U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Office of Innovation and Improvement: Magnet Schools Assistance Program CFDA 84.165A

CFDA # 84.165A

PR/Award # U165A130095

Gramts.gov Tracking#: GRANT11340341

OMB No. , Expiration Date:

Closing Date: Mar 01, 2013

Table of Contents

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
03/01/2013	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	School District Five of Lexington and Richland Counties

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
57-0671609	0886361130000

d. Address:

* Street1:	1020 Dutch Fork Road
Street2:	
* City:	Irmo
County/Parish:	Lexington
* State:	SC: South Carolina
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	29063-8822

e. Organizational Unit:

Department Name:	Division Name:
Instruction	Instruction

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Gail
Middle Name:	S		
* Last Name:	Widner		
Suffix:			

Title:	Grant Coordinator

Organizational Affiliation:
School District Five of Lexington and Richland Counties

* Telephone Number:	803-476-8190	Fax Number:	803-476-8170

* Email:	gwidner@lexrich5.org

Tracking Number:GRANT11340341 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T16:06:56-04:00

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

B: County Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-123112-001

* Title:

Office of Innovation and Improvement (OII): Magnet Schools Assistance Program CFDA-84.165A

13. Competition Identification Number:

84-165A2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Project ACCESS (Academics + Choice + Careers + Environment = Student Success)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11340341 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T16:06:56-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: 2 | b. Program/Project: 2

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 01/01/2013 | * b. End Date: 09/30/2016

18. Estimated Funding ($):

* a. Federal	3,990,500.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,990,500.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. 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)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. | * First Name: Stephen

Middle Name: W.

* Last Name: Hefner

Suffix:

* Title: Superintendent

* Telephone Number: 803-476-8015 | Fax Number: 803-476-8091

* Email: shefner@lexrich5.org

* Signature of Authorized Representative: Stephen Hefner | * Date Signed: 03/01/2013

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Stephen Hefner	Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
School District Five of Lexington and Richland Counties	03/01/2013

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* School District Five of Lexington and Richland Counties

** Street 1:* 1020 Dutch Fork Road *Street 2:*

** City:* Irmo *State:* SC: South Carolina *Zip:* 29063

Congressional District, if known: 2

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
US Department of Educaion

7. * Federal Program Name/Description:
Magnet Schools Assistance

CFDA Number, *if applicable:* 84.165

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix: ** First Name:* The School District does *Middle Name:*

** Last Name:* not employ lobbyists *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

b. Individual Performing Services (including address if different from No. 10a)

Prefix: ** First Name:* The School District does NOT *Middle Name:*

** Last Name:* employ lobbyists. *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Stephen Hefner

***Name:** *Prefix:* Dr. ** First Name:* Stephen *Middle Name:* W

** Last Name:* Hefner *Suffix:*

Title: Superintendent **Telephone No.:** 803-476-8015 **Date:** 03/01/2013

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

MSAP 2013 LR5 GEPA Statement.pdf | Add Attachment | Delete Attachment | View Attachment

Project ACCESS (Academics + Choice +Careers +Environment = Student Success

Compliance with Section 427 of the General Education Provisions Act (GEPA)

School District Five of Lexington and Richland Counties

School District Five of Lexington and Richland Counties (LR5) ensures equitable access to, and participation in, all federally assisted programs awarded to the district for all students, teachers, and other beneficiaries with special needs. *Project ACCESS* will not prohibit participation among students, teachers, staff, or families of any particular gender, race, national origin, color, disability, or age.

The five magnet school sites are Dutch Fork Elementary Academy for Environmental Science, Seven Oaks Elementary MEDIA magnet, The International Academic Magnet @ Irmo Middle School, Irmo International High School for the Arts, and Spring Hill High School.

Project ACCESS is designed to reduce, prevent, or eliminate the minority group isolation of African-American students at these schools while improving access for all students to challenging academic preparation and college and career readiness. All program activities and any field studies will occur at schools and sites that are ADA compliant. Project partners and contractors are also mandated by federal law to comply with ADA.

Each school's planning team has taken steps to ensure that all magnet activities (including parent and community activities) are available in accessible formats for all participants, contractors, and evaluators. All project activities will be available through assistive technologies and with accommodations upon request and as necessary. All partners and trainers will be required to provide services in accessible formats for all project team members, state partner expert panel members, contractors and evaluators.

We will ensure that all educators, school and district staff, partner personnel, as well as additional participants and other program beneficiaries with special needs have equitable access so that they may fully participate in project activities. Training materials will be provided upon request in a variety of modalities including print, Braille, auditory form, and experiential activities. The district's and each school's web pages will be maintained in accordance with industry recommendations to ensure proper access.

Teachers of children with disabilities have been integral to the development of the magnet plan at each school, and all teachers will participate in professional development for CCSS, inquiry-based, project-based learning, Classroom MOSAIC, PBIS, and any school-based theme-related professional development. In our district and in these schools, special education and regular education teachers work very closely to make sure that all students have full access to activities in which they can participate. Special education teachers will meet with regular education teachers for planning and professional development. The magnet schools are using project-based and inquiry based learning approaches, both of which have been shown to improve learning for students with disabilities. Through collaboration among teachers, activities can be modified and adjusted for students, if needed, to ensure that each student's talents and abilities are tapped. Children with disabilities (including those in self-contained classrooms) will be mainstreamed into regular classrooms for field studies, guest speaker visits, and some inquiry projects. Other inquiry projects will be undertaken in their self-contained classrooms but using the same learning objectives/standards as their regular education peers. IEP goals and objectives will be addressed through project-based learning tasks. Collaborative meetings among teachers will ensure that students with disabilities have full access to the magnet programming at each

school site. Teacher Assistants will serve in a key role in allowing our self-contained students to achieve the same access.

We recognize that students with disabilities benefit greatly from the use of technology. Assistive technologies such as tablets for resource/interventionists' classrooms with headsets, speech-to-text software, and evolving APPs will be used to provide critical access to technologies and virtual learning opportunities.

Children who are English Language Learners are actually a vital part of our district's celebration of diversity, and some of the magnet sites are already linguistically diverse. Magnet programs at Seven Oaks, Irmo Middle, and Irmo High are designed to integrate and enhance the international talents of all students. ELL/ESOL students will not only have access to activities and events but will play a part in development and implementation. With their knowledge and background, all students will have the opportunity to socialize and bond with students and parents of international diversity. ESOL intervention will help address specific vocabulary and concepts that may be more difficult for them to grasp. Content-based books will be used in the ESOL classroom to build vocabulary and schema for theme-related studies such as environmental science and South Carolina history/geography. Parents will be provided with translated copies of all educational materials as necessary, and school-based technologies will use translation software and sites. Translators will be provided as needed in order to ensure effective communication and full participation of families and their children in program activities, guest speakers, parent events, and field trips. ESOL teachers will work closely with classroom teachers so that specific language needs of all students/parents are being met in each classroom, and regular family meetings (already an established practice) ensure that families are able to engage and participate in their child's educational experience.

Our district, particularly the magnet sites, is experiencing a rapid increase in the number of children living in poverty and in the number of children experiencing homelessness. *Choose LR5*, and district practices in general, will take active steps to ensure that all children can participate in magnet education—regardless of socioeconomic status.

All theme-related activities, field studies, guest speakers, etc. will be free for students and families. For transportation costs or other costs that are not covered by the MSAP grant, we will use PTO funds, after-school program funds, and/or teacher-led fundraisers (pay money to wear jeans on early release days, for example) to support funding for these students and families. After-school activities requiring families to provide their own transportation will be limited. Technology will be provided to all students so that no impoverished student will be singled-out or feel embarrassed. School-owned equipment and supplies are made available to students coming from a variety of socioeconomic backgrounds and cultures.

Our district enjoys tremendous community support, and we have student and parent groups that can assist these students financially and socially by organizing means of fund raising and social events to build camaraderie (Junior Beta Club, Unity Council, Student Government, PTSO, SIC). Scholarship funds can be discretely arranged for students who qualify under the supervision of the principal and organizational leaders. Any funds that are procured for this program can be used to guarantee that all students have access to any individual need. Volunteers for transportation or scholarships will be organized. Students in known homeless situations can be recommended discretely for community public support services.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than 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 this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	School District Five of Lexington and Richland Counties
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Dr.
* First Name:	Stephen
Middle Name:	W.
* Last Name:	Hefner
Suffix:	
* Title:	Superintendent
* SIGNATURE:	Stephen Hefner
* DATE:	03/01/2013

Tracking Number:GRANT11340341 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T16:06:56-04:00

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Sara		Wheeler	

Address:

* Street1: 1020 Dutch Fork Road
Street2:
* City: Irmo
County: Lexington
* State: SC: South Carolina
* Zip Code: 29063
* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

803-476-8190 803-476-8091

Email Address:

swheeler@lexrich5.org

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Tracking Number:GRANT11340341 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T16:06:56-04:00

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

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School District Five of Lexington and Richland Counties
Project ACCESS (Academics + Choice + Careers + Environment = Student Success)
Abstract

School District Five of Lexington and Richland Counties outside Columbia, South Carolina, will use $10,309,836 in MSAP funds over the three-year grant period to launch Project ACCESS (Academics + Choice + Careers + Environment = Student Success). The goal of Project ACCESS is to expand student and parental choice and reduce the isolation of African-American students while enabling all students to pursue rigorous, engaging programs of study that meet challenging academic standards and provide preparation for college and careers. The five participating schools promote a continuum of learning across K-12 grade levels:

- Dutch Fork Elementary Academy for Environmental Science will serve a total of 600 students (83 additional seats) through hands-on studies of earth, water, and space.
- Seven Oaks Elementary MEDIA Magnet will serve a total of 562 students (120 additional seats) in grades K-5 through a MEDIA (Mass Communication. Engagement. Digital Media. Interactive Learning. Academics) magnet designed to foster a range of content and digital literacies among students.
- The International Academic Magnet at Irmo Middle School will serve 1,163 students in grades 6-8 through expeditionary learning approaches structured to develop competencies in leadership, communication, fine arts, and entrepreneurship within the international community.
- Irmo International High School for the Arts will offer 1,833 students in grades 9-12 (100 additional students) a rigorous, standards-based curriculum that challenges students intellectually and creatively through arts-infused learning embedded in a global approach.
- Spring Hill High School will open as an all-magnet high school serving 1,300 students by Year 3 in grades 9-12 through five magnet academies: Engineering, Entrepreneurship, Entertainment, Environmental Studies, and Exercise Science.

The district and all schools have established the following objectives for Project ACCESS: *Objective 1*: Promote diversity by reducing and preventing minority group isolation. *Objective 2*: Increase student achievement by implementing rigorous, focused programs of study that provide personalized, innovative, theme-based instruction to provide all students the opportunity to meet challenging core content standards and academic achievement standards. *Objective 3*: Develop connections between students, parents, and teachers and their school, community, and global environments. *Objective 4*: Build the capacity, including professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.

LR5 has selected these schools to address the increasing minority group isolation of African American students at the sites and to respond to the call for innovative, engaging magnet education from students and parents across our district. Each school has designed a comprehensive plan to embed its magnet theme into the fabric of the school. Core activities for Project ACCESS include a coordinated marketing and recruitment campaign; systemic reforms in instructional practice and delivery methods; professional development for teachers and leaders to increase content knowledge, theme integration, and instruction; and transformation and expansion of learning environments to include field-based, project-based tasks that encompass the globe and that prepare students for college and careers.

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Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** LR5 MSAP Final Narrative.pdf

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School District Five of Lexington and Richland Counties
Project ACCESS
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PRIORITY #1: NEED FOR ASSISTANCE

As a novice applicant, School District Five of Lexington and Richland Counties, northwest of Columbia, South Carolina, will use its MSAP funds to implement new magnet programs in five schools to reduce the minority group isolation of African-American students through Project ACCESS (Academics + Choice + Careers + Environment = Student Success).

(a) The costs of fully implementing the magnet schools project as proposed

Year 1 (total $3,990,500) will focus on hiring appropriate personnel, creating and launching a marketing and recruitment plan for each school, converting existing space into theme-based learning environments, ordering and installing resources and materials at each site to support theme-based learning, developing implementation rubrics for each site, and initiating the professional development that will provide teachers and staff with the necessary cultural competency skills, theme-based knowledge, and instructional skills to succeed in the chosen magnet. Curriculum and learning tools will be purchased to give teachers time to integrate them into instruction. Every school will design installations tailored to its magnet to "scream its theme" from the exterior to the cafeteria, and the schools and district will convene advisory councils. Also, the district will acquire random lottery and student selection software to facilitate admissions and enrollment. Spring Hill High School will open to serve 600 students in Year 1.

Year 2 ($3,363,373) will see the two elementary schools, Irmo Middle School, and Irmo High School "open" as magnet schools, Spring Hill High School will add 11th grade. Students will begin their magnet journeys through collaborative project-based learning that integrates the curriculum, focuses their talents, and develops their skills. Parents and communities will "see" the magnet in action through open houses, family theme-based events, and exterior signage. Teachers will continue to shape curriculum and lessons to integrate the theme into the school's

core, and they will continue to participate in professional development. Enrollment data and rubric-based assessments will be used to analyze the effectiveness of marketing and recruiting initiatives and progress with implementation. Marketing, recruitment, and implementation plans will be refined. The summer will include extended learning opportunities for students and summer institutes and planning sessions for teachers and leaders concerning cultural competencies and theme-based integration and instruction.

In Year 3 ($2,955,963) teachers and leaders will complete the three-year cultural competency and theme-based instructional professional development cycles. Irmo Middle School will expand the grade levels it serves to include 150 6th graders, and Spring Hill High School will add 12th grade. Schools and the district will use evaluation feedback and enrollment data from Year 2 to continue refining strategies and programs. Marketing and recruitment initiatives will adjust to sustain programs, and enrollment data will be analyzed to identify programs that need enhanced marketing efforts. Schools will make plans to absorb costs as required and to find external resources and partnerships to provide additional funding for sustainability. Summer will include continued teacher and leader institutes focused on innovative strategies. Fall 2016 will reveal the success of Project ACCESS.

(b) The resources available to the applicant to carry out the project if funds under the program were not provided

Without funding from MSAP, LR5's Project ACCESS will fail. The schools will not have the resources to create and integrate a fully developed theme-based curriculum or to transform current space into appealing theme-based learning environments. Teachers would not have access to the onsite support or professional development necessary to become proficient at integrated theme-based curricula. Ultimately, the theme would be an "attachment" to the school rather than the school itself. Our target students will not enroll, and the district's efforts to

reduce the minority group isolation of African-American students will be unsuccessful.

Without MSAP funding, LR5 will not be able to provide any resources for management and oversight, a lottery selection process, or evaluation of the magnet implementation—all critical factors in creating magnets that succeed in their mission. In addition, none of the proposed schools have site-based resources or funds to support the management, instructional support, classroom materials and equipment, library resources, professional networks, and instructional support needed to make their magnet school successful.

At *Dutch Fork Elementary School Academy for Environmental Science*, no resources exist to purchase the learning tools that students will need to gain deeper understanding of STEM concepts and to demonstrate that understanding. Teachers will not have the training, time, professional development or daily onsite help necessary to create standards-aligned theme-embedded curriculum and lesson plans. Without MSAP funds, the school's campus will remain as it is, without the greenhouse, garden, weather station, green space, observation deck or outdoor classroom that make the environment "come alive" as a STEM learning environment.

The ability of *Seven Oaks Elementary MEDIA Magnet School* to implement the magnet as planned would be crippled without MSAP funds to purchase multimedia equipment, hand-held tools, or convert existing space into MEDIA studios. Students will not have access to the resources necessary to produce high-level work using mass communications technologies and current digital media to demonstrate 21st Century literacies across the curriculum. The district's limited technology support would not suffice to even implement the magnet. Faculty would not have the training to implement a project-based curriculum or provide the foundation in digital media and communications.

The *International Academic Magnet @ Irmo Middle School* would find itself in similar

straits. As designed the magnet will take students beyond their classrooms into a global environment to learn all subjects and develop college and career competencies. Without MSAP funding, the learning framework (Expeditionary Learning), the creation of learning centers to support project-based learning, additional supports for struggling students, and the digital platforms necessary to create the virtual global connections will not occur. Teachers will not have access to the professional development necessary for this integrated approach to learning.

Irmo International High School for the Arts will have a performing arts auditorium without MSAP funding; however, to fully use this space will require MSAP funding. Current arts programs do not have the resources to provide needed materials, costumes, and instruments for all students to participate, and poverty for this school has impeded access. In addition, core content classes need additional classroom instruments, tools, and materials to infuse the arts into curriculum, none of which is possible without MSAP funds. Students will not have access to a career counselor who will help them explore and prepare for careers that tap artistic talent. Teachers at the school will not have access to high level professional development necessary to develop an interdisciplinary curriculum that will make the school an arts magnet.

Spring Hill High School will open in the fall, and it will have 600 students. District-level support has provided the basic necessities for this school, but without MSAP funding, students will not have the level of magnet education that will make this school compelling. As envisioned, the school combines a rigorous core-content curriculum, theme-specific learning and resources, and the opportunity for students to apply what they are learning in job-embedded projects across the campus. Without MSAP funds, the additional STEM resources to elevate STEM engagement and instruction will not be purchased. Without MSAP support, Spring Hill High School will struggle to realize its potential as a truly unique magnet school.

(c) The extent to which the costs of the project exceed the applicant's resources

When setting the 2012- 2013 fiscal year budget, the District focused on maintaining quality instructional programs and pupil teacher ratios in all schools at the ratio set in Board Policy while facing significant reductions in revenue due to state budget cuts in previous years because of the economy. The recession of 2008 hit South Carolina very hard, and as a result, our community has experienced increasing rates of poverty and homelessness among our children.

The most important factor affecting the budget for the near future is the implementation of the new revenue structure, created by Act 388 of 2006. Act 388 eliminated property taxes for owner-occupied houses and replaced that revenue stream with a one-cent sales tax imposed by the state. With nearly 50% of the district's assessed value being replaced by the one-cent sales tax, it can be a challenge as expenditures grow faster than the revenue stream increases. Significantly, growth in our area and enrollment has plateaued, meaning that revenues to support the district and public education will stagnate while costs for services, supports, utilities, and personnel will continue to increase. In fact, cost-per-pupil rates have declined over the past two years and are now $9,842 (among the lowest in the nation). Costs for support and community services have increased, as have the district's share of support for federally-mandated service for children with disabilities. Transportation costs have skyrocketed in the face of rising gas prices.

Many of our schools have long been in need of facilities upgrades. Until nearly a decade ago, capital improvements and maintenance were deferred, making the district's school vulnerable to the rapidly growing and high achieving districts with newer schools on the East and the West of us. In recent years the district has undertaken an aggressive renovation and building campaign to attract families and students. This provided a total renovation of Seven Oaks Elementary School and the construction of Spring Hill (to open fall 2013). While these

improvements are necessary, they have made our community uneasy about increasing taxes or millage to support additional expansion, including into magnet schools

Funds available to expand instructional services are increasingly difficult to secure. For a district with 22 schools serving more than 16,000 students, district-level staffing for instruction is extremely low, with only 37.5 FTEs dedicated to providing support for Accountability, Testing, Evaluation, Special Services, Student Services, Technology Services, Academic Assistance, Staff Development, Strategic Planning, Career and Technical Education, Adult Education, Fine Arts and Gifted Education, and core content support. Only in 2012 did the district hire a Director for Educational Technology.

Existing instructional support from the district focuses on the transition to Common Core State Standards, Positive Behavior Intervention Supports (PBIS), and data-teaming to inform instruction and support services. The district also supports Response-to-Intervention strategies. These core areas exhaust the district's resources to provide professional development or assist schools with implementing a new program, regardless of its innovativeness.

In the context of a stagnant economy and plateaued enrollment, the district has no untapped revenues to support Project ACCESS, nor can it reallocate internal resources to support implementation without jeopardizing the academic integrity and basic services already provided.

(d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought

With a student population of 16,643 and approximately 2500 employees, LR5 operates 12 elementary schools, four middle schools, three high schools, and one alternative school and the Center for Advanced Technical Studies. Six of the 12 are Title I schools. Demographic shifts across LR5 have led to three clusters. As the City of Columbia has expanded, the "original" cluster, Irmo, has transitioned to an increasingly transient, minority, impoverished population.

Four subsidized apartment complexes are located in this cluster. Project ACCESS is focused on the existing schools in this cluster to provide immediate strategies to change their future.

Irmo Cluster School	% of Enrollment		% Free & Reduced-Price Lunch (LR5 Oct 2012 data)
	% African American	% White	
Seven Oaks ES (K-5)	59.3	22.0	71.65
Dutch Fork ES (K-5_	52.8	34.7	54.00
Irmo Middle School (7-8)	44.2	44.0	54.06
Irmo High School (9-12)	41.9	46.9	48.01
District Average	**27.6**	**62.7**	**36.14**

The district average parallels that of our community, creating a more urgent need for strategies to effect greater interaction among individuals from different backgrounds. African-American enrollment in our district is steadily increasing (1% each year) while the White population is steadily declining (1% each year), making the significance of the above percentages even more pronounced. Without attention and new magnet programs to address the imbalance, LR5 will be precariously close to creating a high-poverty, high minority cluster of schools. Such inaction will perpetuate and may actually advance the minority group isolation of African-American students within our district.

Another imperative (and potential difficulty) for change is the growing dissatisfaction with the four schools. South Carolina is one of a few states that require students, parents, and teachers at every public school to complete a school climate survey annually. The South Carolina Education Policy Center (our proposed evaluator) has analyzed the state's climate survey data base for the last five years and has used factor analytic techniques to identify 14 school climate factors. As the table below shows, the 2012 school climate percentiles demonstrate a significant need for the improvement of school climate in the four existing proposed magnet schools.

Table 4. 2012 State-Level Percentiles of School Climate Factors for ACCESS Schools

Responder and Climate Factor	**Dutch Fork**	**Seven Oaks**	**Irmo Middle**	**Irmo High**
Teacher: working conditions/ leadership	64%	22%	21%	55%
Teacher: home-school relationship	52%	17%	45%	65%
Teacher: instructional focus	76%	38%	41%	79%
Teacher: resources	35%	46%	38%	39%
Teacher: physical environment	30%	62%	35%	36%
Teacher: safety	66%	5%	35%	34%
Student: learning environment	17%	63%	5%	14%
Student: social-physical environment	37%	39%	13%	27%
Student: home-school relationship	54%	20%	8%	12%
Student: safety	53%	12%	18%	33%
Parent: learning environment	96%	60%	43%	13%
Parent: social-physical environment	92%	47%	20%	24%
Parent: teacher care and support	83%	12%	46%	13%
Parent: home-school relationship	90%	37%	39%	28%

Coupled with the current enrollment percentages, this data serves as a call to action. The data also reveals the difficulty of implementing a magnet school program into a school without significant improvements in the learning and working environment or without the supports and professional development in place to provide teachers with the network of resources, strategies, and training they will need to succeed as magnet teachers. Respondents also clearly conveyed the need to improve communications and relationships between home and school.

In fall 2012, the district issued a magnet survey to three constituencies: students, parents, and all district staff (Survey results are in Appendix A). In addition to enrollment and school climate data, these results helped determine the schools to reform and the themes at each site. To respond to these clear directives, we will establish the following five magnet schools:

Seats	Proposed Magnet and Theme
83	*Dutch Fork Elementary Academy for Environmental Science* will serve a total of 600 students through hands-on studies of earth, water, and space
120	*Seven Oaks Elementary MEDIA Magnet* will serve a total of 562 students (120 additional seats) in grades K-5 through a MEDIA (Mass Communication. Engagement. Digital Media. Interactive Learning. Academics) magnet designed to

	foster a range of content and digital literacies among students.
100 Y2 150 Y3	The *International Academic Magnet at Irmo Middle School* will serve 1,163 students in grades 6-8 through expeditionary learning approaches structured to develop competencies in leadership, communication, fine arts, and entrepreneurship within the international community
100	*Irmo International High School for the Arts* will offer 1,833 students in grades 9-12 rigorous, standards-based curriculum that challenges students intellectually and creatively through arts-infused learning embedded in a global approach.
Up to 1300	*Spring Hill High School* will open as an all-magnet high school serving 1,300 students by Year 3 in grades 9-12 through five magnet academies: Engineering, Entrepreneurship, Entertainment, Environmental Studies, and Exercise Science.

These sites have been chosen because of their need, their accessibility (all are located along major arteries and near I-26), and their vision. To illustrate LR5's commitment to expanding choice and magnet programs, the district is funding transportation to Spring Hill High School from across the district. MSAP funding, however, will determine the ability to execute the programs as planned, to implement these magnets at the rate envisioned, and to ensure superior quality programs that satisfy parents and students. Quick action is required to prevent and reduce the isolation of African-American students in these schools and to improve the learning environment for all students and their families.

PRIORITY 4—PROMOTING STEM EDUCATION

As the President's Council of Advisors on Science and Technology (PCAST) confirmed in its 2010 report, *Prepare and Inspire: K-12 Education in Science, Technology, Engineering, And Math (Stem) for America's Future*, our nation is challenged by a "lack of proficiency" and "a lack of interest" in STEM subjects (PCAST, 2010, p. vi). Through Project ACCESS, LR5 will address the need to "prepare and inspire" students to pursue STEM content and careers. Dutch Fork Elementary Academy for Environmental Science and Spring Hill High School (an all magnet high school) will use engaging strategies to develop STEM interests and proficiencies.

(a)Providing students with increased access to rigorous and engaging STEM coursework

Rigorous and engaging STEM coursework will cover all STEM content areas through standards-based curriculum; real world projects and tasks; access to digital tools and materials that deepen the learning experience; opportunities to showcase their learning; access to role models and professional mentors; informed, collaborative educators; and college and career exposure and readiness strategies.

At *Dutch Fork Elementary School Academy for Environmental Science*, students will learn STEM through the lens of environmental science in all classes. Each teacher will use fun and challenging lessons drawing on expert resources such as the JASON Project, Roper Mountain Science Center, and EdVenture (local science education centers). A student may read informational text and write about sea life in English language arts and study the wetlands of South Carolina in social studies. Science experiments consistently call on math skills. Math classes will use environmental situations in questions and examples; with math teachers using the students' science experiments as strategies to boost skills. In science classes, students will cover topics that address South Carolina's state science standards for grade levels. For example, Kindergarteners will cultivate indigenous and non-native worms, and they (as well as 4th and 5th graders) will study the effects of environment and climate on the two species through direct experiments such as placing the non-native worms in the outside garden and introducing the native worm into the vermiculture classroom tray. As students progress through grade levels, the focus may be the same (worms), but the tasks will grow in sophistication. Second graders may study how soil quality changes when worms are present or how drought and heat affect worms.

These studies will engage the use of digital tools and project-based learning that enable teams of students to use their hand-held digital devices and virtual connections, such as those

provided through the JASON Project, to follow a scientist in real-time through the Arctic iceberg fields to study global warming. Students will then work in groups to "study" ice chucks of varying sizes to learn how temperature and pollution affect our world and living organisms. Students will become proficient with the instruments and technology to conduct and document experiments (soil testing, water testing) for themselves using analytical skills, process thinking, and hand-held devices, which will afford daily visual documentation.

On a daily basis, students will work with Dr. Doug Williams, a renowned marine scientist and geographer, who will guide them through laboratory and outside classroom learning and field-studies, stimulating curiosity and deepening appreciation of the relevance of environmental studies to their lives and their community. Students will use field study time to "see" the environment through the lens of science, to gather samples and specimens for analysis, and to tap the rich resources of our immediate area. Lake Murray, around 50,000 acres in size, with 500 miles of shoreline, is nearby. It was created to provide hydroelectric power to the state and offers a perfect outdoor classroom for environmental impact studies and projects that help students develop deeper content and process knowledge and direct connections to environmental issues.

Student-led projects will develop project management skills as children identify issues, develop possible solutions, select an option and "defend" and advocate for that solution. In some cases, students will work with Spring Hill High School students to build a model to test their solution. Students will demonstrate their knowledge at family and community events, by "teaching" topics such as soil testing for home gardens and conservation strategies at home.

Both Dutch Fork and Spring Hill students will use technology to gain wider access to information and to network. Open Educational Resources (OER)—podcasts to digital libraries of textbooks, games, and free online courses—and digital simulations, interactive visualization,

online labs, and digital textbooks will be available to students. Students at Spring Hill will also develop simulations, games, and interactive programs. Such resources as Khan Academy provide 24/7 access to materials to reinforce classroom instruction and provide support with difficult content concepts. Open sources, such as Edmodo, bring both educators and students a platform to extend learning well beyond the school day and campus. Students at all grades in Project ACCESS will (and do) use these technologies to communicate, collaborate, create, and exchange work with team members and their teachers.

Spring Hill High School (opens in fall 2013 to 600 students) features the Academies of Engineering, Entertainment, Entrepreneurship, Environmental Science, and Exercise Science. Each Academy includes Schools (majors) such as Aerospace Engineering or Finance or Animal Science and Agricultural Studies. Students will have an established program of study for their school that requires specific theme-based courses as well as core content courses and extended learning opportunities (Sample pages from the Course Catalog are in Appendix B). All courses will use collaboration to promote job readiness and interpersonal/communications skills.

The standards-based theme-based curriculum at SHHS will include *Project Lead the Way* which will enable students to take a range of courses to fit their program such as Principles of Design, Aerospace Engineering, Biomedical Engineering, Human Body Systems, Green Architecture and Energy and the Environment. Addition curriculum will include Paxton Patterson's CareerPLUS that will provide curriculum, projects, and tools to study Alternative Energy, Architectural Design, Communications Technology, Digital Electronics, Environmental Technology, Multimedia Production, Robotics and Automation, and Transportation Technology. Students will take some of their technical courses at LR5's new Center for Advanced Technical Studies (immediately adjacent to SHHS) to avoid duplication of resources and materials.

Students will learn core content through the filter of the theme. For example, students in English language arts will develop business plans and presentations that align with their particular pathway. Informational theme-related texts will be used to advance more sophisticated thought and communication skills, and students will have access to a range of theme-based materials and references (digital and print) that connect to their chosen major.

To help recruit underrepresented groups into STEM, SHHS will use focus groups to help identify strategies to stimulate interest, such as analyzing cosmetics and nail polish (and acetone) in chemistry, with access to female professionals and role models. The Engineering Academy will seek a partnership with Women in Engineering to help recruit girls into the field. In addition, extended learning supports and access to role models and mentors are strategies to be used to engage African-American students in STEM. SHHS will develop a network of volunteers and mentors who can help develop more effective recruiting techniques and supports.

Students will have access to Honors, AP, and dual enrollment with Midlands Technical College. Initially, eight dual enrollment classes will be taught on campus, and student interest will determine additional offerings. Students will be encouraged to participate in extended learning opportunities such as job shadowing, internships, and program-specific summer jobs. District MSAP staff will use student interns in marketing and technology to help provide support to all schools, and Dutch Fork Elementary will hire two interns from Spring Hill's Academy for Environmental Science to care for the plants, animals, and grounds over the summer.

One of the most exciting elements of Spring Hill is its inclusion of students into actual ventures that will deepen learning, offer job-embedded practice, and prepare students for college and careers. Students will work on three cross-academy projects during the course of the three years: an E-Café coffee shop, an E-Barn/Farm, and an E-retail center (totally new vision of a

school store), all located on the campus. Across their technical and core-content courses, students will lead the entire process: concept, stakeholder engagement and feedback, business plan with market comparison, cost estimates for diverse plans, rubrics to select the final plan, project funding estimates, costs and selection of materials for construction and installation, oversight of construction or installation, logistics of stocking, advertising and public relations, logistics of staffing, operations, and management. In addition to teachers, professional mentors and volunteers will help guide the students through the process, and students will be able to access (and appeal to) community partners and donors throughout the project process.

Students will work in teams and classes (and across grade levels), drawing on technologies and tools as well as increasing content understanding, to execute their role in the project. For example, entertainment students will create documentaries on each project that will be published on the web site, and finance students will be integral to cost projections and operational oversight. Students in computer engineering and logistics will study the ways in which logistics and digital tools facilitate inventory control, purchasing, and customer service. Students will create and present marketing campaigns, and they will develop grant applications to help generate external support for the projects.

All three projects are designed to generate sustainability revenue (albeit limited) through sales of coffee and student-created pastries, SHHS and district logoed items and school supplies, horseback riding lessons during afterschool and summer camps (a very popular request), compost and manure, and vegetables and flowers. Finance students will monitor the financial status of each operating project over time, and they will create and publish financial reports and audit statements. In sum, students will be responsible for all aspects of each project, and future

classes of students will assume these duties and develop strategic plans for additional features and sustainability.

The model for this project-based learning comes from higher education across the country that develops student competencies and interpersonal skills through job-embedded practice. For example, students at UMASS Amherst run the bank at the student center, and students at USC Columbia run the school's on-campus faculty restaurant. Imagining what work will be like is not the same as actually doing it, and all too often we believe high school students can only imagine what a "real job" means. Academy students will learn by doing and by combining diverse personalities, skill sets, knowledge, and talents to make "something happen." Such an experience will promote increased STEM proficiencies not only in students already interested in STEM, but also those who have never wanted to participate in STEM.

(b) Increasing the opportunities for high-quality preparation of, or professional development for, teacher or other educators of STEM subjects.

All teachers at *Dutch Fork Elementary School (DFES) Academy for Environmental Sciences* will embark on an intensive journey to build content and process knowledge, integrate the theme into core subjects, and develop curriculum and lesson plans to engage students while deepening their understanding. Teachers will use a variety of approaches, including explicit direct instruction, response-to-intervention, indirect instruction (project-based learning, experiential learning), as well as independent projects for students. LR5 schools use GEMS and FOSS kits already, so science teachers are familiar with these materials, and teachers will have math manipulatives and new classroom tools, technologies, and instruments to use in lessons.

Dr. Doug Williams will serve as the Lead Teacher, and will guide teachers on a daily basis and through demonstrations and seminars on how to embed content topics into standards-based curriculum and to create fun tasks that build skills. This daily access to a scientist will be

supported by summer institutes in inquiry learning and content classes at Roper Mountain Science Center and Edventure. Roper Mountain Science Center offers Science P.L.U.S., a weeklong class targeting a specific grade (3-8) and subjects (multiple classes are available each summer). The class emphasizes the state's Science Standards, science process skills, and inquiry-based instruction. Teachers will access the Center's state-of-the art exhibits and materials, current research, and content specialists. In addition, teachers for grades K-2 will attend Edventure's summer institute that provides the same range of information and content as Roper Mountain. See the Outcomes/Strategies Chart in Appendix C.

Teachers at Spring Hill High School will engage in profession learning to help them work across subject areas to support total engagement and deep content learning. Core content teachers will be assigned to an Academy, promoting greater theme integration and infusion. The Academy Dean and teachers will participate in professional development, cross-curricular planning, and teaming to ensure that all subjects are infused with theme-based topics and tasks. Professional development through the Buck Institute and ASCD will also sharpen teacher skills in project-based learning and how all subjects can use this approach to heighten students' skills. This training will enable teachers to work more collaboratively as students embark on their cross-academy projects. Teachers will pursue certification as *Project Lead the Way*-certified instructors for a range of PLTW classes, through the school's partnerships with the University of South Carolina's College of Engineering. Weeklong and ongoing training will increase instructional expertise. Additional theme-based professional development will be provided by Paxton Patterson through their focused curriculum modules. These modules will be available to all teachers to ensure curricular alignment and integration.

Technology training and integration will be provided as teachers have new tools to use across academies, such as the TI Inspire, Geometer Sketchpad, and photography lab. The training is part of an ongoing effort across the district to enable teachers to use technology to learn, to teach, and to assess learning; an effort aligning with the U.S. Department of Education's National Educational Technology Plan (2010), *Transforming American Education: Learning Powered by Technology*. Teachers will use online and web-based curriculum design and lesson plan programs, and they will share their work through a school-based cloud intranet.

Teachers will have access to pacing guidelines, high quality lesson plans developed by their peers in the school and across the nation, and curriculum framework/mapping, and all teachers will continue to participate in district-wide professional development targeting CCSS implementation and data teaming to ensure effective use of these resources. The Dean of each Academy and the teachers will meet weekly to address ongoing needs for professional development and to develop a plan to address needs. The Dean and the Principal will meet monthly to identify resources to address needs. Time will be provided over the summer for teachers to develop integrated lessons and curriculum, with particular attention on recruiting underrepresented minority groups into STEM subjects and careers.

(A) PLAN OF OPERATION

School District Five of Lexington and Richland Counties will use MSAP funds to launch Project ACCESS (Academics + Choice + Careers + Engagement = Student Success) to address the increasing group isolation of African-American students in grades K-12 at five schools.

The Academy of Environmental Science at Dutch Fork Elementary School will provide up to 600 (83 additional seats) students with "the ride of their lives" through the landscapes (ecosystems) and cultural history of South Carolina, "From the Mountains to the Sea." Tapping

the rich local environment of the area (many rivers, lakes, mountains), students will work in enriched learning environments at the school, complemented by field-based learning on the school campus and in nearby outdoor environments, such as Saluda Shoals Environmental Education Center and carefully selected sites across the state. Through this magnet, students will engage in hands-on studies that cultivate the scientific process/inquiry skills to solve environmental problems and to effectively communicate results; infer, interpret, and draw conclusions on environmental issues; use sustainable practices and apply them to real-world situations; participate in environmentally-based service learning and collaborate with community partners; identify environmental factors which affect living organisms; and learn about emerging careers (sustainable energies, environmental engineering) focused on the environment. DFES students will have opportunities to be guided in their learning by scientists, teachers, naturalists, historians, artists and musicians.

Seven Oaks Elementary MEDIA Magnet School (Mass Communication. Engagement. Digital Media. Interactive Learning. Academics) will offer 562 students (129 additional seats) in grades K-5 the opportunity to embrace technology as THE tool for learning. This whole-school magnet theme will be integrated into every classroom, grade, and subject. Interactive and integrated activities, centered in "real-world" project-based and collaborative learning approaches in classrooms and at "work" in the TV/Radio Studios, are designed to develop multiple literacies (reading, writing, numeracy, science, digital, and technology). Students will develop multimedia products in their content classes covering a range of topics, conduct all aspects of news and media productions (Internet, digital, television, radio), and learn how to use digital tools in all related arts to further their learning. For example, students may work with

students in DFES to create reports about environmental issues facing our community, including strategies for better stewardship of natural resources.

The International Academic Magnet @ Irmo Middle School will inspire 1163 learners (250 additional seats) in grades 6-8 to compete and collaborate in the international community through developing competencies in leadership, communication, fine arts, and entrepreneurship. To support the K-12 continuum of magnet learning, IAM@ IMS will open its doors to 100 additional 7th and 8th graders in Year 2 and 150 6th graders in Year 3. IAM will establish partnerships with local and state corporations and entrepreneurs to provide students with real world examples of global citizenship. In math, science, English language arts, and social studies, students will explore standards-based curriculum through a focus on globalization and international studies supported by digital tools and enhanced learning environments. Using web-based technologies, IAM students will collaborate, share opinions, and research with students in classrooms across the nation and around the globe. Together, they will investigate real-world problems and then engage in performance-based assessments and authentic learning expeditions. In exploratory classes, students will develop a diverse range of talents and skills by engaging in partnerships with international guest performers, artists, and professors and the creation of multi-cultural digital products that reflect an informed world awareness.

Irmo International High School for the Arts will offer 1833 students in grades 9-12 (100 additional students) a rigorous, standards-based curriculum that challenges students intellectually and creatively through arts-infused learning opportunities embedded in a global approach. Teachers will deliver much of the curriculum within their content areas, including concepts, issues, and themes, through the lens of global world-wide Visual and Performing Arts contexts. For example, Anatomy and Physiology students will sculpt body systems over a skeleton model

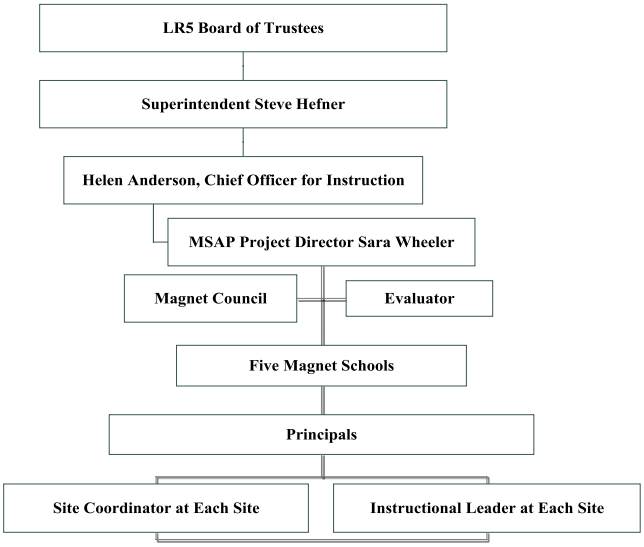
in order to understand anatomy, biomechanics, and structures. Chemistry students will explore the composition of paint and color. Dance students will explore cultural factors affecting ritual and free dance. Innovation will be mastered through developing new methods, applications, perspectives, elements, forms, materials and/or processes that result from study, experimentation, experiences, and collaboration at the student and teacher levels. Expected outcomes will result in collaborative teaching and interdisciplinary student work and artworks that convey originality, higher levels of understanding, and increased achievement.

Spring Hill High School will open in August 2013 as an all-magnet high school, with transportation provided by the district. In Year 1, SHHS will serve 400 students in 9th and 200 10th grade students, add a grade level (11) in Year 2, and add 12th grade in Year 3. By the end of Year 3, the school will enroll approximately 1200 students. Five diverse magnet academies will be offered: Engineering, Entrepreneurship, Entertainment, Environmental Studies, and Exercise Science. All five include STEM-related proficiencies. Engineering will feature the School of Architecture and Civil Design, School of Biomedical Engineering, School of Computer Engineering and Design, and School of Aerospace Engineering (Competitive Preference Priority 4). The Entertainment Academy will include the Schools of Communication and Broadcast Arts; Digital Media and Design; Technical Theatre, and Visual and Graphic Arts. Entrepreneurship consists of Schools of Finance, Marketing, Hospitality, and Leadership and Management. The Academy of Environmental Studies will feature schools of Animal Science & Agricultural Studies; Alternative Energy Technology; Natural Resources and Environmental Management; and Sustainable Solutions. The Exercise Science Academy will feature the School of Fitness and Wellness, School of Movement Sciences, School of Sports Psychology, and School of Therapeutic Studies. Students will pursue a program of study with rigorous standards-based

instruction in all core content areas and school-and academy-specific course requirements, supported by job shadowing, internship, and summer work experiences. All students will participate in cross-academy projects that will enable them to apply what they are learning from conception to fruition: a coffee shop, a barn/farm, and a retail store.

(i) The effectiveness of its <u>management plan</u> to ensure proper and efficient administration

School District Five of Lexington and Richland Counties (LR5) has created a management structure and plan to ensure effective administration of Project ACCESS and its integration into district-wide initiatives. The organizational chart below details the reporting structure of key personnel, and resumes and job descriptions are in Appendix D.



The MSAP Project Director will spend 100% of her time on *Project ACCESS* throughout the three-year process. As Project Director, she will work very closely with district personnel and school personnel to ensure effective oversight and support. The Project Director will coordinate cross-site professional development ; manage fiscal management and reporting for all sites (working with school-based personnel); direct and collaborate with the external evaluation team to ensure access to data, school sites, and progress monitoring; coordinate the district-level magnet advisory council and ensure that each school's advisory team is meeting regularly; direct

and provide marketing and recruitment strategies including magnet fairs and parent meetings throughout the fall and early spring; and communicate with parents and students about their applications and communicate about student lottery and selection. The Project Director will report to the Chief Instructional Officer, Helen Anderson. The Project Director will attend the Superintendent's Executive Leadership meetings on a monthly basis and participate in all district-level management meetings.

