schedules. Salary prorated to 50% in Year 1 to allow time for recruiting a highly qualified candidate. An annual 5% cost of living increase is built into the budget for Years 2-4.	36,891	77,471	81,345	85,412	**281,119**
Personalized Learning Coaches: Provides sustained professional development for teachers on personalized learning, including over the shoulder coaching on the implementation of the district's personalized learning framework. *Rationale:* This position is necessary to provide school-based sustained professional development and coaching services to support teachers and school leaders to ensure the district's personalized learning model is implemented with fidelity.	10 FTE, 210-day teacher contract. Will serve 20 schools at .50 FTE each. Salary prorated to 50% in Year 1 to allow time for recruiting a highly qualified candidate. An annual 5% cost of living increase is built into the budget for Years 2-4. Coaches will phase out after 4th year.	277,520	582,792	611,932	642,528	**2,114,772**
Technology Instructional Coaches: Provides sustained professional development and support for teachers on technology integration with instruction. *Rationale:* This position is necessary to provide sustained professional development on technology integration with instruction and technology support to teachers, students, and school leaders.	10 FTE, 210-day teacher contract. Will serve 20 schools at .50 FTE each. Salary prorated to 50% in Year 1 to allow time for recruiting a highly qualified candidate. An annual 5% cost of living increase is built into the budget for Years 2-4. Coaches will phase out after the 4th year.	277,520	582,792	611,932	642,528	**2,114,772**

Educator Peer Instructors: Master teachers (Educator Peer Instructors) will provide technology integration coursework to colleagues after school and on weekends. *Rationale:* In order to support teachers as they implement personalized learning in an anywhere-anytime learning environment, professional development will be provided focusing on the use of the mobile devices to support individual learning plans	• 19 courses X 15 hours = 285 hours @ $50 = $14,250 • The district's rate for technology instructors is $50 per hour	14,250	14,250	14,250	14,250	**57,000**
	1. Subtotal Personnel	**712,930**	**1,481,478**	**1,554,839**	**1,631,869**	**5,381,116**
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.						
Project Director's Benefits	Total Benefits 23.7%. FICA (7.65), Retirement (15.15%), Unemployment (.10), Worker's Comp (.80), Heath/Dental ($5,000), Fringe benefits year 1 have been prorated 50%	15,228	26,479	27,553	28,681	**97,942**
Project Specialist's Benefits	Total Benefits 23.7%. FICA (7.65), Retirement (15.15%), Unemployment (.10), Worker's Comp (.80), Heath/Dental ($5,000), Fringe benefits year 1 have been prorated 50%	11,328	18,289	18,954	19,651	**68,222**
Digital Learning Platform Coordinator's Benefits	Total Benefits 23.7%. FICA (7.65), Retirement (15.15%), Unemployment (.10), Worker's Comp (.80), Heath/Dental ($5,000), Fringe benefits year 1 have been prorated 50%	13,743	23,361	24,279	25,243	**86,625**
Professional Development Coordinator's Benefits	Total Benefits 23.7%. FICA (7.65), Retirement (15.15%), Unemployment (.10), Worker's Comp (.80), Heath/Dental ($5,000), Fringe benefits year 1 have been prorated 50%	13,743	23,361	24,279	25,243	**86,625**
Personalized Learning Coaches' Benefits	Total Benefits 23.7%. FICA (7.65), Retirement (15.15%), Unemployment (.10), Worker's Comp (.80), Heath/Dental ($5,000), Fringe benefits year 1 have been prorated 50%	115,772	188,122	195,028	202,279	**701,201**
Technology Instructional Coaches' Benefits	Total Benefits 23.7%. FICA (7.65), Retirement (15.15%), Unemployment (.10), Worker's Comp (.80), Heath/Dental ($5,000), Fringe benefits year 1 have been prorated 50%	115,772	188,122	195,028	202,279	**701,201**
Educator Peer Instructors Benefits	• Total Benefits 23.7% • FICA (7.65) • Retirement (15.15) • Unemployment (.10) • Worker's Comp (.80	3,377	3,377	3,377	3,377	**13,509**
	2. Subtotal Fringe Benefits	**288,964**	**471,110**	**488,497**	**506,753**	**1,755,325**
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.						
Mileage to targeted schools. *Rationale:* The grant team will be visiting the targeted schools to provide assistance with implementation and evaluate progress.	Reimbursable mileage for grant leaders, Technology Instructional Coaches and Personalized Learning Coaches (approximately 24 employees) Mileage reimbursement follows IRS regulations.	8,000	8,000	8,000	8,000	**32,000**