LR5 has an excellent history of managing local, state, and federal funds, with awards garnered for fiscal accountability. Our staff is experienced with federal reporting (fiscal and programmatic) requirements, and they will support each school in its implementation. In addition, magnet schools will have increased operational flexibility (scheduling, professional development) to ensure effective implementation and management at the school site. MSAP funds will be used to support a program administrative assistant and internships for magnet high school students. In addition, funds will be used to provide a part-time systems analyst to assist the Office of Accountability with data collection and extraction to provide to the evaluator and to manage the lottery and student selection software.

Creating a shared vision is necessary for sustaining change, and one critical element of the shared vision is developing alignment among diverse stakeholder groups. LR5 will also convene a District Magnet Council, comprised of a variety of internal and external constituents. This Council will meet every other month in Years 1 and 2 and quarterly in Year 3 and thereafter. The Council will participate in the planning and implementation processes, convening to review progress and address arising obstacles, identifying professional development needs, and advising the Magnet Director. We also anticipate this Council to play a pivotal role in marketing, recruitment, and partnerships.

Principals of each school have already been critical leaders in the creation of school-wide design and planning teams. Each principal will provide leadership and management of the school, including all instructional and administrative programs and activities. The Principal will supervise all instructional and professional staff, including the Site Coordinators and other MSAP-supported personnel. Principals at each site will serve on implementation teams, and work with the team to develop the school implementation rubrics. Each principal will participate in staff training and professional development, as well as the development of critical partnerships, recruitment events, and family events. The Principal is responsible for the development and stewardship of the school's budget. Principals report to the Superintendent.

Each school will also have a Magnet Advisory Committee, comprised of site leaders, principal, teachers, parents, and students. This school-based committee will work closely with the school implementation teams (teachers, staff, and administrators) to provide guidance and feedback concerning planning and implementation and to assist with recruitment and marketing.

All schools will employ a full-time Site Coordinator (1.0 FTE) to ensure effective grant implementation and oversight of daily operations. This position will oversee the magnet implementation plan and school budget, acquire and manage resources for program implementation, collect and provide data regarding implementation; and coordinate partnerships and mentors. The Site Coordinator will work with district personnel to prepare marketing materials and help market the school; recruit, identify, and enroll students (work with district personnel), and represent the school to the community and at the district. The Site Coordinator will also coordinate school advisory committee meetings and any presentations to the community and School Board. The Site Coordinator will also work with the Project Director and Evaluator to ensure continuous improvement processes are in place and that interim and annual data are

used to refine and improve the program.

Each school will also designate an instructional position who will coordinate, manage, and facilitate the integration of the theme into instruction across the school. This person will coordinate external and internal theme-based and instructional-strategy professional development and assist teachers with curriculum development and lesson plan creation. This position will observe classroom practices and provide coaching and demonstration lessons to advance instruction. In some cases, this person will conduct site-based professional development. This person will work with the site team to identify areas for improvement and identify/garner resources to address these areas of need. This person will also work with the Project Director and evaluator to use interim and annual data to refine the professional development plan

Dutch Fork Elementary Academy for Environmental Science will also hire a 100% FTE Resident Scientist (Doug Williams), who will serve as Instructional Leader and Professional Expert, to provide direct, onsite assistance in curriculum development, integration, and lesson planning. The Resident Scientist will enable all teachers to become proficient at integrating environmental science into all content areas. The Resident Scientist will provide and coordinate theme-related staff development for teachers, guide field studies, facilitate community partnerships, and assist teachers with lesson plan development and curriculum mapping.

Seven Oaks Elementary MEDIA Magnet School. The Site Coordinator for SOES will also serve as the Instructional Leader. This person will help teachers create an inviting learning environment that ensures quality teaching and learning. This position will provide leadership in implementing the curriculum with a focus on multimedia production and mass communication; coordinate curriculum development; provide site-based professional development, mentor colleagues, monitor curriculum and instruction, and collaborate with teachers to ensure excellent

classroom teaching and learning. The position will promote the magnet program as a viable option for parents of elementary children and plan all recruitment activities, the publication of promotional materials and all communications concerning application and selection of students. This position will also establish and maintain working relationships between Seven Oaks Elementary MEDIA Magnet and its partners. In addition, this position will oversee the school budget, maintain all appropriate paperwork and generate necessary reports.

Because of its technology integration, Seven Oaks will also employ an Integration Technology Specialist (InTec) (Andrea Baker) who will work closely with teachers to integrate technology and digital tools into every classroom, including special services. This position will lead the staff development on technology tools, making sure each teacher understands how to operate the tools and how to use them in meaning learning opportunities. The position will assist teachers and leaders in planning the integration of curriculum-based technology into theme- and standards-based lesson plans and activities; identify resources for digital tools and their appropriate use in elementary settings; demonstrate/model effective technology teaching; meet with individual teachers and small faculty groups to discuss ways to use technology in the delivery of curriculum, and to support teachers as they actively use technology in their classrooms. This person will report to the Principal and the Project Director.

International Academic Magnet @ Irmo Middle School. In addition to the Site Coordinator, IAM@IMS will employ a full-time Lead Teacher (Caitlin McKenzie) who will implement and evaluate professional development by department and across curriculum. The Lead Teacher will work with the Site Coordinator, Principal, API, and department chairpersons to assist teachers with daily classroom implementation through modeling lessons, finding resources, and coordinating teacher activities. The Lead Teacher will be responsible for

integrating the theme across all content areas and instruction at the school. This position will assist teachers in curriculum planning and mapping as well as developing theme-based, integrated, interdisciplinary lesson plans.

Irmo High School for the Arts. In addition to the Site Coordinator, a full-time Career Development Facilitator (CDF) will be hired. The CDF will be an integral part of transforming the school into an arts magnet by providing the basis for students to succeed in any profession through the lens of the visual and performing arts. The CDF will help students begin and complete college and career exploration, including job shadowing, internships and school-to-work cooperative learning experiences. A critical component for sustainability, the CDF will coordinate and present professional development workshops in career development and guidance for teachers, school counselors, work-based constituents and the business community. This position will schedule career exploration events and classes for students and families, identifying a relevant broad range of career possibilities that incorporate artistic skills. The CDF will work to create, forge and accumulate the necessary resources, sponsorships and relationships with local, regional and national businesses as well as local, state and regional institutions of higher education that students for years to come will be able to benefit.

Spring Hill High School. In addition to a full-time Site Coordinator, Spring Hill High School will use its MSAP funds to support five Academy Deans. Each Dean will serve in the capacity of Lead Facilitator/ Teacher for the Academy. An Academy Dean will teach part-time within the magnet (creating greater awareness of professional development and instructional strategy needs), and serve as the representative of the Academy. The Dean will assist the Principal, teachers and other instructional staff in coordinating and improving the theme-based instructional program to ensure academic rigor and relevance. The Dean will assist the principal

with daily academy functions, including but not limited to instruction, academy budget, identification of materials and resource needs, and overseeing a student advisory process through the selected program of study. The Dean will supervise the collaborative planning process for the academy, including curriculum development and mapping processes. The Dean will participate in classroom demonstration lessons as needed, and work with district and school staff to market and recruit students.

(ii) The effectiveness of its plan to attain specific outcomes that—(A) Will accomplish the purposes of the program;(B) Are attainable within the project period; (C) Are measurable and quantifiable; (D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes

The LR5 magnet planning team has established the following goal and objectives for *Project ACCESS*; all of which align with the MSAP performance measures and GPRA reporting requirements. The goal of Project ACCESS is to expand student and parental choice and reduce the isolation of African-American students in the participating schools while enabling students from all ethnic backgrounds to pursue rigorous, engaging programs of study that meet challenging academic standards and provide preparation for college and careers. We have established the following Objectives for Project ACCESS:

Objective 1: Promote diversity by reducing and preventing minority group isolation.	
Performance Measures	
1.A	By October 1st of each project implementation year, minority group isolation of African American students will be reduced by one percentage point in the first implementation year and by two percentage points in the second year of implementation.
1.B	For each feeder school with minority group isolation of African American students, the change in African American enrollment will not exceed the increase in the district's average African American enrollment each year of project implementation.
Objective 2: Increase student achievement by implementing rigorous, focused programs of study that provide personalized, innovative, theme-based instruction to provide all students the opportunity to meet challenging core content standards and academic achievement standards.	
Performance Measures	
2.A	By the end of the project, the percentage of students from ethnic groups at each

	magnet school will meet or exceed the state's 2016 AYP objectives in ELA and mathematics.
2.B	The achievement gap between African-American students and white students on state assessments used for federal reporting will narrow by two percentage points each year of project implementation.
2.C	At Dutch Fork ES, Seven Oaks ES, and Irmo MS, the percentage of students who score Met or above on PASS ELA will increase by two percentage points each year of project implementation.
2.D	At Dutch Fork ES, Seven Oaks ES, and Irmo MS, the percentage of students who score Met or above on PASS mathematics will increase by 2 percentage points each year of project implementation.
2.E	At Dutch Fork ES and Seven Oaks ES, the percentage of fourth grade students who score Met or above on PASS science will increase by 2 percentage points each year of project implementation.
2.F	At Dutch Fork ES, Seven Oaks ES, and Irmo MS, the percentage of students who Meet or Exceed their MAP growth target from fall to spring will exceed that of the national norm group for reading and mathematics in each year of project implementation.
2.G	At Spring Hill HS and Irmo HS, the percentage of 10th graders who pass both subtests of the HSAP will increase by two percentage points each year of project implementation.
2.H	At Spring Hill HS, the percentage of students who earn a passing score on the Biology 1/Applied Biology 2 EOCEP will increase two percentage points each year of project implementation.
2.I	At Spring Hill HS and Irmo HS, the percentage of students who earn a passing score on the Algebra/Mathematics for the Technologies 2 EOCEP will increase two percentage points each year of project implementation.
2.J	At Spring Hill HS and Irmo HS, the percentage of students who earn a passing score on the English 1 EOCEP will increase two percentage points each year of project implementation.
Objective 3: Develop connections between students, parents, and teachers and their school and community.	
Performance Measures	
3.A	At least 75% of students at each magnet school will agree on annual spring surveys (years 2 and 3) that they interact with students from different social, economic, ethnic, and racial backgrounds.
3.B	At least 75% of students will agree on an annual spring survey (years 2 and 3) that participation in the magnet program has increased their engagement in learning.
3.C	For each magnet school, at least 10 of the 14 measures of school climate from the state's annual survey of teachers, students, and parents will be at or above the 50% by the end of the project.
3.D	At least 75% of parents will agree on an annual spring climate survey (years 2 and 3) that they are satisfied with the learning environment of their child's school.
3.E	Each magnet school will increase its number of parental involvement activities in each year of project implementation.
3.F	The number of parent and community mentors will increase each year of project

	implementation.
3.G	The number of volunteer partnerships with community organizations and local businesses will increase each year of project implementation.
Objective 4: Build the capacity of teachers and administrators to deliver rigorous, focused programs of study that provide personalized, innovative, theme-based instruction through professional development.	
Performance Measures	
4.A	At least 95% of instructional staff at each magnet school will participate in at least 40 hours of professional development focused on cultural competence and diversity.
4.B	At least 95% of instructional staff will participate in at least 40 hours of professional development focused on personalized, innovative, theme-based instruction.
4.C	At least 75% of instructional staff participating in professional development will rate the training as effective on annual spring surveys.
4.D	At least 75% of teachers participating in ACCESS will indicate on annual surveys (years 2 and 3) that participation has improved student achievement.
4E	At least 75% of teachers participating in ACCESS will indicate on annual surveys (years 2 and 3) that participation has improved student engagement in learning.

(iii) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project

LR5 is committed to expanding student and parental choice across the district in a way that ensures access for each student to challenging academic content and personalized paths for career and college readiness. While our district has a tradition of academic excellence, this MSAP grant can help renew and reinvigorate our commitment to innovative practices to increase student engagement and deep content learning. This commitment can be seen in how the district will employ and deploy resources and personnel to support project objectives.

At the district level, all personnel are aware of the district's intent to expand choice and magnet programming. Some personnel will participate in the district-level Magnet Council. Current Directors of Elementary and Secondary Education and Content Coordinators (ELA, math, and science) will also work with the sites to ensure that CCSS and state content standards are integrated into theme-based work and project-based learning. District level content-coordinators (science, math, and arts) may also participate in magnet-related professional

development so that they can offer ongoing and creative support to practitioners. Staff support and technical assistance regularly available to schools and teachers will continue to be available as schools become proficient at their themes and at bolstering academic achievement. Personnel from Student Services (especially early childhood and parent coordinators), Exceptional Children, Accountability (data collection and analysis), Human Resources, and Finance will continue to provide technical assistance to schools.

In addition, the district has undertaken four critical district-wide initiatives that will be used by all magnet schools to improve and shape instruction and the school community. Implementing Common Core State Standards (CCSS) is an ongoing district process including all schools. The district has also selected PBIS as its behavior management model, and we are in the third year of implementation. The district is also using a student-developed Web application for classroom observation (Classroom MOSAIC) that is enhancing the ability for observers to record classroom practices and provide immediate feedback. Over time, this application creates a multi-faceted and historic record of instruction for each teacher to identify strengths and areas for further improvement. Each school will also continue its data-team efforts which guide the school's teachers and leaders in using data to shape and refine instruction, behavior, and achievement and to identify children who need extra help in a subject or with a concept.

Overview of Project by Year

Year 1 will focus on hiring appropriate personnel, creating a marketing and recruitment plan for each school and the district, ordering and installing the resources and materials at each site to support the theme-based learning environment at each school, and initiating the professional development that will provide teachers and staff with the necessary cultural competency skills, theme-based knowledge, and instructional skills to succeed in the chosen

magnet. For Spring Hill High School, Year 1 brings 600 students through the doors of the new all-magnet high school, a first for the district. Every school will install and create a signage and displays to announce its theme. The evaluator and Project Director will work with each school to create school implementation plans to serve as a "roadmap" over the course of the grant (and beyond). This plan will begin each school's record of implementation. The fall 2013 will include installation of the new lottery and student selection software. The spring will include admissions and enrollment of students in the schools, and the summer will launch the cultural competency training (three-year program) as well as school-based summer institutes for instructional staff and school leaders.

Year 2 will see the two elementary schools, middle school, and Irmo High School "open" as magnet schools, and the addition of the 11th grade at Spring Hill High School. The processes of integrating the theme into instruction will become real as students embark on their chosen magnet program of study. Teachers will continue to create curriculum plans and lesson plans to support the integration of magnet into the school's core, and they will receive direct support from Lead Teachers in that process. Based on an analysis of enrollment, each school and the district will polish its marketing and recruitment strategies. The evaluator and Project Director will work with each school's Site Coordinator and staff to refine the implementation plan to address improvements. The summer will include extended learning opportunities for students and summer institutes and curriculum development sessions for teachers and leaders concerning cultural competencies and theme-based integration and instruction.

Year 3 will sustain and expand operations at each school, adding 150 6th graders at IAM@IMS and adding 12th grade to SHHS. Schools and the district will use evaluation feedback from Year 2 to continue to shape the programs and the professional development plans.

Marketing and recruitment initiatives will be refined to sustain programs, and we will analyze enrollment data to identify programs that need additional and enhanced marketing efforts. Teachers and leaders will complete the three-year cultural competency and theme-based instructional professional development plan. Documentation and implementation "histories" will be completed by each school to help other schools in the district (and beyond) understand the magnet process. Summer will include teacher and leader institutes focused on innovative strategies and sustainability.

Activities to support Objective 1 have actually already begun. In fall 2012, the district issued a magnet survey to assess parent, student, and staff interest in theme-based education (see summaries of surveys in Appendix A). These surveys will help us shape focus groups of parents and students to obtain more information about how to make the marketing and recruitment more effective throughout the three-year period. We will purchase a lottery and student selection software to be used to support magnet enrollment. In addition, each school will target strategies to engage and enroll underrepresented groups into their programs, and professional development provided by Donna Elam across the grant period will specifically strengthen site teams' skills in cultural competency and integration so that they can return to their schools and train all teachers, leaders, and staff. Schools will track inquiries about enrollment throughout the year to help us gauge interest in the theme and how to "tweak" its appeal. The number of applications and ultimately enrollment will help us understand how to program more wisely to recruit students.

Activities to Support Objective 2 cover a range of learning and extended-learning opportunities for students at each site. Each school is already working on the transition to CCSS in English language arts and math, and South Carolina's standards for history are ranked among the highest in the nation. Each school will embrace a standards-based instructional approach that

uses the theme for the lens of learning and that deploys innovative and personalized instructional strategies. Engagement, instruction, and achievement are the triad of learning, and each school will work to engage students with hands-on, project-based learning in every class. Rather than traditional lecture-and-worksheet or "drill and fill" approaches, these schools will foster collaborative student-driven processes, often with open-ended problems to solve. Rather than classroom work where the teacher already knows the "right" answer, students will work in teams (sometimes with teams in other world sites) to explore an issue or problem from all perspectives. For example, students at Spring Hill will work together across academies to develop, plan, implement, operate, and sustain a school coffee shop, a retail store, and a barn/farm. Each school is creating a portfolio of extended learning opportunities, including afterschool or before school student clubs, GEMS teams, robotics teams, Model UN teams, 4H teams, news teams, job shadowing, mentors (classroom and virtual), internships, and summer employment.

Strategies to Address Objective 3: Develop connections between students, parents, and teachers and their school and community. LR5 parents are quite supportive of the district and vocal about their expectations for superior and relevant educations for their children. Through Project ACCESS, these schools will integrate the theme into their parent and family events, activities, open houses, and special performances. Parents will serve on school and district advisory councils. Parents will also be recruited to serve as mentors and volunteers. All magnet schools and the Project Director, through varied channels, will weekly and quarterly provide information to parents, students, and the community to help facilitate progress. (See Design Section iii for detailed information about strategies).

Strategies to Address Objective 4. Systemic reform in LR5 includes the change in instructional approaches (project-based, inquiry-based learning) detailed to support Objective 2.

Appropriate (scaffolded) staff training (with time to reflect, practice, and refine) and support are also essential ingredients. All schools will continue to participate in district-mandated training in CCSS implementation, PBIS strategies, appropriate classroom observation strategies (using Classroom MOSAIC), and using data to shape instruction. In addition, all magnet schools will participate in the annual training on cultural competencies and successful classroom integration strategies. Each school has also selected appropriate theme-based and instructional delivery professional development to equip and enable teachers to support student learning in new, innovative ways. Teachers will be supported by their Site Coordinator, Lead Teacher, Academic Dean, or Resident Scientists in transferring professional development into practice. Coaching, classroom demonstrations, and collaborative peer networks will support effective practice, and teachers will create a school-based lesson bank to share creative strategies that can be used across subject areas.

(iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school

LR5 has taken steps to ensure that all students will have access to magnet programming, and we will take extra steps to recruit traditionally underrepresented students into particular magnet schools and academies. We have also determined that implementing magnet programs in schools with zoned populations who are predominantly African-American (Dutch Fork Elementary, Seven Oaks Elementary, and increasingly Irmo Middle and Irmo High) will be a critical "first step" in engaging and elevating achievement of underrepresented groups in courses, programs, and careers, especially those related to science, technology, engineering, mathematics, and the arts. Our efforts will also work to close the achievement gap present in our district.

In particular, we need to deploy researched-based strategies to inspire, prepare, and

motivate 1) African-American boys and girls into STEM subjects 2) African-American boys into humanities 3) girls into STEM subjects. Critical steps to these recruitment efforts will be

1. Educate parents about potential careers and study options for their children. Parent engagement, especially at the elementary and middle school grades, is significant in directing student interest. In addition to parent open houses and parent meetings held at each school, each school will incorporate theme-based activities in family events. Such activities will include using digital tools (many of these schools serve impoverished families without access to technology at home), building rockets, star gazing, gardening, building robots, conservation-at-home activities, and family art projects.
2. Make learning fun and culturally relevant for students from diverse backgrounds. Combining cultural competencies and theme-based project-based learning approaches will ensure that students are developing content skills and proficiencies while pursuing integrated, engaging tasks. Individual learning styles and interests will be part of the collaborative learning process, and most classes and all teams in core classes will be of mixed-ability levels. LR5 uses Girls Excelling in Math and Science (GEMS), an elementary grade-level program design to target math and science clubs for girls. Dutch Fork Elementary Academy for Environmental Science will integrate strategies from GEMS clubs into the daily program at DFES, and both K-5 schools will add LEGO teams to pique interest and develop skills.

IAM@IMS is designed to highlight different cultures from around the world, including virtual connections to other classrooms around the world, giving our students time to see, work, and talk with peers and experts from across the nation and around the world. These connections can develop students' sense of cultural identity and increase their sense of awareness and belonging—far beyond Irmo. In doing so, our underrepresented student

groups (who perhaps are also the most disengaged) will be better able to make connections and find relevance. Because the theme will be embedded in EVERY classroom IAM@IMS will create a school-wide community that values and celebrates difference.

The two high schools will use academic and career advising processes for each student to ensure an informed and personalized approach to learning. In this way, a student, especially students from underrepresented groups in particular content areas, will develop a critical personal relationship with a teacher and advisor who can help him/her succeed in the program of study by identifying possible career and college paths, coursework to consider, internships, job shadowing, and summer learning experiences. Access to professionals across the spectrum will enable students to connect their studies to their futures.

3. Provide support within programs for students who have academic deficiencies or who are struggling with course content. LR5 uses Measure of Academic Progress (MAP) benchmarking three times a year to identify students who need extra help. The district has a strong Response-to-Intervention structure in place, and all magnet schools will use this model to identify and support struggling students. Irmo Middle School will also use PITSCO's Algebra programs to provide intensive support to students. PITSCO will work to embed the theme into practice and application projects for students.
4. Provide access to role models. Our community has diverse professionals from university to utilities organizations, and we will launch a campaign for mentors, particularly mentors who will appeal to African-American students. These mentors can provide weekly "lunch buddy" support, serve as Resident Guest Experts, guide field learning, and offer classroom-based support. We will also work to create flexible opportunities for mentors through virtual

mentoring networks (rather than coming to the school, student teams will consult with an expert via Skype or email).

5. Ensure theme-based opportunities for *all* students. Assistive technologies and accommodations are included to ensure that students with disabilities are able to participate fully and creatively in the magnet programs. Students with physical limitations will be provided with appropriate transportation for field studies. Each school is also ADA-compliant, and special education teachers will be included in all academic, district-level, and theme-based professional development to ensure appropriate theme-based instruction in special education and educational support classes. Collaborative meetings with Special Services Teachers and other Academic and Arts Area Teachers will allow for students with disabilities to have full access the Magnet Program with considerations specific to their needs. Teacher Assistants will serve in a key role in allowing our self-contained students to have the same access. We will recruit all students into clubs and programs and seek mentors who are "like" our students, all of our students. In addition, we will provide translation services and programs to students who are English Language Learners (and their families), and we will strengthen their connectedness often by using their language skills and cultural diversity to enrich the themes and projects. For example, a student who is from Haiti may serve as a critical team member on a multimedia project that uses live Skype interviews with students, families, and experts in Haiti to explore the impact of the earthquake.
6. Ensure that teachers and leaders are able to integrate cultural competencies and integration and desegregation strategies into their classrooms and schools (Please see section the Personnel section for a more detailed discussion).

(v) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools

Essential to the success of *Project ACCESS* is an effective marketing and recruitment campaign, coupled with a random lottery and transparent admissions process. We will contract with a marketing specialist to help us refine our marketing plan, and the district's Public Information Officer will help the Project Director and each school implement the plan and produce marketing materials. LR5 will implement a marketing and recruitment plan to ensure that each magnet school reflects and celebrates the diversity of the district while fostering the academic achievement of each student through a rigorous course of study.

Recruitment will target 1) preschool-aged children 2) students enrolled in home school programs; 3) students who attend private schools, and 4) students already served by LR5 who may be interested in our magnet themes.

Recruiting students from these groups will help reduce the minority group isolation of African Americans at these five schools. Nearly 10% of the population in our area is under the age of five, creating a ready market for the elementary schools. In addition, another 535 students in our area are home-schooled, and we must identify strategies to recruit these children back to public school.

Private Schools serve 1,578 students in Lexington County through 17 schools and 8,378 students in Richland County through 45 schools. While few private schools (and no charters sponsored by the district) exist within our direct service area, some students from our area attend private schools in downtown Columbia (Richland County). We are seeing an increase in the number of students from our area who are attending private school (secular and religious), especially at elementary grade levels. In fact, two of the largest private schools in the state are within easy driving distance.

Our marketing and recruitment plan will use the magnet survey results and focus groups to identify particular strategies that will prove most effective in recruiting targeted students. The survey has been used already in developing the magnet themes and what elements our current students, parents, and teachers find compelling in magnet education. The focus groups will provide essential information about what elements in the magnet will appeal to home and privately schooled children and their parents, and what marketing strategies can ensure that parents of pre-school aged children know about the exciting magnet opportunities for their child.

Strategies for marketing include print materials (brochures and flyers) that can be placed in area businesses, hospitals and healthcare professional offices (a large sector of our community), churches, daycares, restaurants, and retail outlets. We will also use a billboard on the Interstate (close to all the schools) with each school featured on a rotating basis to market to parents who work downtown but live in our service area. To target the home-schooled, privately-schooled, and pre-schooled aged children, we will also use general mailing and newspaper articles to share information about the schools with parents and potential students. Presentations to local community groups (Lion's Club, American Legion, Junior League, Rotary) will help inform our constituents. Principal Michael Lofton has already made more than 700 presentations to students, parents, and community groups about Spring Hill High School.

Each school will hold regular open house and family events to share their magnet theme with parents and the community. These events will be open to the public to serve as recruitment events for students as well as for role models and mentors. Each school will also hold other recruitment events (featuring student work) in the fall and early spring to galvanize recruitment efforts. Parent information meetings will be held at each site to address questions and concerns about the magnet school.

The district will sponsor a Magnet Fair on district property each fall and will use a large, very busy local mall (Columbiana Centre) as a venue for recruitment activities in the spring. The Magnet Fair will provide essential information about each magnet school. Each school will have brochures, course catalog, and other visible media designed to appeal to students from diverse backgrounds and in diverse languages. Key personnel from each site will be present to provide information about the curriculum, field-based learning, and student projects, and to answer questions from parents, students, and potential partners and mentors. Students from each school will showcase their work that may include sculpture, building models, fruit, vegetables, flowers, robots, model planes, musical compositions, graphic design, translations, multimedia projects, and art. We will advertise the Magnet Fair through all regular district channels and mailers.

Columbiana Centre is a very popular, high-end shopping mall in our area, and we have partnered with the Centre over the years on numerous initiatives. We will use common space in the mall each year to market the magnet schools and recruit students. District staff, the Project Director, school leaders and staff, and students will use similar strategies from the Magnet Fair. We will use the brochures and flyers, as well as magnets and environmentally friendly shopping bags, to help market the schools. Students, teachers, and mentors will provide demonstrations (international dance or cooking, translations, robotics demonstrations, weather stations or botany) to advertise their magnet school.

In addition, to increase flexibility and constancy of access to information, we will create a LR5 Magnet ACCESS web site that features each school and student products. Visitors to the site can see a video about each school's magnet program, hear from teachers about learning opportunities for students, and learn from students about their studies and projects. Application materials and information about enrollment processes will be available at this site (and in print at

each site). Online technical assistance through video clips will explain magnet's curriculum and program of study, how the lottery selection works, how to choose the best magnet for your child, and how to complete admission and enrollment forms. Because a growing sector of our population is immigrant (our district of 16000 students speaks 57 languages), we will also develop print and digital materials in English, Spanish, and other languages reflective of the district's enrollment. The site will provide contact information for the district and each school to facilitate inquiries. We will also use the radio, local and state newspapers, and social media to market the programming to prospective students and their families.

For middle and upper grades, we will combine the district's marketing and recruitment plans with information about "hot jobs" and occupational forecasts for South Carolina so that parents can understand that magnet schools can help students not only pursue interests but gain invaluable preparation for college and careers.

Applications for all schools will be available in late fall, with a deadline of early spring. All schools will use the same deadline to ensure fairness of the process. After zoned students are accepted, additional students will be selected through a random lottery process and parents notified of acceptance status in late spring (April/May). We will also use a deadline for commitment to enroll so that we can be sure to fill all available slots. If we have unclaimed seats at any of the magnets, we will reopen applications with a second deadline.

(B) QUALITY OF PERSONNEL

(i) The project director (if one is used) is qualified to manage the project

Ms. Sara Wheeler will serve as the **Project Director** for Project ACCESS, and she will report directly to the Chief Officer of Instructional Services. With nearly 40 years of experience in education, Ms. Wheeler brings to LR5 extensive expertise and experience in managing magnet

programs (having served as Project Director for two MSAP grant-funded initiatives) and in federal grant management and reporting. In addition, Ms. Wheeler has served on the Board of Directors for Magnet Schools of America since 2008 and is currently the Regional Director for Region XI (KY, NC, SC, TN). She is a certified instructor in K-8, social studies, and gifted and talented, with has experience as a lead teacher in implementing a magnet school at the middle school level. As a MSA board member, Ms. Wheeler already has been extremely valuable in connecting LR5 to national magnet model programs, national consultants on diverse topics, and to key research.

(ii) Other key personnel are qualified to manage the project

Each site will be led by a Principal and Site Coordinator. Each school will also designate or hire an instructional leader and, tailored to each site, additional positions as needed to implement the project at their school. Resumes and job descriptions are in Appendix D.

Each school will hire a Site Coordinator (100%, FTE) who will be responsible for administering the grant and implementing the theme at the school level. The complete description of the duties of the Site Coordinator is in the management plan under Plan of Operations. Each individual selected for the Site Coordinator position will be expected to have a valid teaching credential, a bachelor's degree (master's degree preferred), and at least three years of successful experience, preferably in a magnet school environment. Budgetary, procurement, and scheduling experience will be required, and experience facilitating partnerships and extended learning opportunities is preferred. In addition, the ideal candidate will have experience in curriculum development and professional development and training.

The instructional leader for each school will work closely with teachers to enable them to integrate the theme in meaningful ways into classroom instruction. This person will work with

teachers to develop and implement a standards-based curriculum, create a horizontal and vertical curriculum map, and develop engaging classroom lesson plans with student tasks and study projects. This person must have either a master's degree in education or in the content area of the theme and have extensive experience in working with K-12 settings and teachers. While certification at the grade level and experience teaching in a public education setting is highly preferred, it is not required.

Dutch Fork Elementary School (DFES): Julius Scott serves as principal of Dutch Fork Elementary School. With 12 years in public education, including three years as a classroom teacher and nine years as an administrator, Mr. Scott holds a master's degree in educational administration and a bachelor's degree in elementary education. He serves on the Elementary Executive Committee for the SC Association of School Administrators, and he has conducted presentations and assistance sessions on social media and Classroom MOSAIC.

The Site Coordinator for DFES will be Emily Perkins, who has worked in differing capacities at DFES for nine years. She is currently a 1st Grade Teacher and has served as the PBIS Leaders Coordinator for the school for the last three years. She served as a team leader in 2007 and on the school's Math Leadership Team 2006-12. In 2010, she was recognized as Teacher of the Year. She has worked as an elementary educator for 20 years and will complete her master's in Leadership and Administration in May. Her attention to detail and organizational skills as well as her ability coordinate schedules makes her an ideal candidate for this position.

DFES will hire as full-time Lead Teacher/Resident Scientist Dr. Douglas Williams, currently Distinguished Professor Emeritus of Marine & Geological Sciences at the University of South Carolina in Columbia. Dr. Williams will provide and coordinate theme-related staff development for teachers, facilitate and establish community partnerships, and assist teachers

with lesson plan development and curriculum mapping. An internationally-renowned oceanographer and geo-scientist, Dr. Williams has completed research in the Indian Ocean, the Russian sector of the Arctic Ocean, the Mediterranean and Caribbean Seas, the central Atlantic Ocean, and the Gulf of Mexico. Throughout his career at USC Columbia, Dr. Williams served as Chairman of the Department of Geological Sciences and as Professor of Geology and Marine Science. He has issued nearly 200 refereed publications, one book, and more than 30 technical reports. He is the founder and Senior Scientist of Blue Marble Science, designed to provide standards-based science programs for elementary and middle school students.

Seven Oaks Elementary School. Serving as Principal of Seven Oaks Elementary for six years, Ann Copelan will work closely with the Site Coordinator and Intec to ensure the successful implementation of the MEDIA magnet. With Masters of Education and Masters of Education Leadership degrees from the University of South Carolina and a bachelor's degree from Winthrop University, Ms. Copelan has worked in the education field for 24 years as a teacher and administrator. Her leadership serving as principal for two Title I schools that were both recognized by South Carolina as Palmetto Gold and Silver Award winners for progress.

The Site Coordinator for SOES will also serve as the magnet instructional leader. In addition to management duties, this position will help teachers create an inviting learning environment that ensures quality teaching and learning while building student leadership capacity in the context of Mass communications, Engagement, Digital Media, Interactive Learning, and Academic stewardship. This person must possess a master's degree or higher, current elementary certification, at least five years of exceptional teaching experience, experience in curriculum development and program planning; and experience in teacher

supervision and observation. An individual with professional media or communications background is preferred. (See position description in AppendixD).

Andrea Baker will become the full-time Integration Technology Specialist (InTec) at Seven Oaks Elementary MEDIA Magnet School. She currently serves as an InTec for the district, serving three elementary schools including SOES. A National Board Certified Teacher, she served as the school's Media Specialist prior to becoming an InTec. In 2004, She was named a *Library Journal* "Mover and Shaker," is a SMART-Certified Trainer, a STAR Discovery Educator, and an Intel Teach-to-the-Future Facilitator. She will work with the Site Implementation Team and the Site Coordinator to implement technology across the curriculum.

*Irmo Middle School***.** Robert S. Jackson has more than 19 years in public education, and is the new principal of Irmo Middle School. As principal, his primary role will be to assigned with the design and implementation of the magnet program and provide direct oversight of all personnel, program activities, teaching and learning experiences, budget and financial transactions, partnerships with the community, and auxiliary connections with international external groups and organizations. Prior to this position, he served as the Assistant Principal for Instruction at the district's Dutch Fork High School for five years and as Assistant Principal at Barnwell High School for three years. While at Dutch Fork High, one of his core responsibilities was the direct oversight of the Science, Technology, Engineering, and Mathematics Magnet Program. He worked closely with the STEM Committee, program personnel, parents, and guardians to design curricula, professional development, and extended learning experiences that will improve student achievement and program outcomes. He has specialties in curriculum and instruction, technology, and student services. Mr. Jackson is currently a doctoral student in Educational Leadership at South Carolina State University and holds an Educational Specialist

degree, a Master of Science degree and a Bachelor of Science degree. He is an experienced presenter across the state and region on culturally relevant teaching, and Classroom MOSAIC.

Caitlin McKenzie, 8th grade English Language Arts teacher, has chaired the IMS Magnet Design Committee this year, and she will serve as IMS' lead teacher. She will oversee and implement all structural, curricular, and professional development initiatives related to the magnet school. In addition to serving as a classroom teacher, she has also served as a curriculum coach for content, related area, and special education teachers in two middle schools. In this role, she created and implemented best-practice instructional methods and strategies through providing weekly professional development sessions, team teaching, and model teaching. She is pursuing a doctoral degree in curriculum and instruction. She serves as a professional consultant for schools across the state and nation regarding best practice instructional strategies.

Irmo High School. In January 2013, Creig Tyler became the interim principal of Irmo High School (the previous principal resigned because of illness). In recruiting a permanent principal for Irmo High School, the district will seek a candidate with extensive experience in teaching, administering, and leading a successful magnet school, preferably a performing arts magnet school. The interim principal has been deeply involved with the magnet planning. With more than 41 years of experience in public education, Mr. Tyler has served as a secondary principal in two different districts for more than 20 years. In 2007, the South Carolina Association of School Administrators chose Tyler as its Secondary Principal of the Year.

Irmo International High School for the Arts will hire a Site Coordinator, a Lead Teacher, and a Career Development Facilitator. The Career Development Facilitator provides career services to students, faculty, and parents, including the coordination, accountability, and delivery of career awareness and exploration to all students within the high school setting. In hiring for

this position, the school will seek an individual with national certification as a Career Development Facilitator, a bachelor's degree, and a specialty in careers that include arts integration and arts skills. An individual with at least five years of experience as a CDF in a high school setting will be preferred.

Spring Hill High School. Dr. Michael Lofton will serve as principal of the all-magnet Spring Hill High School. His primary duties and responsibilities are to provide academic knowledge and practical experience in administration, team-building, intervention and staff training skills, and classroom teaching methods. He has consistently demonstrated the ability to motivate teachers to meet educational goals. Over the past 10 years as a building-level administrator at Dutch Fork Middle School, one of his focuses included assisting teachers in understanding how to evaluate test data to adjust their instructional strategies to meet individual student needs. With a strong focus on academics, the school made positive gains in all academic areas through state test, MAP test and benchmark assessment. He also holds a Masters in Administration, Educational Specialist in Administration and a Doctorate in Educational Leadership from University of South Carolina.

Dr. Lofton is in the process of hiring staff for Spring Hill High School. With MSAP grant funds, Dr. Lofton will hire a Site Coordinator and five Academy Deans who will serve as lead teachers and facilitators for each of the five magnet academies. Each Dean will hold a master's degree in education plus three for four years of teaching experience, or an equivalent combination of education, training and experience that provides the required knowledge, skills and abilities. The Dean will hold a valid Teacher certificate from the S.C. State Board of Education. Experience in a magnet setting as a teacher or leader will be highly preferred.

District Personnel (District Magnet Team)

Throughout his career, Dr. Stephen W. Hefner, Superintendent of LR5 since January 2011, has been an enthusiastic advocate for magnet schools and expanded school choice. Dr. Hefner's arrival in LR5 has stimulated the growth of magnet programs and a renewed commitment to parental choice and creating innovative college and career readiness options for students. In his *Vision 2015* statement to the Board and to the public, Dr. Hefner identified expanding choice and magnet options as a significance step in advancing public education in our community. This vision is informed by a thorough understanding of magnet and choice programs. From 1994-2010, he served as Superintendent of Richland County School District Two. During his tenure, he advanced innovative programs including the creation of multiple magnet centers and programs, choice options for parents and students, full-day kindergarten, service learning, expanded arts offerings and many technology initiatives. Dr. Hefner is a respected statewide leader in developing parental and student choice options, having served as superintendent of record for two MSAP grant-funded programs.

Dr. Hefner holds a master's and doctoral degree from the University of South Carolina, and he has received numerous honors for his leadership in public education. In 1995, the SC Consortium for Gifted/Talented Education named him the "Friend of Gifted Education." He has also earned Educator of the Year by the SC Association of Supervision and Curriculum Development (1997) and Superintendent of the Year by the SC Association of School Administrators (2002). He has also earned national recognition for his leadership in technology education, including the President's Technology Award from the American Association of School Administrators in 2005. In 2009, Dr. Hefner received the Order of the Palmetto, the highest civilian honor in the state of South Carolina.

Helen Anderson, the Chief Instructional Officer for the district, has chaired the district's magnet team. While at Dutch Fork High School, Ms. Anderson began the school's magnet STEM program (the first choice program in the district), and the program is still successful a decade later. Ms. Anderson has worked within public education for 30 years, serving as a teacher, assistant principal for instruction, and principal at the middle and high school levels. She earned endorsement for gifted and talented education and holds a master's degree in Educational Administration from the University of Education. As CIO, she oversees the development, implementation and administration of LR5's instructional program for grades PK-12; directly supervises all principals, instructional staff and grant positions; administers student services, testing and assessment, educational and operational technology, accreditation, professional development for certified staff, and strategic planning programs for the District.

(iii) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools

Ensuring that classroom teachers are able to provide effective instruction in their theme-based school is a critical component of Project ACCESS. All teachers in the magnet schools are deemed highly qualified by ESEA standards, and this project will enable them to leverage their expertise in new ways. Both district-wide and school-specific professional development will help teachers gain critical insights, strategies, and approaches to magnet education.

LR5 has mandated district-wide professional development that aligns with our strategic plan and targets four critical areas: CCSS implementation, observations of instructional practice (Classroom MOSAIC), data teaming, and PBIS. Funding (albeit limited in range) is provided for professional growth in all content areas with a focus on teaching and learning. Courses are offered to teachers and administrators for certificate renewal and/or graduate credit. Resources are provided to facilitate the development of a variety of classroom assessments consistent with

formative and summative evaluations. This initiative is fundamental to the district's commitment to data-driven decision making. A core component of School District Five's professional development program is the cohort model for professional learning communities (PLC). The core principles of professional learning communities are ensuring that students learn, sustaining a culture of collaboration, and focusing on results (DuFour, 2005). The goals of the cohorts are to improve student learning through: data-driven instructional decisions, student engagement in learning, literacy across the curriculum, and research-based curriculum design. In addition, teachers are provided with common planning time to collaborate and create standards-based lessons and strategies.

Classroom Mosaic is web-based app that provides an easy, efficient, and secure way to perform teacher observations. Observation templates can be created to suit any school's needs. Through the app, teachers can access instant feedback and analysis to the teacher. This app provides "real-time" information and enables more classroom observations.

The district has embraced the Positive Behavior Intervention and Support (PBIS) decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Project ACCESS will include training and professional development to improve the technology proficiency of teachers to align with 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 a goal 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.). Teachers will use digital tools in planning, curriculum design, instruction, and assessment. They will design, develop, and adopt technology-based content, resources, and online learning communities that create opportunities to collaborate for more effective teaching and to invigorate the classroom.

Dutch Fork Elementary School. Grade-level topics and themes align with the State Standards for science and social studies, and with CCSS. Representatives from each grade level and the resident scientist will engage in curriculum mapping. Dr. Williams will work daily with teachers to provide classroom-based professional development in content and instructional strategies, and all teachers will participate in a summer course "Fundamentals of Environmental Science. All teachers will also participate in a graduate course focused on Inquiry-Based Teaching, offered through Coastal Carolina University. Each summer, teachers will participate in professional development through either attending the SCIENCE PLUS! Institute at Roper Mountain Science Center in Greenville or the Edventure K-2 institute for teachers. During the spring of Year 1 teachers will participate in a one-day a week seminar on "Interactions Among the Atmosphere, Biosphere, Hydrosphere, and Lithosphere." Each year, the Resident Scientist will work to identify new content and strategy topics to address with professional development, and teachers will create an Intranet of lesson plans to share innovative ideas and strategies.

At *Seven Oaks Elementary MEDIA Magnet*, theme-based professional development will begin with a two-pronged approach: project-based learning and technology. Seven teachers at the school are National Board Certified, and their expertise in developing curriculum and effective instruction will be essential to implementation. All teachers will work with the Buck Institute for Education to study and become proficient with project-based learning as a prime instructional approach. Through this partnership, teachers will have intense training and ongoing

support to learn and practice how to design, manage and assess standards-focused student projects and products. Initial workshops are followed by onsite visits, which take the form of small-group workshops on pertinent topics, classroom observations, analysis of student work, and review of project designs.

Teachers will also need additional training regarding technology and digital media. The onsite Integration Technology Specialist is essential to ensuring that each teacher understands and can use the technology and digital tools AS tools for teaching and learning across the curriculum. In addition, Troxell Media Production will provide training on how to use the media studio, and Frank Baker, a national leader in media literacy, will guide teachers through a series on media literacy and production. SOES will contract with a curriculum facilitator to assist teachers in developing magnet related long-range plans and a repository of instructional best practices and "best" lesson plans. To strengthen the CCSS training by the district and to ensure all teachers have access to appropriate CCSS support, SOES will also participate in ASCD's Common Core Standard Instructional Practices over the three-year period.

The *International Academic Magnet @ Irmo Middle School* teachers will participate in professional development concerning expeditionary learning and globally-focused curricula. The school has chosen as Expeditionary Learning as the pedagogical framework for instruction. To transition to Expeditionary Learning, the school has contracted for intensive ongoing site-based training and continued support by EL. This training include orientation, professional development, ongoing support in using the EL model and related practices/structures; assistance with curriculum development, expedition and project planning. EL will provide on-site coaching for all teachers in workshop-model instruction, expedition development and effective assessment practices and school structures to support the EL model.