Annual RTT-D grant meeting. For Project Director. *Rationale:* The Project Director will attend annual grant meetings to be in compliance with the grant.	Flights- $300 X 4 years- $1,200. Lodging- (3 days) @900X 4 years- $3,600. Food- (3 days) @ $35 per diem X 4 years-$420. Rental car- (3 days) @$300X 4 years= $1,200. Rates based on District or federally-approved per diem rates	1,605	1,605	1,605	1,605	**6,420**
Effective Schools Conference for 10 personalized learning coaches. *Rationale:* This is necessary for the success of this grant in order to provide professional development to the personalized learning coaches so they in turn can provide sustained professional development and coaching services to support teachers and school leaders to ensure the district's personalized learning model is implemented with fidelity.	1 conference per year for 10 attendees Conference fee- $473 X 10=$4730 x 4 = $18,920. Flights- $600 X 10 attendees =$6,000 X 4 years- $24,000. Lodging- (4 days) $1,258 X 10 attendees= $12580 X 4 years- $50,320. Food- (4 days) $140 X 10 attendees=$1400 X 4 years- $5,600.	24,710	24,710	24,710	24,710	**98,840**
	3. Subtotal Travel	**34,315**	**34,315**	**34,315**	**34,315**	**137,260**

4. Equipment: Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

						0
	4. Subtotal Equipment	**0**	**0**	**0**	**0**	**0**

5. Supplies: Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.

1,006 copies of the book <u>Delivering on the Promise</u> ISBN:1934009423. 1,006 copies of the book Comprehension and Collaboration ISBN: 032501230X. *Rationale:* These two books will support the integration of personalized learning and be included in the professional development plan for educators.	1,006 educators @ $20.08 - $20,200. 1,006 educators @ $28 - $28168. One time investment.	48,368	0	0	0	**48,368**
Collaborative learning environment for students *Rationale:* The purchase of collaborative learning tables and chairs for students will help to create an environment that supports personalized learning and collaboration. (For detailed information on this see section C1.)	Elementary trapezoid tables- 1173@ $320 = $375,360. Seats-6,164 @ $65 =$400,660 Removal of old student desks $19.23 per student at $118,534 One time investment.	894,554	0	0	0	**894,554**
Mobile devices and cases for educators, students, project staff *Rationale:* School leaders, teachers and students will need access to available technology that will support students' learning as they follow their personalized learning paths.	Year 1: 23 laptops @$1,500 (Project Director, Professional Learning Coordinator, Digital Learning Platform Coordinator, 10 Professional Learning Coaches and 10 Technology Instructional Coaches) Year 2: One-half of the 9,778 student & educator mobile devices with cases (does not include devices already in schools) @$446 Includes mobile device deployment at $12 per device - 39 laptops @$1,500 to support mobile device implementation (2 per school) Year 3: One-half of the 9,778 student & educator mobile devices with cases (does not include devices already in schools) @$446 Includes mobile device deployment at $12 per device - 39 laptops @$1,500 to support mobile device implementation (2 per school) • Ongoing operational cost for the district with a 5 year refresh cycle • Total cost is being shared with District Capital Fund-Technology Modernization (See Section 12)	17,250	1,134,206	1,134,206	0	**2,285,662**
Mobile applications to support learning *Rationale:* Targeted applications for mobile devices will need to be purchased in order to support students' learning as they follow their personalized learning paths.	• 9,778 mobile devices @ $20 Applications for each; total investment of $195,560 • Will deploy years 2, 3, and 4 This cost is being shared with other District funds (see section 12)	0	48,890	48,890	48,890	**146,670**

Resources to Support Mobile Devices in the Classrooom: **Educator dongle/VGA extender to connect to SMART Board** *Rationale:* Dongle VGA extenders are needed to connect mobile devices to existing SMART Boards allowing teachers to share and deliver instruction and for students to share their learning **Mobile devices synching/charging carts** *Rationale:* Mobile devices syncing/charging carts allow applications to be synced efficiently, class mobile devices to be charged each day and enables the ability to share student work on other's mobile devices	• 1006 dongles/VGA extenders @$31.47 each=$31,658.82 total • 281 carts @ $800 each = $224,800 • Will deploy years 2 and 3 • One time investment • RTT-D Grant/District Capital Fund-Technology Modernization (See Section 12)		64,115	64,115	0	**128,229**
Wireless upgrades at 8 schools to IEEE 802.11 N wireless *Rationale:* An updated, quality wireless network is needed to ensure reliable wireless connectivity at all participating schools	Locations: • Northwoods- $100,000 • Lambs- $83,000 • AC Corcoran- $83,000 • Hunley Park- $65,000 • Pinehurst- $118,000 • Mt. Zion- $41,000 • Frierson- $30,000 • Mitchell- $62,000 • Pepperhill- $67,500 Total Projected Cost: $649,500 • Will deploy years 1 and 2 • One time investment • Costs are being split between RTTT-D Grant/District Capital Fund-Technology Modernization (See Section 12)	162,375	162,375	0	0	**324,750**
Copying and Office Supplies *Rationale:* Copying and variety of office supplies are needed to support the daily operation of implementing the grant	• Ongoing operational costs for 4 years of the grant	1,000	1,000	1,000	1,000	**4,000**
	5. Subtotal Supplies	**1,123,547**	**1,410,586**	**1,248,211**	**49,890**	**3,832,234**

6. Contractual: Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

Professional Development for the Personalized Learning Framework Leading the Learning Training- 111 days. Follow up coaching - 194 days. 1 student leadership training- 19 days. This training serves 1,006 teachers and leaders and 9,493 students. *Rationale:* A comprehensive school reform framework requires a commitment of sustained PD with a central focus over multiple school years. The District's Title I and Title II plans are already in place for the first year half year of the grant, therefore the startup professional development funding will be RTT-D.	941 days of service will be devoted to this project or 7,528 hours. To obtain contractual services the following procurement code will be followed: Section 40.3 Compliance with Federal Requirements. Where procurement involves the expenditure of federal assistance or contract funds, the District shall also comply with such federal law and authorized regulations as are mandatorily applicable and which are not presently reflected in the Code. Notwithstanding, where federal assistance or contract funds are used in a procurement by the District, requirements that are more restrictive than federal requirements shall be followed (SC Code § 11-35-40(3)) bringing the district into compliance with follow 34 CFR Parts 74.40-74.48 and Part 80.36 School buildings will be used for trainings and no additional cost will be accrued for training venues.	979,888	682,752	500,192	166,096	**2,328,928**
Bandwidth to support student digital learning platform *Rationale:* Additional bandwidth will be needed to support the student digital learning platform.	1 GB addition to existing bandwidth. Indefinite recurring cost, the district will take responsibility for after the 4th year of the grant. $1,200,00 per year for 3 years. Race to the Top District funding years 2-4. Capital District Fund-Technology Modernization years 5+	0	1,200,000	1,200,000	1,200,000	**3,600,000**