Irmo High School will use an Arts Integration Specialist to provide professional development over the three years. This specialist, Susan Riley, will focus on research-based and standards-based Arts Integration across the entire curriculum and Technology and Innovative Teaching Strategies to positively impact all learners. She will work directly with teachers in large and small groups and on an individual basis to develop lessons that provide core content through "hands-on" interaction with learning materials. Her work focuses on curricular connections between Arts Integration and Common Core State Standards, and she will include Arts Integration Lesson Plans that are field-tested with positive results. Faculty will also use professional associations and artists-in-residence to provide supplemental professional development in arts integration. The Lead Teacher will work with teachers across the curriculum to ensure this training becomes embedded in practice. In addition, pairs or teams of teachers will work collaborative to infuse lessons. For example, math and music teacher will collaborate on units of study. Please see their professional development plan in Appendix E.

Spring Hill High School teachers will participate in sustained professional development tailored to the theme of their particular academy, with a strong STEM emphasis. Paxton Patterson and *Project Lead the Way* will serve as the primary curricula so that teachers can support and develop the progressions of student skill building. Teachers will also participate in project-based learning support through the Buck Institute, as well as Texas Instrument training on effective use of the INSPIRE.

(iv) The applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability

School District Five of Lexington-Richland Counties (LR5) does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability or handicap in employment or

the provision of services. The Chief Human Resource Services Officer has been designated to coordinate compliance with the non-discrimination requirements contained in federal regulations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

In hiring for positions, we will advertise any positions through the district's web site, area and statewide newspapers, and online resources by the SC Association of School Administrators and the Center for Educator Recruitment, Retention and Advancement at Winthrop University.

(3) To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.

Sara Wheeler, the Project Director, has extensive experience working with magnet programs and facilitating curriculum development and implementing desegregation strategies at school sites. In addition, we will hire Site Coordinators, Lead Teachers, and contractors who can build capacity at each school regarding developing the theme-based curriculum and in ensuring equity and access for all children.

Caitlin McKenzie, Lead Teacher for IAM@IMS, has served as a curriculum coach for content, related area, and special education teachers in two middle schools. In this role, she created and implemented best-practice instructional methods and strategies through providing weekly professional development sessions, team teaching, and model teaching. She collected and analyzed data, and she frequently attended professional development workshops to collect best-practice, research-based strategies to implement with the teachers at my schools. She is pursuing a doctoral degree in curriculum and instruction and also serves as a professional consultant for schools across the state and nation regarding best practice instructional strategies.

We will also require all magnet school and district-MSAP personnel to attend particular professional development each year to build capacity regarding cultural competencies and

desegregation strategies. Dr. Donna Elam, a nationally recognized authority in diversity and cultural competence training for governmental, business, community, and educational agencies, will provide annual training and support for educators. The will be an annual training for a team of leaders from each school and from the district. Her work will include a one-day planning session with the Superintendent's Cabinet, MSAP Principals, Site Coordinators, and Lead Teachers to identify needs to be addressed. She will then provide a 25-hour summer institute each year to a cadre of leaders from each school who will serve as site trainers. This institute will include five research-based modules on cultural competency and integration strategies. During the school year, she will conduct site visits to monitor school practices and to provide direct support to teachers and leaders (including demonstration lessons).

(C) Quality of Project Design

(i) Promote desegregation; how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds

All Project ACCESS sites will deploy multiple strategies to increase interaction among students of different social, economic, ethnic, and racial backgrounds: collaborative learning, project-based learning, mixed ability and inclusive classrooms, as well as character education and life skills programming and supportive extended learning opportunities. We also have built in parent and family events into the structure of every magnet school so that interaction among families of diverse backgrounds increases. MSAP funds will also be used to ensure that all students (regardless of socioeconomic status, ability level or language proficiency) can engage in classwork, homework, field studies, afterschool. LR5 has designed *Project ACCESS* to create ongoing, sustained collaboration and interaction among students from diverse backgrounds: we do not see one-time events as effective interaction.

As educators, we understand the general tendency that students will tend to mix with others from similar cultural backgrounds. We must provide active encouragement and support to enable students to "get out" of their comfort zones. Part of this encouragement and support will come from school-based ESOL/ELL, homeless, and students with disabilities directors, who have been and will continue to be active participants in the planning and implementation teams. In this way, we can identify necessary supports (for example, assistive technology, technology access at home, access to social services, and provision of costumes and uniforms for performances) that open access for all students.

The selected instructional approaches will foster interaction among students from diverse backgrounds. Each magnet site has determined to use collaborative, team-based learning through inquiry-based, project-based tasks. Collaborative work has proven effective at promoting collegiality among students from different subgroups, race, ethnicity, gender, or school cliques (Johnson & Johnson, 2009), as well as across grade levels and academic subjects (Slavin, 1996). Collaborative work (small group and larger groups) will encompass field-studies, research, experiments, and ongoing projects across subject areas. The very nature of collaborative, team-based learning creates more interaction among students. Having a "product" at the end of a task (or series of products for a larger task) helps students learn essential team-work skills with students from diverse backgrounds—ultimately their peers in college and in careers (Barron & Darling-Hammond, 2008).

Another feature of *Project ACCESS* stems from the district's deep commitment to diversity. Using mixed-ability and inclusive classrooms provides students with more access to students from diverse backgrounds, abilities, and educational experiences. In addition, students will work with different groups in different classes, extending their daily interaction among their

peers. Classrooms and group assignments, except for AP or GT classrooms, will be of mixed-ability levels, and we are working to extend the identification of AP/GT students to include more minority students. Mixed-ability classrooms have proven more effective for lower-ability students, with effect diminishing according to an increase in ability level (Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996).

The International Academic Magnet @ Irmo Middle School and the Irmo International High School for the Arts will increase extend the parameters of "interaction" through virtual connections to other students, teachers, and professionals across the globe. Each student comes to Irmo Middle with different talents, and the opportunity to refine these talents and discover new ones will be the crux of our magnet experience and learning expeditions. Using today's advanced technology tools, students will communicate effectively with a diverse international audience, investigate the world beyond their immediate environments, express international perspectives on issues and events, and translate their ideas and research findings into actions to improve global problems.

For example, IAM@ IMS middle-school students could work on South Carolina's trade and cultural relationship with China (one of the state's strongest trading partners) to examine immigration patterns to South Carolina, demographics of Chinese immigration in our state and area, language and translation issues, cultural issues of Chinese immigrants into the South Carolina culture (diet, exercise, values, family structure), education systems in China and the US, the production of scientists and engineers in China, current financial impact of the trade relationship, how the trade relationship affects the state's economy and job outlook, and the benefits of the relationship. Each student group could create an element of the study, ultimately working as a whole class (or grade level) on the topic. Such a topic would yield fabulous

opportunities for children of Chinese descent to participate and celebrate their heritage, and to infuse their home culture into the culture of our students, school, and community.

Across our district and particularly concentrated in the Irmo cluster is an increasing population who needs English Language Learner supports. For a relatively small district, our ESOL staff provides translation services in Arabic, Cantonese, Mandarin, Guajarati, Hindi, Korean, Vietnamese, and Spanish. These stall also provide supports to nearly 500 families whose English language skills are not proficient.

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. Linguistically and culturally diverse students face many challenges in order to achieve to their maximum potential. 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. Every ELL served has an individualized accommodations plan that is revisited and adjusted throughout the year after benchmark testing, progress reports, and report cards. ELL/ESOL teachers at each magnet school will work with classroom teachers to ensure that students are able to engage in the magnet curriculum and participate in teaming and collaborative work.

Through Project ACCESS, we will host parent and recruiting events for these families using their preferred language so that they feel welcome at magnet schools. In addition, we will provide recruitment materials in a diversity of languages, and we will include voiceover

translations of web site technical assistance tools and the application so that children from all backgrounds can participate in Project ACCESS.

These schools also have an increasing population of students with disabilities, and schools will take extra steps to ensure that these children are able to fully participate in all magnet activities. Teachers of children with disabilities have been integral to the development of the magnet plan at each school, and all teachers will participate in professional development for CCSS, inquiry-based, project-based learning, Classroom MOSAIC, PBIS, and any school-based theme-related professional development. In our district and in these schools, special education and regular education teachers work very closely to make sure that all students have full access to activities in which they can participate. Special education teachers will meet with regular education teachers for planning and professional development. The magnet schools are using project-based and inquiry based learning approaches, both of which have been shown to improve learning for students with disabilities. Through collaboration among teachers, activities can be modified and adjusted for students, if needed, to ensure that each student's talents and abilities are tapped. Children with disabilities (including those in self-contained classrooms) will be mainstreamed into regular classrooms for field studies, guest speaker visits, and some inquiry projects. Other inquiry projects will be undertaken in their self-contained classrooms but using the same learning objectives/standards as their regular education peers. IEP goals and objectives will be addressed through project-based learning tasks. Collaborative meetings among teachers will ensure that students with disabilities have full access to the magnet programming at each school site. Teacher Assistants will serve in a key role in allowing our self-contained students to achieve the same access.

We recognize that students with disabilities benefit greatly from the use of technology. Assistive technologies such as tablets for resource/interventionists' classrooms with headsets, speech-to-text software, and evolving APPs will be used to provide critical access to technologies and virtual learning opportunities.

Increasing student interaction may lead to increased stress as students encounter different values, family structures, and decision-making skills. To this end, LR5 has a very effective student support program, including social workers and school counselors. We also have embedded character education into the fabric of our schools, and the elementary schools are extremely effective at teaching character education, leadership, and community service.

Because behavior and making healthy decisions are critical issues in academic achievement and in school connectedness, LR5 has adopted Positive Behavior Interventions and Supports (PBIS) in all schools. District-level professional development and ongoing support ensure that schools implement with sustained fidelity. As a process for creating safer and more effective schools, PBIS enhances the capacity of schools to educate all children by developing research-based, school-wide and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. PBIS provides systems for schools to design and implement behavior expectations and to evaluate effective school-wide practices in classrooms, in non-classroom settings, and in student-specific discipline plans. Key components of the PBIS approach are classroom management, teaming system, curricular data focus, and counseling and auxiliary services, all of which also support theme-based instruction and implementation. Schools have monthly PBIS meetings to review progress, behavior incidents, and refine plans as needed. Weekly meetings recognize and celebrate student citizenship and good behaviors.

In addition, Spring Hill High School will implement a character development and leadership class for all freshmen that focuses on helping high school students learn essential life skills that will support collaborative and project-based learning tasks, as well as individual student goal-setting and decision-making processes. The program explicitly teaches cultural competency, confidence, responsibility, respect for self and others, teamwork, assertive behavior, time management, stress management, positive perspective, study and test-taking techniques (and time), problem solving, and conflict resolution. This life-skills program uses collaborative hands-on and role-play learning techniques that are designed to stimulate critical and creative thinking skills. The curriculum includes full lesson plans that can be offered as a class or adapted to suit the needs of most content-based classrooms; more than 300 activities and 180 hours of instruction that feature student-centered, activity-based lessons; stimulating discussion topics; extension activities for each lesson plan, journal assignments, and assessment questions.

To facilitate positive interaction and to specifically address bullying and cyberbullying, LR5 is also in the midst of training to use the research-based and evidence-proven Olweus Bullying Prevention Program (OBPP), housed at Clemson University's Institute on Family and Neighborhood Life (www.clemson.edu/ifnl). The Olweus Program is a comprehensive, school-wide program designed and evaluated for use in elementary, middle, or junior high schools. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States. Evidence about the program can be accessed at http://www.clemson.edu/olweus/evidence.html.

Essential to increasing interaction among students from diverse backgrounds is the teacher and the curriculum. Throughout the grant period, teachers will learn cultural competencies and integration strategies from peers, their Lead Teacher, and the leadership teams. Teams from each site will participate in a three-year plan to gain greater cultural competencies and integration strategies. These summer classes will be supported by onsite and virtual monitoring and demonstration lessons, which will be available to all site personnel. During the curriculum mapping and design process at all proposed schools throughout the grant period, Magnet School Teams will work to ensure a diversity of cultures and perspectives are included in the curriculum design and lesson planning.

(ii) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school

Improving student academic achievement for all students enrolled in the magnet school is one of the key priorities for *Project ACCESS*. All schools are keenly aware that academic achievement for all students is the best marketing strategy for any magnet school. In recent years, we have "turnedaround" two schools with minority group isolation of African American and impoverished students through partial school magnet programming; the results have been dramatic. Harbison West Elementary School (the district's GT magnet within a traditional elementary program) and Leaphart Elementary School (the district's engineering arts magnet) now have increasing academic achievement and significantly reduced minority group isolation.

Project ACCESS includes changes in educational delivery, structures, depth of learning, and nature of learning tasks; supports for struggling and proficient students, and sustained embedded professional development. All schools in LR5 use data teams, PBIS, Classroom MOSAIC (web-based tool for classroom observations), and all schools are participating in

implementation training for CCSS. To ensure that students are on track to graduate, middle and secondary students are eligible to participate in credit recovery through the South Carolina Virtual School. We are also implementing dual enrollment opportunities for secondary students across the district to complement our extensive AP offerings.

One of the reasons that the proposed magnet sites have embraced collaborative and project-based learning is its effect on engagement and achievement and relation to the world of work. In their annual survey of employers 2012, The National Association of Colleges and Employers ranked 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). Research informs us that students working in small group assignments achieve higher grades, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments (Johnson, Johnson, & Stanne, 2000; Springer, Stanne, & Donovan, 1997; Terenzini, Cabrera, Colbeck, Parente, & Bjorklund, 2001; cited in Oakley, Felder, Brent, & Elhajj, 2004). Studies have proven that when implemented well, project-based learning (PBL) can increase retention of content and improve students' attitudes towards learning, among other benefits. Longitudinal research also indicates that when teachers create the interactive and engaging classroom environments typical of inquiry-based learning, students are more successful over the long term (Darling-Hammond, 1996; Zimmerman, 2002).

Using inquiry-based collaborative learning as the model, students will work in small groups to create a final product, while working toward common and individual goals. Each

student has a role in the assigned project that must be fulfilled to complete the project. The group will present 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. 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. A well-designed project provokes students to delve deeply into the subject matter and wrestle with central concepts (Harvey & Daniels, 2009).

Students will work together to investigate and research a real-world issue (for example, water quality in our area), investigate solutions, and select the most feasible and cost-effective solutions, present solutions, advocate for their solution, and create presentations for various community groups. In a Dutch Fork Elementary class studying water quality (easily studied in our area with numerous lakes and rivers), groups could study an array of topics—from sample analysis, to effects of different pollutants on drinking water and ecosystems, to existing water quality policies in our area, ultimately working as a large group to determine next steps and refine the "big picture" for their entire research project.

Effective collaborative work must be properly managed, and teachers will receive professional development and training on how to best "supervise" student teams so that deep content learning (and life skills learning) occurs. Slavin (1991) found that each student and each group must have clearly defined roles and clearly defined expectations for learning, as well as pre-task identification of what must be accomplished. The team and teacher will set clear deadlines, regular meeting times, and document group progress. Students will use diverse media

and technologies to chart their collaboration as well as to create and "publish" their work (on school magnet sites).

The Dutch Fork Elementary School Academy for Environmental Science chose its theme to address a consistent area of academic weakness: science. Using environmental science as the DFES theme and embedding it across the curriculum will increase understanding, learning, and mastery of science content. DFES will increase academic achievement by shifting instruction to engage all children by tapping their natural curiosity and differentiating learning styles and tasks. Teachers will use a variety of approaches, including explicit direct instruction, response-to-intervention, indirect instruction (project-based learning, experiential learning), as well as independent projects for students. LR5 schools use GEMS and FOSS kits already, so science teachers are familiar with these materials, and teachers will have math manipulatives and new classroom tools, technologies, and instruments to use in lessons.

Using an inquiry-based model will enable DFES students to become more engaged in the content (magnet-themed and core content) because students will be encouraged to construct their own learning and demonstrate their learning in a variety of ways. Because all courses will use the theme to teach content, students will also gain deeper knowledge and an appreciation of their local environment, and learn about how human interactions affect the environment around them. Through the theme-based approach, all students will gain the skills needed to become successful problem solvers, independent thinkers, compassionate citizens, clear communicators, and environmental stewards.

With a focus on inquiry-based teaching, student engagement and differentiation will be a top priority. Allowing students to construct their own experiences and demonstrate their learning in other ways besides traditional paper-and-pencil tests will help to address two sources of our

achievement gap: students who perform low because they are not engaged and students who perform low because they are not given the opportunity to show what they know in authentic ways specific to their own learning styles.

Based on identified needs, *Seven Oaks Elementary MEDIA Magnet* is designed to embed technology into the curriculum, instruction, and learning, thereby enabling children to master the "new" literacies (reading, writing, numeracy, science, cultural, digital, and citizenship). As our world explodes with new forms of information and communication technology (ICT), students will need proficiencies in all literacies to succeed at home and at work (Eagleton, 1999; Karchmer, 1999; Meyer & Rose, 1998; Reinking, McKenna, Labbo, & Kieffer, 1998; Topping, 1997; Warschauer, 1999; Wood, 1999). Research consistently shows that the earlier children are exposed to technology as learning and living *tools*, the more proficient they become at using these tools to communicate, gain knowledge, research issues, and solve problems.

SOES students will have access to hand-held learning devices (iPads or netbooks) and some children (highest poverty) will also be able to "check out" mobile Internet cards to ensure effective access to support learning during the day. Software and learning games will help children learn through fun, age-appropriate activities embedded in project-based learning approaches in all content areas. In addition, many SOES students will benefit from translation software (and mobile translation devices), enabling them to negotiate their community and learning in English at higher levels.

All subjects will teach content to CCSS and state standards using digital technologies. The school will use virtual technologies to investigate and analyze data—for example, learning about the Amazon River becomes much more intriguing when it can be explored via technology—as a satellite photograph, as a geographic map, at street level that can be traced

throughout its course, and through the peoples and animals who live along its shores. Students can explore e-books, create discussions with scientists who study the river, and connect through translation software to other children in classrooms near the Amazon. Ultimately, students will create multi-media projects (videos with voiceovers and sound, written reports, and news shows) about their study topics in different content areas.

Advancing academic achievement at SOES will include strategies that have been in place and that have proven effective. Data teams shape instruction and review individual student progress, and Response to Intervention (RtI) programs help identify all struggling learners and appropriate interventions through all tiers. Grade-level teachers meet monthly to discuss their students' test scores (MAP reading and math, unit tests, Dominie, etc.). SOES has used its Title I funds to provide reading and math interventionists who work with children in small groups.

The *International Academic Magnet @ Irmo Middle School* (IAM@IMS) will continue its work to advance student achievement by engaging students at higher levels of learning. IAM@IMS will provide students with authentic, relevant, and project-oriented learning experiences through interdisciplinary "theme oriented" field studies in core classes (which will include high school credit courses in Algebra 1, Geometry, Algebra 2, English 1, Entrepreneurship, Spanish, German, French, Mandarin Chinese and many others), an outdoor science pond, green house, international collaboration centers, encore courses in music, orchestra, band, theatre, the arts and four different world languages (including Mandarin Chinese).

IAM@IMS will create a scaffolded process for instruction using the theme so that students will embrace different theme-based units of study at each grade level, gaining complexity as a student progresses from 6^{th} to 8^{th} grade. Core-content classes will use the

discipline to view topics through international lenses, folding theme-related and standards-based instruction into class activities that will strengthen international connections and understanding. Students will work in teams to research a topic of international interest; they will investigate, collaborate, respond with multiple potential solutions, which then have to be explored for feasibility and validity; and prepare a method of presentation for their fellow colleagues. At the end of each semester, grade-level groups will meet to evaluate each group's approach to the international issue, decide what talents they will need to bring to the solution, and publish their findings for the community.

For example, 8th grade students may study literature that focuses on family relations (*Romeo & Juliet, Where the Red Fern Grows, House on Mango Street, American Eyes: New Asian-American Short Stories for Young Adults*), which can then be used to explore cultural values and how they determine familial roles.

International Arts includes how each student gains competencies that enable success in a global environment—as a learner, thinker, actor, and leader. Using technology to learn and teach, discussions with students of other cultures will encourage students to learn through evaluation and synthesis as they take their knowledge and apply to issues in their country and those around the world. Their talents will be enhanced by the collaboration of interdisciplinary discussions, choreography, music, song, etc., using examples of international solutions that have worked and those that have failed. Learning activities outside the school day will occur in the core and elective disciplines. Via the internet, students will participate in "World Day Mathematics." Students in our classrooms will compete with students around the world (respective of their time zones) in mathematics, and attempt to beat the previous year's record on number of problems completed correctly. Through Skype or webcams, students will be able to

practice and study with students whose native language is the foreign language course they are completing. A strings class may perform simultaneously with a strings class in Germany. As implementation of the magnet progresses, more learning activities of this nature will be implemented to maintain a focus on the theme and to advance student achievement.

IAM@IMS will tap local resources. The University of South Carolina houses the #1 ranked international business undergraduate and graduate programs in its Darla Moore School of Business, with business connections around the globe. The school has have already begun discussions with faculty who are eager to share their expertise and to help students gain a "head start" in a global economy. These faculty and IMS faculty will network with international businesses in our state so that our students can see the connection of commerce and trade and culture. Expeditionary learning will be used to expand content and depth of knowledge. Students will tour international businesses (automotive, environmental, banking) as well as access international arts, through Columbia's numerous festivals and Charleston's renowned international Spoleto Arts Festival. Local ethnic social clubs such as Alliance Francaise, the Nordic Club, and Sons of Italy will create opportunities for these groups to share their experiences and cultures with students through visits, guest lectures, and mentorships.

Irmo International High School for the Arts will infuse the Visual and Performing Arts into all content areas in order to increase rigorous content mastery and student engagement while fostering an understanding of and appreciation for Visual and Performing Arts within a global society. The school's current IB program already includes a strong focus on the arts, that the schools will use as leverage to expand arts infusion. The focus is about teaching students in a way in which students construct and demonstrate knowledge and mastery of content through an art form. Students will engage in creative problem-solving processes that connect an art form

and another content area in order to meet evolving objectives and goals through standards-based curricula along with global considerations.

Students will benefit from this program through opportunities for creative expression and problem-solving through infusion of the arts. The performances, publications, and exhibitions that students will create individually and collaboratively within their courses will allow for the reflection and extension of their knowledge and understanding, develop and nurture their critical-thinking and problem-solving skills, and enhance their self-esteem through creative expression. In addition, the magnet program will expose students to other contexts through which to understand their world and the world at large by developing appreciation for and sensitivity to other cultures through the study of various art forms. Teachers will use the arts as media to communicate content and as methods of learning through such practices as careful observation, inquiry, practice, creation, representation, performance, critique, and reflection.

One of the advantages of this theme is approaching science and math as opened-ended fields of inquiry. Rather than perceiving science and math as finite fields of study, with only one-way to arrive at the "one" answer, students will see science and math as open-ended fields of inquiry that use numbers, chemicals, and formulas to arrive at potential solutions to address real problems. For example, the evolution of paint creates a fascinating history of chemistry, canvas, color, preservation, and art theory.

Over the past two years, Irmo High School has implemented data teams and participated in District Leadership Teams. Data teaming enables IHS teachers to identify areas of student need; at the same time, it reduces the isolation of teachers by encouraging effective collaboration, empowering data-team leaders and others who serve as the key support persons for data team leaders; ultimately leading to improved instruction and increased student success.

Participation in the District Leadership Institute also provides trainings and best practices in processes and procedures used to help improve instruction in the areas of English, mathematics, science, social studies, visual and performing arts.

Spring Hill High School will open in fall 2013 as an all magnet high school (no zoned attendance). As its mission states, "Spring Hill High School is a collaborative learning community that cultivates innovative thinkers prepared to meet the challenges of the 21st century. The school's culture is rich in personal connections, supporting a learning environment where students pursue coursework designed to foster creativity, uniqueness in thought, and intellectual development. Spring Hill students explore and master educational pursuits which prepare them to strive and lead in an interconnected world." Students will enroll in one of the five academies: Engineering, Entertainment, Entrepreneurship, Environmental Sciences, or Exercise Science. Each academy includes different schools and programs of study:

Academies and Schools for Spring Hill High School		
Engineering	**Entertainment**	**Entrepreneurship**
▪ School of Architecture and Civil Design ▪ School of Biomedical Engineering ▪ School of Computer Engineering and Design ▪ School of Aerospace Engineering	▪ School of Communication and Broadcast Art ▪ School of Digital Media and Design ▪ School of Theatrical Theatre ▪ School of Visual and Graphic Arts	▪ School of Finance ▪ School of Marketing ▪ School of Hospitality ▪ School of Leadership and Management
Environmental Sciences		**Exercise Science**
▪ School of Animal Science and Agricultural Studies ▪ School of Alternative Energy Technology ▪ School of Natural Resources and Environmental Management ▪ School of Sustainable Solutions		▪ School of Fitness and Wellness ▪ School of Movement Sciences ▪ School of Sports Psychology School of Therapeutic Studies

All students will complete requirements for graduation mandated by the State of South Carolina in addition to pursuing courses dedicated to their program of study. Students will

participate in a unique and comprehensive program (using a block schedule) designed to meet their personal interests, with flexible learning hours (for example, dual enrollment courses may be offered in the evenings as well as the day). All courses will be theme-enriched. Tentatively, a student's schedule may look like the chart below.

9th Grade	10th Grade	11th Grade	12th Grade
English Placement	English Placement	English Placement	English Placement
Math Placement	Math Placement	Math Placement	Math Placement
Science Placement	Science Placement	Science Placement	Science Placement
Social Studies Placement	Social Studies Placement	Social Studies Placement	Social Studies Placement
World Language	World Language	World Language	World Language or Elective
Exploring the Es (.5) Elective (.5)	School of Study Elective	School of Study Elective	School of Study Elective
Integrated Business (1.0 or .5)	Elective	School of Study Elective	Elective
PE (1.0)	Elective	Internship/Capstone	Internship/Capstone

Each program of study has required pathways toward graduation, complete with extended learning opportunities and career advising. Students and parents can use the printed pathway to track progress, and this pathway is used during student advising and parent conferences. (See Appendix B for examples of the curriculum for each Academy). Students at Spring Hill High School will also be able to participate in dual enrollment courses (and some certification programs) to facilitate enrollment in higher learning opportunities. These courses will be taught onsite at SHHS by faculty from Midlands Technical College.

Perhaps the best avenue to increase academic achievement is through application and demonstration of learning and understanding. Students at Spring Hill High School will participate in three cross-academy projects that will offer "real" job-embedded practice and prepare students for college and careers. These three ongoing ventures, an E-Café coffee shop, an E-Barn/Farm, and an E-retail center (re-vision of a school store), are all located on the campus. Across their technical and core-content courses, students will draw on interdisciplinary content and technical skills to complete the projects: concept, stakeholder engagement and feedback, business plan with market comparison, cost estimates for diverse plans, rubrics to select the final plan, funding estimates, costs and selection of materials, construction and installation, logistics of stocking, advertising and public relations, logistics of staffing, operations, and management. All school teachers, professional mentors, and volunteers will help guide the students through the process.

(iii) Encourage greater parental decision-making and involvement

LR5 and its schools enjoy great support and engagement from parents, and the magnet schools proposed will take additional steps to foster parental decision-making and involvement. Parents responded enthusiastically to the first two magnets in the district (Escolares for Gifted and Talented and an engineering magnet at the elementary school levels). We also received great feedback from the parent survey (see summary of results in Appendix A), and this feedback has been used in designing *Project ACCESS.*

At the district level, the Magnet Advisory Council will include a parent from each proposed magnet, chosen by the council of each school. This Council will be directly involved in overseeing the MSAP grant activities and will be invaluable as the district expands magnet programming. Each school will also have parent representation on the School Magnet Advisory

Committee. This committee will advise the magnet site team on implementation, recruiting, and programmatic issues, and it will facilitate expanded parental engagement. All schools in the district have active Parent/Teacher Organizations and School Improvement Councils, in which parents have a voice in determining school planning and curricular issues.

LR5's parent groups can help significantly with marketing and recruitment, especially as their neighbors may be those who home school or who enroll their children in private school. The magnet fair and magnet recruitment activities will feature parents and students—our greatest marketing "tools."

Dutch Fork Elementary School has a history of parental engagement, with high attendance at school functions, parent conferences, and daily visitors to the school. Teachers and administrators communicate at least weekly with parents through phone calls, e-mail, parent conferences, Cub Reporter, classroom newsletters, school and class websites, and interims/9-week report cards. The planning team has presented twice to the parent groups, with enthusiastic response. The school's School Improvement Council (SIC) and PTO are very active, and meet monthly. They will help to be our "voice" to/for other parents in the school, to promote the magnet theme across our community, and in monitoring feedback during implementation. Both the SIC and PTO will help represent DFESA at each magnet recruitment fair/event. As needed, we will provide translators and translated materials to parents so that they can fully engage in their child's education (including field studies and special guests). We will survey parents three times a year during the grant to gauge parental satisfaction with the program. We will also encourage parents to participate in the magnet theme, during family nights, field studies, and special events. For example, at home, families can track weather and climate trends that will be used during class time. During family events, families will engage in environmental experiments

and studies—such as at Saluda Shoals---where parents can assist children in collecting and analyzing field samples. We will also tap the talents of our parents who are engaged in professions related to environmental science and invite them to serve as mentors, guest speakers, and "lab partners."

Seven Oaks Elementary MEDIA Magnet School will build on its outreach to parents. A school with 59% of students eligible for free and reduced-price lunch—and with excellent academic achievement (having made AYP for the last six years), SOES prides itself on its sense of community, with an active PTO. Many of the parents for SOES face great poverty; many are single-parents who work multiple jobs or irregular hours to support their families, and many face language and culture barriers. In spite of these challenges, SOES parents attend student performances, and the school has a high level of attendance for parent conferences. Our teachers use diverse avenues (newsletters, web site, phone blasts, conferences, e-mail) to connect with parents and families. Teachers send papers/notes every Tuesday in the Tuesday papers. Parents can communicate daily in the student's agenda. Parents are also involved through SAT (Student Assistance Team) and RtI (Response to Intervention) meetings. Parents are a vital part of these meetings in which decisions are made on how to best meet the academic, social and emotional needs of struggling learners. The same is true of IEP meetings and decisions. These avenues will be used to ensure all parents know about and are able to engage in the magnet school.

SOES will use the full-time Parenting Coordinator, who will be involved on the School's Magnet Team to ensure effective information is being transmitted to parents and to help market the program to families with young children. SOES will also continue its tradition of hosting regular family nights in which entire families come together to eat dinner together and participate in fun family-oriented programming, which may include guest speakers. Parents of all

nationalities and income levels often participate in programs and presentations on career days, 100th Day, 4th Grade CSI In-house "Field Trip", Country-Western Dance Day, Walk-to-School Day, 5K Christmas caroling, etc. Some family night programming will target technology, as many of our parents lack technology skills and access to technology at home.

As SOES MEDIA magnet is implemented, we will seek additional and flexible avenues to encourage parental engagement in decision-making. Parents will serve on the SOES Magnet School Advisory Committee, and these parents will communicate regularly with the PTA and SIC to ascertain issues, successes, ideas, and feedback concerning magnet implementation. In Year 1, SOES will also plan and deliver informational videos and brochures to provide to families, and translations of these materials will be available. As a MEDIA magnet, SOES will also encourage our parents who are proficient with any media to volunteer at the school, either as a classroom leader during a particular project or task, as a mentor (perhaps using digital media to communicate with the students), or as a lunch "buddy." Parents who speak other languages will be encouraged to help our children "translate" their work to broaden literacies. SOES will provide more theme-based, interactive PTA nights (parents involved along with children). As SOES implements its theme, parental involvement will be crucial, and parents will be surveyed twice a year as part of the school's continuous improvement process.

Part of the rationale behind the *International Academic Magnet at Irmo Middle School (IAM@IMS)* is to improve the school culture and climate, and its relationship with parents. Last year, 80.7% of parents surveyed were satisfied with the learning environment, and only 72.6% were satisfied with the social and physical environment. Most of the parents who responded to the district-wide parent survey had children who were about to enter or in middle grades. IAM@IMS used their responses to create a theme that features arts, entrepreneurship, and

international studies (among the top ranked choices for parents). On a monthly basis, we will have Design Team, School Magnet Team, Parent, School Improvement Council, and Parent-Teacher Organization meetings with infused magnet components to help guide the implementation of and determine the effectiveness of the program.

Parents will be a huge support to IMS students as they work with teachers and administrators to bring their knowledge and experience of the world into the classroom. Avenues for sharing will include visits to the classroom, displays of personal artifacts, brainstorming with teachers on making connections to their curriculum, and participating in our Character Education Program. Parents will assist in inviting their own international contacts within the community. The ELL/ESOL students will not only have access to activities and events but will play a part in IAM development and implementation. With their knowledge and background, all students will have the opportunity to socialize and bond with students and parents of international heritage. All students and families will recognize that international talents exist in us all.

Teachers currently use teacher websites, email, phone calls, parent/teacher initiated conferences, weekly newsletter and social media Facebook, Twitter, Text Messaging (Remind 101) and Blogs to communicate with parents daily. As we shift to a more digital framework, more social media and blogs will be popular a way of communicating with parents. We will also take steps to ensure that parents have access to information, by providing information in native languages, using translators, and providing paper copy when digital access is an issue.

Irmo International High School for the Arts has an established history as an excellent high school, and area families have extremely high expectations. Parental engagement and activism regarding IHS is pronounced, leading to significant school renovations currently taking place and the design of the magnet arts theme. IHS has a very active Parent Teacher Student

Organization (PTSO), School Improvement Council (SIC), Athletic Booster Club, Band Booster Club and AFJROTC Booster club. All of these groups will be vocal participants in guiding implementation, providing timely feedback, and marketing the school. Parents also volunteer in other ways as needed including but not limited to serving as monitors during standardized testing. A large aspect of the marketing will take place with the distribution of the PTSO's publication of the *Jacket Journal*; a printed newsletter that is mailed to the homes of all Irmo High School students and contains valuable information about student accomplishments, special events and upcoming activities. We will provide extra copies of this journal to area businesses to help market and recruit students. In addition, these groups will help IHS garner parent feedback about the magnet school during the annual survey process.

Current vehicles for parent communication about student progress and goals have been successful. Teachers currently communicate with parents via email, telephone calls, and postings on their classroom websites, interim progress reports, and parent portal and via class newsletters. Email communication takes place daily as needed; posting on classroom websites is updated periodically to reflect current topics being discussed in class. Guidance Counselors also assist in communicating with parents and in engaging parents in the decision-making process through having guidance conferences to discuss student's academic progress, career majors and course selections for the upcoming school year.

As a new school, *Spring Hill High School* will need to tap the energy and talents of its parents and families. With no zoned attendance area, SHHS will work to build a school-based community of parents and families. The five academies selected for SHHS reflect the top choices of parents on the magnet survey issued in fall 2012: engineering and STEM, exercise science, entrepreneurship, environmental sciences, and entertainment. During his more than 700

presentations about SHHS and its themes, Principal Lofton has been extremely encouraged by parent interest, and parents have been diligent in pursuing admission for their child(ren).

The administration of SHHS values parental involvement as parents will serve on our School Improvement Council, Parent Teacher Organization, Magnet Theme Advisory Boards and volunteering within different capacities in our building. The school and each theme-based academy at SHHS will have an advisory board, and parents will be encouraged to participate on that entity. In addition, the academies will actively recruit parents with expertise in any of the content and theme areas to participate as mentors, guest speakers, field guides, and curriculum advisors as teachers develop authentic learning activities. In addition, we hope that our parents will help SHHS build strong connections with business and industry, and that some parents will help us establish internships for our students and sponsorships for extra-curricular events for students such as design competitions, robotics competitions, and wellness campaigns.

Engagement will also be a goal for the marketing and recruitment campaign. This campaign will include activities such as magnet fairs at the district and in the local mall and theme-based events at each school. In addition, the campaign will include diverse media venues (TV, radio, digital) to inform the public. Billboards, public service announcements, brochures, and flyers will be used to advertise the schools and to encourage partners and volunteers. Each school (with district support) will create a digital annual report featuring the successes of the students and teachers that will be posted on the school and district's magnet web site.

(D) BUDGET AND RESOURCES

1. The adequacy of the facilities that the applicant plans to use

Easily accessible from I-26, *Dutch Fork Elementary School* offers 36 classrooms; 6 half-sized rooms (used for intervention), a media center, two computer labs, a science lab; mini

theater, a nature trail, and adequate green space for environmental and outdoor classes, as well as a weather station, gardens, and a greenhouse. The school has room for 100 additional students.

Originally built in 1965, *Seven Oaks Elementary School* (Pk-5) was completely renovated in 2011. With space to accommodate an additional 100 students, the campus has 36 classrooms, six half-size classrooms for intervention groups, three computer labs, a full-size gym with a stage, and a science lab. Two of the 36 classrooms will be converted to digital studios. The school is located very close to I-26 and I-20 and is on a bus line, making it easily accessible.

Constructed in 1975 and renovated in 1986, *Irmo Middle School* is comprised of four main buildings that currently serve 7th and 8th grades, and the campus includes a gym, international dance studio, band, and orchestra classrooms. Plans to accommodate sixth grade students can easily be accomplished with conversion of five-to-seven auxiliary or unused spaces that can easily accommodate 150-200 6th graders. Additional space will be for targeted instruction and theme-based learning environments: Algebra 1 Academy, Science/Robotics Lab, Mobile Technology Center, International Communications Center, International Environmental Educational Center, and the Expeditionary Learning Design Center.

Irmo High School, built in 1964 on a 42-acre site, serves grades 9-12 and has room for an additional 100 students. Renovations currently underway include a new fine arts/performing arts center (600-seat auditorium) and additional classrooms to enable the removal of portables. A new auditorium will have a 600-seat capacity and a 20' x 30' projection screen along with a sound system. The lobby area will connect both buildings and serve as an exhibition gallery space for two- and three-dimensional student artworks. The Auditorium will also have a workshop in which Drama students will construct props and scenery for theatre productions. All performing and studio arts will have renovated and updated space.

Spring Hill High School is a new all-magnet school under construction to open in August 2013. This 270,000-square-foot high school will have capacity to serve 1700 students in grades 9-12. Each of the five Academies will have its own wing, and all students will use common and green spaces and athletic gym and training facilities. The school also sits next to the district's new Center for Advanced Technical Studies, which offers 18 programs of study for high school students in the district. Transportation to Spring Hill will be provided from each high school.

2. The adequacy of the equipment and supplies that the applicant plans to use

All schools will use grant funds to acquire theme-based books and learning materials for students that will be housed in the school's media centers. In addition, funds are included in each school's theme-based décor, including signage and exterior sculpture/displays.

Dutch Fork Elementary School Academy of Environmental Science will use its grant funds to provide classroom materials, curriculum materials, and learning stations on the campus. The school will install a weather center, a greenhouse, a garden, an observation deck, and numerous classroom-based items (such as vermiculture and rocket kits) to support the hands-on study of environmental science.

Seven Oaks Elementary MEDIA Magnet School will build a studio that all students and teachers will use to integrate media into the curriculum and to provide project-based, hands-on learning for students. In addition, funds will be used to purchase technology for school use and some hand-held portable learning devices (the district will provide nearly 60% of the devices). The school will also use funds to acquire adequate seating/tables to enhance collaborative learning, theme-based materials and informational texts, and digital tools for health and wellness.

The International Academic Magnet @ Irmo Middle School will use grant funds to transform space into global learning centers, enabling international communications, global arts

studies, and environmental studies. Funds will be used for curriculum support and classroom materials that strengthen or enable theme-based education and expeditionary learning. A particular need is the technology to enable students and teachers to connect and work with others around the world. Resources and materials for arts (dance, ceramics, digital) and languages need particular strengthening to support an international theme. The school will create a global environmental center to integrate the theme into sciences and to provide a continuum for DFES.

Irmo International High School for the Arts will use grant funds to provide classroom materials and supplies across a range of subjects including the arts (photography, dance, studio arts, music, chorus) AFROTC, world languages, Special Education, physical education, and all core subjects (science, chemistry, biology, English language arts, social studies, math) and Career and Technical Education. These supplies and materials are designed to facilitate the integration of visual, auditory, kinesthetic, and digital arts into core subject and to support student performance and productions. Many items are necessary to ensure that ALL students have access to challenging and engaging arts curriculum and performance opportunities.

Spring Hill High School will use its grant funds to support its five academies and to bolster the classroom supplies provided by district funding. MSAP funds will be used to support Paxton Patterson *CareerPlus2* and the *Project Lead the Way* materials and curriculum for math and science classes and for the Academies of Engineering, Environmental Science, and Exercise Science. Engineering and CAD laboratories will be enhanced through grant funds. The school will acquire materials for photography for all students to use in fine arts and academy projects, and Geometer's Sketchpad and TI Inspires will support all science and math classes. Additional Exercise Science equipment will be purchased to support the fitness center.

3. The adequacy and reasonableness of the budget in relation to the objectives

The budget for Project ACCESS reflects a commitment to cost effectiveness and proper implementation. All costs are based on salary bands, established fringe benefit rates, and actual estimates for materials, supplies, equipment, and contractual services. Each school has undertaken extensive research in planning their programs to address minority group isolation and to recruit students while adhering to standards of reasonableness. The marketing and recruitment, professional development, acquisition of supplies and equipment, and curriculum development that will occur in Year 1will enable a successful launch of LR5's magnet initiative.

At the district level, funds will be used to support salary and fringe benefits for the full-time Project Director (100%). Additional personnel will support MSAP through budget and bookkeeping, data collection and lottery software, and to keep costs low and provide career-related opportunities, we will hire magnet high school students to support the magnet web site and marketing/recruitment initiatives. While the district will use grant funds to secure marketing specialists for creative ways for the schools to "announce" their themes, we will also use inhouse copying and publishing to save costs on brochures, fliers, catalogs, and other marketing items. All items are necessary to implement and manage the project.

Dutch Fork Elementary Academy for Environmental Science also has some initial start-up costs; however, the items to be purchased and installed are absolutely critical to the project. Significantly, many of these items are self-sustaining over time and will not need significant maintenance costs. Recruiting students to the school requires a fully operation environmental studies site that can "inspire and prepare" children for further STEM studies.

Seven Oaks Elementary MEDIA Magnet School will offer a learning environment that immerses a child in MEDIA tools that promote multiple literacies and interactions. While the conversion of classrooms into studios and the purchase of technology for students at Seven Oaks

Elementary MEDIA Magnet create higher start-up costs, implementing the theme so that it successfully recruits students necessitates having the tools that interest children and parents.

The *International Academic Magnet @ Irmo Middle School* has developed its concept of a globally-focused school that advances achievement and world citizenship while providing a continuum of learning for both elementary magnets and into both high school magnets. The focus of costs at IAM@IMS are on teacher preparation, curriculum development and support, learning materials and tools, and the creation of learning centers that enable classes to access the world through online and virtual techniques. An international theme requires access to students, teachers, experts, and mentors across the globe.

Spring Hill High School is set to open in August 2013, and it serves as the capstone of the district's magnet programs. Costs of opening a five-magnet school are high, and the school is using its MSAP funds to provide critical learning materials and supports to students, to enable teachers to work within and across academies, and to support three cross-academy projects that provide students and teachers with exceptional learning and career preparation experiences. By applying student talent to "real" school projects (the coffee shop, the retail outlet, and the E-Farm), Spring Hill High School will offer a magnet education unlike any other in our state.

(E) EVALUATION PLAN

(1) Includes methods that are appropriate to the project

The Project ACCESS evaluation will be conducted by an evaluation team led by Dr. Diane M. Monrad, Director of the South Carolina Educational Policy Center (SCEPC) at the University of South Carolina (USC). Co-principal investigators will be Dr. Tammiee S. Dickenson, Director of the Office of Program Evaluation (OPE) at USC, and Dr. Robert L. Johnson, Professor in the Educational Studies Department at USC (Resumes of the team are in

Appendix D). This team has extensive experience in assessing MSAP programs and has developed a plan to provide objective outcome data for federal reporting and to continuously monitor implementation ensuring program fidelity and continuous improvement.