Mobile devices technical support *Rationale:* In order to support the implementation of personalized learning with mobile devices, it is imperative that technical support is provided so that students and teachers have reliable and timely access to their learning tools.	• 10,721 total (This number differs from the devices deployed because there are currently 943 existing devices. Support will only be purchased for teachers and current devices the first year and support will phase in as devices are added.) Support Year 1= 1,949 devices; Year 2= 6,335 devices; Year 3= 10,721 devices; Year 4= 10,721 devices • Technical service contract- $16.50 per device • Ongoing operational cost for the district years 1-4 and beyond • RTT-D/District Capital Fund-Technology Modernization	16,079	52,264	88,448	88,448	**245,239**
Student digital learning platform *Rationale:* This system is needed in order to provide students anywhere-anytime learning as well as providing students, parents and teachers access to students' personalized learning plans.	$6 per student per year. 9493 targeted students. Indefinite reoccurring cost the district will take responsibility for after the 4th year of the grant. Race to the Top District funding years 2-4. District fixed cost of ownership reimbursement funding years 5+. To obtain contractual services the following procurement code will be followed: Section 40.3 Compliance with Federal Requirements. Where procurement involves the expenditure of federal assistance or contract funds, the District shall also comply with such federal law and authorized regulations as are mandatorily applicable and which are not presently reflected in the Code. Notwithstanding, where federal assistance or contract funds are used in a procurement by the District, requirements that are more restrictive than federal requirements shall be followed (SC Code § 11-35-40(3)) bringing the district into compliance with follow 34 CFR Parts 74.40-74.48 and Part 80.36.	0	56,958	56,958	56,958	**170,874**
External Evaluation *Rationale:* Objective external evaluation will provide formative feedback to the continuous improvement process and demonstrate overall effectiveness of grant funded project. .	Yearly cost is $110,000; To obtain contractual services the following procurement code will be followed: Section 40.3 Compliance with Federal Requirements. Where procurement involves the expenditure of federal assistance or contract funds, the District shall also comply with such federal law and authorized regulations as are mandatorily applicable and which are not presently reflected in the Code. Notwithstanding, where federal assistance or contract funds are used in a procurement by the District, requirements that are more restrictive than federal requirements shall be followed (SC Code § 11-35-40(3)) bringing the district into compliance with follow 34 CFR Parts 74.40-74.48 and Part 80.36.	110,000	110,000	110,000	110,000	**440,000**
	6. Subtotal Contractual	**995,967**	**1,991,974**	**1,845,598**	**1,511,502**	**6,345,041**

7. Training Stipends: Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).

						0
	7. Subtotal Training Stipends	**0**	**0**	**0**	**0**	**0**

8. Other: Explain other expenditures that may exist and are not covered by other categories.

						0
	8. Subtotal Other	**0**	**0**	**0**	**0**	**0**
9. Total Direct Costs (add items 1-8)		**3,155,724**	**5,389,463**	**5,171,460**	**3,734,329**	**17,450,976**
10. Total Indirect Costs: Identify and apply the indirect cost rate						
Indirect Cost Restricted Rate of 3.83%		**120,864**	**206,416**	**198,067**	**143,025**	**668,372**
11. Total Grant Funds Requested		**3,276,588**	**5,595,879**	**5,369,527**	**3,877,354**	**18,119,348**

12. Funds from other sources used to support the project Indentifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds).