The evaluation of Project ACCESS will use a variety of methods to provide both formative and summative outcome data for the project director, school and district staff, parents, and other project stakeholders. Annual performance reports will describe implementation of the project and the degree to which program objectives and performance measures are met.

Formative Evaluation. A major component of the projects' formative evaluation will be the development of implementation rubrics for each school to assess the extent that critical elements of the magnet programs are being implemented with fidelity. Measuring project implementation is an often overlooked but important part of a comprehensive evaluation (Field, 1985). According to Century, Rudnick, and Freeman (2010), it is not acceptable to merely measure outcomes to determine if an intervention is fully effective. They urge evaluators to focus on the "why, how, and under what conditions" that programs work. Most importantly, higher levels of implementation have been found to correlate with higher levels of student achievement (Hornbacher, et al., 2008; Ross, et al., 2003).

The development of the implementation rubrics for each ACCESS school will occur in year one and begin with discussions with project developers as well as district and school personnel. With guidance by the evaluation team, program components considered critical for successful implementation will be identified for each school's program. Rubrics for each critical component will be developed and the ACCESS Project Director and Site Coordinators will be trained in using the rubrics. The rubrics will be completed three times per year so that progress can be assessed regularly and needed changes be identified and initiated.

To further document program implementation, evaluation team members will attend monthly ACCESS staff meetings to monitor the progress of project activities. Monitoring activities will be especially critical during year one when professional development for staff members will be a key enabler for the effective implementation. During the staff meetings, project staff will also be asked to provide guidance on the development of data collection instruments, review the results from data collection, and consider needed program changes.

Summative Evaluation. The evaluators have designed a comprehensive summative evaluation that allows a determination of whether Project ACCESS has met their four major objectives. The four objectives and 24 performance measures for the project will be described in Section (2). A variety of methods appropriate to Project ACCESS will be used to assess whether or not each objective is met, including analyzing demographic information, annual progress standards, pre- and post-test student assessments, and school climate data. Further, teacher, student, and parent perceptions of the magnet programs will be evaluated through annual surveys developed by the evaluation team. Lastly, data will be collected from school project staff to document parental and community involvement activities as well as the attendance of teachers at professional development training sessions.

(2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement

Objective 1: Promote diversity by reducing and preventing minority group isolation (see Table 1). To examine the effectiveness of Project ACCESS in reducing minority group isolation, the evaluation team will review demographic data from each school to determine if the minority isolation of African-American students is decreasing in accordance with each school's enrollment targets. For performance objectives 1A and 1B, the district's Accountability office will provide fall student enrollment data for the ACCESS magnet and feeder schools each

year. Students' data will include ethnicity, grade level, and feeder school attendance. Each program year, the evaluation team will compare the actual and projected percentages of African American students enrolled at each magnet school to assess whether the percentage of African American students is reduced in accordance with enrollment targets (1A). The student enrollment data will also be used to examine whether minority group isolation at feeder schools changes as a result of the project implementation (1B).

Table 1. Project Objective and Performance Measures for Promoting Diversity

Objective 1: Promote diversity by reducing and preventing minority group isolation.		
Performance Measures		**Data Collection Methods and Sources**
1.A	By October 1st of each project implementation year, minority group isolation of African-American students will be reduced by one percentage point in the first implementation year and by two percentage points in the second year of implementation.	**Methods:** Demographic data from each school will be collected to monitor student enrollment by ethnicity. *(Performance Measures 1.A-1.B)* **Sources:** Annual enrollment data from ACCESS magnet schools and district feeder schools
1.B	For each feeder school with minority group isolation of African-American students, the change in African-American enrollment will not exceed the increase in the district's average African-American enrollment each year of project implementation.	

Objective 2: Increase student academic achievement by implementing systemic reforms to provide all students the opportunity to meet challenging state academic core content standards and academic achievement standards (see Table 2). Performance measures for Objective 2 reflect federal priorities that magnet students meet South Carolina's annual progress standard in English/language arts and mathematics as measured by the Palmetto Assessment of State Standards (PASS) and the High School Assessment Program (HSAP). PASS is administered in grades 3-8 and includes, among others, tests in English/language arts (ELA) and mathematics. The HSAP includes tests for ELA and mathematics and is first administered in Grade 10. Included as a measure of achievement in science are the PASS science

test (grades 4 and 7) and the high school End-of-Course Examination Program (EOCEP) for Biology 1. High school EOCEPs for English 1 and mathematics are also included as outcome measures. Thus, objectives 2A - 2E and 2 H - 2J reflect the goal that all ACCESS magnet schools will meet or exceed the very rigorous state standards for ELA and mathematics ***and*** that student scores on all the designated statewide tests will increase annually.

Table 2. Project Objectives and Performance Measures for Increasing Student Achievement

Objective 2: Increase student achievement by implementing rigorous, focused programs of study that provide personalized, innovative, theme-based instruction to provide all students the opportunity to meet challenging core content standards and academic achievement standards.		
Performance Measures		**Data Collection Methods and Sources**
2.A	By the end of the project, the percentage of students from ethnic groups at each magnet school will meet or exceed the state's 2016 AYP objectives in ELA and mathematics.	**Methods:** Data on annual progress standards will be collected from state data bases and the annual state report cards *(Performance Measure 2.A).* The difference in performance on the Palmetto Assessment of State Standards (PASS) for ELA and Mathematics and passage rates on the High School Assessment Program (HSAP) African-American and white magnet school students will be collected and compared for each year of project implementation (*Performance Measure 2.B).* The performance of magnet students on state-mandated assessments PASS and HSAP will be compared for each year of project implementation (*Performance Measures 2.C – 2.E and 2.G).* The performance of magnet students on the Measures of Academic Progress (MAP) assessment for ELA and mathematics will be compared for each year of project implementation (*Performance Measure 2.F*). The performance of magnet students
2.B	The achievement gap between African-American students and white students on state assessments used for federal reporting will narrow by two percentage points each year of project implementation.	
2.C	At Dutch Fork ES, Seven Oaks ES, and Irmo MS, the percentage of students who score Met or above on PASS ELA will increase by two percentage points each year of project implementation.	
2.D	At Dutch Fork ES, Seven Oaks ES, and Irmo MS, the percentage of students who score Met or above on PASS mathematics will increase by 2 percentage points each year of project implementation.	
2.E	At Dutch Fork ES and Seven Oaks ES, the percentage of fourth grade students who score Met or above on PASS science will increase by 2 percentage points each year of project implementation.	
2.F	At Dutch Fork ES, Seven Oaks ES, and Irmo MS, the percentage of students who Meet or Exceed their MAP growth target from fall to spring will exceed that of the national norm group for reading and mathematics in each year of project implementation.	

2.G	At Spring Hill HS and Irmo HS, the percentage of 10th graders who pass both subtests of the HSAP will increase by two percentage points each year of project implementation.	on the state's EOCEPs will be compared for each year of project implementation. (*Performance Measures 2.H - 2.J).* **Sources:** State student assessment data, district accountability personnel, district assessment data, and school report cards.
2.H	At Spring Hill HS, the percentage of students who earn a passing score on the Biology 1/Applied Biology 2 EOCEP will increase two percentage points each year of project implementation.	
2.I	At Spring Hill HS and Irmo HS, the percentage of students who earn a passing score on the Algebra/Mathematics for the Technologies 2 EOCEP will increase two percentage points each year of project implementation.	
2.J	At Spring Hill HS and Irmo HS, the percentage of students who earn a passing score on the English 1 EOCEP will increase two percentage points each year of project implementation.	

Performance Measure 2.F focuses on increasing the percentage of students at Dutch Fork Elementary, Seven Oaks Elementary, and Irmo Middle who Meet or Exceed their growth target from fall to spring on the Measures of Academic Progress (MAP) reading and mathematics subtests. The target is for growth to exceed that of a comparable national norm group each year.

Objective 3: Develop connections between students, parents, and teachers and their school, community, and global environments (see Table 3). Interaction and engagement will be increased for students of different social, economic, ethnic, and racial backgrounds (3A) and Project ACCESS will increase students' engagement in learning (3B). These performance measures will be measured by examining the responses of students and teachers on surveys to be developed by the evaluation team in collaboration with project staff and administered annually during each year of project implementation.

Table 3. Project Objective and Performance Measures for Developing Connections

Objective 3: Develop connections between students, parents, and teachers and their school and community.		
Performance Measures		**Data Collection Methods and Sources**
3.A	At least 75% of students at each magnet school will agree on annual spring surveys	**Methods:** Perceptions of teachers, students, and parents about the magnet

	(years 2 and 3) that they interact with students from different social, economic, ethnic, and racial backgrounds.	programs will be collected annually for each year of project implementation with state school climate surveys and/or surveys designed for ACCESS by the evaluation team *(Performance Measures 3.A – 3.D).* The number and type of parental involvement activities each project year will be recorded by school personnel (*Performance Measure 3.*E). The number of parent and community mentors will be recorded by school personnel (*Performance Measure 3.F)* The number of volunteer partnerships with community organizations and local businesses will be recorded by school personnel (*Performance Measure 3.G)* **Sources:** Magnet school coordinators, Program Project Director, school climate data files, magnet survey data from students and teachers, and school records
3.B	At least 75% of students will agree on an annual spring survey (years 2 and 3) that participation in the magnet program has increased their engagement in learning.	
3.C	For each magnet school, at least 10 of the 14 measures of school climate from the state's annual survey of teachers, students, and parents will be at or above the 50% by the end of the project.	
3.D	At least 75% of parents will agree on an annual spring climate survey (years 2 and 3) that they are satisfied with the learning environment of their child's school.	
3.E	Each magnet school will increase its number of parental involvement activities in each year of project implementation.	
3.F	The number of parent and community mentors will increase each year of project implementation.	
3.G	The number of volunteer partnerships with community organizations and local businesses will increase each year of project implementation.	

Improving school climate through the use of Project ACCESS strategies is the focus of performance measure 3C. Researchers have noted the importance of a positive school climate for teachers, parents, and students. Favorable school climate provides the structure in which students, teachers, administrators, and parents function cooperatively and constructively (Byrk & Thum, 1989; Ma & MacMillan, 1999; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005; Brown & Medway, 2007; Gareau, May, Mindrila, Ishikawa, DiStefano, Monrad, & Price, 2010). By the end of Year 3, at least 10 school climate factors will be at or above the 50th percentile for each site. Providing choices to parents, increasing their involvement, and increasing engagement will be a focus of the magnet schools. Objectives 3.D- 3.G measure the extent to which strategies have been effective in meeting these goals.

Objective 4: Build the capacity, including professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.

To improve the district's capacity to maintain the ACCESS program after MSAP funding ends, LR5 will ensure professional development services are of sufficient quality and duration to lead to improvements at all five targeted schools. LR5 will use magnet school funds to provide a variety of professional development opportunities including training on cultural competence and diversity (4.A) and training on personalized, innovative, theme-based instruction (4.B).

Table 5. Project Objectives and Performance Measures for Building Capacity

Objective 4: Build the capacity of teachers and administrators to deliver rigorous, focused programs of study that provide personalized, innovative, theme-based instruction through professional development.		
Performance Measures		**Data Collection Methods and Sources**
4.A	At least 95% of instructional staff at each magnet school will participate in at least 40 hours of professional development focused on cultural competence and diversity.	**Methods:** The number of teachers completing professional development on cultural competence and diversity based professional development as well as personalized, innovative theme-based instruction will be collected at each school *(Performance Measures 4.A – 4.B).* Teachers' perceptions of effectiveness related to professional development and students' achievement and engagement will be gathered through professional development workshop evaluations and annual surveys *(Performance Measure 4.C – 4.E).* **Sources:** Training handouts, school teacher professional development records, annual teacher surveys.
4.B	At least 95% of instructional staff will participate in at least 40 hours of professional development focused on personalized, innovative, theme-based instruction.	
4.C	At least 75% of instructional staff participating in professional development will rate the training as effective on annual spring surveys.	
4.D	At least 75% of teachers participating in ACCESS will indicate on annual surveys (years 2 and 3) that participation has improved student achievement.	
4E	At least 75% of teachers participating in ACCESS will indicate on annual surveys (years 2 and 3) that participation has improved student engagement in learning.	

Schools will keep records of teachers' attendance at professional development trainings. The teachers' perceptions of training effectiveness will be gathered through the annual spring teacher surveys (4C). Survey data will also be used to assess the teachers' perception of the

effectiveness of ACCESS programs in improving student achievement and student engagement in learning (4D - 4E).

(3) Includes methods that are objective and that will produce data that are quantifiable

As sections (1) and (2) of the evaluation plan described, the formative and summative data collection and analysis methods are comprehensive and include both quantitative (e.g., demographic information, test scores from state and national assessment, school climate data, and survey data) and qualitative data (e.g., feedback to open-response survey items). The evaluation team is dedicated to ensuring the objectivity of results, validity and reliability of measures, and quantification of results.

Objectivity and Validity/Reliability of Measures. Although LR5 district staff will maintain some evaluation data, objectivity will be ensured since all evaluation analysis and reporting will be conducted off site by the SCEPC and OPE evaluation team at USC. Validity will be increased by soliciting ongoing feedback from project staff as part of the development of evaluation instruments, such as annual surveys, to make certain that instrument content is accurately assessing program constructs. Further, the internal consistency reliability of the annual surveys will be tested using Cronbach's alpha, which computes correlation values among groups of items measuring the same construct.

Quantifiable Results. The evaluation methods will produce quantifiable results for all four project objectives and 24 performance measures. The results of the assessments used to measure Objective 2 will be reviewed with district staff and school faculty at each school to examine the effects of Project ACCESS on student achievement. In addition, the evaluation team will use confirmatory factor analysis (CFA) to explore school climate data at each magnet school for Performance Measure 3.C. This multivariate statistical procedure will determine how well the

survey items measure the climate constructs and will result in mean factor scores converted to state-level percentiles for each of the school climate factors for each school. Quantifiable statistics will also be shared in the annual performance report for the following data elements: district and school student enrollment percentages by grade level, student achievement test results, item analysis of teacher and student annual surveys and teacher workshop evaluations, and frequencies of parental involvement and community outreach activities.

(F) COMMITMENT AND CAPACITY

(2) (i) Is committed to the magnet schools project

LR5 is dedicated to creating diverse schools, reducing and preventing minority group isolation of African-American students, and expanding student and parental choice options. Project ACCESS builds on the success of two elementary magnets. By implementing magnet programs at these two elementary schools, we have reduced minority group isolation of African-American students while elevating achievement at the student and school levels.

Expanding magnet programming is in our *Vision 2015* strategic plan as one of the critical steps to elevating achievement and satisfaction. Our commitment to Project ACCESS can be seen in multiple initiatives: engaging stakeholder support, building an all-magnet school, renovating proposed magnet facilities, creating district-level support, enabling thorough planning processes, and offering sites flexibility to develop their unique magnet programs.

LR5 has received great support from different stakeholder groups about expanding theme-based education. In the fall, the district administered web-based surveys to all students (grades 1-12), all parents, and all school and district staff concerning the interest and feasibility of magnet programs. Their feedback and interests (ranking of themes) have been and will continue to be incorporated into the district's design of magnet schools. All schools participating

in Project ACCESS have used the results to help plan their themes, professional development, instructional delivery methods, and parental engagement activities. In addition, the School Improvement Council and PTA/O at each site have endorsed the theme at each school (see letters of support in Appendix F.

District staff and the teachers and leaders at each school recognize the potential of magnet programming, and they have eagerly welcomed the opportunity to revitalize learning and teaching. Planning teams at each site have been inclusive, with all content areas and grade levels as well as support programs represented. The planning teams at each school have dedicated hours (many afterschool and weekend hours) visiting existing magnet programs and researching best instructional practices, theme-based content, and relevant curricula. They have communicated openly and invited feedback from support organizations, parents, students, and potential partners. They have created mini-videos about their magnet theme or made presentations about the theme to different groups (parents, School Board, and community groups). In short, Project ACCESS is not a top-down mandate but a grass-roots initiative that will elevate talents and impel school-wide transformation.

Spring Hill High School is a clear demonstration of the district's commitment to magnet programming. The district purposefully chose to create an all-magnet high school with no zoned attendance area. LR5 has used funds to construct, equip, and staff this new 270,000-square-foot facility capable of serving 1,700 *all magnet students* in grades 9-12. The design and construction costs alone topped $61 million. LR5 will provide transportation from all existing high schools to this magnet school. Students will also be next door to the new Center for Advanced Technical Studies (CATS) so that they can take advantage of the courses and career track offerings.

The district has dedicated fiscal resources to upgrade and enhance soon-to-be magnet

buildings and facilities. Renovations and additions are currently underway at Irmo High School to provide the critical performance spaces necessary to an Arts magnet. In 2011, LR5 completed a total renovation of the Seven Oaks Elementary campus.

Another key facet of our commitment to Project ACCESS is the creation of a K-12 continuum of magnet programming by adding grade 6 to Irmo Middle School. This school has served only 7th and 8th graders for 15 years. Adding 150 seats for 6th grade magnet students in Year 3, with plans to expand to 250 6th grade seats by Year 5, will enable the school to truly create a progression of learning for students with scaffolded experiences and proficiency-based outcomes for each grade level. This commitment challenges the status quo of current operations and will provide critical information about student preferences and choice options necessary to accurate fiscal, facilities, and programmatic planning at the district and school levels.

Having support at the district level will help ensure that LR5 is integrating the magnets into the district's culture; identifying and aligning local, state, and federal dollars to support magnet schools; and diligently planning and developing magnet and choice programs that correspond to community interest, effective planning, evidence-proven components, and best practices for student achievement. We will dedicate inkind resources and personnel time to support the magnet schools as they move from planning to implementation. District-level personnel (i.e., Instructional Technology, Student Services, Public Information, Exception Children, Title I, Accountability) will support these schools, tailoring it to the needs of magnet and choice programming; for example, providing assistive technologies so that children with disabilities can participate fully in the magnet theme or helping to identify professional development providers who specialize in a particular magnet theme. Such assistance may include best practices for project-based learning, new digital learning tools, and applications of STEM

learning to diverse and theme-related careers. We will also provide professional development needs across the magnet schools during district-wide Professional Development events.

(ii) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available

While MSAP funding is necessary to launch Project ACCESS, LR5 will ensure its continued viability. We have designed Project ACCESS to succeed long beyond the grant period. Each school selected themes to address current academic weaknesses or to augment existing strengths. Schools used continuous improvement and change management components in their designs to ensure they were creating magnet schools that would build capacity at the classroom and school levels to sustain the theme well beyond MSAP funding. Sustainability requires effective management, implementation fidelity, and resources.

To support capacity building, each site will create curriculum maps, grade-level curriculum, projects/assignments, lesson plans, and team-teaching and collaborative documentation to support their theme. Evaluation information will be used to refine these materials and how they are used. Documenting the implementation will also enable new teachers, support staff, and leaders to understand the transformation of the site and the critical hallmark features of the theme. An intranet of lessons will be created at each site and shared across sites to help sustain theme-based and project-based learning. As new teachers or staff or leaders come to the school, they will have access to a plethora of materials to help them adjust and transition to the theme. Such mechanisms support sustainability over the long term.

Technology will also help create sustainability at these sites. The pervasive use of technology through the proposed magnet schools also "builds in" the capacity to sustain these magnet programs. While start-up technology and training costs may seem high, embedding technology across our schools and district ultimately can prove to be an excellent and cost-

effective investment. In addition, the district has recently invested in a Coordinator of Educational Technology who will coordinate professional development and identify new digital resources for students, teachers, and leaders. LR5 has also implemented a hand-held technology initiative (currently iPADS) across the grade levels. This implementation will be phased in gradually until all students have a digital learning device.

Technology generates cost-savings in time and travel costs. Through technology, teachers do not always have to leave their classroom to learn new instructional strategies, see demonstration lessons, or meet with a parent concerning his or her child. Without taking time from work, parents can access projects and meet with teachers through virtual connections.

The professional development included in this proposal is in itself a sustainability feature, as it will enhance a talented, knowledgeable instructional core at each site. Intensive, scaffolded and supported professional development can help these schools implement significant reforms at the instructional level. Teachers will work to create a bank of lessons that embed CCSS and state standards into theme-based content. The district will use its professional development funding to help identify and provide professional development common to all schools, and each school can use its professional development days and dollars to support its magnet theme integration. The sustained focus on magnet programming and specific theme-based professional development will sustain a focus on equity, diversity, integration, and achievement.

A critical feature of sustainability is the longevity of the equipment, supplies, and materials used for start-up of these four magnets. LR5 will develop a collections or learning environment management plan to ensure that we replace or upgrade items on a recurring cycle, thus keeping current as equipment and technologies evolve. We will also need to find alternative funding sources for some equipment and supplies, and the grant coordinator for the district will

work with magnet personnel to this end. For some programs, such as those at Irmo High School and Spring Hill High School, student productions, exhibitions, and performances will generate some revenues that will be reinvested in the magnet's programming. While the Project Director and Site Coordinator positions will not continue, lead teachers will remain at their schools to sustain magnet theme programming and instruction.

One advantage of many of the themes is the relatively low start-up costs. At *Dutch Fork's Academy for Environmental Science*, many of the necessary materials to be purchased are self-sustaining or can be maintained at minimal cost (i.e., greenhouse, living laboratories, gardens, weather station, etc.). Many of the school's partners (SCANA and SONOCO in particular) provide mini-grants to help with sustainability of gardens and recycling initiatives.

Dutch Fork has also established community partnerships with Saluda Shoals Park and Riverbanks Zoo that will be maintained throughout the years with little cost. These partnerships have great potential for helping create long-term sustainability. Active partners—such as The South Carolina Department of Health and Environmental Sciences, the SC Wildlife Federation, South Carolina Electric & Gas, Sesquicentennial State Park, and SONOCO—will provide continual access to content-based enrichment for teachers and students, as well as support for mentors, field trips, and grants for equipment and supplies to support student projects. Some corporate partners may offer sponsorships to help offset transportation and field studies costs.

At *Seven Oaks Elementary MEDIA Magnet School*, sustainability will be ensured by proper equipment and resource management as well as partnerships. Maintenance costs for Seven Oaks will become part of the school's operating budget with additional fiscal resources from the district. The school will absorb many of the ongoing materials costs as well as the salary for the InTec. Community partnerships with but not limited to South Carolina Education

Television (headquartered in Columbia), USC School of Journalism and Mass Communications, The SC *State* Newspaper, local radio stations, Fort Jackson Communications Post, and local advertising agencies will be included in the operations of the school. SOES will provide time for teachers to conduct peer observations of best practices, thereby creating sustainable leadership and instruction for the magnet.

At the *International Academic Magnet at Irmo Middle School*, the vitality and longevity of the program has been strengthened by the planning committee's actions concerning the level of stakeholder involvement during the design stages, the core components of the design, and resources and support available to teachers and students. To ensure that IAM@IMS is able to sustain the program beyond funding parameters, the planning team has initiated local, university, and community-based partnerships that will aid in the long-term viability and relevance of the program. The Lead Teacher at Irmo Middle will remain at the school after grand funding end and her salary will be absorbed by the school. IMS will also use its budget resources to sustain the Centers established by MSAP funds. The proximity of the middle school to national leaders in international education (particularly the Darla Moore School of Business and the Confucius Institute both at the University of South Carolina) as well as local international groups (Alliance Francaise) helped shape the theme and will enable its sustainability. These groups can help identify resources to support expeditionary learning and internationality.

To sustain the performing arts magnet at *Irmo International High School for the Arts*, the district and the school will dedicate funds to support the maintenance of the new facilities. Many of the supplies and materials for the school will be restorable over time because the MSAP funds will enable student productions and performances that can generate additional funds. The school will also seek partnerships that can use the facilities (at a cost) to generate additional

maintenance funds. The school has a wide and generous network of community support and its own Foundation, which will be tasked with raising funds to support student scholarships as well as needed upgrades, materials, and supplies.

Spring Hill High School plans to add a grade level each year over the course of the next three years, so getting to full capacity will take some time. The Deans will continue to serve as leaders in the school after grant funding ends, and the cross-academy projects are revenue centers in the making. Connecting faculty and deans of the Academies to national and international professional associations will be a critical means of continual education of staff so that they are able to sustain the high quality of content and skill learning for students. As the facility is new, we expect that refurbishment costs will be low for the next few years. However, the school and the district will provide financial resource to resupply classroom materials, supplies, and equipment. The school is also going to seek additional grant funding (EPA Environmental Education, NSF Discovery Research and ITEST) to help offset costs over time. A close working relationship with the faculty and leader of the Center for Advanced Technical Studies will help students access additional equipment, tools, and software for their program of study, adding an additional avenue of sustainability.

Through Project ACCESS, our students will gain the tools (cultural competencies, content knowledge, collaboration, and communication) they need to succeed in a global and digital world and a knowledge-based economy. The best way to sustain Project ACCESS is to create schools where all students want to attend, schools that embed learning in challenging, integrated tasks that access their myriad talents and interests often untapped in traditional classrooms, and teachers who foster deep learning and academic achievement. If students have excellent experiences that help them excel as they advance in school or careers, and that help

them gain the critical teamwork and work skills essential to the workplace, then we have created magnet programs that work. When students have this kind of experience, they talk about it, and in doing so, form one of the best sustainability paths: increased interest and enrollment. Their support and that of their families will propel LR5 to provide financial and personnel resources to sustain and support Project ACCESS well beyond the grant period.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Plan Form and Desg Plan.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

IV. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan
(Check One & Attach the Appropriate Documents)

☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

Attach the Following Documents

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed by June 1, 2013 to:

Anna Hinton
US Department of Education
Office of Innovation & Improvement
400 Maryland Avenue SW, Rm. 4W229
Washington, DC 20202-5970

■ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

ADMINISTRATIVE BUILDING
OFFICE OF THE SUPERINTENDENT
LEXINGTON COUNTY SCHOOL DISTRICT NO. FIVE
BALLENTINE, SOUTH CAROLINA 29002

August 31, 1967

Mr. Dewey Dodds
Equal Education Program
U. S. Office of Education
7th and D Street, S. W.
Washington, D. C. 20202

Dear Mr. Dodds:

Please find enclosed the Desegregation Plan of this school system which was adopted at the meeting of the Board of Trustees held on August 24, 1967. It is my personal opinion that, as you review this plan, you will find that much progress has been made in this school district. The members of the board have given long hours working on this problem and their efforts have been sincere and in good faith. Much is yet to be accomplished in interpreting this plan to the community to gain acceptance. I have all confidence that the members of this board and the administration will spend long hours in working with the community to gain acceptance of this plan.

It would be greatly appreciated if you would let us hear from you at an early date.

Sincerely yours,

W. C. Hawkins, District Superintendent
Lexington County School District No. Five

WCH/1
Enc.

ADMINISTRATION BUILDING
OFFICE OF THE SUPERINTENDENT
LEXINGTON COUNTY SCHOOL DISTRICT NUMBER FIVE
BALLENTINE, SOUTH CAROLINA 29002

I. INTRODUCTION TO PROBLEMS RELATIVE TO BUILDING NEEDS OF THIS DISTRICT

The Southeastern portion of this school district is in the metropolitan area of Columbia, and this particular area is experiencing a population explosion. This necessitates more school classroom space than is availabile at this particular time; hence, nine portable classrooms have been placed at three of the schools in the school district. Since a new superintendent came to this district one year ago, plans have been underway to formulate a long range building program to meet the needs of the pupil population, as well as the adult population. A complete school survey of the district relative to needs for building and facilities was completed in January, 1967. Following the completion of this survey, the study of a building program was begun by the Board, which resulted in the Board of Trustees adopting the following building program.

Seven Oaks Elementary

Complete and occupy twelve additional classrooms at Seven Oaks Elementary School by September, 1968. This addition is now under construction.

Irmo High School

This school facility is being expanded to accommodate a maximum of 1500 students. The first addition is scheduled for completion for 1968-69 but, due to delays, it probably will be the first of 1969 before the addition is ready.

The second addition to complete the facilities at Irmo High to accommodate 1500 pupils is planned for completion and occupancy in 1970-71.

Four portable classrooms have been placed at Irmo High for use during the 1967-68 school year because of over-crowded conditions.

District Vocational School

A District Vocational School is planned for completion in 1970-71.

Irmo Elementary School

This school is overcrowded and four portable classrooms have been purchased for use during the 1967-68 school year. A tract of land consisting of 31.5 acres was recently purchased with the plan of constructing a school to be in operation by 1970-71 school year. This will relieve the overcrowded conditions at this school.

Chapin High School

This school is presently filled to capacity, and the building is old and considered a maintenance burden. A site of approximately 40 acres was recently purchased for a new high school in the Chapin-Hilton area. This building is scheduled to be in operation for 1970-71. The present building which houses the Chapin High School will be razed when the new building is ready.

Dutch Fork Elementary

This school is presently filled to capacity.

New Elementary School

Recently a new housing development known as the Cold Stream Area was opened in this district. This area has over 600 lots ready for development. The board is presently considering a school site in the Cold Stream area for a 24 classroom elementary school.

II. IMMEDIATE PROBLEMS RELATIVE TO AVAILABILITY OF MONEY FOR BUILDING PURPOSES

This school district lies partly in Richland and Lexington Counties and the debt limit in the Richland portion of the district is 15 per cent of the assessed valuation and 20 percent in Lexington portion of the district. Since the need was so great for money for building purposes, and since more money was needed for buildings than the 15% debt limit, it was necessary to let the court determine if this district could use the 20% debt limit. The court ruled, however, that the debt limit of 15% would have to be applied. The balance available to this district under the 15% is only $1,100,000. for building purposes which will be used for the Seven Oaks Addition, the first addition at Irmo High School, purchase of nine portable classrooms, and purchase of two sites for future schools. No additional money for building purposes will be available unless the assessed valuation of property increases rapidly, which is not likely, or the debt limit raised in the 1968 general election. This district has been successful in getting through the 1967 South Carolina General Assembly enabling legislation to let the people vote on raising the debt limit of this district from 15% to 30%. If this referendum is approved by the voters in the 1968 general election, it will be the early part of 1969 before the ratification by the S. C. General Assembly can be effected. This, of course, means that it will be at least 1969 before additional building money will be available. The Board of Trustees is anticipating that the referendum will be approved, and steps are being taken to have the building plans for the new Chapin High School, the second addition to Irmo High School, the District Vocational School, and a new school in the Irmo area ready to award contracts as soon as the 1969 South Carolina General Assembly can effect ratification.

It is also important that the point be made that the cost of the portable classrooms must come from the present amount available under the 15% debt limit which reduces the amount that is immediately available for building purposes. This is why it was necessary to buy the very minimum number of portable classrooms this year.

III. DESEGREGATION PLAN OF BOARD OF TRUSTEES
(Adopted August 24, 1967)

1. FACULTY DESEGREGATION FOR 1967-68

A minimum of one professional staff member will serve in each school where the race is a minority as follows:

a. District Office
There is one white superintendent and one white assistant superintendent that serve all six schools. A fair portion of their time is allotted to each school.

Mr. Davis Holland, a white teacher, serves as director of the Adult Program which meets at Richlex School. He will also serve as Coordinator of Title I and Director of Testing.

b. Two white counselors will spend two days per month in the Negro elementary and high school and one Negro counselor will spend an equal amount of time at the two predominately white high schools.

c. Chapin High and Elementary School (Grades 1 through 12)
One full time Negro teacher will be on the faculty at this school for 1967-68 where she will teach girls physical education, driver education, and study hall. This school which is located in Chapin, did not have a Negro faculty member during the past school year.

d. Richlex High and Elementary School (Grades 1 through 12)
This school will have the following white full-time faculty members for the 1967-68 school year:
One white reading teacher
One white librarian which has been added for 1967-68
One white elementary teacher, fourth grade, which has been added for 1967-68
One white nurse-social worker

e. Dutch Fork School (Grades 1 through 7)
One Negro librarian will serve this school full-time for 1967-68. This will be the first time that a Negro has served on the faculty of this school.

f. Irmo High School (Grades 9 through 12)
One Negro librarian will serve full time on the professional staff of this school during 1967-68. This will be the first time a Negro has been on the faculty of this school.

g. Area Vocational School
All pupils of this district are afforded the opportunity to attend a vocational education school outside the district at district expense. Tuition and transportation expenses are paid for by the district for pupils enrolled. The faculty in this school is desegregated.

h. Seven Oaks Elementary (Grades 1 through 6)
Irmo Elementary School (Grades 1 through 8)
One Negro teacher will teach music on a part-time basis in these two elementary schools for 1967-68. This will be the first time that a Negro has served on the faculty of the Seven Oaks Elementary School.

i. The teacher training institutions that send student teachers to this district will be encouraged to assign their practice teachers to schools where the race is a minority.

j. The district's three supervisory personnel will perform their duties in all schools of the district.

k. Community, faculty and pupil preparation of the plan which will begin with the 1968-69 school year will require the involvement of the Board of Trustees and Administrators during the entire year.

2. PUPIL DESEGREGATION FOR 1967-68

a. Since the freedom of choice is the present plan for this district, all pupils have been assigned for 1967-68 to the school of their choice.

IV. PLAN FOR FACULTY AND PUPIL DESEGREGATION BEGINNING WITH 1968-69 SCHOOL YEAR TO COMPLETELY ELIMINATE ANY TRACE OF A DUAL SCHOOL SYSTEM.

1. During the 1967-68 school year the community, professional staff, and pupils will be oriented for the steps to be taken in 1968-69, the year that the ninth grade pupils and teachers at Richlex will be consolidated into the Irmo Schools and Chapin Schools. The ninth grade pupils will be offered a freedom of choice for assignment to the predominately white high schools. Both the ninth and tenth grades of Richlex will be consolidated into the Irmo Schools and Chapin Schools for 1969-70. By 1970-71, the second addition to the building at Irmo High School, the new high school building in the Chapin-Hilton area, and the new school building in the Irmo area should be completed. At this time the remaining grades, twelve, eleven, eight and seven, at Richlex High School will be consolidated into the Irmo Schools and the Chapin Schools. This will completely eliminate the Richlex High School grades 7 through 12. These new buildings will be planned to accommodate this additional number of students.

2. The tollowing is a summary of the number of Negro pupils and teachers that will be moved to the predominately white secondary schools each year in compliance with the board's plan for completely consolidating the pupils at Richlex High School into the predominately white high schools of this district:

a. School year 1967-1968
As outlined on pages 3 and 4 of this plan.

b. School year 1968-1969
Merger of 9th grade from Richlex into other two secondary schools. Approximate number of Negro pupils in Richlex 9th grade that will be consolidated into other two secondary schools in 1968-1969: 60.

Approximate number of 9th grade Negro teachers to be moved with this grade: 2.

c. School year 1969-1970
Merger of 10th grade from Richlex in 1969-1970 into other two secondary schools. Approximate number of Negro pupils in the 9th and 10th grades in the two predominately white secondary schools when these particular grades from Richlex are consolidated in 1969-1970: 109.

Approximate number of Negro teachers to be moved with these two grades: 4.

d. School year 1970-1971
Complete the consolidation of Richlex High School by merger of grades 12, 11, 8 and 7 from Richlex into other secondary schools in district. Approximate number of Negro pupils in grades 7 through 12 to be moved to the predominately white schools when Richlex High School is completely integrated into other secondary schools in 1970-71: 199.

The members of the professional staff at Richlex High School will be placed in the schools where they are needed.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

DEC 2 1965

Mr. Sam T. Smith
District Superintendent
Lexington County School
District No. 5
Ballentine, South Carolina

Dear Mr. Smith:

The plan submitted for the Lexington County School District No. 5, Ballentine, South Carolina for the desegregation of its school system in compliance with Title VI of the Civil Rights Act of 1964 has been reviewed by this Office. On the basis of our review of the plan, particularly of the provisions made for the school year 1965-66, I have determined that, pursuant to the understanding described below, the plan is adequate to accomplish the purposes of the Act and the Regulation of the Department of Health, Education, and Welfare (Section 80.4(c)). On the basis of prior communication between the Office of Education and your office, it is our understanding that 1) in line 4 of section IX-B of the plan, the words "the preceding" will be deleted, and the figures "1966" will be inserted after the date "May 15,"; 2) sections VII, VIII and IX of the plan will be renumbered VI, VII and VIII respectively; 3) henceforth the school letterhead, and the name, grade and location of each school will be placed on the choice of school form distributed to pupils and their parents; 4) pupils and parents who have submitted defective choice forms will be given an adequate opportunity to correct such defects. In addition, we understand that you will incorporate the foregoing provisions and understandings into your plan and that the plan will thereafter always be published and otherwise circulated only with such inclusions.

In order that we may evaluate the progress your school district is making under its desegregation plan, it is requested that you forward, as soon as available, data on the racial composition of your schools for the 1965-66 school year as a result of your pre-registration, together with the comparable figures for the school year 1964-65. The data should include at a minimum the racial composition of each grade of each school in your district.

With the inclusion of the understanding described above, the plan provides a basis for the approval of applications and for the payment of Federal financial assistance at this time.

In accordance with the Regulation, the plan is subject to review periodically by the Office of Education to determine its adequacy to accomplish the purposes of the Civil Rights Act of 1964.

Sincerely yours,
(Sgd.) Henry Loomis

for Francis Keppel
U. S. Commissioner of Education

cc: Chief State School Officer
Mr. Robert Alexander

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

OCT 27 1965

Mr. Sam T. Smith
District Superintendent
Lexington County School
District No. 5
Ballentine, South Carolina

Dear Mr. Smith:

I am sending you, at your request, a plan of desegregation for your school district. I understand that you informally submitted the plan to my staff on September 10, 1965, that they have made the changes to the plan that they thought necessary or desirable, and that these changes are acceptable to you. Of course, you must still fill in the blanks in the plan to show the dates for the various registration periods and submit the necessary attachments. The transfer date for any pupils who may wish to change schools this year may be set at any convenient time, provided it is not later than the start of the second semester. The date for making choices could be set at any time before then.

If your school board now finds this plan acceptable and that it can be implemented satisfactorily in your district, I suggest that it be adopted and submitted to this Office as your district's desegregation plan. If so adopted and submitted, it will be considered adequate to meet the purposes of Title VI of the Civil Rights Act of 1964 and will provide a basis for the approval of applications for Federal financial assistance.

Sincerely yours,

Francis Keppel

Francis Keppel
U. S. Commissioner of Education

cc: Chief State School Officer
Mr. Robert Alexander

PLAN OF DESEGREGATION

Lexington County School District Number Five

Lexington, South Carolina

I. ANNUAL FREEDOM OF CHOICE OF SCHOOLS

A. The Board of Trustees of Lexington County School District Number Five has adopted a policy of complete freedom of choice to be offered annually in all grades of all schools without regard to race, color, or national origin. The freedom of choice is granted to parents, guardians, and persons acting as parents's (hereafter called "parents") and their children and such freedom of choice must be exercised at the time and in the manner herein specified. Thereafter no pupil will be admitted or readmitted to school in this system until he or his parent has chosen the school he wants to attend. Teachers, principals, and other school personnel shall not be permitted to advise, recommend or otherwise influence such decision. Nor will school personnel either favor or penalize children because of the choice made. This freedom of choice policy applies to all grades 1-12.

B. No choice will be denied for any reason other than overcrowding and no preference will be given for prior attendance at any school. In the event that the classroom facilities of a particular school would become overcrowded if all choosing that

be given to those choosing the school who reside closest to it, without regard to racial considerations. Standards for the determination of overcrowding shall be those promulgated by the State Department of Education of South Carolina.

C. Those whose choices are rejected because of overcrowding will be notified and permitted to make a second choice among all other schools in the system serving his grade level where space is available without regard to race, color, or national origin.

II. REGISTRATION

A. 1965-66 School Year. The period for enrolling pupils in the schools of said district for the school year 1965-66 shall be opened for a period of at least seven (7) days commencing _____, 1965 and during that time all pupils and parents shall be given an opportunity to choose the school they will attend this year. Notice of this opportunity will be given by a letter and "Choice of School" form sent to parents of all students on the first day of the choice period. (Attachments A and B.) Pupils will be assigned to schools for 1965-66 in accordance with the choice made on these choice forms and the provisions of this plan.

B. 1966-67 and Following School Years. All pupils and/their parents shall choose their schools for 1966-67 and following years, by completing and returning choice forms to any school or to the district superintendent's office by May 15, 1965

and by an equivalent date in each following year. The letter to parents and choice form (Attachments C and D) will be sent to all parents and pupils (except graduating seniors) at least 15 days before the date the choice form must be returned. It shall be mandatory that the parent or guardian of each pupil registering to attend school for 1966-67 and following school years exercise the choice granted in paragraph I.

C. First Grade. All children who will be six (6) years of age on or before the next November 1, and who intend to commence the first grade in the Lexington County School District Number Five System, at the beginning of the next school year shall by and through their parents register at any school from _____a.m. to _____p.m. Monday through Friday in the _____ week of the previous April. Each parent shall be given a letter to parents and a choice form (Attachments C and D), and shall be allowed at least fifteen days to complete and return the choice form to any school office.

D. Late Registration. Parents of children who move into the area served by this school system, or change their residence within it after the registration period is completed but before the opening of the school year, and other parents and pupils who have not made a choice of school will have the same opportunity to choose their children's school just before school opens by obtaining from any school or from the superintendent's office

a Choice of School Form and a letter to parents and by returning the completed form to any school or to the superintendent's office at any time during the _____ (first, second, etc.) week of _____ (month). First preference in choice of schools will be given to those whose Choice of School Form is returned by the final date for making choice under the provisions in sections B and C above. Any child who moves into the area served by this school system, or changes his residence within it after the late registration period referred to above but before the next regular registration period, or any other child who has not made a choice of school shall be assigned to the school chosen where space is then available without regard to race, color or national origin.

Thereafter, no pupil shall be assigned, reassigned, or transferred without being given once for each school year at an appropriate time, an adequate prior opportunity to make an effective choice of school.

iii. TRANSPORTATION

Transportation will be provided on an equal basis without segregation or other discrimination because of race, color, or national origin. The right to attend any school in the system will not be denied because of lack of school system transportation from the pupil's home to the school chosen. To the maximum extent feasible, busses will be routed so as to serve each pupil choosing any school in the system. In

any event, every student eligible for bussing shall be transported to the school to which he is assigned under the provisions of this plan if his first choice is either the formerly white or the formerly Negro school nearest his residence.

IV. RESIDENT AND NON-RESIDENT ATTENDANCE

This system will not accept non-resident students, nor will it make arrangements for resident students to attend schools in other school systems, where either such action would tend to preserve segregation or minimize desegregation. Any arrangement made for non-resident students to attend school in another system, will assure that such students will be assigned without regard to race, color, or national origin. Attached hereto is a statement fully explaining any such arrangements.

V. PERSONNEL ASSIGNMENT

A. Beginning with the school year 1965-66 steps will be taken toward the elimination of segregation of teaching and staff personnel based on race, color, or national origin, including joint faculty meetings and other professional meetings of school staff members. The separate In-service Training Program for teachers wherein work shops to study problems relating to the schools are held--shall be eliminated and said program shall include all the teachers of Lexington County School District Number 5, regardless of race,

color, or national origin. Other steps leading to staff desegregation will be taken.

E. The race, color, or national origin of pupils will not be a factor in the initial assignment to a particular school or within a school of teachers, administrators, or other employees who serve pupils, beginning in 1966-67.

F. This school system will not demote or refuse to reemploy principals, teachers and other staff members who serve pupils, on the basis of race, color, or national origin; this includes any demotion or failure to reemploy staff members because of actual or expected loss of enrollment in a school due to desegregation.

G. Attached hereto is a tabular statement showing: 1) the number of faculty and staff members employed by this system in 1964-65, by race; 2) comparable data, by race, for 1965-66; 3) the number of such personnel demoted, discharged or not reemployed for 1965-66, by race; 4) the number of such personnel, by race, newly employed for 1965-66. That attachment includes a certification that in each case of demotion, discharge or failure to reemploy, such action was taken wholly without regard to race, color, or national origin.

VII. Publicity and COMMUNITY PREPARATION

A. Immediately upon the adoption of this plan copies of this plan, including the letter to parents and the Choice of School Form, will be made freely available to all persons at the superintendent's office and all schools, and will be given to all television

and radio stations and all newspapers serving this area. They will be asked to give conspicuous publicity to the plan, including a description of all its provisions. If the plan does not receive prominent and full front page newspaper coverage, an advertisement of not less than one-half page will be conspicuously placed in the newspapers serving this area. The advertisement or other newspaper coverage will set forth the text of the plan, the letter to parents and the Choice of School Form. In addition, meetings and conferences will be called to inform all school system staff members of, and to prepare them for, the school desegregation process, including staff desegregation. Similar meetings will be held, from time to time as necessary to inform Parent-Teacher Associations and other local community organizations of the details of the plan, to prepare them for the changes that will take place.

The same steps set forth in [illegible] above for newspaper, television and radio publicity will be taken annually at least three weeks before the final date set under II [illegible], II [illegible] and II [illegible] above for making choices, and thereafter conspicuous and prominent notice (other than legal notice of the substance of the choice provisions (I-VII above) will be run once a week in the newspapers serving this area until the final choice dates. In addition, copies of the plan, including the letter to parents and the Choice of School Form, will be freely made available to any person at the superintendent's office during regular business hours and at all schools during normal school hours.

VIII. REPEAL OF PAST POLICIES

All policies of this school district inconsistent with the provisions of this plan have been repealed, and are no longer of any effect.

IX. CERTIFICATION

This plan of desegregation was duly adopted by Board of Trustees of Lexington County School System, Number Five at a meeting duly called and held on _____. (date)

_____
(Chairman, Superintendent or other comparable authorized official)

_____
(title of signing officer)

Text of Choice of School Form

(Official School System Letterhead)

Date sent to Parents
and Guardians

CHOICE OF SCHOOL FORM _____

This form is sent to you to pick a school for your child to go to this year. It does not matter where your child is going to school now and it does not matter whether the school you pick has been a white or a Negro school. You or your child must bring this form to your child's teacher or mail it to the Superintendent's office by _____. If you do not fill out this form, your child will stay in the same school this year.
(Insert Date)

1. Name of Child _____
Last First Middle

2. School Child now Attending _____ Grade _____

3. School Chosen (Mark X beside school chosen)

	Name of School	Grades	Location
☐	_____	_____	_____
☐	_____	_____	_____
☐	_____	_____	_____
☐	_____	_____	_____

Signature _____

Address _____

_____

Date _____

****

This block is to be filled in by the Superintendent's office, not by parents.

School chosen:_____School assigned to_____

If different, explain:_____

Attachment B

(Special Notice to Parents)

(OFFICIAL SCHOOL SYSTEM LETTERHEAD)

Date:_____

Dear Parents:

Our school desegregation plan has been officially accepted by the Federal Government under the Civil Rights Act of 1964. This Letter tells you about the most important things in the plan. Every parent can pick the school his child will go to each year. You may pick any school in this district. It does not matter where your child is going to school now. It does not matter whether the school you pick has been white or Negro. Past transfer rules do not apply to your choice of school under the desegregation plan.

Each year in the spring, you will have to select the school you want your child to go to for the next school year. But for this school year, even though school has already started, you may pick the school you want your child to attend now. To choose a school just fill out the Choice of School Form we are sending you with this letter. You have seven days from today to decide. If you do not send the form back, your child will stay in the school he is now attending for the rest of this school year.

Race, color or national origin and where the children went to school before will make no difference. Your school board will send your child to the school you choose unless too many people pick the same school. If that happens, your child will either be assigned to the school you have chosen or to another school. But no children will be denied the right to go to a desegregated school.

No teacher, principal or other school official is allowed to make recommendations, or to influence your decision, or to tell you what to do. They are not permitted to favor or penalize your child, and they will not lose their jobs, because of the school you pick.

All children going to the same school will be given the same bus service. There will be no discrimination in any school activities or programs.

Every pupil has been given a copy of this letter and a choice form. Any one who wants copies of the actual plan or more copies of this letter or of the choice form can get them simply by calling, writing, or visiting my office or any school and asking for them. Please fill out one form for each child and return it to your child's teacher by _____, 1965, if you want your child to go to another school.

Sincerely yours,

Superintendent

(Note to Superintendent : Please fill in dates, being sure that at least seven days are provided from the time the notice is distributed.)

Text of Annual Letter to Parents

(Official School System Letterhead)

Date:_____

Dear Parent:

A plan for the desegregation of our school has been put into effect so that our schools will operate in all respects without regard to race, color, or national origin. Copies of the plan may be obtained upon request at the address above or from any school.

The desegregation plan provides that each pupil and his parent or guardian has the absolute right to choose each year the school the pupil will attend. This means that you may pick any school in our school system, no matter whether it has been in the past white or Negro, and no matter where the child went to school before. A choice is required for each child. No teacher, principal or other school official is permitted to advise you, or make recommendations or otherwise influence your decision. No child will be favored or penalized because of the choice made.

Attached is a Choice of School Form listing the names and locations of all schools in our system and the grades they include. Please mark a cross beside the school you choose, and return the form in the enclosed envelope or bring it to any school or the Superintendent's Office by _____.
(insert date)

No choice will be denied for any reason other than overcrowding. Anyone whose choice is denied because of overcrowding will be offered his choice from all other schools in the system where space is available in his grade.

School bus routes will be on a desegregated basis, and transportation will be provided for all pupils eligible for it if a choice is made for the nearest formerly white or formerly Negro school to the child's residence. There will be no discrimination based on race, color, or national origin in any schoolconnected services, facilities, activities and programs.

Sincerely yours,

Superintendent

REV-1 8/65

Text of Choice School Form

(Official School System Letterhead)

Date sent to Parents
and Guardians: _____

CHOICE OF SCHOOL FORM

This form is provided for you to choose a school for your child to go to next year. It does not matter which school the child attended last year and it does not matter whether the school was formerly a white or a Negro school. The form must be either mailed or brought to any school or to the Superintendent's office at the address above by _____.
(Insert Date)

1. Name of Child _____
Last First Middle

2. Date of Pupil's Birth (if entering first grade)_____
Month Day Year

3. Grade Pupil Eligible for_____

4. School Last Attended_____

5. School Chosen (Mark X beside school chosen)

☐ _____ _____ _____
(Name of School) (Grades) (Location)

☐ _____ _____ _____
(Name of School) (Grades) (Location)

☐ _____ _____ _____
(Name of School) (Grades) (Location)

☐ _____ _____ _____
(Name of School) (Grades) (Location)

Signature_____

Address _____

Date _____

****

This block is to be filled in by the Superintendent's office, not by parents.

School chosen: _____

School Assigned to:_____

If different, explain:_____

REV-1 8/65

TEXT OF INITIAL COMPLIANCE REPORT

(Attachment E)

	Name of School	Grades	Enrollment (1964-65)	Enrollment (1965-66)	Teachers (1964-65)	Other Staff (1964-65)	Teachers (1965-66)	Other Staf (1965-66)
1.			___W___N	___W___N	___W___N	___W___N	___W___N	___W___N
2.			___W___N	___W___N	___W___N	___W___N	___W___N	___W___N
3.			___W___N	___W___N	___W___N	___W___N	___W___N	___W___N
4.			___W___N	___W___N	___W___N	___W___N	___W___N	___W___N
			___W___N	___W___N	___W___N	___W___N	___W___N	___W___N

TEXT OF TABULAR STATEMENT AS TO FACULTY AND STAFF

(Attachment F)

1. Faculty and staff members employed in 1964-65 by race ___W___N
2. Faculty and staff members employed in 1965-66 by race ___W___N
3. Faculty and staff demoted for 1965-66 by race ___W___N
4. Faculty and staff discharged for 1965-66 by race ___W___N
5. Faculty and staff not reemployed for 1965-66 by race ___W___N
6. Faculty and staff newly employed for 1965-66 by race ___W___N

This is to certify that in each case of demotion, discharge or failure to reemploy, such action was taken wholly without regard to race, color, or national origin.

Signed :_____

(Chairman, Superintendent or other comparable authorized official)

_____

(Title of Signing Officer)

ATTACHMENT G

Statement Concerning Resident and Non-Resident Attendance

(This attachment shall consist of a statement of the arrangements made for any students to attend schools by crossing school system lines, together with a statement, for 1964-65 and 1965-66 as to (1) the number of pupils, by race, grade, school attended and school location, residing within the boundaries of this school system who attend schools in another school system; (2) number of pupils, by race, grade, school attended and school system of residence, who reside within the boundaries of another school system and attend public schools within this system; and (3) the source of their tuition and transportation expense if public funds are used for these purposes.)

ATTACHMENT H

(Map)

(This attachment shall consist of a map of the School System, showing: boundaries, school locations, markings and legend indicating the following: grades to be taught in school year 1965-66; racial composition by each school for 1964-65; buildings to be constructed, if any, with estimated date of completion and grades to be taught, and schools to be closed in whole or in part, if any, with estimated dates. We suggest that you mark up a county highway map.)

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Signature of Authorized Representative

2/6/2013
Date

LEA Name	School District Five of Lexington and Richland Counties

Table 1: Enrollment Data-LEA Level OMB-1855-0011 Expires 06/30/2013

☒ *Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.*

Actual Enrollment (Current School Year - October 1, 2012)														
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															

Projected Enrollment (Year 1 of Project - October 1, 2013)															
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	4	0	32	3	306		60	5	4	0	705	61	46	4	1157
1	5			3	284	26	35		6	1	698	63	48	4	1113
2				2	318				3		719		47	4	1155
3				3					3					4	1131
4				3					3					4	1177
5	1		38	3	338	27	49		2		802	63	33	3	1263
6				3	351		42		4		774		42	3	1251
7				2					5					2	1317
8				2					3					4	1362
9				2					5					3	1347
10				3					3					3	1418
11			22	2					3					3	1346
12			23	2					1					3	1254
Total			413	3	4511		516		45		10204		561	3	16291

Table 1 (*continued*): Enrollment Data-LEA Level OMB-1855-0011

☒ *Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment (Year 2 of Project- October 1, 2014)															Projected Enrollment (Year 3 of Project - October 1, 2015)														
Grade Level	**American Indian/ Alaskan Native (Number)**	**American Indian/ Alaskan Native (%)**	**Asian (Number)**	**Asian (%)**	**Black or African American (Number)**	**Black or African American (%)**	**Hispanic/Latino (Number)**	**Hispanic/Latino (%)**	**Native Hawaiian or Other Pacific Islander (Number)**	**Native Hawaiian or Other Pacific Islander (%)**	**White (Number)**	**White (%)**	**Two or more races (Number)**	**Two or more races (%)**	**Total Students**	**Grade Level**	**American Indian/ Alaskan Native (Number)**	**American Indian/ Alaskan Native (%)**	**Asian (Number)**	**Asian (%)**	**Black or African American (Number)**	**Black or African American (%)**	**Hispanic/Latino (Number)**	**Hispanic/Latino (%)**	**Native Hawaiian or Other Pacific Islander (Number)**	**Native Hawaiian or Other Pacific Islander (%)**	**White (Number)**	**White (%)**	**Two or more races (Number)**	**Two or more races (%)**	**Total Students**
K	4	0	32	3	308	27	44	4	5	0	709	62	48	4	1150	**K**	4	0	33	3	316	27	50	4	5	0	713	61	40	3	1161
1	4	0	32	3	311	27	60	5	5	0	707	61	47	4	1166	**1**	4	0	32	3	318	27	46	4	5	0	714	61	50	4	1169
2	5	0	37	3	289	26	35	3	7	1	700	62	49	4	1122	**2**	4	0	32	3	321	27	62	5	5	0	712	60	49	4	1185
3	4	0	27	2	323	28	37	3	4	0	721	62	48	4	1164	**3**	5	0	37	3	299	26	37	3	7	1	705	62	51	4	1141
4	3	0	32	3	320	28	37	3	4	0	700	62	44	4	1140	**4**	4	0	27	2	333	28	38	3	4	0	726	61	50	4	1182
5	3		36	3	301	25	35	3			760	64	47	4	1186	**5**	3		32	3	330		39	3			705		46	4	1159
6	1	0	38	3	343	27	49	4	3	0	804	63	34	3	1272	**6**	3	0	36	3	311	26	37	3	4	0	765	63	49	4	1205
7	1	0	37	3	356	28	42	3	5	0	776	62	43	3	1260	**7**	1	0	38	3	353	27	51	4	3	0	809	63	36	3	1291
8	1	0	28	2	388	29	36	3	6	0	834	63	33	2	1326	**8**	1	0	37	3	366	29	44	3	5	0	781	61	45	4	1279
9	4	0	33	2	391	29	34	2	4	0	851	62	54	4	1371	**9**	1	0	28	2	398	30	38	3	6	0	839	62	35	3	1345
10	5	0	32	2	353	26	38	3	6	0	881	65	41	3	1356	**10**	4	0	33	2	401	29	36	3	4	0	856	62	56	4	1390
11	1	0	36	3	446	31	33	2	4	0	862	60	45	3	1427	**11**	5	0	32	2	363	26	40	3	6	0	886	64	43	3	1375
12	4	0	22	2	406	30	39	3	4	0	832	61	47	3	1354	**12**	1	0	36	3	466	32	35	2	4	0	867	60	47	3	1456
Total	40	0	422	3	4535	28	519	3	61	0	10137	62	580	4	16294	**Total**	40	0	433	3	4575	28	553	3	62	0	10078	62	597	4	16338

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

School Name	**1.** Dutch Fork Elementary	**2.** Seven Oak Elementary	**3.** Irmo Middle School	**4.** Irmo High School
First Year as a Magnet School	**1.** 2014-2015	**2.** 2014-2015	**3.** 2014-2015	**4.** 2014-2015
School Name	**5.** Spring Hill High School	**6.**	**7.**	**8.**
First Year as a Magnet School	**5.** 2013-2014	**6.**	**7.**	**8.**

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	**School District Five of Lexington and Richland Counties**
School Name	**Spring Hill High School (Opens in the Fall of 2013**

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6															
7															
8															
9			8	2	39	11	8	2	2	1	305	82	8	2	370
10				3	23	12			1		152	80		2	190
11				0										0	0
12				0										0	0
Total			13	2	62	11	13		3		457	82	12	2	560

Projected Enrollment
(Year 1 of Project - October 1, 2013)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6															
7															
8															
9			8	2	39	11	8	2	2	1	305	82	8	2	370
10				3	23	12			1		152	80		2	190
11				0										0	0
12				0										0	0
Total			13	2	62	11	13		3		457	82	12	2	560

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)																**Projected Enrollment (Year 3 of Project - October 1, 2015)**															
Grade Level	**American Indian/ Alaskan Native (Number)**	**American Indian/ Alaskan Native (%)**	**Asian (Number)**	**Asian (%)**	**Black or African American (Number)**	**Black or African American (%)**	**Hispanic/Latino (Number)**	**Hispanic/Latino (%)**	**Native Hawaiian or Other Pacific Islander (Number)**	**Native Hawaiian or Other Pacific Islander (%)**	**White (Number)**	**White (%)**	**Two or more races (Number)**	**Two or more races (%)**	**Total Students**	**Grade Level**	**American Indian/ Alaskan Native (Number)**	**American Indian/ Alaskan Native (%)**	**Asian (Number)**	**Asian (%)**	**Black or African American (Number)**	**Black or African American (%)**	**Hispanic/Latino (Number)**	**Hispanic/Latino (%)**	**Native Hawaiian or Other Pacific Islander (Number)**	**Native Hawaiian or Other Pacific Islander (%)**	**White (Number)**	**White (%)**	**Two or more races (Number)**	**Two or more races (%)**	**Total Students**
K																**K**															
1																**1**															
2																**2**															
3																**3**															
4																**4**															
5																**5**															
6																**6**															
7																**7**															
8																**8**															
9			7	2	63	21	7	2			219	73	8	3	300	**9**			9	3	93	31	9					63	6	2	300
10			8	2	84	21	8	2	1		290	73	8	2	400	**10**				1	93	31		1			189	63	8	3	300
11			5		63	21					219	73		1	300	**11**			8	2	124	31	8		1		250	63	8	2	400
12																**12**			5	2	93	31	5	2	1			63		1	300
Total	0	0	20	2	210	21	20	2	2	0	728	73	20	2	1,000	**Total**	0	0	26	2	403	31	26	2	2	0	817	63	26	2	1,300

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	**School District Five of Lexington and Richland Counties**
School Name	**Seven Oaks Elementary**

Actual Enrollment
(Current School Year - October 1, 2012)

Projected Enrollment
(Year 1 of Project - October 1, 2013)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															
K				5		58						25		7	81
1				5		59						27		5	75
2				5	52	66					14	18		6	79
3	1	1		5	47	57					22	27		6	83
4				7	30									5	58
5			6	8	45		6					20	6	8	79
6															
7															
8															
9															
10															
11															
12															
Total				6	265		19		2		109		28	7	455

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)																Projected Enrollment (Year 3 of Project - October 1, 2015)														
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K		2				51					30				90	K				5	30	38					35			6	79
1	1	1	4		50	55	2	2			30	33		4	91	1	2	2		4	46	51					31	34	5	5	91
2			4	5	47	56					24		5	6	84	2				5	50	54					31	34		5	92
3	1	1	4		55	54					32	32	5	5	101	3				4	46	54					26	31	5	5	85
4			4		51	57	2	2	2	2	27	30		3	89	4				4	53	54					32	32	5	5	99
5			6		35	45	6				25	32	6	8	78	5				6	50			3	2	3		31	3	4	88
6																6															
7																7															
8																8															
9																9															
10																10															
11																11															
12																12															
Total	6	1	26	5	284	53	19	4	2	0	168	32	28	5	533	Total	8	2	24	5	275	51	16	3	2	0	182	34	27	5	534

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	**School District Five of Lexington and Richland Counties**
School Name	**Irmo High School**

Actual Enrollment (Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															

Projected Enrollment (Year 1 of Project - October 1, 2013)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6															
7															
8															
9			11	2	207	46	16				196	44	19	4	449
10				4	208		13				197	43		4	456
11			7	2	189		22	5			190			4	427
12			10	3		37	12		1		206	53	12	3	386
Total				3	746	43	63		3		789		68	4	1718

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)																Projected Enrollment (Year 3 of Project - October 1, 2015)															
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K																K															
1																1															
2																2															
3																3															
4																4															
5																5															
6																6															
7																7															
8																8															
9	1		18		195	40	15				239	49	17	4	484	9			18	4	195	40	15				239	49	17	4	484
10			11	2	203		16				241	50	19	4	484	10			11	2	203		16				241	50	19	4	484
11					200		13				215	47	17		456	11			15	3	200		13				215	47	17	4	456
12			5		162	40	21	5	2		197	48	12	3	409	12			5	1	162	40	21	5	2		197	48	12	3	409
Total	1	0	49	3	760	41	65	4	2	0	892	49	65	4	1833	Total	1	0	49	3	760	41	65	4	2	0	892	49	65	4	1833

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	**School District Five of Lexington and Richland Counties**
School Name	**Irmo Middle School**

Actual Enrollment (Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															

Projected Enrollment (Year 1 of Project - October 1, 2013)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6				0										0	11
7			11	3	205	48	13		3		175	41	17	4	425
8				3	201		19		1		189	42	26	6	448
9															
10															
11															
12															
Total			23	3	411		32		4		370		43	5	884

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)																Projected Enrollment (Year 3 of Project - October 1, 2015)															
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K																K															
1																1															
2																2															
3																3															
4																4															
5																5															
6					5							55			11	6				0	38	25					112	75		0	150
7	1		11	2	215	44	16			1	228	46	18	4	492	7	1		11	2	217	45	15		3	1	221	46	17	4	485
8	1		11	2	218		13				212	44	17	4	475	8			11	2	215	44	16		3		228	46	18	4	492
9																9															
10																10															
11																11															
12																12															
Total	2	0	22	2	438	45	29	3	6	1	446	46	35	4	978	Total	2	0	22	2	470	42	31	3	6	1	561	50	35	3	1127

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	**School District Five of Lexington and Richland Counties**
School Name	**Dutch Fork Elementary School**

Actual Enrollment (Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															

Projected Enrollment (Year 1 of Project - October 1, 2013)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K				2	42			6			31	37		5	84
1				2	41	49					32	39		4	83
2				3		50	6	7			29	33	6	7	88
3			1	1	38	48					32	41		5	79
4				2		46		5			35			7	87
5				3	52	65	3				23	29		0	80
6															
7															
8															
9															
10															
11															
12															
Total			12	3	257	52					182		23	5	501

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)																Projected Enrollment (Year 3 of Project - October 1, 2015)															
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K			2			46				0			4	4	99	K				2										4	99
1	1	1	2	2	45	46					43	44		3	98	1	1	1	2	2	45	46					43	44		3	98
2			3		47	46						39		6	102	2				3	47	46						39		6	102
3			1		41	45					42	46		4	92	3				1	41						42	46		4	92
4			2	2	43	43							6		100	4			2	2	43	43							6	6	100
5			2		55	59	3	3			33	35		0	93	5				2	55	59	3	3			33	35		0	93
6																6															
7																7															
8																8															
9																9															
10																10															
11																11															
12																12															
Total	1	0	12	2	277	47	26	4	0	0	245	42	23	4	584	Total	1	0	12	2	277	47	26	4	0	0	245	42	23	4	584

Table 5: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School (s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name	School District Five of Lexington and Richland Counties
Magnet School(s):	Dutch Fork Elementary School Academy of Environmental Science

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

Students zoned to attend Dutch Fork Elementary School will receive first priority, and all students zoned to attend will be accepted into the program. The school currently has space to accept an additional 83 students across grades K-5. The district will post an application for magnet schools, with a deadline for submission (early spring of each year). Students will accepted into the program through a random lottery process by grade level. Parents and students will be notified in writing and via e-mail about the status of their application, and parents will need to sign and return "commitment to enroll" forms by April of each year.

Magnet School(s):	Seven Oaks Elementary MEDIA Magnet School

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

The Seven Oaks MEDIA Magnet School {Mass Communication. Engagement. Digital Media. Interactive Learning. Academics}has room to accept another 100 students in grades K-5. All zoned students will get first priority in attending the Magnet. An additional 100 magnet students (20 per grade 1-5) will be accepted into the magnet. There is no criterion for acceptance into the program other than a completed application submitted by the deadline. Additional students will be selected through a random lottery process.

Table 5: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School (s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name	School District Five of Lexington and Richland Counties
Magnet School(s):	The International Academic Magnet @ Irmo Middle School

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

Students zoned to attend Irmo Middle School will receive first priority, and all students zoned to attend will be accepted into the program. The school currently has space to accept an 100 students in grades 7 and 8 in Year 2 and 150 6th graders in Year 3. Zoned students will receive first priority. The district will post an application for magnet schools, with a deadline for submission (early spring of each year). Students will accepted into the program through a random lottery process by grade level. Parents and students will be notified in writing and via e-mail about the status of their application, and parents will need to sign and return "commitment to enroll" forms by April of each year.

Magnet School(s):	Irmo International High School for the Arts

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

Irmo High School will open to an additional 100 students in grades 9-12. All students zoned to attend the school will be accepted into the magnet. There is no criterion for acceptance into the magnet school other than a completed application submitted by the deadline. The 100 students will be selected through a random lottery process.

Table 5: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School (s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name	School District Five of Lexington and Richland Counties
Magnet School(s):	Spring Hill High School (all magnet)

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

Spring Hill High School will open in August 2013 as an "all magnet" high school. In its first year, the school will serve 400 9th and 200 10th graders, with 11th grade opening in August 2014, and 12th grade opening in 2015. The school has the capacity to serve 1700 students in its five magnet academies. The district will post an application for magnet schools, with a deadline for submission (early spring of each year). After Year 1 (in which all students were accepted into the program on a first-come, first-served basis), students will accepted into the program through a random lottery process by grade level. Once admitted, students will automatically be accepted for the following year. Parents and students will be notified in writing and via e-mail about the status of their application, and parents will need to sign and return "commitment to enroll" forms by April of each year.

Magnet School(s):	

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☐ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X").
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

LEA Name | **School District Five of Lexington and Richland Counties**

Schools		Actual Enrollment as of October 1, 2012 (Current School Year)														Projected Enrollment as of October 1, 2013 (Year 1 of Project)													
FEEDER	**MAGNET(S)**	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	**Two or more races (%)**	**Total Students**
Ballentine Eleme																					70						588				714
Chapin Elementa																					42		34				719		42		846
H E Corley Elen																					220						221				501
Irmo Elementary																					109						322				496
Lake Murray Ele																					18						849		18		894
Leaphart Elemer																					197						172				429
Nursery Road El																					196						240				479
Oak Point Eleme																			37		131						406		19		624
River Springs El																			18		97		12				469				602

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X").
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)															Projected Enrollment as of October 1, 2015 (Year 3 of Project)														
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Ballentine Elem						68						530	81			652					67						520	81		3	640
Chapin Elem						42		34				683	84	42		810					42		33				674	84	42	5	799
H E Corley Elem						224						223				508					223						222			5	505
Irmo Elem						109						321		19		494					112						330			4	508
Lake Murray Ele						18						818		18		863					18								18	2	882
Leaphart Elem						201						174				436					210		27				182			5	456
Nursery Road El						198						240				481					196						238			3	476
Oak Pointe Elem						124								18		554					121						340			3	542
RiverSprings Ele				18				12				419	76			550					93		12				411	76		1	539

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X").
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

LEA Name | **School District Five of Lexington and Richland Counties**

Schools		Actual Enrollment as of October 1, 2012 (Current School Year)														Projected Enrollment as of October 1, 2013 (Year 1 of Project)														
FEEDER	**MAGNET(S)**	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	**Two or more races (%)**	**Total Students**
Chapin High	IHS, SHHS	[redacted]																									1090		24		1205
Chapin Middle	IMS																										940	89			1051
CrossRoads Mid	IMS																		33		326						495				923
Dutch Fork High	IHS, SHHS																		55		647	34	49				1093				1919
Dutch Fork Mid	IMS																		33		323	30	30		2		659		24	2	1075

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X").
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)															Projected Enrollment as of October 1, 2015 (Year 3 of Project)														
FEEDER	**MAGNET(S)**	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
Chapin High	IHS, SHHS											1090		24		1055											1090		24	2	905
Chapin Midde	IMS											940	89			1001											940	89		3	926
Crossroads MS	IMS (Yr3)			33		326			33			495				923			33		326			33			495			4	848
Dutch Fork High	IHS, SHHS			55		647	34	49				1093				1719			55		647	34	49				1093			4	1569
Dutch Fork Mid	IMS			33		323	30	30		2		659		24	2	1025			33		323	30	30		2		659		24	2	1025

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

LEA Name	School District Five of Lexington and Richland Counties
Magnet School:	Dutch Fork Elementary Academy for Environmental Science

Nature of Revision or Change to the Magnet School:

No revised magnet schools participate in the Project. All proposed magnet schools will be new programs.

All schools are new magnet schools: Dutch Fork Elementary, Seven Oaks Elementary, Irmo Middle School, Irmo High School, and Spring Hill High School.

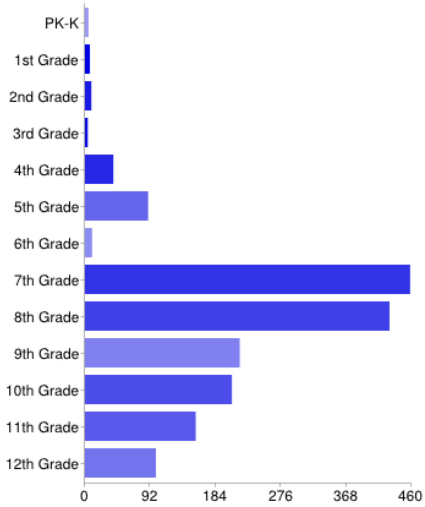
Explanation of How or Why the Revision is Significant:

1748 responses

Summary

See complete responses

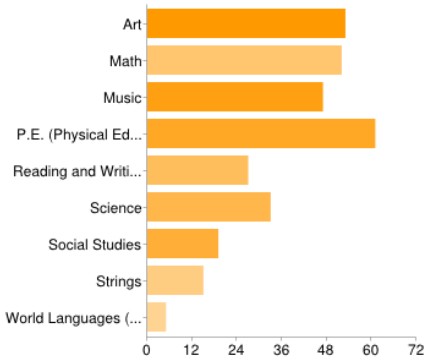
In what grade are you currently enrolled?



PK-K	5	0%
1st Grade	7	0%
2nd Grade	9	1%
3rd Grade	4	0%
4th Grade	40	2%
5th Grade	89	5%
6th Grade	10	1%
7th Grade	458	26%
8th Grade	429	25%
9th Grade	218	12%
10th Grade	207	12%
11th Grade	156	9%
12th Grade	100	6%

Elementary Students

What two subjects in school do you like the most?

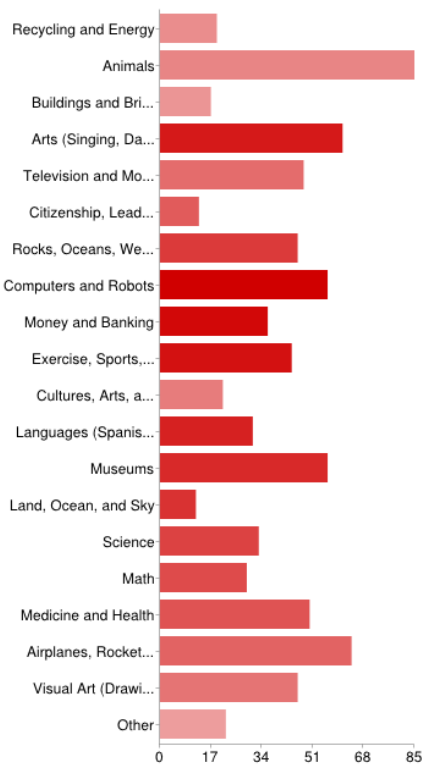


Art	53	34%
Math	52	34%
Music	47	31%
P.E. (Physical Education)	61	40%
Reading and Writing (Language Arts)	27	18%
Science	33	21%
Social Studies	19	12%
Strings	15	10%
World Languages (Spanish, German, French)	5	3%

People may select more than one checkbox, so percentages may add up to more than 100%.

What five special subjects would you like to study at school?

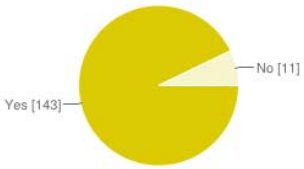
Recycling and Energy	19	12%
Animals	85	55%
Buildings and Bridges	17	11%
Arts (Singing, Dancing, Acting, Playing an instrument)	61	40%
Television and Movie-making	48	31%
Citizenship, Leadership, Community service	13	8%
Rocks, Oceans, Weather, Maps	46	30%
Computers and Robots	56	36%
Money and Banking	36	23%
Exercise, Sports, and Recreation	44	29%
Cultures, Arts, and Business around the world	21	14%
Languages (Spanish, French, German, Chinese and others)	31	20%
Museums	56	36%
Land, Ocean, and Sky	12	8%
Science	33	21%



Math	**29**	19%
Medicine and Health	**50**	32%
Airplanes, Rockets, Planets, and Stars	**64**	42%
Visual Art (Drawing, Painting, and Sculpting)	**46**	30%
Other	**22**	14%

People may select more than one checkbox, so percentages may add up to more than 100%.

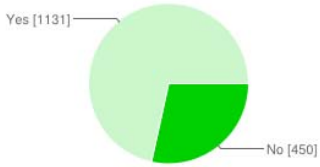
Would you want to go to a school where you could study something special along with regular classes?



Yes	**143**	8%
No	**11**	1%

Students in Grades 6-12

Would you want to attend a magnet school where you could study a special topic in your classes?

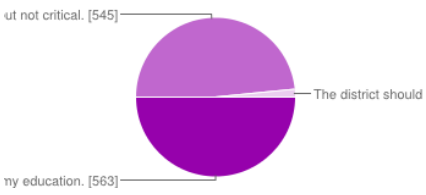


No	**450**	26%
Yes	**1131**	65%

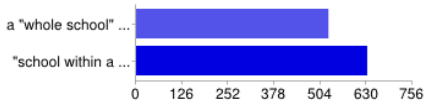
If you would attend a magnet school,...

In your opinion, how important is it for this district to offer magnet programs to students?

Magnet programming is very important to my education.	**563**	32%
Magnet programming is fun but not critical.	**545**	31%
The district should NOT offer magnet programs.	**18**	1%



Would you be more interested in attending



a "whole school" magnet where all students participate in the theme, across all subjects.	**526**	4
"school within a school" where some students and some teachers (some subjects) participate in the theme.	**632**	5

People may select more than one checkbox, so percentages may add up to more than 100%.

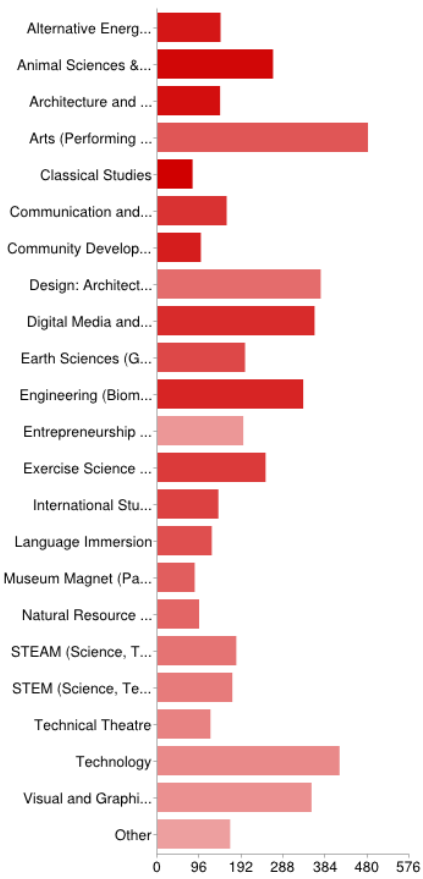
Please select the top five magnet themes in which you would consider enrolling.

Alternative Energy Technologies	**145**	13%
Animal Sciences & Agricultural Studies	**279**	25%
Architecture and Civil Design	**148**	13%
Arts (Performing Arts)	**546**	48%
Classical Studies	**60**	5%
Communication and Broadcast Arts	**175**	16%
Community Development (citizenship, government, leadership, urban planning, community service)	**115**	10%
Design: Architecture, Interior, Landscape, Industrial, Fashion, and Graphics	**431**	38%
Digital Media and Design	**414**	37%
Earth Sciences (Geology, Geography, Marine Studies, Climatology, Meteorology)	**200**	18%
Engineering (Biomedical engineering, Computer engineering and design, Aerospace engineering)	**372**	33%
Entrepreneurship (Finance, Marketing, Hospitality, and Management)	**205**	18%
Exercise Science (Fitness and Wellness, Movement Sciences, Sports Psychology, Therapeutic Studies)	**284**	25%
International Studies (languages, cultures, arts, business)	**185**	16%
Language Immersion	**121**	11%
Museum Magnet (Partner with local museums)	**90**	8%
Natural Resource and Environmental Management	**104**	9%
STEAM (Science, Technology, Engineering, Arts, and Math)	**201**	18%
STEM (Science, Technology, Engineering, and Math)	**191**	17%
Technical Theatre	**129**	11%
Technology	**453**	40%
Visual and Graphic Arts	**372**	33%
Other	**220**	20%

People may select more than one checkbox, so percentages may add up to more than 100%.

Please select the top five magnet themes in which you would consider enrolling.

Alternative Energy Technologies	**144**	14%
Animal Sciences & Agricultural Studies	**264**	26%
Architecture and Civil Design	**143**	14%
Arts (Performing Arts)	**481**	47%
Classical Studies	**80**	8%
Communication and Broadcast Arts	**158**	15%
Community Development (citizenship, government, leadership, urban planning, community service)	**99**	10%
Design: Architecture, Interior, Landscape, Industrial, Fashion, and Graphics	**373**	36%
Digital Media and Design	**359**	35%
Earth Sciences (Geology, Geography, Marine Studies, Climatology, Meteorology)	**200**	19%
Engineering (Biomedical engineering, Computer engineering and design, Aerospace engineering)	**333**	32%



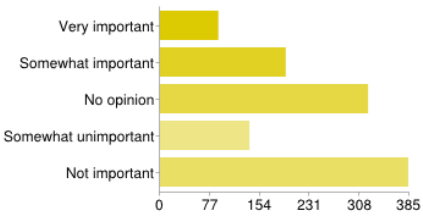
Entrepreneurship (Finance, Marketing, Hospitality, and Management)	**196**	19%
Exercise Science (Fitness and Wellness, Movement Sciences, Sports Psychology, Therapeutic Studies)	**247**	24%
International Studies (languages, cultures, arts, business)	**139**	14%
Language Immersion	**124**	12%
Museum Magnet (Partner with local museums)	**85**	8%
Natural Resource and Environmental Management	**95**	9%
STEAM (Science, Technology, Engineering, Arts, and Math)	**180**	18%
STEM (Science, Technology, Engineering, and Math)	**171**	17%
Technical Theatre	**121**	12%
Technology	**416**	41%
Visual and Graphic Arts	**352**	34%
Other	**166**	16%

People may select more than one checkbox, so percentages may add up to more than 100%.

If there is a magnet theme not listed above that you would be interested in, please use the space below to describe the theme.

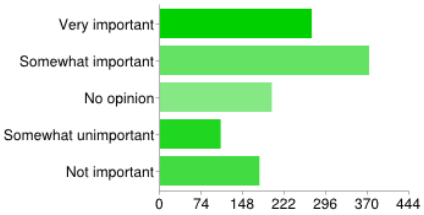
i would like a chance to work in musical theater this is not a theme but i think musical theater classes should be offered inside the performing arts categories | Robotics | Teaching- What I mean by teaching is like the adult who presents the material to the students. For example, Ms. Booth in 7th grade at Chapin Middle School. I would actually prefer to teach elementary schoolers or preschoolers because I like younger kids. | I would really enjoy a magnet theme geared toward being a teacher. | n/a | Musical Theatre and dance | education preparing kids to work in education to help students in the coming year | ...

If the district were to offer a Global Languages magnet, what languages do you think would be most important to offer? - Arabic



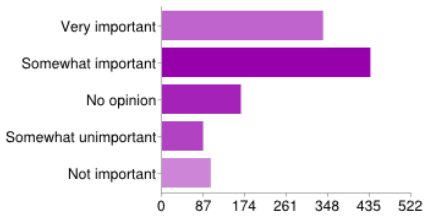
Very important	**90**	5%
Somewhat important	**194**	11%
No opinion	**321**	18%
Somewhat unimportant	**138**	8%
Not important	**383**	22%

If the district were to offer a Global Languages magnet, what languages do you think would be most important to offer? - Chinese



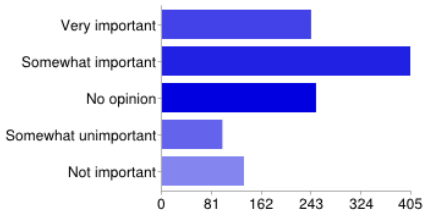
Very important	**270**	15%
Somewhat important	**372**	21%
No opinion	**199**	11%
Somewhat unimportant	**108**	6%
Not important	**177**	10%

If the district were to offer a Global Languages magnet, what languages do you think would be most important to offer? - French



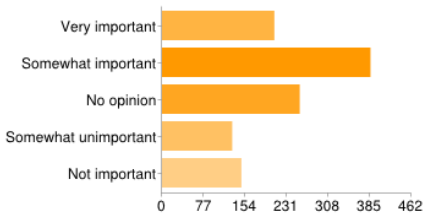
Very important	337	19%
Somewhat important	436	25%
No opinion	165	9%
Somewhat unimportant	86	5%
Not important	102	6%

If the district were to offer a Global Languages magnet, what languages do you think would be most important to offer? - German



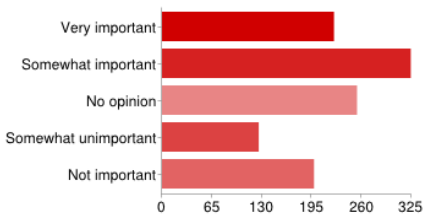
Very important	242	14%
Somewhat important	403	23%
No opinion	250	14%
Somewhat unimportant	98	6%
Not important	133	8%

If the district were to offer a Global Languages magnet, what languages do you think would be most important to offer? - Italian



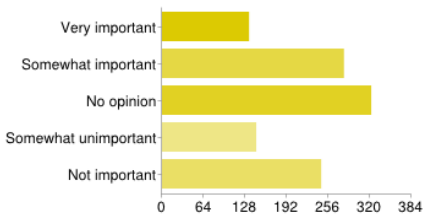
Very important	208	12%
Somewhat important	386	22%
No opinion	255	15%
Somewhat unimportant	130	7%
Not important	147	8%

If the district were to offer a Global Languages magnet, what languages do you think would be most important to offer? - Japanese



Very important	224	13%
Somewhat important	324	19%
No opinion	254	15%
Somewhat unimportant	126	7%
Not important	198	11%

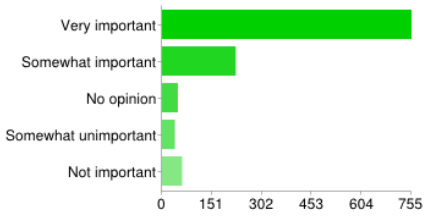
If the district were to offer a Global Languages magnet, what languages do you think would be most important to offer? - Russian



Very important	134	8%
Somewhat important	280	16%
No opinion	322	18%
Somewhat unimportant	145	8%
Not important	245	14%

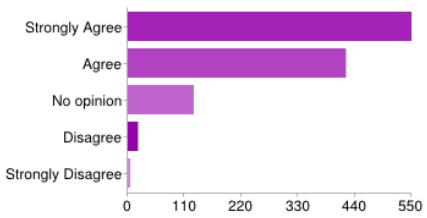
If the district were to offer a Global Languages magnet, what languages do you think would be most important to offer? - Spanish

Very important	755	43%
Somewhat important	223	13%
No opinion	48	3%



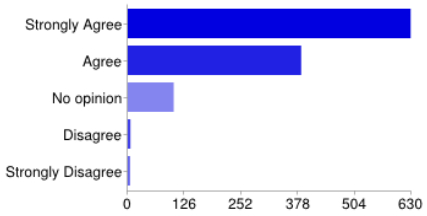
Somewhat unimportant	**39**	2%
Not important	**61**	3%

Please indicate the extent of your agreement with the following statements. - The district should provide multiple magnet opportunities.



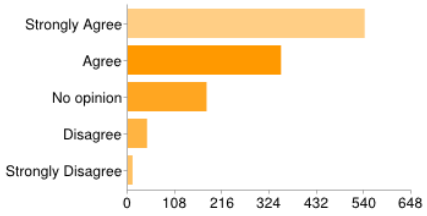
Strongly Agree	**550**	31%
Agree	**423**	24%
No opinion	**128**	7%
Disagree	**20**	1%
Strongly Disagree	**5**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programs offer new ways of learning.



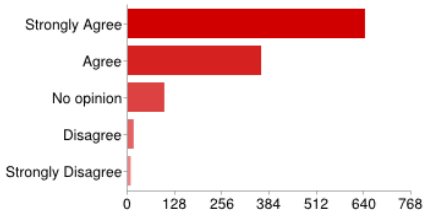
Strongly Agree	**628**	36%
Agree	**385**	22%
No opinion	**102**	6%
Disagree	**6**	0%
Strongly Disagree	**5**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programs will increase my interest in learning and attending school.



Strongly Agree	**541**	31%
Agree	**350**	20%
No opinion	**180**	10%
Disagree	**44**	3%
Strongly Disagree	**11**	1%

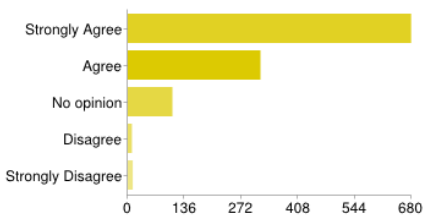
Please indicate the extent of your agreement with the following statements. - Magnet programs will help me explore careers.