Mobile devices and cases for educators, students, project staff *Rationale:* School leaders, teachers and students will need access to available technology that will support students' learning as they follow their personalized learning paths.	Year 1: 23 laptops @$1,500 (Project Director, Professional Learning Coordinator, Digital Learning Platform Coordinator, 10 Professional Learning Coaches and 10 Technology Instructional Coaches) Year 2: One-half of the 9,778 student & educator mobile devices with cases (does not include devices already in schools) @$446 Includes mobile device deployment at $12 per device - 39 laptops @$1,500 to support mobile device implementation (2 per school) Year 3: One-half of the 9,778 student & educator mobile devices with cases (does not include devices already in schools) @$446 Includes mobile device deployment at $12 per device - 39 laptops @$1,500 to support mobile device implementation (2 per school) • Ongoing operational cost for the district with a 5 year refresh cycle • Total cost is split between RTT-D Grant/District Capital Fund-Technology Modernization (See Section 12)	17,250	1,134,206	1,134,206	0	**2,285,662**
Mobile applications to support learning *Rationale:* Targeted applications for mobile devices will need to be purchased in order to support students' learning as they follow their personalized learning paths	• 9,778 mobile devices @ $20 Applications for each; total investment of $195,560 • Will deploy years 2, 3, and 4 This cost is being shared with RTTT-D	0	48,890	48,890	48,890	**146,670**
Resources to Support Mobile Devices in the Classrooom: **Educator dongle/VGA extender to connect to SMART Board** *Rationale:* Dongle VGA extenders are needed to connect mobile devices to existing SMART Boards allowing teachers to share and deliver instruction and for students to share their learning. **Mobile devices synching/charging carts** *Rationale:* Mobile devices syncing/charging carts allow applications to be synced efficiently, class mobile devices to be charged each day and enables the ability to share student work on other's mobile devices.	• 1006 dongles/VGA extenders @$31.47 each=$31,658.82 total • 281 carts @ $800 each • Will deploy years 2 and 3 • One time investment • This cost is being shared with RTT-D Grant funds		64,115	64,115	0	**128,229**
Mobile devices technical support *Rationale:* In order to support the implementation of personalized learning with mobile devices, it is imperative that technical support is provided so that students and teachers have reliable and timely access to their learning tools.	• 10,721 total (This number differs from the devices deployed because there are currently 943 existing. Support will only be purchased for teachers and current devices the first year and support will phase in as devices are added.) Support Year 1= 1,949 devices; Year 2= 6,335 devices; Year 3= 10,721 devices; Year 4= 10,721 devices • Technical service contract- $16.50 per device • Ongoing operational cost for the district years 1-4 and beyond • RTT-D/District Capital Fund-Technology Modernization	16,079	52,264	88,448	88,448	**245,239**

Wireless upgrades at 8 schools to IEEE 802.11 N wireless *Rationale:* An updated, quality wireless network is needed to ensure reliable wireless connectivity at all participating schools	Locations: • Northwoods- $100,000 • Lambs- $83,000 • AC Corcoran- $83,000 • Hunley Park- $65,000 • Pinehurst- $118,000 • Mt. Zion- $41,000 • Frierson- $30,000 • Mitchell- $62,000 • Pepperhill- $67,500 Total projected cost: $649,500 • Will deploy years 1 and 2 • One time investment • This cost is being shared with RTTT-D Grant funds	162,375	162,375	0	0	**324,750**
Collaborative learning tables for target schools in the current building program for students *Rationale:* Providing collaborative learning tables and chairs in classrooms will help to create an environment that supports personalized learning and collaboration	• Rectangle tables- 108@ $321 = $34,668 • Action tables- 54 @ $2,500 = $135,000 • Elementary trapezoid tables- 216@ $320 = $69,120 • Puzzle table – 54 @ $347 =$18,738 • Seats-510 @ $65 =$33,150 • One time investment • District Capital Building Funds		145,338	145,338		**290,676**
Educator stipends Compensation for teachers' time required to attend professional development sessions to support the implementation of the personalized learning framework outside of their contracted days *Rationale:* A comprehensive school transformation framework requires a commitment of sustained PD with a central focus over multiple school years, there are not enough professional development days built into the district's schedule to support this personalized learning framework	• Number of targeted educators- 1006 • Stipend per teacher per day outside of contract - $75 • 13 total training days outside of the existing teacher contract for the district over 4 years • Ongoing operational cost for 4 years of the grant • Title II District funding	245,213	245,213	245,213	245,213	**980,852**
Educator stipend benefits for 4 years of the grant	• Total Benefits 23.7% • FICA (7.65) • Retirement (15.15) • Unemployment (.10) • Worker's Comp (.80) • Ongoing operational cost for 4 years of the grant • Title II District funding	58,115	58,115	58,115	58,115	**232,460**
Membership to the Reinventing Schools Coalition *Rationale:* This coalition will provide a forum for support, collaboration, and sustainability of the district's reform model	• $1,000 per year for entire district • Ongoing operational cost for 4 years of the grant and beyond • District's General Operating Fund	1,000	1,000	1,000	1,000	**4,000**
	12. Subtotal Funds from Other Sources	500,032	1,911,516	1,785,325	441,666	**4,638,538**
13. Total Budget		**3,776,620**	**7,507,395**	**7,154,852**	**4,319,020**	**22,757,886**