Strongly Agree	**642**	37%
Agree	**361**	21%
No opinion	**99**	6%
Disagree	**16**	1%
Strongly Disagree	**8**	0%

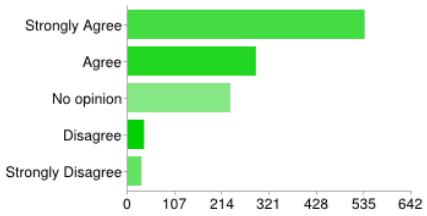
Please indicate the extent of your agreement with the following statements. - Magnet programs will help me prepare for college and a career.

Strongly Agree	**679**	39%
Agree	**318**	18%
No opinion	**107**	6%
Disagree	**10**	1%



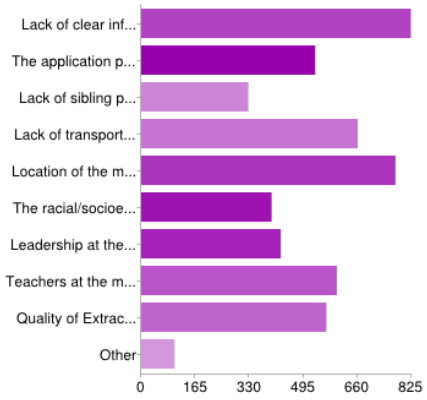
Strongly Disagree	**12**	1%

Please indicate the extent of your agreement with the following statements. - All magnet schools should have Gifted and Talented programming.



Strongly Agree	**536**	31%
Agree	**290**	17%
No opinion	**232**	13%
Disagree	**37**	2%
Strongly Disagree	**31**	2%

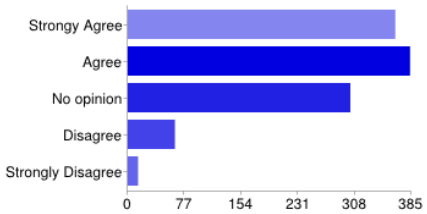
Please select the top five challenges or obstacles (other than the theme or focus) that would most likely prevent you from enrolling in a magnet school.



Lack of clear information about the theme and how it will be studied.	**823**	73%
The application process.	**531**	47%
Lack of sibling preference in admitting students.	**327**	29%
Lack of transportation provided by the district.	**661**	59%
Location of the magnet school.	**776**	69%
The racial/socioeconomic diversity of the magnet population.	**398**	35%
Leadership at the magnet school.	**426**	38%
Teachers at the magnet school.	**597**	53%
Quality of Extracurricular and Athletic Opportunities at the Magnet School.	**565**	50%
Other	**102**	9%

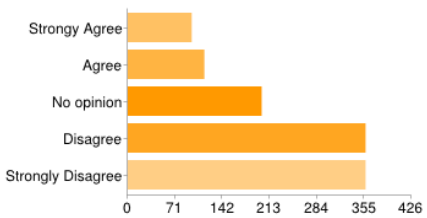
People may select more than one checkbox, so percentages may add up to more than 100%.

Please indicate the extend to which you agree or disagree with the following statements. - A magnet school theme will benefit the atmosphere at my school.



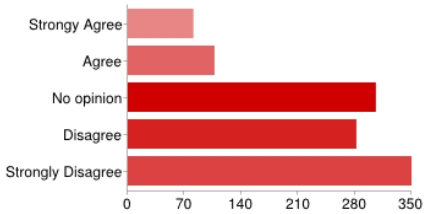
Strongy Agree	**363**	21%
Agree	**383**	22%
No opinion	**302**	17%
Disagree	**64**	4%
Strongly Disagree	**14**	1%

Please indicate the extend to which you agree or disagree with the following statements. - A magnet school will have no impact on my education.



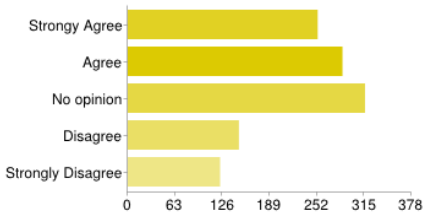
Strongy Agree	**96**	5%
Agree	**115**	7%
No opinion	**201**	11%
Disagree	**357**	20%
Strongly Disagree	**357**	20%

Please indicate the extend to which you agree or disagree with the following statements. - I would transfer to another school if my school becomes a magnet.



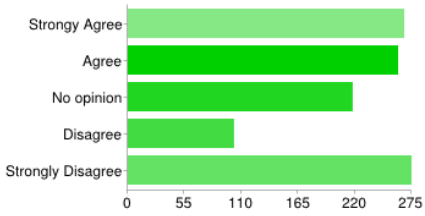
Strongy Agree	**81**	5%
Agree	**107**	6%
No opinion	**306**	18%
Disagree	**282**	16%
Strongly Disagree	**350**	20%

Please indicate the extend to which you agree or disagree with the following statements. - All children zoned for a school must be able to attend that school, regardless of whether it is a magnet.



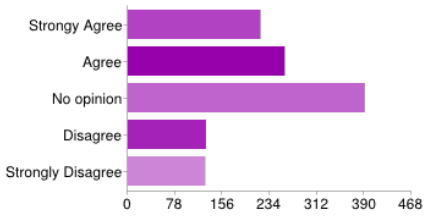
Strongy Agree	**253**	14%
Agree	**286**	16%
No opinion	**316**	18%
Disagree	**148**	8%
Strongly Disagree	**123**	7%

Please indicate the extend to which you agree or disagree with the following statements. - I would be interested in enrolling in a year-round school (three months of school/one month of vacation throughout the year).



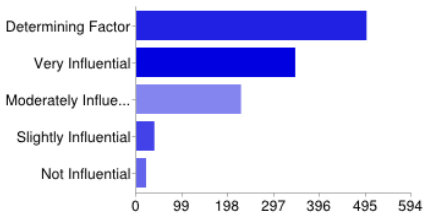
Strongy Agree	**268**	15%
Agree	**262**	15%
No opinion	**218**	12%
Disagree	**103**	6%
Strongly Disagree	**275**	16%

Please indicate the extend to which you agree or disagree with the following statements. - Afterschool and summer programming should be essential parts of a magnet theme.



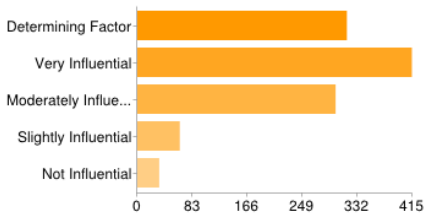
Strongy Agree	**219**	13%
Agree	**259**	15%
No opinion	**391**	22%
Disagree	**129**	7%
Strongly Disagree	**128**	7%

Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - My enthusiasm, interest, and abilities pertaining to the theme.



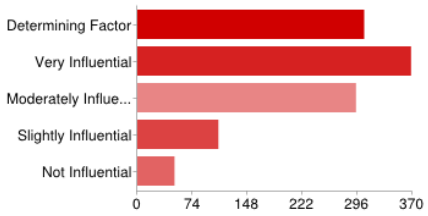
Determining Factor	**497**	28%
Very Influential	**343**	20%
Moderately Influential	**226**	13%
Slightly Influential	**39**	2%
Not Influential	**21**	1%

Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - The school's reputation for quality instruction.



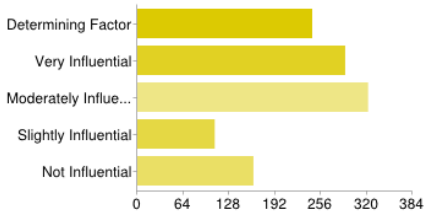
Determining Factor	**316**	18%
Very Influential	**414**	24%
Moderately Influential	**299**	17%
Slightly Influential	**64**	4%
Not Influential	**33**	2%

Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - The school's history of academic achievement.



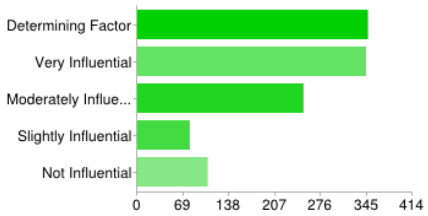
Determining Factor	**305**	17%
Very Influential	**368**	21%
Moderately Influential	**294**	17%
Slightly Influential	**109**	6%
Not Influential	**50**	3%

Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - Diversity of the student body.



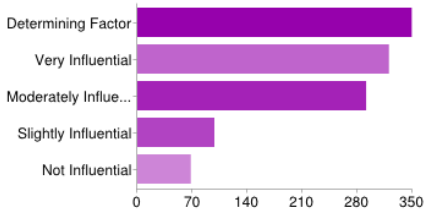
Determining Factor	**244**	14%
Very Influential	**290**	17%
Moderately Influential	**322**	18%
Slightly Influential	**108**	6%
Not Influential	**162**	9%

Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - Transportation by the district to/from the magnet school.



Determining Factor	**347**	20%
Very Influential	**344**	20%
Moderately Influential	**250**	14%
Slightly Influential	**79**	5%
Not Influential	**106**	6%

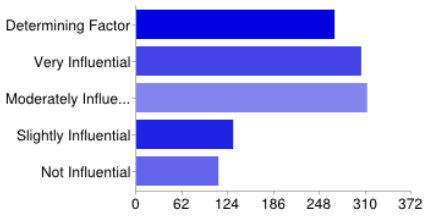
Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - The location of the magnet school.



Determining Factor	**349**	20%
Very Influential	**320**	18%
Moderately Influential	**291**	17%
Slightly Influential	**98**	6%
Not Influential	**68**	4%

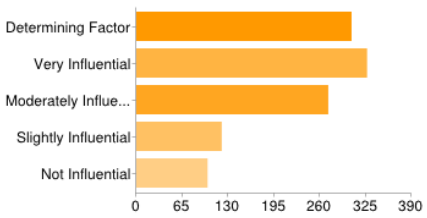
Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - Number of students in a class.

Determining Factor	**268**	15%
Very Influential	**304**	17%



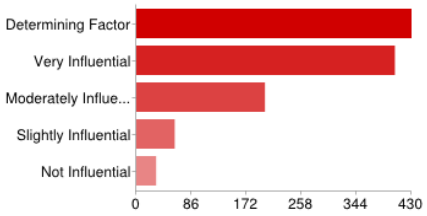
Moderately Influential	**312**	18%
Slightly Influential	**131**	7%
Not Influential	**111**	6%

Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - Afterschool opportunities and programs.



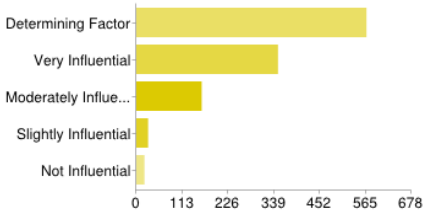
Determining Factor	**305**	17%
Very Influential	**327**	19%
Moderately Influential	**272**	16%
Slightly Influential	**121**	7%
Not Influential	**101**	6%

Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - Career development opportunities (internships, mentors, cooperative learning).



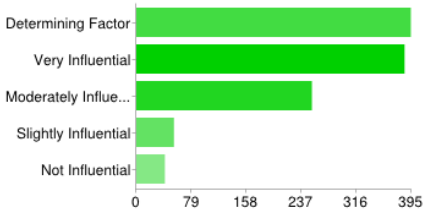
Determining Factor	**430**	25%
Very Influential	**404**	23%
Moderately Influential	**201**	11%
Slightly Influential	**60**	3%
Not Influential	**31**	2%

Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - The ability to seek and/or earn college credit while still in high school (AP/IB, dual enrollment)



Determining Factor	**567**	32%
Very Influential	**349**	20%
Moderately Influential	**161**	9%
Slightly Influential	**29**	2%
Not Influential	**20**	1%

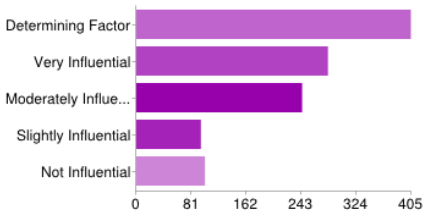
Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - The ability to study the theme throughout my education (K-12).



Determining Factor	**394**	23%
Very Influential	**385**	22%
Moderately Influential	**252**	14%
Slightly Influential	**54**	3%
Not Influential	**41**	2%

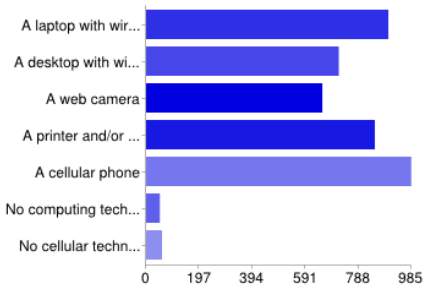
Please rate the influence of the following factors on your decision to enroll in a magnet program or school. - The number of my friends who are attending the magnet school.

Determining Factor	**404**	23%



Very Influential	**282**	16%
Moderately Influential	**244**	14%
Slightly Influential	**95**	5%
Not Influential	**101**	6%

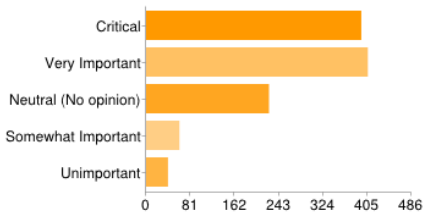
What kind of technology do you have at home available for your use?



A laptop with wireless or Internet connections	**899**	80%
A desktop with wireless or Internet Connections	**715**	63%
A web camera	**654**	58%
A printer and/or a scanner	**849**	75%
A cellular phone	**984**	87%
No computing technology (no laptop, desktop, web camera, printer or Internet connection)	**51**	5%
No cellular technology (no cell phone is available for my use).	**59**	5%

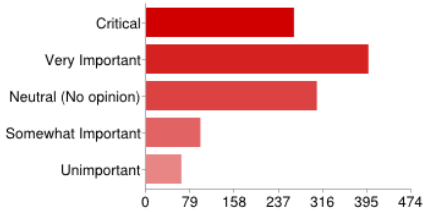
People may select more than one checkbox, so percentages may add up to more than 100%.

What factors should be considered in the application process to a magnet program? - My academic achievement record



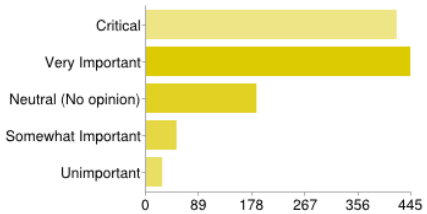
Critical	**394**	23%
Very Important	**406**	23%
Neutral (No opinion)	**225**	13%
Somewhat Important	**61**	3%
Unimportant	**40**	2%

What factors should be considered in the application process to a magnet program? - My attendance record



Critical	**264**	15%
Very Important	**397**	23%
Neutral (No opinion)	**305**	17%
Somewhat Important	**97**	6%
Unimportant	**63**	4%

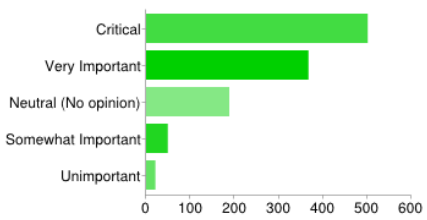
What factors should be considered in the application process to a magnet program? - My abilities and capacities



Critical	**420**	24%
Very Important	**443**	25%
Neutral (No opinion)	**185**	11%
Somewhat Important	**51**	3%
Unimportant	**27**	2%

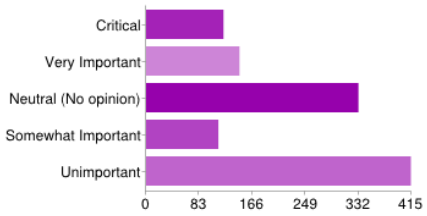
What factors should be considered in the application process to a magnet program? - My interest in the magnet theme

Critical	**501**	29%



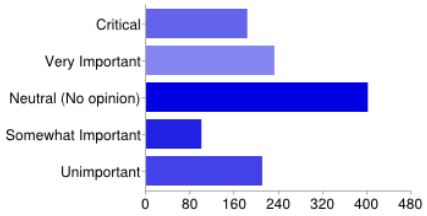
Very Important	**367**	21%
Neutral (No opinion)	**188**	11%
Somewhat Important	**49**	3%
Unimportant	**21**	1%

What factors should be considered in the application process to a magnet program? - Number of my brothers and/or sisters who would also attend the magnet



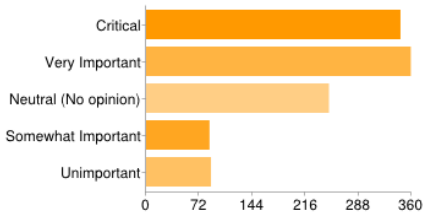
Critical	**121**	7%
Very Important	**146**	8%
Neutral (No opinion)	**332**	19%
Somewhat Important	**113**	6%
Unimportant	**414**	24%

What factors should be considered in the application process to a magnet program? - Ethnic and economic diversity of the school population



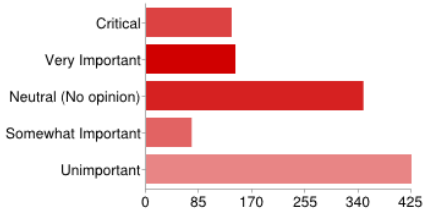
Critical	**183**	10%
Very Important	**232**	13%
Neutral (No opinion)	**401**	23%
Somewhat Important	**100**	6%
Unimportant	**210**	12%

What factors should be considered in the application process to a magnet program? - Ability of me or my parents or my guardians to provide transportation to/from school



Critical	**345**	20%
Very Important	**359**	21%
Neutral (No opinion)	**248**	14%
Somewhat Important	**86**	5%
Unimportant	**88**	5%

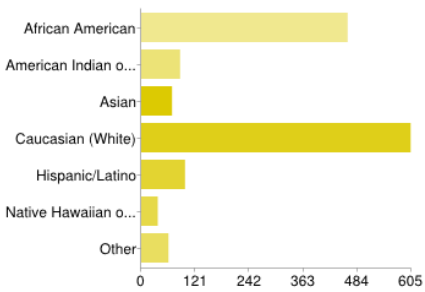
What factors should be considered in the application process to a magnet program? - No factors: admission should be lottery based (random selection)



Critical	**137**	8%
Very Important	**143**	8%
Neutral (No opinion)	**348**	20%
Somewhat Important	**73**	4%
Unimportant	**425**	24%

Please indicate your ethnicity.

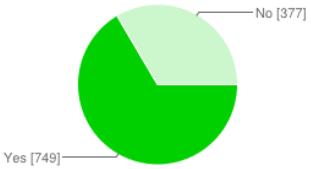
African American	**462**	42%
American Indian or Alaskan Native	**87**	8%



Asian	**69**	6%
Caucasian (White)	**603**	55%
Hispanic/Latino	**98**	9%
Native Hawaiian or Other Pacific Islander	**37**	3%
Other	**61**	6%

People may select more than one checkbox, so percentages may add up to more than 100%.

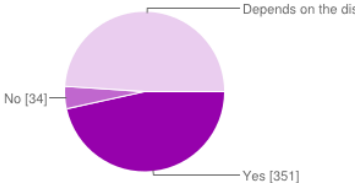
Could you drive your self or have someone provide transportation to/from a magnet school?



Yes	**749**	43%
No	**377**	22%

Transportation Options

Would you provide your own transportation or would your parent(s) or guardian(s) transport you to/from a magnet school?

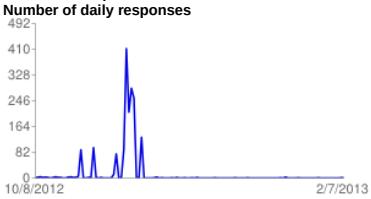


Yes	**351**	20%
No	**34**	2%
Depends on the distance	**369**	21%

End of Survey--Thank you

The district appreciates your willingness to share your opinions regarding magnet programs and schools.

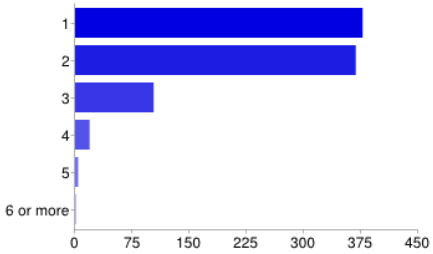
Number of responses without dates: 12
Number of daily responses



873 responses

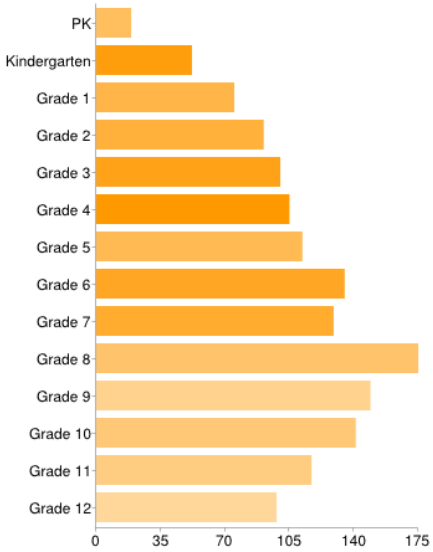
Summary See complete responses

How many children do you have enrolled in school(s) within the district?



1	**377**	43%
2	**368**	42%
3	**103**	12%
4	**19**	2%
5	**4**	0%
6 or more	**1**	0%

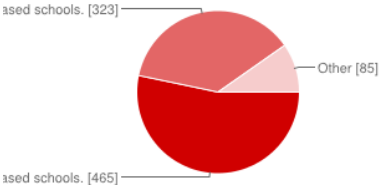
What grade level(s) will your child or your children attend in the 2013-2014 school year?



PK	**19**	2%
Kindergarten	**52**	6%
Grade 1	**75**	9%
Grade 2	**91**	10%
Grade 3	**100**	11%
Grade 4	**105**	12%
Grade 5	**112**	13%
Grade 6	**135**	15%
Grade 7	**129**	15%
Grade 8	**175**	20%
Grade 9	**149**	17%
Grade 10	**141**	16%
Grade 11	**117**	13%
Grade 12	**98**	11%

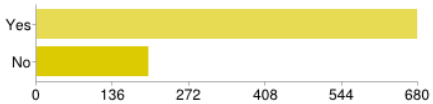
People may select more than one checkbox, so percentages may add up to more than 100%.

How familiar are you with the concept and structure of magnet or theme-based schools?



I am very familiar with magnet and theme-based schools.	**465**	53%
I am unfamiliar with magnet and theme-based schools.	**323**	37%
Other	**85**	10%

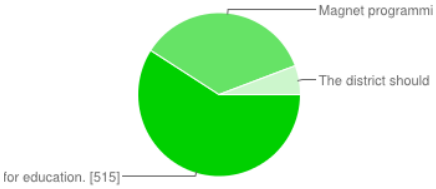
Would you be interested in receiving materials about magnet schools, attending an evening session about magnet schools, or receiving a webinar session about magnet schools?



Yes	**678**	78%
No	**199**	23%

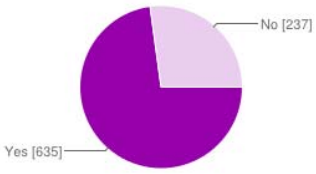
People may select more than one checkbox, so percentages may add up to more than 100%.

In your opinion, how important is it for District Five to offer magnet or theme-based schools?



Magnet programming is very important for education.	**515**	59%
Magnet programming is fun but not critical.	**307**	35%
The district should NOT offer magnet programs.	**50**	6%

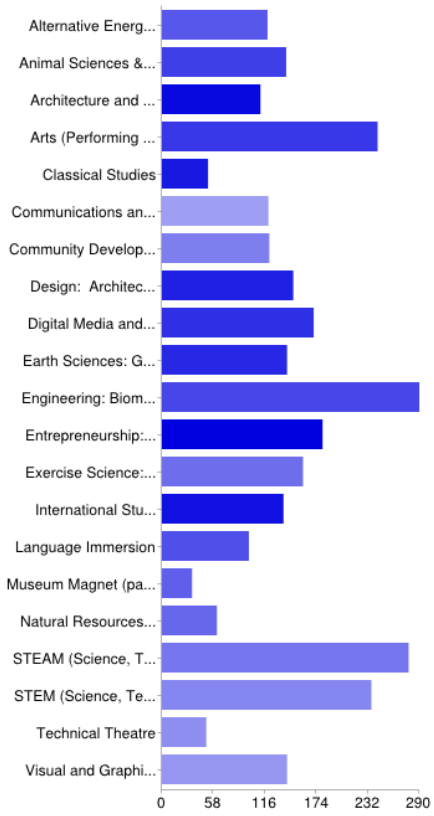
Would you encourage your child or children to enroll in a magnet school?



Yes	**635**	73%
No	**237**	27%

If you would encourage your child or children to enroll in a Magnet School...,

Please select the top five magnet themes which would appeal to your child(ren) and in which you would consider enrolling your child(ren).



Alternative Energy Technologies	**119**	19
Animal Sciences & Agricultural Studies	**140**	22
Architecture and Civil Design	**111**	18
Arts (Performing Arts)	**243**	38
Classical Studies	**52**	8
Communications and Broadcast Arts	**120**	19
Community Development: Citizenship, Government, Leadership, Urban planning, Community service	**121**	19
Design: Architecture, Interior, Landscape, Industrial, Fashion, and Graphics	**148**	23
Digital Media and Design	**171**	27
Earth Sciences: Geology, Geography, Marine studies, Climatology, Meteorology	**141**	22
Engineering: Biomedical engineering, Computer engineering and design, Aerospace engineering	**290**	46
Entrepreneurship: Finance, Marketing, Hospitality, and Management	**181**	29
Exercise Science: Fitness and Wellness, Movement Sciences, Sports Psychology, Therapeutic Studies	**159**	25
International Studies (languages, cultures, arts, business)	**137**	22
Language Immersion	**98**	15
Museum Magnet (partner with local museums)	**34**	5
Natural Resources and Environmental Management	**62**	10
STEAM (Science, Technology, Engineering, Arts, and Math)	**278**	44
STEM (Science, Technology, Engineering, and Math)	**236**	37
Technical Theatre	**50**	8
Visual and Graphic Arts	**141**	22

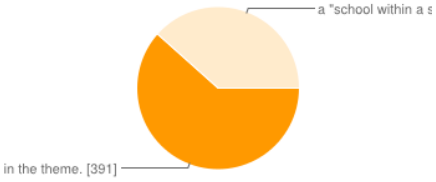
People may select more than one checkbox, so percentages may add up to more than 100%.

If there is a magnet theme not listed above that you would be interested in for your child, please use the space below to describe the theme.

Academically Gifted at the Middle School level (similiar to Escolares) Health Sciences Inquiry Where highly qualified teachers with a constructivist philosophy of teaching and learning provide a learning environment where thinking processes are valued as much as skills in all subject areas. This type of instruction allows children to compete in the world because they know how to think and create, and not just regurgitate facts and figures. One that

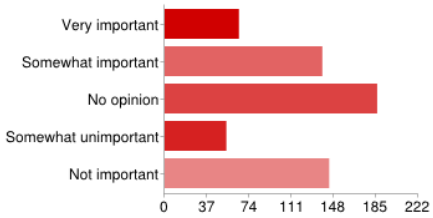
does not include IB | School for Inquiry | Healthcare (including medicine, business/organizational structure, informatics) | I answered that I would encour ...

Would you be more interested in encouraging your child to attend



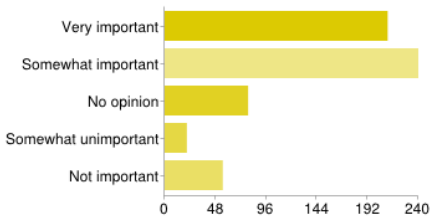
a "whole school magnet" where all students and all subjects participate in the theme.	**391**	
a "school within a school" magnet where only some students and some teachers participate in the theme.	**244**	

If the district were to offer a Global Languages magnet school, what languages other than English should be offered? - Arabic



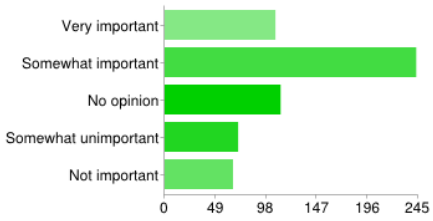
Very important	**65**	7%
Somewhat important	**138**	16%
No opinion	**186**	21%
Somewhat unimportant	**54**	6%
Not important	**144**	16%

If the district were to offer a Global Languages magnet school, what languages other than English should be offered? - Chinese



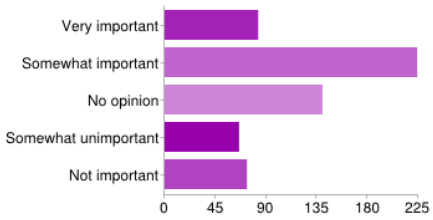
Very important	**211**	24%
Somewhat important	**240**	27%
No opinion	**79**	9%
Somewhat unimportant	**21**	2%
Not important	**55**	6%

If the district were to offer a Global Languages magnet school, what languages other than English should be offered? - French



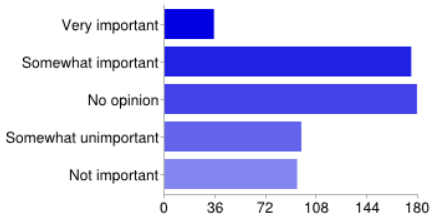
Very important	**107**	12%
Somewhat important	**243**	28%
No opinion	**112**	13%
Somewhat unimportant	**71**	8%
Not important	**66**	8%

If the district were to offer a Global Languages magnet school, what languages other than English should be offered? - German



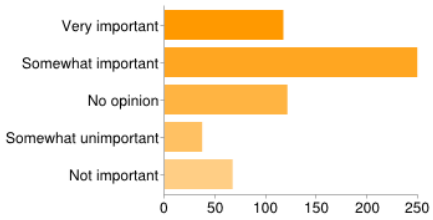
Very important	**83**	10%
Somewhat important	**224**	26%
No opinion	**140**	16%
Somewhat unimportant	**66**	8%
Not important	**73**	8%

If the district were to offer a Global Languages magnet school, what languages other than English should be offered? - Italian



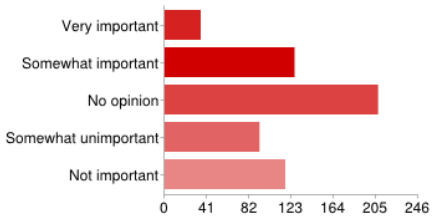
Very important	**35**	4%
Somewhat important	**175**	20%
No opinion	**179**	21%
Somewhat unimportant	**97**	11%
Not important	**94**	11%

If the district were to offer a Global Languages magnet school, what languages other than English should be offered? - Japanese



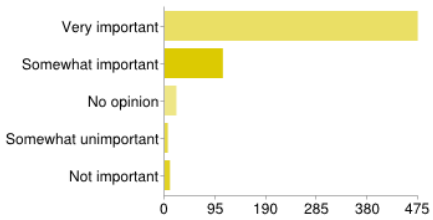
Very important	**117**	13%
Somewhat important	**249**	29%
No opinion	**121**	14%
Somewhat unimportant	**37**	4%
Not important	**67**	8%

If the district were to offer a Global Languages magnet school, what languages other than English should be offered? - Russian



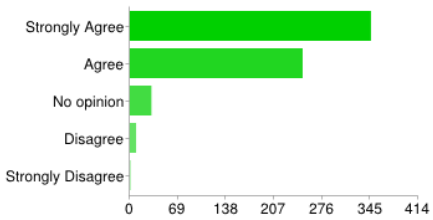
Very important	**35**	4%
Somewhat important	**126**	14%
No opinion	**207**	24%
Somewhat unimportant	**92**	11%
Not important	**117**	13%

If the district were to offer a Global Languages magnet school, what languages other than English should be offered? - Spanish



Very important	**474**	54%
Somewhat important	**109**	12%
No opinion	**22**	3%
Somewhat unimportant	**6**	1%
Not important	**10**	1%

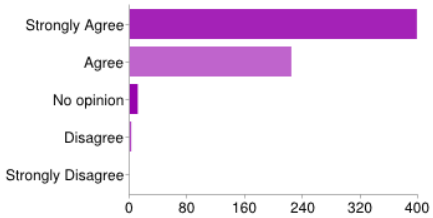
Please indicate the extent of your agreement with the following statements. - The district should provide multiple magnet opportunities for students.



Strongly Agree	**346**	40%
Agree	**248**	28%
No opinion	**31**	4%
Disagree	**9**	1%
Strongly Disagree	**1**	0%

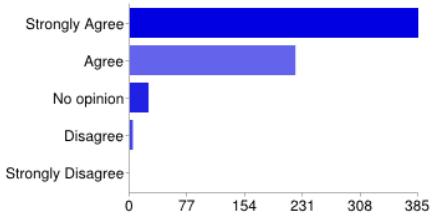
Please indicate the extent of your agreement with the following statements. - Magnet programs offer students new ways to learn.

Strongly Agree	**398**	46%
Agree	**224**	26%



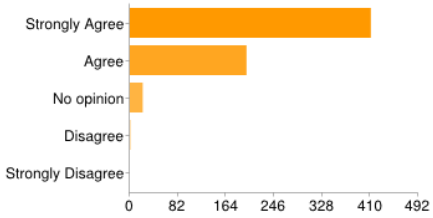
No opinion	**11**	1%
Disagree	**2**	0%
Strongly Disagree	**0**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programs improve a child's interest in learning and attending school.



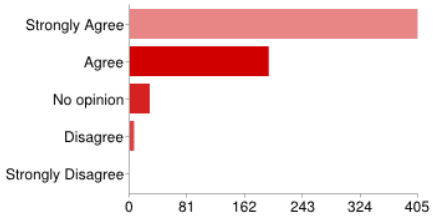
Strongly Agree	**385**	44%
Agree	**221**	25%
No opinion	**25**	3%
Disagree	**4**	0%
Strongly Disagree	**0**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programs help a child explore career opportunities.



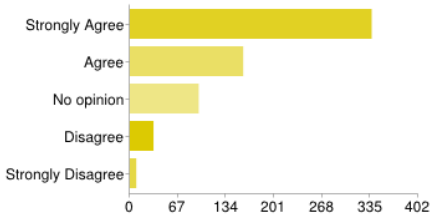
Strongly Agree	**411**	47%
Agree	**199**	23%
No opinion	**22**	3%
Disagree	**1**	0%
Strongly Disagree	**0**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programs help a child prepare for college and a career.



Strongly Agree	**404**	46%
Agree	**195**	22%
No opinion	**28**	3%
Disagree	**6**	1%
Strongly Disagree	**0**	0%

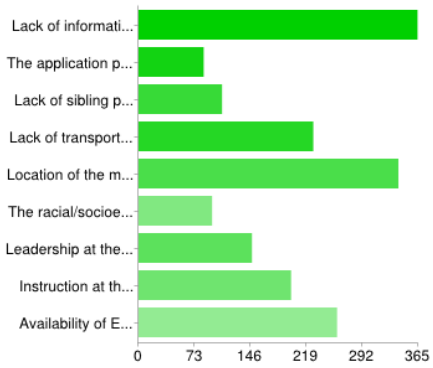
Please indicate the extent of your agreement with the following statements. - Magnet schools should have Gifted and Talented programming.



Strongly Agree	**337**	39%
Agree	**158**	18%
No opinion	**96**	11%
Disagree	**33**	4%
Strongly Disagree	**9**	1%

Please select the top three obstacles or challenges that would prevent you from enrolling your child(ren) in a magnet school.

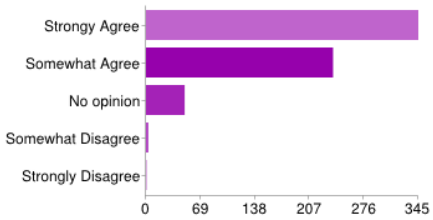
Lack of information about the theme and curriculum	**364**	57%
The application process	**85**	13%



Lack of sibling preference in admitting students	**109**	17%
Lack of transportation provided by the district	**228**	36%
Location of the magnet school	**339**	53%
The racial/socioeconomic diversity of the magnet school population	**96**	15%
Leadership at the magnet school	**148**	23%
Instruction at the magnet school	**199**	31%
Availability of Extracurricular and Athletic Opportunities at the Magnet School	**259**	41%

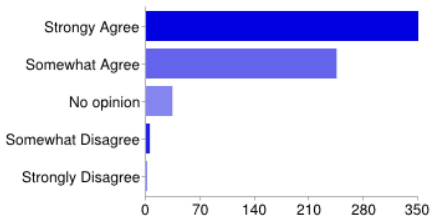
People may select more than one checkbox, so percentages may add up to more than 100%.

Please indicate the extend to which you agree or disagree with the following statements. - A magnet school curricula will benefit a school's atmosphere.



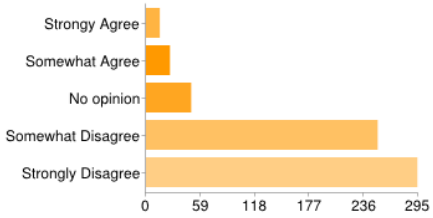
Strongy Agree	**345**	40%
Somewhat Agree	**237**	27%
No opinion	**49**	6%
Somewhat Disagree	**3**	0%
Strongly Disagree	**1**	0%

Please indicate the extend to which you agree or disagree with the following statements. - A theme-based integrated curriculum will improve a child's motivation.



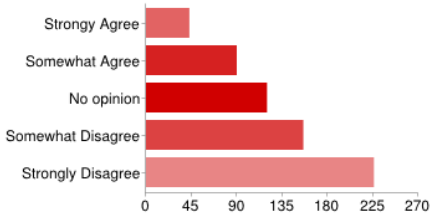
Strongy Agree	**350**	40%
Somewhat Agree	**245**	28%
No opinion	**34**	4%
Somewhat Disagree	**5**	1%
Strongly Disagree	**1**	0%

Please indicate the extend to which you agree or disagree with the following statements. - A magnet school has no impact on a child's education.



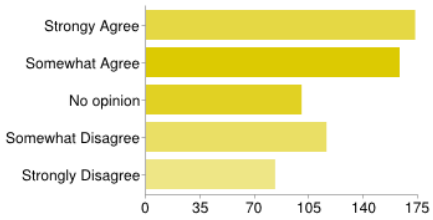
Strongy Agree	**15**	2%
Somewhat Agree	**26**	3%
No opinion	**49**	6%
Somewhat Disagree	**251**	29%
Strongly Disagree	**294**	34%

Please indicate the extend to which you agree or disagree with the following statements. - I would consider transferring my child to another school if my child's zoned school becomes a magnet.



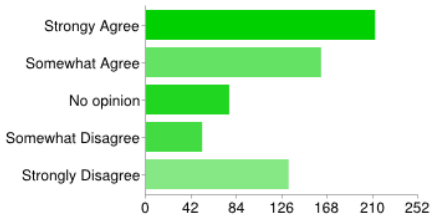
Strongy Agree	**43**	5%
Somewhat Agree	**90**	10%
No opinion	**120**	14%
Somewhat Disagree	**156**	18%
Strongly Disagree	**226**	26%

Please indicate the extend to which you agree or disagree with the following statements. - All children zoned for a school must be able to attend that school, regardless of whether it is a magnet.



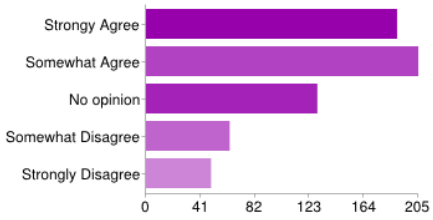
Strongy Agree	**173**	20%
Somewhat Agree	**163**	19%
No opinion	**100**	11%
Somewhat Disagree	**116**	13%
Strongly Disagree	**83**	10%

Please indicate the extend to which you agree or disagree with the following statements. - I would be interested in enrolling my child in a year-round school (3 months of school; 1 month of vacation cycle through the year).



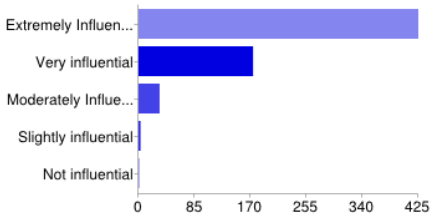
Strongy Agree	**212**	24%
Somewhat Agree	**162**	19%
No opinion	**77**	9%
Somewhat Disagree	**52**	6%
Strongly Disagree	**132**	15%

Please indicate the extend to which you agree or disagree with the following statements. - Afterschool and summer programming should be essential parts of a magnet curriculum.



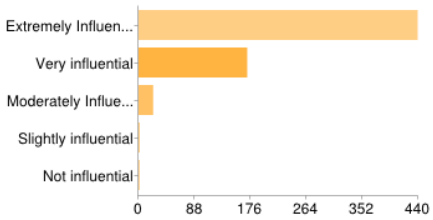
Strongy Agree	**189**	22%
Somewhat Agree	**205**	23%
No opinion	**129**	15%
Somewhat Disagree	**63**	7%
Strongly Disagree	**49**	6%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - My child's enthusiasm, interest, and abilities pertaining to the theme.



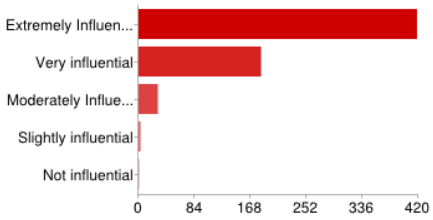
Extremely Influential	**425**	49%
Very influential	**174**	20%
Moderately Influential	**32**	4%
Slightly influential	**3**	0%
Not influential	**1**	0%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - The school's reputation for quality instruction.



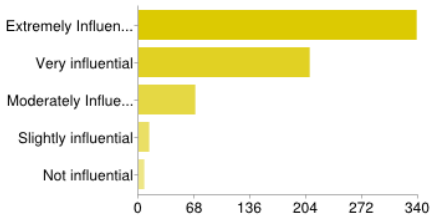
Extremely Influential	**439**	50%
Very influential	**171**	20%
Moderately Influential	**23**	3%
Slightly influential	**1**	0%
Not influential	**1**	0%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - The selected theme of the magnet.



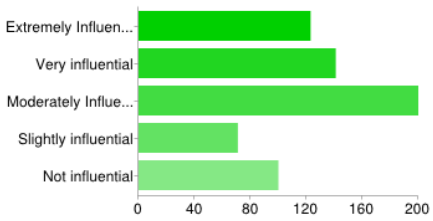
Extremely Influential	**418**	48%
Very influential	**184**	21%
Moderately Influential	**29**	3%
Slightly influential	**3**	0%
Not influential	**1**	0%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - The school's history of academic achievement.



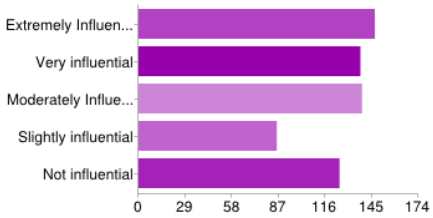
Extremely Influential	**338**	39%
Very influential	**208**	24%
Moderately Influential	**69**	8%
Slightly influential	**13**	1%
Not influential	**7**	1%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - Diversity of the student population.



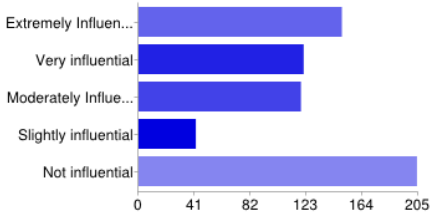
Extremely Influential	**123**	14%
Very influential	**141**	16%
Moderately Influential	**200**	23%
Slightly influential	**71**	8%
Not influential	**100**	11%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - Transportation by the district to/from the magnet school.



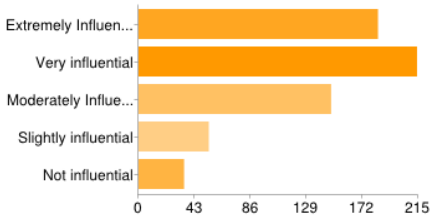
Extremely Influential	**147**	17%
Very influential	**138**	16%
Moderately Influential	**139**	16%
Slightly influential	**86**	10%
Not influential	**125**	14%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - Ability to send all my children to the same magnet school.



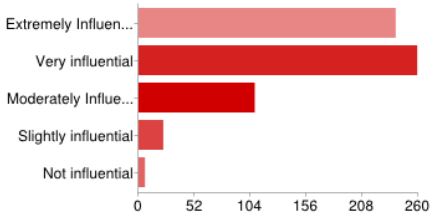
Extremely Influential	**149**	17%
Very influential	**121**	14%
Moderately Influential	**119**	14%
Slightly influential	**42**	5%
Not influential	**204**	23%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - The location of the magnet school.



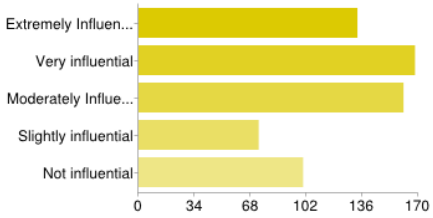
Extremely Influential	**184**	21%
Very influential	**214**	25%
Moderately Influential	**148**	17%
Slightly influential	**54**	6%
Not influential	**35**	4%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - Number of students in a class.



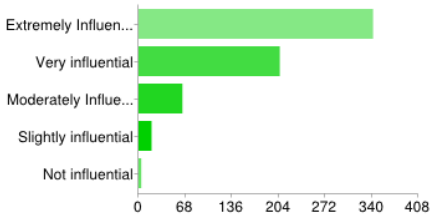
Extremely Influential	**239**	27%
Very influential	**259**	30%
Moderately Influential	**108**	12%
Slightly influential	**23**	3%
Not influential	**6**	1%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - Summer and/or after-school opportunities and programming.



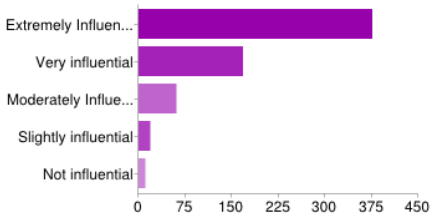
Extremely Influential	**133**	15%
Very influential	**168**	19%
Moderately Influential	**161**	18%
Slightly influential	**73**	8%
Not influential	**100**	11%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - Career development opportunities (internships, mentors, cooperative learning, SAT/ACT preparation, college admissions and financial aid applications assistance).



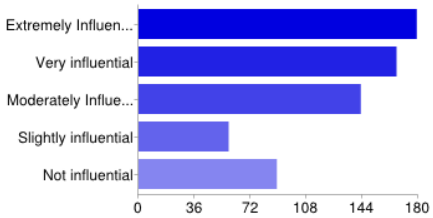
Extremely Influential	**342**	39%
Very influential	**206**	24%
Moderately Influential	**64**	7%
Slightly influential	**19**	2%
Not influential	**4**	0%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - The ability to earn or seek college credit while still in high school (through AP or dual enrollment).



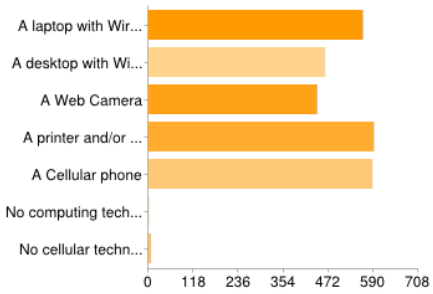
Extremely Influential	**376**	43%
Very influential	**168**	19%
Moderately Influential	**61**	7%
Slightly influential	**19**	2%
Not influential	**11**	1%

Please rate the influence of the following factors on your decision on enrolling your child(ren) in a magnet program. - The ability of my child to stay enrolled in the same magnet theme through K-12 (start in elementary and continue through graduation).



Extremely Influential	**179**	21%
Very influential	**166**	19%
Moderately Influential	**143**	16%
Slightly influential	**58**	7%
Not influential	**89**	10%

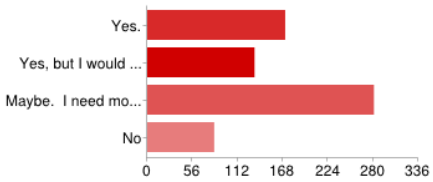
What kind of technology do you have at home for your child's use?



A laptop with Wireless or Internet Connections	**563**	89%
A desktop with Wireless or Internet Connections	**464**	73%
A Web Camera	**443**	70%
A printer and/or scanner	**592**	93%
A Cellular phone	**588**	93%
No computing technology (no laptop, desktop, web camera, printer or Internet connection)	**1**	0%
No cellular technology (no cell phone is available for my child's use).	**7**	1%

People may select more than one checkbox, so percentages may add up to more than 100%.

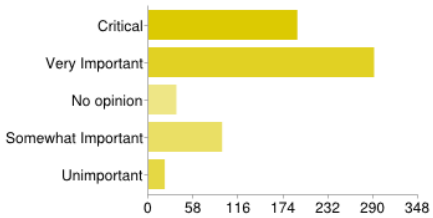
Would you be interested in volunteering at the magnet school?



Yes.	**171**	27%
Yes, but I would need a flexible format (for example, online parent chat or mentoring)	**133**	21%
Maybe. I need more information about opportunities.	**281**	44%
No	**83**	13%

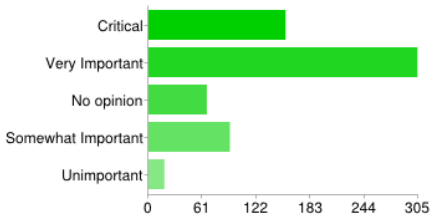
People may select more than one checkbox, so percentages may add up to more than 100%.

What factors should be considered in the application process to a magnet program? - Child's academic achievement record



Critical	**192**	22%
Very Important	**291**	33%
No opinion	**36**	4%
Somewhat Important	**95**	11%
Unimportant	**21**	2%

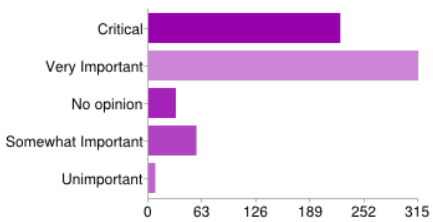
What factors should be considered in the application process to a magnet program? - Child's attendance record



Critical	**155**	18%
Very Important	**304**	35%
No opinion	**66**	8%
Somewhat Important	**92**	11%
Unimportant	**18**	2%

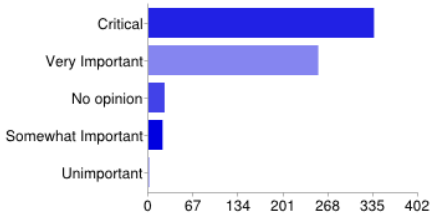
What factors should be considered in the application process to a magnet program? - Child's abilities and capacities

Critical	**224**	26%



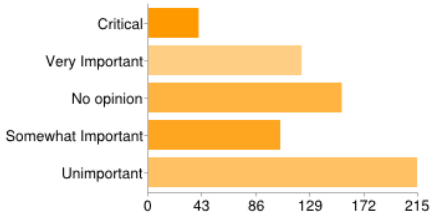
Very Important	**315**	36%
No opinion	**32**	4%
Somewhat Important	**56**	6%
Unimportant	**8**	1%

What factors should be considered in the application process to a magnet program? - Child's interest in the magnet



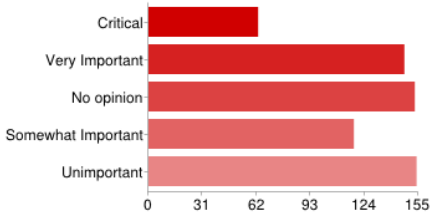
Critical	**336**	38%
Very Important	**253**	29%
No opinion	**24**	3%
Somewhat Important	**21**	2%
Unimportant	**1**	0%

What factors should be considered in the application process to a magnet program? - Number of sibling who would also attend the magnet



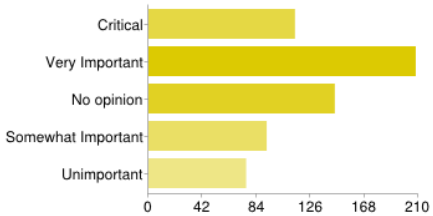
Critical	**40**	5%
Very Important	**122**	14%
No opinion	**154**	18%
Somewhat Important	**105**	12%
Unimportant	**214**	25%

What factors should be considered in the application process to a magnet program? - Ethnic and socioeconomic diverity of the school population



Critical	**63**	7%
Very Important	**147**	17%
No opinion	**153**	18%
Somewhat Important	**118**	14%
Unimportant	**154**	18%

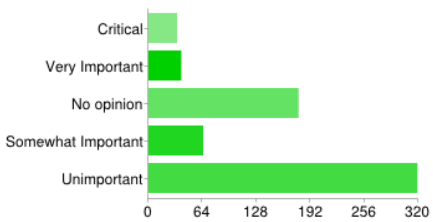
What factors should be considered in the application process to a magnet program? - Ability of parents or guardians to provide transportation to and from school



Critical	**114**	13%
Very Important	**208**	24%
No opinion	**145**	17%
Somewhat Important	**92**	11%
Unimportant	**76**	9%

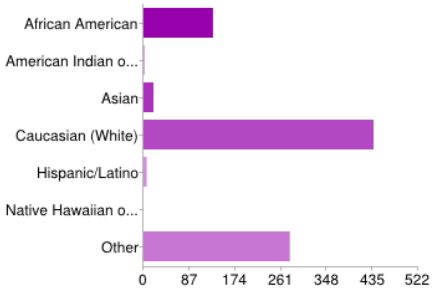
What factors should be considered in the application process to a magnet program? - No factors: admission should be lottery based (random selection)

Critical	**34**	4%
Very Important	**39**	4%



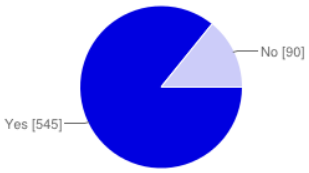
No opinion	**178**	20%
Somewhat Important	**65**	7%
Unimportant	**319**	37%

Some grant programs for magnet schools are designed to encourage diversity among the student population. For data purposes, would you please let us know your ethnicity?



African American	**132**	15%
American Indian or Alaskan Native	**1**	0%
Asian	**19**	2%
Caucasian (White)	**437**	50%
Hispanic/Latino	**6**	1%
Native Hawaiian or Other Pacific Islander	**0**	0%
Other	**278**	32%

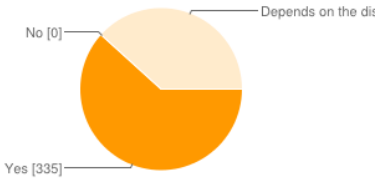
Could you provide transportation for your child to/from a magnet school?



Yes	**545**	62%
No	**90**	10%

Transportation Options

Would you provide transportation for your child to/from a magnet school?

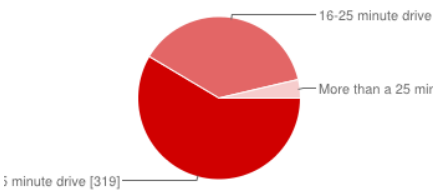


Yes	**335**	38%
No	**0**	0%
Depends on the distance	**208**	24%

Transportation Distance

How far are you willing to transport your child(ren) to/from a magnet school each day?

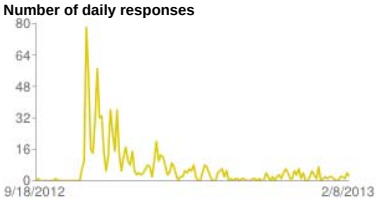
5-15 minute drive	**319**	37%
16-25 minute drive	**206**	24%
More than a 25 minute drive.	**20**	2%



End of Survey--Thank you

The school district and staff appreciate your willingness to answer these questions. Thank you!

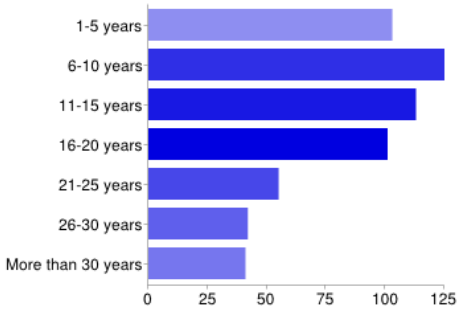
Number of daily responses



581 responses

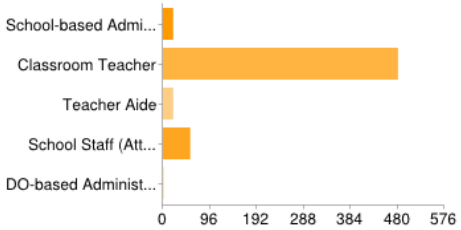
Summary See complete responses

How long have you been working in K-12 education?



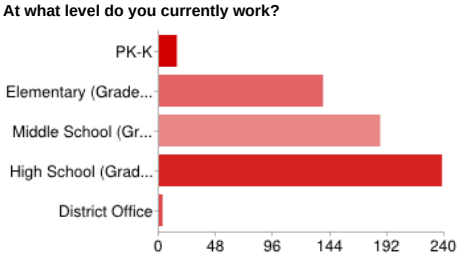
1-5 years	**103**	18%
6-10 years	**125**	22%
11-15 years	**113**	19%
16-20 years	**101**	17%
21-25 years	**55**	9%
26-30 years	**42**	7%
More than 30 years	**41**	7%

Please indicate your current role in the district.



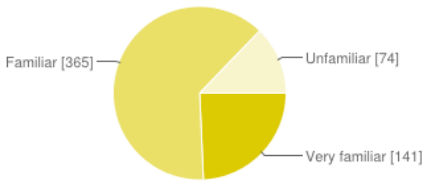
School-based Administrator	**21**	4%
Classroom Teacher	**481**	83%
Teacher Aide	**21**	4%
School Staff (Attendance, Counselor, Nurse)	**56**	10%
DO-based Administrator	**1**	0%

At what level do you currently work?



PK-K	**15**	3%
Elementary (Grades 1-5)	**138**	24%
Middle School (Grades 6-8)	**186**	32%
High School (Grades 9-12)	**238**	41%
District Office	**3**	1%

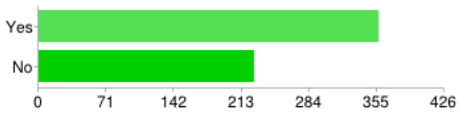
How familiar are you with the concept and structure of magnet or theme-based schools?



Very familiar	**141**	24%
Familiar	**365**	63%
Unfamiliar	**74**	13%

Would you be interested in receiving materials about magnet schools, attending an evening session about magnet schools, or listening to a webinar about magnet schools?

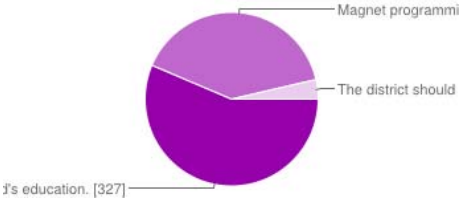
Yes	**357**	62%



No	**226**	39%

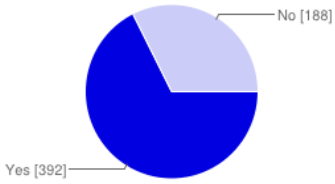
People may select more than one checkbox, so percentages may add up to more than 100%.

In your opinion, how important is it for District Five to offer magnet programs to its students?



Magnet programming is very important for a child's education.	**327**	56%
Magnet programming is fun but not critical.	**232**	40%
The district should NOT offer magnet programs.	**21**	4%

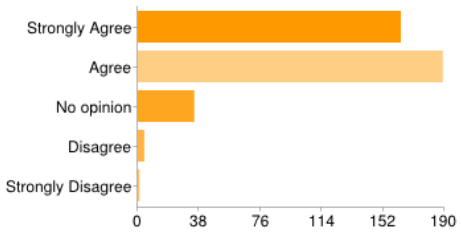
Would you wish to work in a magnet school?



Yes	**392**	67%
No	**188**	32%

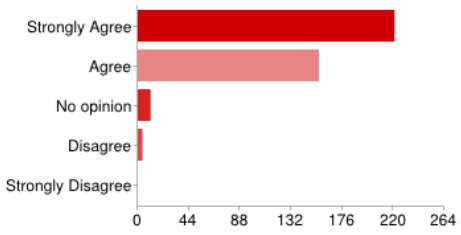
If you would like to work in a magnet school, please answer the following questions

Please indicate the extent of your agreement with the following statements. - The district should provide multiple magnet opportunities for students.



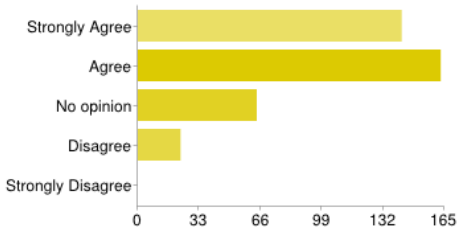
Strongly Agree	**163**	28%
Agree	**189**	33%
No opinion	**35**	6%
Disagree	**4**	1%
Strongly Disagree	**1**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programming offer students new ways to learn and to integrate learning.



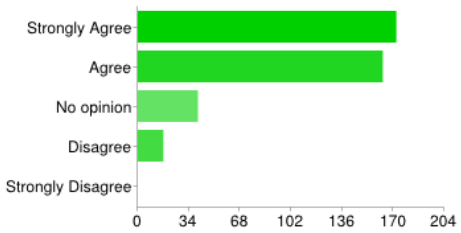
Strongly Agree	**221**	38%
Agree	**156**	27%
No opinion	**11**	2%
Disagree	**4**	1%
Strongly Disagree	**0**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programming will increase a teacher's interest in teaching.



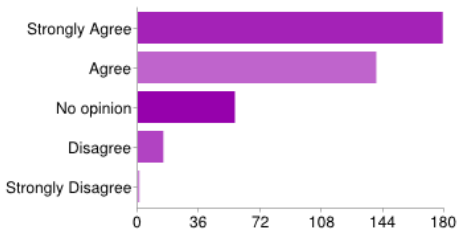
Strongly Agree	**142**	24%
Agree	**163**	28%
No opinion	**64**	11%
Disagree	**23**	4%
Strongly Disagree	**0**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programming will help me improve my awareness of career opportunities available to students.



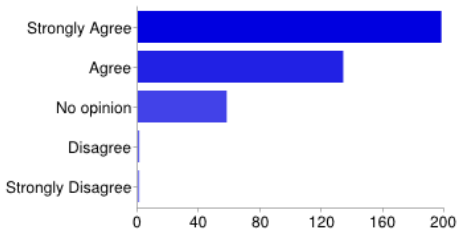
Strongly Agree	**172**	30%
Agree	**163**	28%
No opinion	**40**	7%
Disagree	**17**	3%
Strongly Disagree	**0**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programming will help me learn new ways to teach my subject matter.



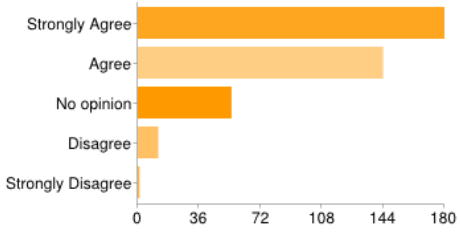
Strongly Agree	**179**	31%
Agree	**140**	24%
No opinion	**57**	10%
Disagree	**15**	3%
Strongly Disagree	**1**	0%

Please indicate the extent of your agreement with the following statements. - I would be an excellent teacher in a magnet school.



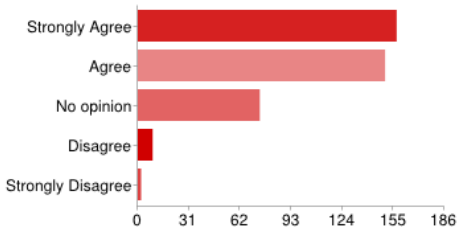
Strongly Agree	**198**	34%
Agree	**134**	23%
No opinion	**58**	10%
Disagree	**1**	0%
Strongly Disagree	**1**	0%

Please indicate the extent of your agreement with the following statements. - Magnet programming will improve my ability to integrate my subject matter with other subjects.



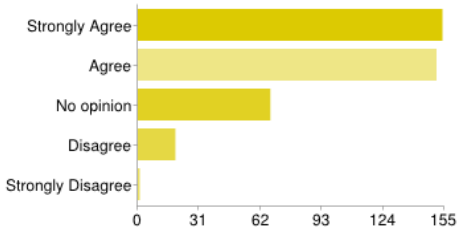
Strongly Agree	**180**	31%
Agree	**144**	25%
No opinion	**55**	9%
Disagree	**12**	2%
Strongly Disagree	**1**	0%

Please indicate the extent of your agreement with the following statements. - I can integrate my subject matter easily into any magnet theme.



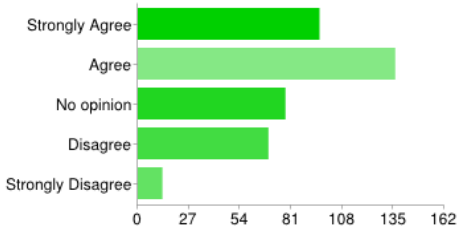
Strongly Agree	**157**	27%
Agree	**150**	26%
No opinion	**74**	13%
Disagree	**9**	2%
Strongly Disagree	**2**	0%

Please indicate the extent of your agreement with the following statements. - I would be comfortable teaching in a magnet school now.



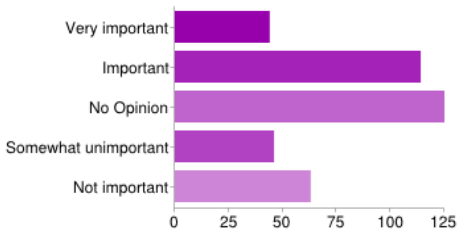
Strongly Agree	**154**	27%
Agree	**151**	26%
No opinion	**67**	12%
Disagree	**19**	3%
Strongly Disagree	**1**	0%

Please indicate the extent of your agreement with the following statements. - I would need professional development before I would agree to teach in a magnet school.



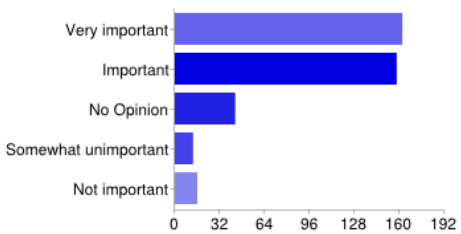
Strongly Agree	**96**	17%
Agree	**136**	23%
No opinion	**78**	13%
Disagree	**69**	12%
Strongly Disagree	**13**	2%

If the district were to offer a Global Languages magnet, what languages other than English do you think would be most important to offer? - Arabic



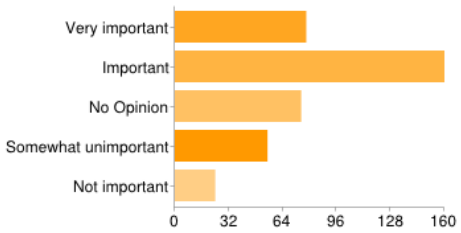
Very important	**44**	8%
Important	**114**	20%
No Opinion	**125**	22%
Somewhat unimportant	**46**	8%
Not important	**63**	11%

If the district were to offer a Global Languages magnet, what languages other than English do you think would be most important to offer? - Chinese



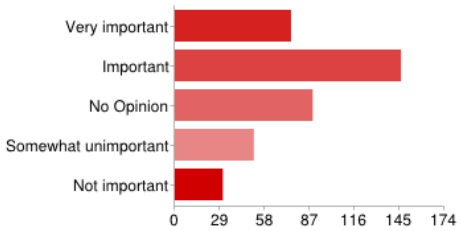
Very important	**162**	28%
Important	**158**	27%
No Opinion	**43**	7%
Somewhat unimportant	**13**	2%
Not important	**16**	3%

If the district were to offer a Global Languages magnet, what languages other than English do you think would be most important to offer? - French



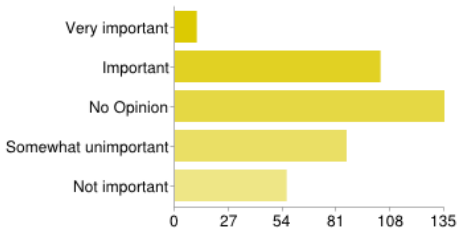
Very important	**78**	13%
Important	**160**	28%
No Opinion	**75**	13%
Somewhat unimportant	**55**	9%
Not important	**24**	4%

If the district were to offer a Global Languages magnet, what languages other than English do you think would be most important to offer? - German



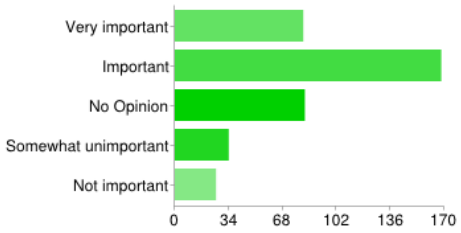
Very important	**75**	13%
Important	**146**	25%
No Opinion	**89**	15%
Somewhat unimportant	**51**	9%
Not important	**31**	5%

If the district were to offer a Global Languages magnet, what languages other than English do you think would be most important to offer? - Italian



Very important	**11**	2%
Important	**103**	18%
No Opinion	**135**	23%
Somewhat unimportant	**86**	15%
Not important	**56**	10%

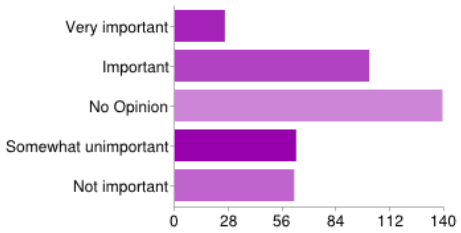
If the district were to offer a Global Languages magnet, what languages other than English do you think would be most important to offer? - Japanese



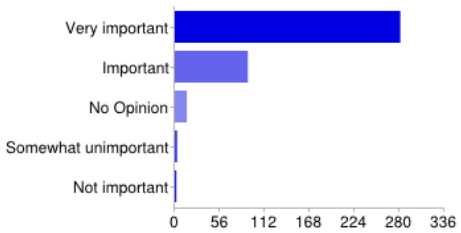
Very important	**81**	14%
Important	**168**	29%
No Opinion	**82**	14%
Somewhat unimportant	**34**	6%
Not important	**26**	4%

If the district were to offer a Global Languages magnet, what languages other than English do you think would be most important to offer? - Russian

Very important	**26**	4%
Important	**101**	17%
No Opinion	**139**	24%
Somewhat unimportant	**63**	11%
Not important	**62**	11%

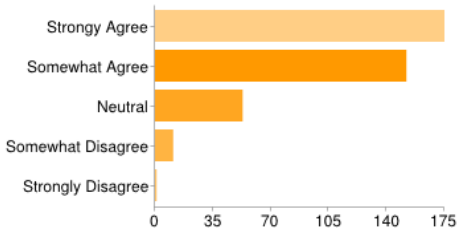


If the district were to offer a Global Languages magnet, what languages other than English do you think would be most important to offer? - Spanish



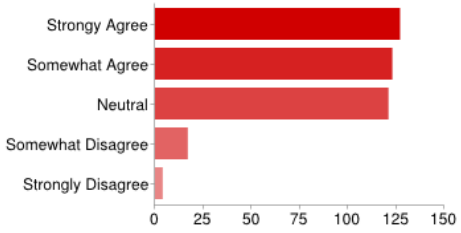
Very important	**281**	48%
Important	**91**	16%
No Opinion	**15**	3%
Somewhat unimportant	**3**	1%
Not important	**2**	0%

Please indicate the extend to which you agree or disagree with the following statements. - A magnet school curricula will benefit the culture of my school.



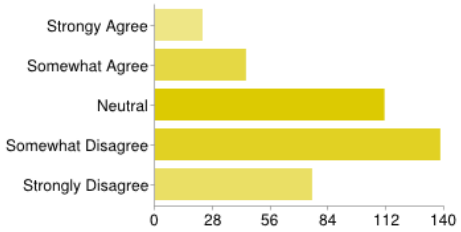
Strongy Agree	**175**	30%
Somewhat Agree	**152**	26%
Neutral	**53**	9%
Somewhat Disagree	**11**	2%
Strongly Disagree	**1**	0%

Please indicate the extend to which you agree or disagree with the following statements. - A magnet school will improve my motivation.



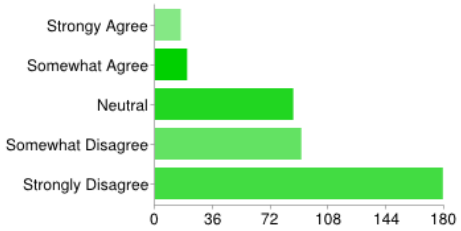
Strongy Agree	**127**	22%
Somewhat Agree	**123**	21%
Neutral	**121**	21%
Somewhat Disagree	**17**	3%
Strongly Disagree	**4**	1%

Please indicate the extend to which you agree or disagree with the following statements. - A magnet school will have no impact on my teaching skills.



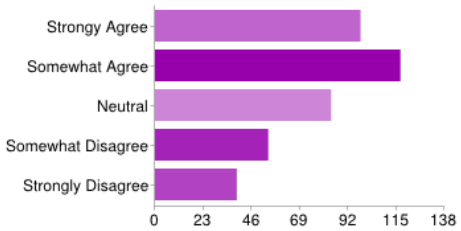
Strongy Agree	**23**	4%
Somewhat Agree	**44**	8%
Neutral	**111**	19%
Somewhat Disagree	**138**	24%
Strongly Disagree	**76**	13%

Please indicate the extend to which you agree or disagree with the following statements. - I would consider transferring to another school if my current school becomes a magnet.



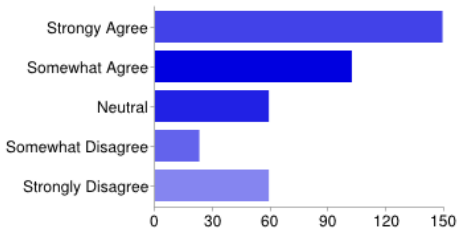
Strongy Agree	**16**	3%
Somewhat Agree	**20**	3%
Neutral	**86**	15%
Somewhat Disagree	**91**	16%
Strongly Disagree	**179**	31%

Please indicate the extend to which you agree or disagree with the following statements. - All children zoned for a school must be able to attend that school, regardless of whether it is a magnet.



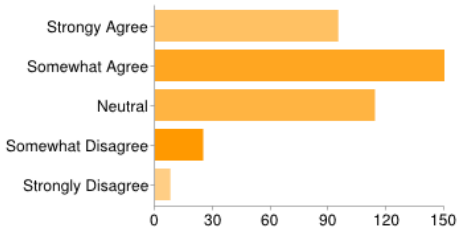
Strongy Agree	**98**	17%
Somewhat Agree	**117**	20%
Neutral	**84**	14%
Somewhat Disagree	**54**	9%
Strongly Disagree	**39**	7%

Please indicate the extend to which you agree or disagree with the following statements. - I would be interested in teaching in a year-round school (three months in school, one month on vacation throughout the year).



Strongy Agree	**149**	26%
Somewhat Agree	**102**	18%
Neutral	**59**	10%
Somewhat Disagree	**23**	4%
Strongly Disagree	**59**	10%

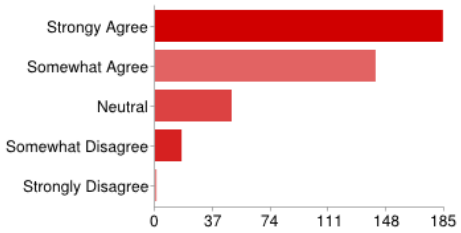
Please indicate the extend to which you agree or disagree with the following statements. - Afterschool and summer programming should be essential parts of a magnet curriculum.



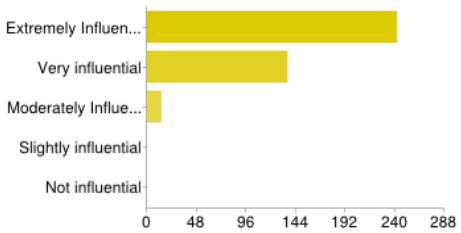
Strongy Agree	**95**	16%
Somewhat Agree	**150**	26%
Neutral	**114**	20%
Somewhat Disagree	**25**	4%
Strongly Disagree	**8**	1%

Please indicate the extend to which you agree or disagree with the following statements. - Teachers in a magnet school would need more planning time to integrate the theme into subject matter.

Strongy Agree	**184**	32%
Somewhat Agree	**141**	24%
Neutral	**49**	8%
Somewhat Disagree	**17**	3%
Strongly Disagree	**1**	0%

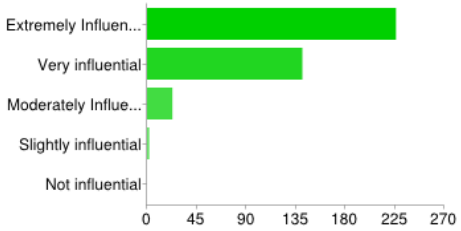


Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - The child's enthusiasm, interest, and abilities pertaining to the theme



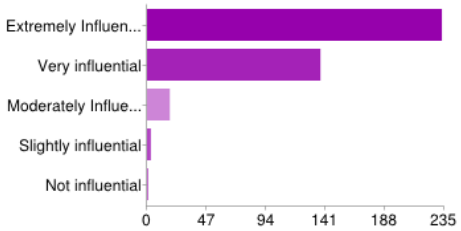
Extremely Influential	**242**	42%
Very influential	**136**	23%
Moderately Influential	**14**	2%
Slightly influential	**0**	0%
Not influential	**0**	0%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - The school's reputation for quality instruction.



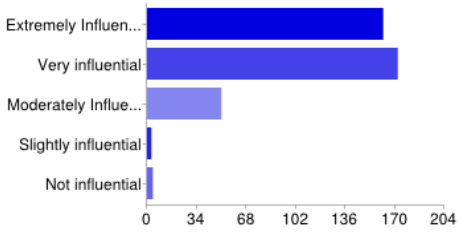
Extremely Influential	**226**	39%
Very influential	**141**	24%
Moderately Influential	**23**	4%
Slightly influential	**2**	0%
Not influential	**0**	0%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - The selected theme of the magnet



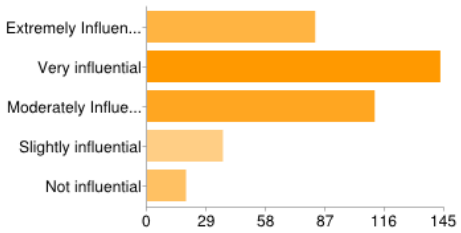
Extremely Influential	**233**	40%
Very influential	**137**	24%
Moderately Influential	**18**	3%
Slightly influential	**3**	1%
Not influential	**1**	0%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - The school's history of academic achievement



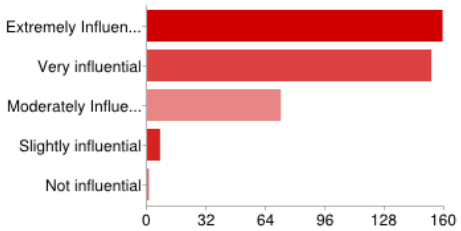
Extremely Influential	**162**	28%
Very influential	**172**	30%
Moderately Influential	**51**	9%
Slightly influential	**3**	1%
Not influential	**4**	1%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - Diversity of the student population



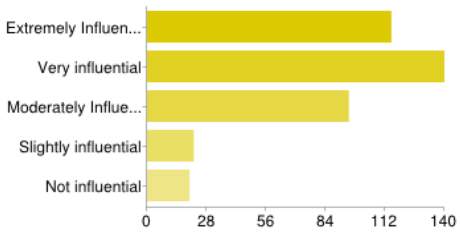
Extremely Influential	**82**	14%
Very influential	**143**	25%
Moderately Influential	**111**	19%
Slightly influential	**37**	6%
Not influential	**19**	3%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - The availability of transportation by the district to/from the magnet school



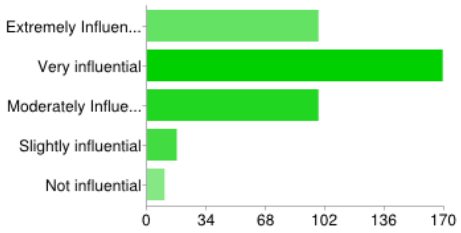
Extremely Influential	**159**	27%
Very influential	**153**	26%
Moderately Influential	**72**	12%
Slightly influential	**7**	1%
Not influential	**1**	0%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - Ability to send all children in the same family to the same magnet school



Extremely Influential	**115**	20%
Very influential	**140**	24%
Moderately Influential	**95**	16%
Slightly influential	**22**	4%
Not influential	**20**	3%

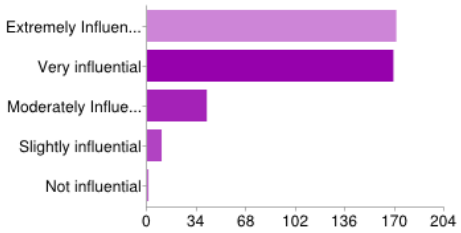
Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - The location of the magnet school



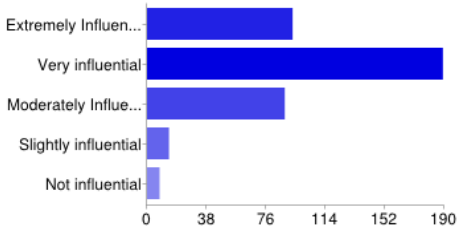
Extremely Influential	**98**	17%
Very influential	**169**	29%
Moderately Influential	**98**	17%
Slightly influential	**17**	3%
Not influential	**10**	2%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - Number of students in a class

Extremely Influential	**171**	29%
Very influential	**169**	29%
Moderately Influential	**41**	7%
Slightly influential	**10**	2%
Not influential	**1**	0%

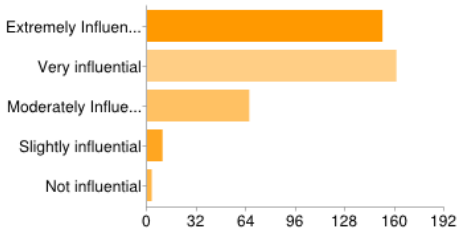


Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - Afterschool opportunities and programs



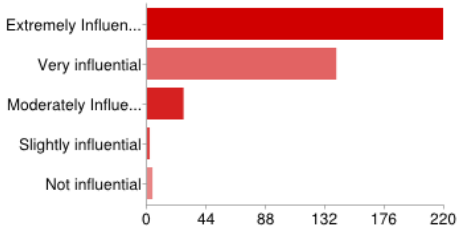
Extremely Influential	**93**	16%
Very influential	**189**	33%
Moderately Influential	**88**	15%
Slightly influential	**14**	2%
Not influential	**8**	1%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - Career development opportunities (internships, mentors, cooperative learning)



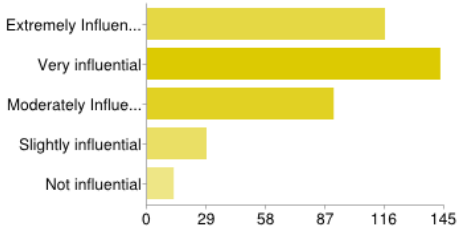
Extremely Influential	**152**	26%
Very influential	**161**	28%
Moderately Influential	**66**	11%
Slightly influential	**10**	2%
Not influential	**3**	1%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - The ability to seek or earn college credit while still in high school through dual enrollment or Advanced Placement.