Table 4.1 - Project 2: Enhancing Student & Family Supports through Partnerships

Cost Description	Cost Assumptions	Year 1 Request	Year 2 Request	Year 3 Request	Year 4 Request	TOTAL Total Request
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.						
	1. Subtotal Personnel	**0**	**0**	**0**	**0**	**0**
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.						
	2. Subtotal Fringe Benefits	**0**	**0**	**0**	**0**	**0**
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.						
	3. Subtotal Travel	**0**	**0**	**0**	**0**	**0**
4. Equipment: Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.						
						0
	4. Subtotal Equipment	0	0	0	0	**0**
5. Supplies: Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.						
Behavioral and Emotional Screening System (BESS) for the 6 elementary schools not already served. *Rationale:* To determine which of the participating students require Tier 2 supports, to monitor progress of Tier 2 supports, and to determine which of the participating students require Tier 3 supports.	140 units of the BESS Student Screener, at a cost of $105 per unit, to conduct school-wide screening of all participating students at the beginning of the year and to measure outcomes and adjust plans at the end of the year. This screener will be used twice a year for 4 four years. In addition, 6 copies of the scoring software at a cost of $620 per unit, are needed for the schools to score the screening system.	25,560	25,560	25,560	25,560	**102,240**
	5. Subtotal Supplies	**25,560**	**25,560**	**25,560**	**25,560**	**102,240**
6. Contractual: Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.						
Student Support Specialists *Rationale:* Personnel who will be employed by Communities in Schools to provide school-based social/emotional supports to students and their families.	4 FTEs at $70,000 per position (salary + benefits) per year = $280,000 per year. The procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 will be followed prior to initiating this contract. Race to the Top - District Funds.	280,000	280,000	280,000	280,000	**1,120,000**
	6. Subtotal Contractual	**280,000**	**280,000**	**280,000**	**280,000**	**1,120,000**
7. Training Stipends: Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).						
						0
	7. Subtotal Training Stipends	**0**	**0**	**0**	**0**	**0**
8. Other: Explain other expenditures that may exist and are not covered by other categories.						

						0
	8. Subtotal Other	0	0	0	0	0
9. Total Direct Costs (add items 1-8)		**305,560**	**305,560**	**305,560**	**305,560**	**1,222,240**
10. Total Indirect Costs: Identify and apply the indirect cost rate						
Indirect Cost Restricted Rate of 3.83%		**11,703**	**11,703**	**11,703**	**11,703**	**46,812**
11. Total Grant Funds Requested		**317,263**	**317,263**	**317,263**	**317,263**	**1,269,052**
12. Funds from other sources used to support the project Indentifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds).						
	12. Subtotal Funds from Other Sources	0	0	0	0	**0**
13. Total Budget		**317,263**	**317,263**	**317,263**	**317,263**	**1,269,052**

Budget: Indirect Cost Information

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES [X] NO [ ]

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):

From: 07/01/2012 To: 06/30/2013

Current approved Indirect Cost Rate: 3.83%

Approving State agency: S.C. Department of Education
(Please specify agency)

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