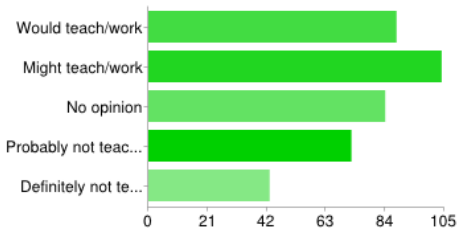
Extremely Influential	**219**	38%
Very influential	**140**	24%
Moderately Influential	**27**	5%
Slightly influential	**2**	0%
Not influential	**4**	1%

Please rate the influence you believe the following factors would have on a student's and/or a parent's decision on enrolling a child(ren) in a magnet program. - The ability of a child to stay enrolled in the same magnet through K-12 (start in elementary and continue through graduation)



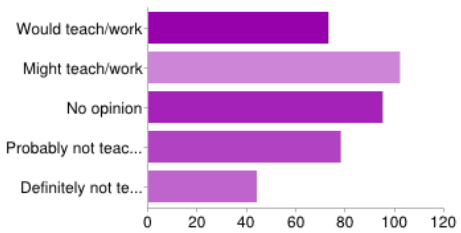
Extremely Influential	**116**	20%
Very influential	**143**	25%
Moderately Influential	**91**	16%
Slightly influential	**29**	5%
Not influential	**13**	2%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Alternative Energy Technologies



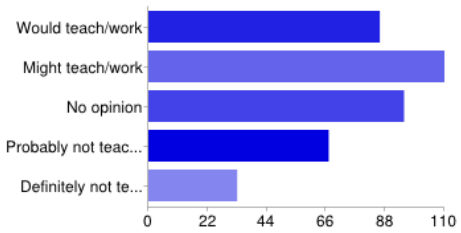
Would teach/work	**88**	15%
Might teach/work	**104**	18%
No opinion	**84**	14%
Probably not teach/work	**72**	12%
Definitely not teach/work	**43**	7%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Animal Sciences & Agricultural Studies



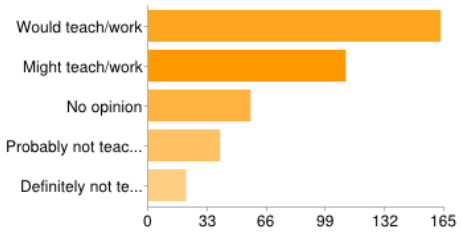
Would teach/work	**73**	13%
Might teach/work	**102**	18%
No opinion	**95**	16%
Probably not teach/work	**78**	13%
Definitely not teach/work	**44**	8%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Architecture and Civil Design



Would teach/work	**86**	15%
Might teach/work	**110**	19%
No opinion	**95**	16%
Probably not teach/work	**67**	12%
Definitely not teach/work	**33**	6%

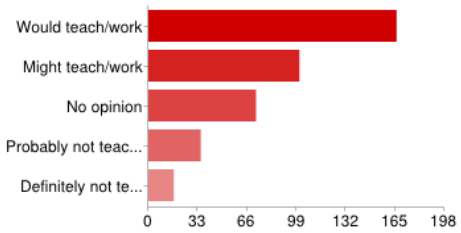
Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Arts (Performing Arts)



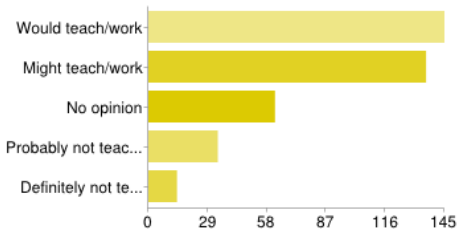
Would teach/work	**163**	28%
Might teach/work	**110**	19%
No opinion	**57**	10%
Probably not teach/work	**40**	7%
Definitely not teach/work	**21**	4%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Classical Studies (Liberal Arts)

Would teach/work	**166**	29%
Might teach/work	**101**	17%
No opinion	**72**	12%
Probably not teach/work	**35**	6%
Definitely not teach/work	**17**	3%

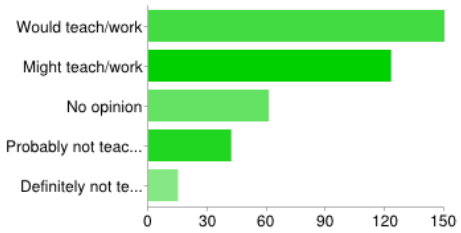


Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Communications and Broadcast Arts



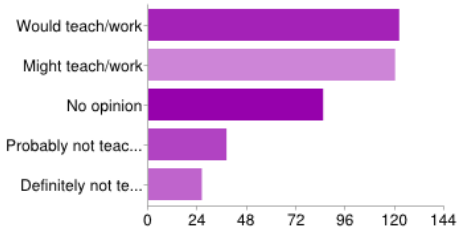
Would teach/work	**145**	25%
Might teach/work	**136**	23%
No opinion	**62**	11%
Probably not teach/work	**34**	6%
Definitely not teach/work	**14**	2%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Community Development (Citizenship, Government, Leadership, Urban planning, Community service)



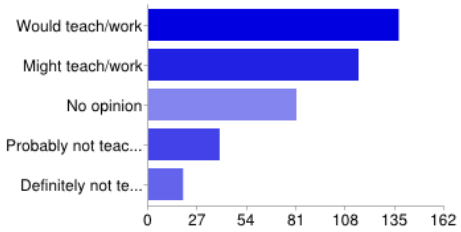
Would teach/work	**150**	26%
Might teach/work	**123**	21%
No opinion	**61**	10%
Probably not teach/work	**42**	7%
Definitely not teach/work	**15**	3%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Design (Architecture, Interior, Landscape, Industrial, Fashion, Graphic)



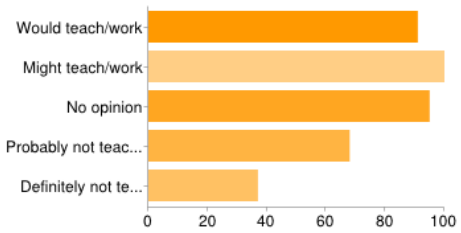
Would teach/work	**122**	21%
Might teach/work	**120**	21%
No opinion	**85**	15%
Probably not teach/work	**38**	7%
Definitely not teach/work	**26**	4%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Digital Media and Design



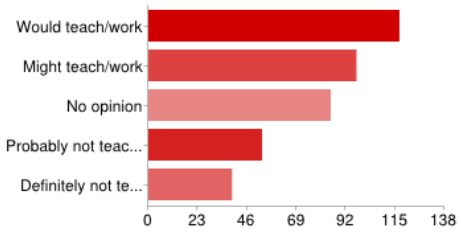
Would teach/work	**137**	24%
Might teach/work	**115**	20%
No opinion	**81**	14%
Probably not teach/work	**39**	7%
Definitely not teach/work	**19**	3%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Earth Sciences (Climatology, Geography, Geology, Marine Studies, and Meteorology)



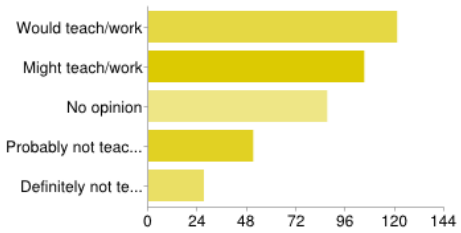
Would teach/work	**91**	16%
Might teach/work	**100**	17%
No opinion	**95**	16%
Probably not teach/work	**68**	12%
Definitely not teach/work	**37**	6%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Engineering (Biomedical, Computer, Aerospace)



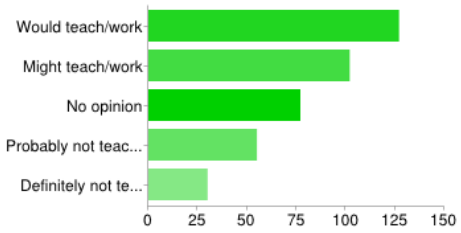
Would teach/work	**117**	20%
Might teach/work	**97**	17%
No opinion	**85**	15%
Probably not teach/work	**53**	9%
Definitely not teach/work	**39**	7%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Entrepreneurship (Finance, Marketing, Hospitality, and Management)



Would teach/work	**121**	21%
Might teach/work	**105**	18%
No opinion	**87**	15%
Probably not teach/work	**51**	9%
Definitely not teach/work	**27**	5%

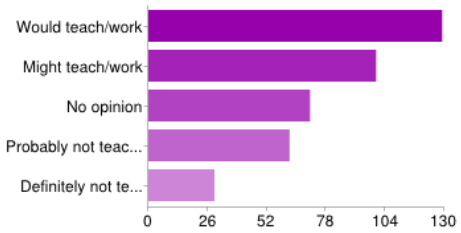
Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Exercise Science (Fitness and Wellness, Movement Sciences, Sports Psychology, Therapeutic Studies)



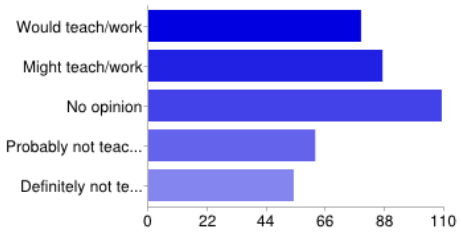
Would teach/work	**127**	22%
Might teach/work	**102**	18%
No opinion	**77**	13%
Probably not teach/work	**55**	9%
Definitely not teach/work	**30**	5%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - International Studies (languages, world cultures, global arts, international business)

Would teach/work	**129**	22%
Might teach/work	**100**	17%
No opinion	**71**	12%
Probably not teach/work	**62**	11%
Definitely not teach/work	**29**	5%

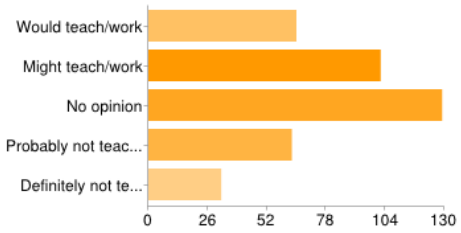


Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Language Immersion



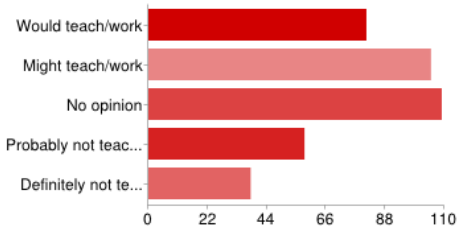
Would teach/work	**79**	14%
Might teach/work	**87**	15%
No opinion	**109**	19%
Probably not teach/work	**62**	11%
Definitely not teach/work	**54**	9%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Museum Magnet



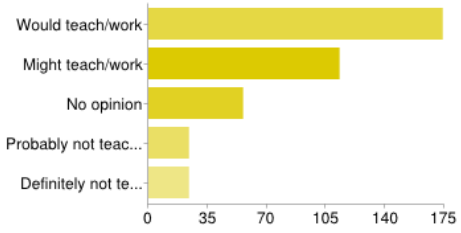
Would teach/work	**65**	11%
Might teach/work	**102**	18%
No opinion	**129**	22%
Probably not teach/work	**63**	11%
Definitely not teach/work	**32**	6%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Natural Resource and Environmental Management



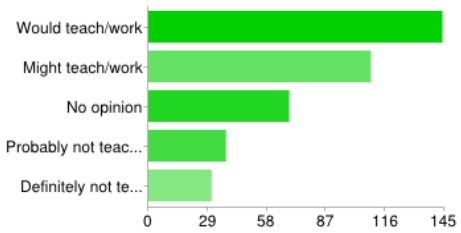
Would teach/work	**81**	14%
Might teach/work	**105**	18%
No opinion	**109**	19%
Probably not teach/work	**58**	10%
Definitely not teach/work	**38**	7%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - STEAM (science, technology, engineering, arts, and math)



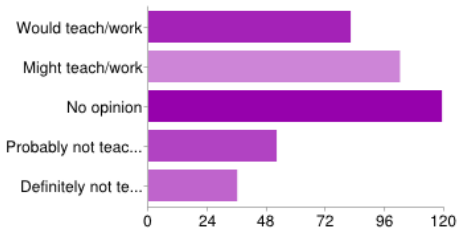
Would teach/work	**174**	30%
Might teach/work	**113**	19%
No opinion	**56**	10%
Probably not teach/work	**24**	4%
Definitely not teach/work	**24**	4%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - STEM (science, technology, engineering, and math)



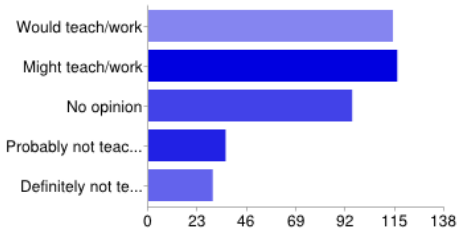
Would teach/work	**144**	25%
Might teach/work	**109**	19%
No opinion	**69**	12%
Probably not teach/work	**38**	7%
Definitely not teach/work	**31**	5%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Technical Theatre



Would teach/work	**82**	14%
Might teach/work	**102**	18%
No opinion	**119**	20%
Probably not teach/work	**52**	9%
Definitely not teach/work	**36**	6%

Please rate the following magnet themes on their level of appeal to you as a teacher, staff member, or administrator. - Visual and Graphic Arts



Would teach/work	**114**	20%
Might teach/work	**116**	20%
No opinion	**95**	16%
Probably not teach/work	**36**	6%
Definitely not teach/work	**30**	5%

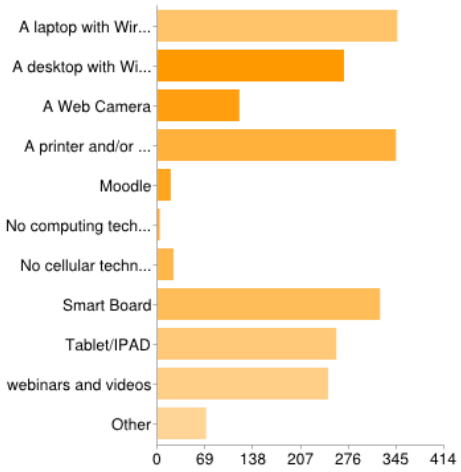
If there is a magnet theme not listed above that you would be interested in, please use the space below to describe the theme.

na | Supporting special education students enrolled in a magnet program | Leadership Magnet K-12 would work great....develop an economic zone (housing, mental health, social services, etc.) for those families committed to the concept. | I am curious about the museum magnet. Not saying I would teach it at this point,,just curious... | Automotive collision repair | That was an amazing list of possibilities! Can't think of any other! | leadership | IB | A school of inquiry, where all have a common belief system about learning and how to facilitate this process in others. Inquiry is an instructional stance, a mindset- | ...

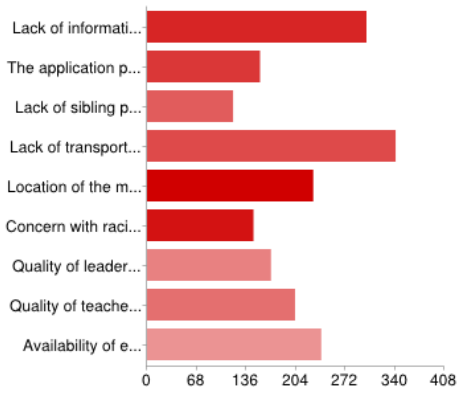
What digital tools do you use to expand the learning environment in your classroom or school?

A laptop with Wireless or Internet Connections	**346**	91%
A desktop with Wireless or Internet Connections	**269**	70%
A Web Camera	**118**	31%
A printer and/or a scanner	**344**	90%
Moodle	**19**	5%
No computing technology (no laptop, desktop, web camera, printer or Internet connection)	**3**	1%
No cellular technology (no cell phone is available for my child's use).	**23**	6%
Smart Board	**321**	84%
Tablet/IPAD	**258**	68%
webinars and videos	**246**	64%
Other	**70**	18%

People may select more than one checkbox, so percentages may add up to more than 100%.



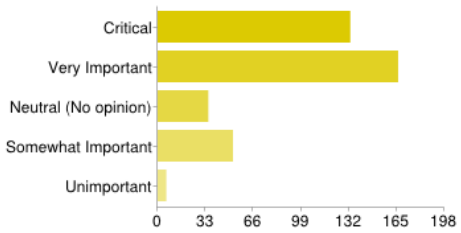
Please select the top five factors that you believe would most likely to prevent a child from being enrolled in a magnet school.



Lack of information about the theme and curriculum.	**301**	77%
The application process.	**155**	40%
Lack of sibling preference in admitting students.	**118**	30%
Lack of transportation provided by the district.	**341**	87%
Location of the magnet school.	**228**	58%
Concern with racial/socioeconomic diversity of the magnet population.	**146**	37%
Quality of leadership at the magnet school.	**170**	43%
Quality of teachers at the magnet school.	**203**	52%
Availability of extracurricular and athletic opportunities at the magnet school.	**239**	61%

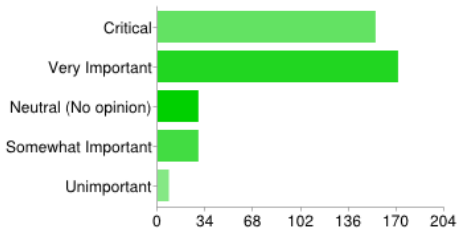
People may select more than one checkbox, so percentages may add up to more than 100%.

What factors should be considered in the application process to a magnet program? - Child's academic achievement record



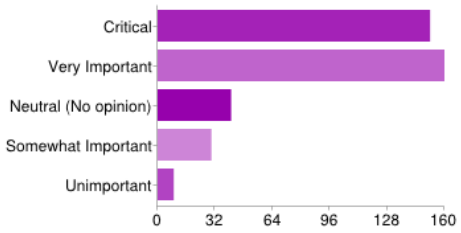
Critical	**133**	23%
Very Important	**166**	29%
Neutral (No opinion)	**35**	6%
Somewhat Important	**52**	9%
Unimportant	**6**	1%

What factors should be considered in the application process to a magnet program? - Child's attendance record



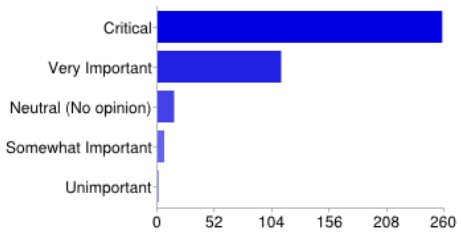
Critical	**155**	27%
Very Important	**171**	29%
Neutral (No opinion)	**29**	5%
Somewhat Important	**29**	5%
Unimportant	**8**	1%

What factors should be considered in the application process to a magnet program? - Child's abilities and capacities



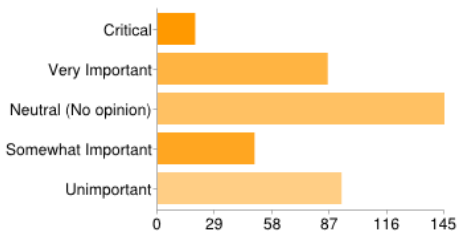
Critical	**152**	26%
Very Important	**160**	28%
Neutral (No opinion)	**41**	7%
Somewhat Important	**30**	5%
Unimportant	**9**	2%

What factors should be considered in the application process to a magnet program? - Child's interest in the magnet



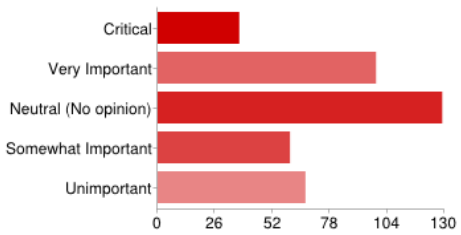
Critical	**258**	44%
Very Important	**112**	19%
Neutral (No opinion)	**15**	3%
Somewhat Important	**6**	1%
Unimportant	**1**	0%

What factors should be considered in the application process to a magnet program? - Number of sibling who would also attend the magnet



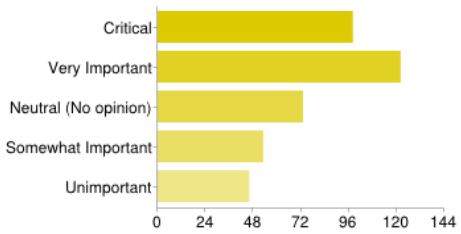
Critical	**19**	3%
Very Important	**86**	15%
Neutral (No opinion)	**145**	25%
Somewhat Important	**49**	8%
Unimportant	**93**	16%

What factors should be considered in the application process to a magnet program? - Ethnic and socioeconomic diverity of the school population



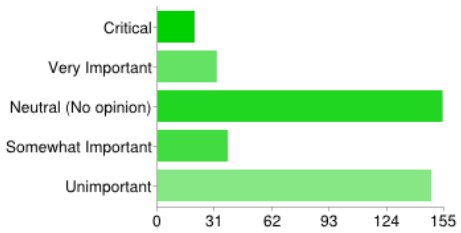
Critical	**37**	6%
Very Important	**99**	17%
Neutral (No opinion)	**129**	22%
Somewhat Important	**60**	10%
Unimportant	**67**	12%

What factors should be considered in the application process to a magnet program? - Ability of parents or guardians to provide transportation to and from school.



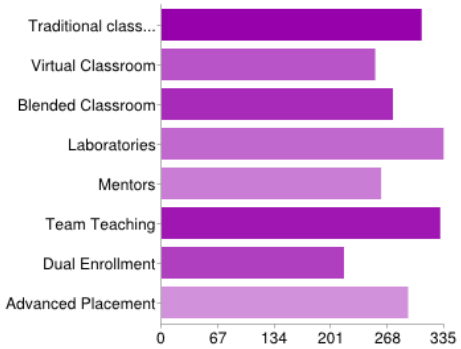
Critical	**98**	17%
Very Important	**122**	21%
Neutral (No opinion)	**73**	13%
Somewhat Important	**53**	9%
Unimportant	**46**	8%

What factors should be considered in the application process to a magnet program? - No factors: admission should be lottery based (random selection).



Critical	**20**	3%
Very Important	**32**	6%
Neutral (No opinion)	**154**	27%
Somewhat Important	**38**	7%
Unimportant	**148**	25%

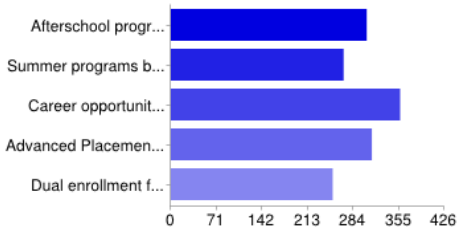
What instructional delivery method should be available at a magnet school?



Traditional classroom (teacher with X number of students physically in a classroom)	**308**	79%
Virtual Classroom	**253**	65%
Blended Classroom	**274**	70%
Laboratories	**334**	85%
Mentors	**260**	66%
Team Teaching	**330**	84%
Dual Enrollment	**216**	55%
Advanced Placement	**292**	74%

People may select more than one checkbox, so percentages may add up to more than 100%.

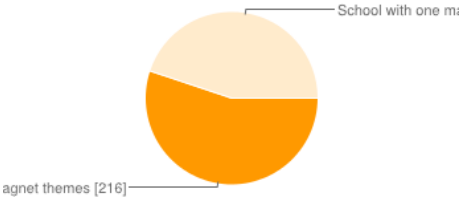
What opportunities should be available to students at a magnet school?



Afterschool programs based on the theme.	**305**
Summer programs based on the theme.	**269**
Career opportunities (internships, community service, job shadowing) connected to the theme.	**357**
Advanced Placement courses related to the theme.	**313**
Dual enrollment for students related to the theme.	**252**

People may select more than one checkbox, so percentages may add up to more than 100%.

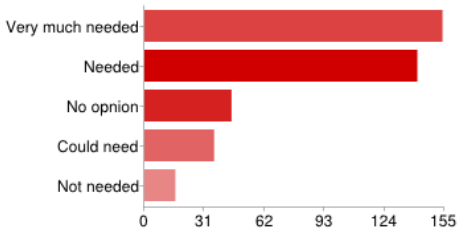
Would you be more interested in teaching at a



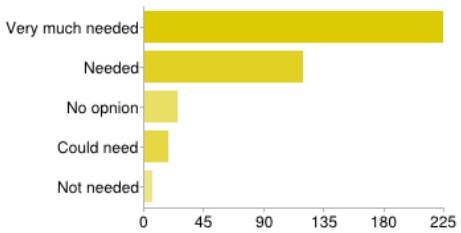
School with multiple magnet themes	**216**	37%
School with one magnet theme	**176**	30%

If you decided to teach or work in a magnet school, what professional development do you think would help you succeed? - Curriculum mapping across all content areas

Very much needed	**154**	27%
Needed	**141**	24%
No opnion	**45**	8%
Could need	**36**	6%
Not needed	**16**	3%

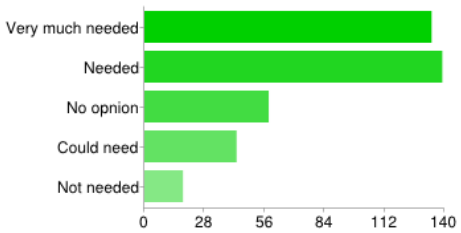


If you decided to teach or work in a magnet school, what professional development do you think would help you succeed? - Integrating the curriculum within the magnet



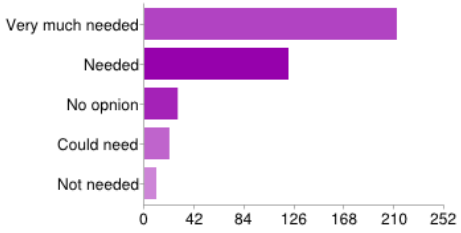
Very much needed	**224**	39%
Needed	**119**	20%
No opnion	**25**	4%
Could need	**18**	3%
Not needed	**6**	1%

If you decided to teach or work in a magnet school, what professional development do you think would help you succeed? - Team teaching



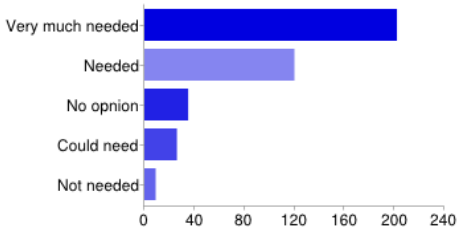
Very much needed	**134**	23%
Needed	**139**	24%
No opnion	**58**	10%
Could need	**43**	7%
Not needed	**18**	3%

If you decided to teach or work in a magnet school, what professional development do you think would help you succeed? - Effective use of instructional technology to expand learning



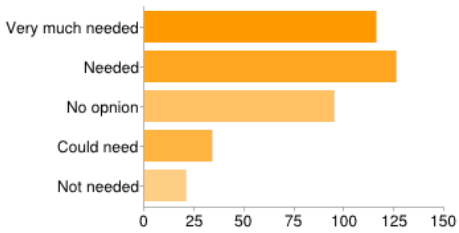
Very much needed	**212**	36%
Needed	**121**	21%
No opnion	**28**	5%
Could need	**21**	4%
Not needed	**10**	2%

If you decided to teach or work in a magnet school, what professional development do you think would help you succeed? - Connecting my subject area and the magnet theme



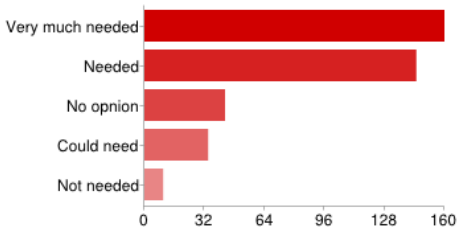
Very much needed	**202**	35%
Needed	**120**	21%
No opnion	**35**	6%
Could need	**26**	4%
Not needed	**9**	2%

If you decided to teach or work in a magnet school, what professional development do you think would help you succeed? - Leading a magnet school



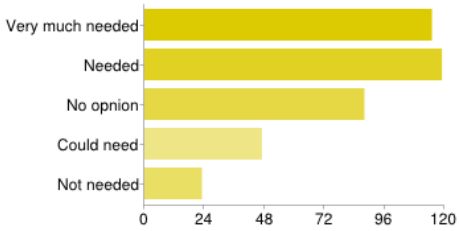
Very much needed	**116**	20%
Needed	**126**	22%
No opnion	**95**	16%
Could need	**34**	6%
Not needed	**21**	4%

If you decided to teach or work in a magnet school, what professional development do you think would help you succeed? - Developing community and magnet partnerships



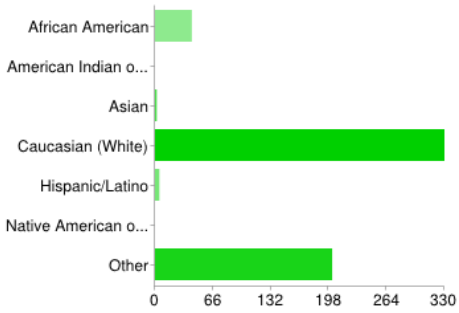
Very much needed	**160**	28%
Needed	**145**	25%
No opnion	**43**	7%
Could need	**34**	6%
Not needed	**10**	2%

If you decided to teach or work in a magnet school, what professional development do you think would help you succeed? - Managing a magnet school



Very much needed	**115**	20%
Needed	**119**	20%
No opnion	**88**	15%
Could need	**47**	8%
Not needed	**23**	4%

Please share your ethnicity.

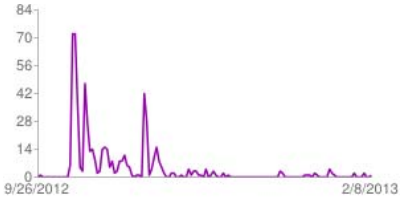


African American	**42**	7%
American Indian or Alaskan Native	**0**	0%
Asian	**2**	0%
Caucasian (White)	**330**	57%
Hispanic/Latino	**5**	1%
Native American or Other Pacific Islander	**0**	0%
Other	**202**	35%

End of Survey--Thank you

We appreciate your taking the time to respond. Thank you for helping shape magnets in our district.

Number of daily responses


84
70
56
42
28
14
0
9/26/2012
2/8/2013

Engineering Academy

School of Study: Architecture and Civil Design

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project
Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.			**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship	
School of Study Coursework				
Intro to Engineering Design (The Center) Principles Of Engineering (The Center) Civil & Architect Engineering Architectural Design 1, 2 Civil Design 1, 2 Mechanical Design				

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Landscape Installer	Surveyor/Mapper	Landscape Architect
Carpenter	Construction Manager	Civil Engineer
Sheet Metal Worker	Drafter	Architect
Highway Worker	Building Inspector	Urban Planner/Designer
Drafting Assistant	Electrician	Mechanical Engineer

Engineering Academy

School of Architecture and Civil Design

INTRODUCTION TO ENGINEERING DESIGN (The Center)
Grade: 9, 10 **Semesters: 2 Credit: 1**
Prerequisite: Algebra 1
Introduction to Engineering Design is the first course in the Project Lead The Way (PLTW) program. It is designed to give students the basic knowledge of drawings and software that are consistent with those used in the engineering field. Students will apply the seven stages of a design process to create solutions to challenging design problems. Using Autodesk Inventor computer software, students will draw and manipulate their own 3-dimensional models. PLTW has developed a four-year sequence of course which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. **NOTE:** Students may be eligible to obtain undergraduate college credit from the USC College of Engineering and Computing upon completing the PLTW course. A separate test for college credit is required. If college credit is earned Dual Credit weighting will be awarded.

PRINCIPLES OF ENGINEERING (The Center)
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Introduction to Engineering Design and Algebra 1
This course is designed to help students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. The purpose of this course is to help give students a better understanding of the different fields of engineering so that they can make a more informed decision in the field they wish to pursue. **NOTE:** Students may be eligible to obtain undergraduate college credit from the USC College of Engineering and Computing upon completing the PLTW course. A separate test for college credit is required. If college credit is earned Dual Credit weighting will be awarded.

CIVIL AND ARCHITECTURAL ENGINEERING
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Introduction to Engineering Design and concurrent Algebra 2
This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: The Roles of Civil Engineers and Architects- Project Planning – Site Planning – Building Design – Project Documentation and Presentation.

ARCHITECTURAL DESIGN 1
Grade: 10 **Semesters: 2 Credit: 1**
Architecture is more than the walls around us. The form and function of the spaces in which we live and work are at the heart of how any design comes to life. This course investigates how the structure is designed and built as well as the layout of spaces between the walls. Students are introduces to a of concepts including green building and sustainable design in architecture. Students apply the concepts introduced to a “dream home” that they design and model.

Engineering Academy

School of Study: Biomedical Engineering

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project
Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.			**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship	
School of Study Coursework				
Principles of Biomedical Sciences (The Center) Human Body Systems (The Center) Medical Interventions & Research (The Center) Biomedical Innovations & Research (The Center)				

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Medical Assistant	Lab Technician	Medical Researcher
Dialysis Technician	Health Information Technologist	Physician
Nurse Aide	Nuclear Medicine Technologist	Forensic Scientist
	Dental Assistant	Pathologist
	Emergency Medical Technician	Biomedical Engineer

Engineering Academy

School of Biomedical Engineering

PRINCIPLES OF BIOMEDICAL SCIENCE (The Center)
Grade: 10 **Semesters: 2 Credit: 1**
Co-requisite: Biology 1 for SHHS
This course provides an introduction to the biomedical sciences through exciting “hands-on” projects and problems. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Key biological concepts include: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. These concepts are explored through lab based activities incorporating engineering principles. The course provides an overview of all biomedical courses in the program.

HUMAN BODY SYSTEMS (The Center)
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Principles of Biomedical Science
In this challenging hands-on course, students work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. Students engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studies as “parts of the whole,” working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of the body systems, and use data acquisition software to monitor body functions.

Engineering Academy

School of Study: Computer Engineering and Design

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project

Required Courses for School of Study	**Extended Learning Opportunity Options Related to School of Study**
Minimum of 4 credits within the School of Study Coursework.	Career Mentoring Shadowing Internship Paid Internship
School of Study Coursework	
Intro to Engineering Design (The Center) Principles of Engineering (The Center) Networking 1, 2 (The Center) Cyber Security Fundamentals (The Center) Digital Electronics Integrated Business Applications 1 Digital Desktop Publishing Digital Input Technologies Computer Programming 1,2 Information Technology Foundations Advanced Cyber Security (The Center)	

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Data Entry Clerk	Technical Writer	Information Technology Director
Web Surfer	Computer Maintenance Tech.	Computer Engineer
Word Processor	Help Desk Clerk	Website Software Developer
PC Support Specialist	Computer Operations Manager	Network Administrator
Technical Support Specialist	Business Systems Analyst	Computer Programmer

Engineering Academy

School of Computer Engineering and Design

INTRODUCTION TO ENGINEERING DESIGN (The Center)
Grade: 9, 10 **Semesters: 2 Credit: 1**
Prerequisite: Algebra 1
Introduction to Engineering Design is the first course in the Project Lead The Way (PLTW) program. It is designed to give students the basic knowledge of drawings and software that are consistent with those used in the engineering field. Students will apply the seven stages of a design process to create solutions to challenging design problems. Using Autodesk Inventor computer software, students will draw and manipulate their own 3-dimensional models. PLTW has developed a four-year sequence of course which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. **NOTE:** Students may be eligible to obtain undergraduate college credit from the USC College of Engineering and Computing upon completing the PLTW course. A separate test for college credit is required. If college credit is earned Dual Credit weighting will be awarded.

PRINCIPLES OF ENGINEERING (The Center)
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Introduction to Engineering Design and Algebra 1
This course is designed to help students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. The purpose of this course is to help give students a better understanding of the different fields of engineering so that they can make a more informed decision in the field they wish to pursue. **NOTE:** Students may be eligible to obtain undergraduate college credit from the USC College of Engineering and Computing upon completing the PLTW course. A separate test for college credit is required. If college credit is earned Dual Credit weighting will be awarded.

COMPUTER PROGRAMMING 1
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Any computer related course, Algebra 1(or equivalent), and/or teacher recommendation.
This course emphasizes the fundamentals of computer programming. Topics include computer hardware and software, program design a development, and practical experience in programming in a high-level procedural language.

NETWORKING 1 CISCO (The Center)
Grade: 10 **Semesters: 2 Credit: 1**
Networking 1 is designed to provide students with classroom and laboratory experiences in current and emerging networking technologies. Student benefits most from the curriculum if they possess a strong background in reading, math, and problem solving skills. Instruction includes networking media, topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing WAN services, network security, and leadership skills. In addition, instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment.

Engineering Academy

School of Study: Aerospace Engineering

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project
Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.			**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship	
School of Study Coursework				
Intro to Engineering Design (The Center) Principles of Engineering (The Center) Aerospace Engineering (The Center) Engineering Design & Development (The Center)				

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
N/A	Field Testing Associate	Aerospace Engineer
	Operations Technician	Aerodynamics Analyst
	Research Assistant	Flight Systems Test Engineer
	Transportation Maintenance Manager	Project Manager

Engineering Academy

School of Aerospace Engineering

INTRODUCTION TO ENGINEERING DESIGN (The Center)
Grade: 9, 10 **Semesters: 2 Credit: 1**
Prerequisite: Algebra 1
Introduction to Engineering Design is the first course in the Project Lead The Way (PLTW) program. It is designed to give students the basic knowledge of drawings and software that are consistent with those used in the engineering field. Students will apply the seven stages of a design process to create solutions to challenging design problems. Using Autodesk Inventor computer software, students will draw and manipulate their own 3-dimensional models. PLTW has developed a four-year sequence of course which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. **NOTE:** Students may be eligible to obtain undergraduate college credit from the USC College of Engineering and Computing upon completing the PLTW course. A separate test for college credit is required. If college credit is earned Dual Credit weighting will be awarded.

PRINCIPLES OF ENGINEERING (The Center)
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Introduction to Engineering Design and Algebra 1
This course is designed to help students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. The purpose of this course is to help give students a better understanding of the different fields of engineering so that they can make a more informed decision in the field they wish to pursue. **NOTE:** Students may be eligible to obtain undergraduate college credit from the USC College of Engineering and Computing upon completing the PLTW course. A separate test for college credit is required. If college credit is earned Dual Credit weighting will be awarded.

Environmental Studies Academy

School of Study: Animal Science and Agricultural Studies

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project
Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.			**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship	
School of Study Coursework				
Agricultural Science and Technology (The Center) Animal Science (The Center) Equine Science (The Center) Small Animal Care (The Center) Intro to Veterinary Science (The Center) Agricultural and Biosystems Science (The Center) AgriBusiness and Marketing Botany				

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Animal Caretaker	Grounds Supervisor	Veterinarian
Landscape Worker	Ranch Manager	Agricultural Engineer
Farm Worker	Animal Health Technician	Agricultural Food Scientist
Zoo Worker	Landscaper	Horticulturist
		Botanist

Environmental Studies Academy

School of Animal Science and Agricultural Studies

AGRICULTURAL SCIENCE & TECHNOLOGY (The Center)
Grade: 9, 10 **Semesters: 2 Credit: 1**
This course is designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety, and agricultural mechanical technology are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.

ANIMAL SCIENCE (The Center)
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Agricultural Science & Technology
The Animal Science course is designed to provide an overview of the animal science industry. It provides information on the biological make-up of various species of agricultural livestock. It also provides students with information on animal behavior that would be beneficial before embarking on a career in Animal Science. Typical instructional activities include hands-on experiences with the principles and practices essential in the production and management of farm animals and farm animal products for economic, recreational, and therapeutic uses; participating in personal and community leadership development activities; and planning and implementing a relevant school-to-work transition experience.

AGRICULTUAL & BIOSYSTEMS SCIENCE (The Center)
Grade: 9, 10 **Semesters: 2 Credit: 1**
This course is designed to teach essential concepts and understanding related to skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancements in Agriculture. In addition the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.

AGRIBUSINESS & MARKETING
Grade: 10 **Semesters: 2 Credit: 1**
This course introduces students to the business strategies involved in agribusiness marketing and management. Students are exposed to the decision-making skills and economic principles involved in the many facets of agribusiness. They read case studies involving private industry, government, and businesses and become familiar with the organization, operation, and management skills of production. Students will also have opportunities for quest speakers, field trips, and internships from local agribusiness partners.

Environmental Studies Academy

School of Study: Alternative Energy Technology

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project
Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.			**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship	
School of Study Coursework				
Alternative Energy Systems (The Center) Alternative Energy Applications (The Center) Advance Engineering Applications (The Center) Energy Research & Development (The Center)				

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Construction Worker	Electrician	Mud Engineer
Pipe layers	Offshore Technician	Geophysicists
Miners	Shift Supervisors	Hydrologist
Drill Operators	Nuclear Monitor Technician	Nuclear Engineer

Environmental Studies Academy

School of Alternative Energy Technology

ALTERNATIVE ENERGY SYSTEMS (The Center)
Grade: 10 **Semesters: 2 Credit: 1**

This is a contextual based course that introduces students the major sources of renewable energy: wind, nuclear, hydrogen fuel, solar, and biomass. Students learn and apply physics, geography, geometry, science, biology and chemistry fundamentals to understand the relationship between work, energy and power. The content in the course covers solar (radiant), thermal, chemical and mechanical sources of renewable energy. Students also learn fundamental concepts about a) the most efficient and appropriate use of energy sources, b) conversion of energy from one form to another, c) energy storage, and d) the effect of weather and geography on wind and solar energy production. Students engage in a wide variety of hands-on projects that both test their knowledge and illustrate the interrelationships between the various forms of renewable energy. Students will need a strong science and math background.

Environmental Studies Academy

School of Study: Natural Resources and Environmental Management

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project
Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.			**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship	
School of Study Coursework Agriculture Science & Technology (The Center) Environment and Natural Resources 1, 2 Outdoor Living Forestry Wildlife Management Agricultural Mechanics Environmental & Marine Science				

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Hunting Guide	Forestry Technician	Forester
Parks Grounds Technician	Wildlife Technician	Wildlife Biologist
Survey Technician	Farm Manager	Agricultural Engineer
Logger	Veterinary Assistant	Botanist
Nursery Worker	Fish and Game Warden	Wet Land Specialist

Environmental Studies Academy

School of Natural Resources and Environmental Management

AGRICULTURAL SCIENCE & TECHNOLOGY (The Center)
Grade: 9, 10 **Semesters: 2 Credit: 1**
The Agricultural Science and Technology course is designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety, and agricultural mechanical technology are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.

ENVIRONMENTAL & NATURAL RESOURCES 1
Grade: 9, 10 **Semesters: 2 Credit: 1**
This course is the first of a two-year program in Environmental and Natural Resources occupations. It provides an in-depth combination of subject matter and planned learning experiences focusing on the principles involved in the conservation and/or improvement of natural resources. Topics included are soils, wildlife management, pesticide use and safety, pond management, plant science, plant identification, equipment maintenance and safety, etc. In addition, students gain valuable experience in this field by producing a variety of horticultural crops common to this area.

ENVIRONMENTAL & NATURAL RESOURCES 2
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Environmental and Natural Resources 1
Environmental and Natural Resources Occupations is a two-year course with a combination of subject matter and planned learning experiences concerned with the principles involved in the conservation and/or improvement of natural resources. Instruction emphasizes the conservation of soil, water and forests. Some topics included in the course are: plant, soil and land identification; landscape design; pesticide use and safety; and forest measurements. The horticulture industry is also emphasized as a major part of the course.

OUTDOOR LIVING
Grade: 10 **Semesters: 2 Credit: 1**
This course is designed to educate students about the outdoors and its safe use by addressing hunter education, boater safety, compass reading, archery, and Project Adventure activities. Students have the opportunity to become certified in hunter education and boater safety.

Environmental Studies Academy

School of Study: Sustainable Solutions

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project
Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.			**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship	
School of Study Coursework				
Agriculture Science & Technology (The Center) Green Explorations Agriculture and Biosystems Science (The Center) Biosystems Mechanics and Engineering (The Center) Biosystems Technology (The Center)				

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Gardener	Water Technician	Conservation Officer
Farmer	Soil Technician	Environment Scientist
Sanitation Worker	Air Quality Technician	Soil Scientist
Recycle Plant Worker	National Park Service Technician	Urban Planner
Wastewater Plant Operator	Fisheries Manager	Green Building Consultant

Environmental Studies Academy

School of Sustainable Solutions

AGRICULTURAL SCIENCE & TECHNOLOGY (The Center)
Grade: 9, 10 **Semesters: 2 Credit: 1**
The Agricultural Science and Technology course is designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety, and agricultural mechanical technology are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.

AGRICULTURE & BIOSYSTEMS SCIENCE (The Center)
Grade: 9, 10 **Semesters: 2 Credit: 1**
The Agricultural and BioSystems Science course is designed to teach essential concepts and understanding related to skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancements in Agriculture. In addition the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.

BIOSYSTEMS MECHANICS & ENGINEERING (The Center)
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Agricultural & BioSystems Science
This course is designed to teach basic physical science skills in relation to Agricultural Engineering. In addition it provides for the development of general mechanical skills that are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in developing research projects to examine ways to utilize agricultural crops in unique ways, to include, the development of biofuels and other alternative energy sources and to discover new uses for agricultural products. In addition, students will participate in personal and community leadership development activities, as well as plan and implement a relevant school-to-work transition experience.

GREEN EXPLORATIONS
Grade: 10 **Semesters: 2 Credit: 1**
This course provides a general introduction to sustainability and renewable energy. It offers insight into decisions concerning renewable energy that occur daily at personal, local, national and global level. A study of the “101 things we all need to know” is included as part of the focus on issues concerning food, shelter, water, air, energy, waste, transportation and consumerism.

Exercise Science Academy

School of Fitness & Wellness

PHYSICAL EDUCATION 1
Grade: 9 **Semesters: 2 Credit: 1**
Physical Education 1 is designed to help all students develop health-related physical fitness, physical skill competence, cognitive understanding, and positive attitudes about physical activity so that they can lead physically active, healthy lifestyles. Through fitness and sports related activities, students are able to participate in and appreciate health-enhancing activities outside the physical education class and in the future. One semester of this course emphasizes personal fitness and wellness through weight training, cardiovascular activities, and the study of health-enhancing activities. The other semester incorporates fitness activities along with components of lifetime movement forms that help students lead an active lifestyle. Students are assessed using a variety of methods including skills tests, fitness tests, and written tests. This course meets the South Carolina Academic Standards for Physical Education and is the foundation course for all other physical education courses.

- Beginning Fitness & Movement A (Football, Basketball, & Racquets)
- Beginning Fitness & Movement B (Volleyball, Soccer, & Golf / Archery)
- Beginning Fitness & Movement C (Ultimate Frisbee / Handball, Softball, & Racquets)
- Beginning Fitness & Movement D (Aerobic Activities & Recreational Sports)

PHYSICAL EDUCATION 2
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Physical Education 1
This course is designed to develop an understanding of the importance of life-long physical activity. Activities based on sports, game knowledge and individual fitness assist students in developing the skills to maintain an active lifestyle. Team, dual, and individual sports are included as well as weight lifting, running, plyometrics and flexibility programs. **This is an elective course and does NOT meet the graduation requirement for physical education.**

PHYSICAL EDUCATION 3 – PERSONAL FITNESS
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Physical Education 1
Personal fitness is an individual effort and emphasis in this course is on designing an individual fitness program to meet individual fitness goals. This course investigates the value of fitness in daily life, examines methods of assessing personal fitness levels, and develops the ability to plan an individualized fitness program, concentrating on improving individual fitness. **This is an elective course and does NOT meet the graduation requirement for physical education.**

HUMAN GROWTH & DEVELOPMENT
Grade: 9, 10 **Semesters: 2 Credit: 1**
This course is a chronological study of the physical, cognitive, and emotional factors affecting human growth, development, and potential across the lifespan.

PERSONAL TRAINING
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Human Growth & Development
This course acquaints the student with the concepts and theories of exercise and its relation to health and physical fitness for personal trainers working in a one-on-one or small group setting.

SPORTS NUTRITION
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Physical Science
This course enables students to examine the relationship between physical activity, proper nutrition, sports performance, and overall wellness. Students will learn not only how to plan nutritious foods but also what and why foods are needed for healthy lifestyles and peak performance. This course will also strengthen health promotion and disease prevention through increased knowledge of nutrition and physical activity.

Exercise Science Academy

School of Study: Movement Sciences

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project
Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.			**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship	
School of Study Coursework				
Dance 1, 2, 3, 4, 5 Human Growth & Development Mechanical Analysis of Motor Skills Kinesiology Human Anatomy & Physiology Cardiovascular and Pulmonary Studies				

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Personal Trainer	Physical Therapist Assistant	Physical Therapist
Dancer	Dancer/Choreographer	Strength Coach
		Physical Education Educator
		Professional Dancer
		Fitness Center Director

Exercise Science Academy

School of Movement Sciences

DANCE 1 – Introduction to Dance
Grade: 9, 10 **Semesters: 1 Credit: .5**
This is an introductory level course designed to expose the beginner level student to the well-rounded art of dancing. It is the foundation course for the dance curriculum and does not require previous dance experience. This class will focus on basic modern, ballet, social dance, jazz, and hip-hop dance techniques. The student will be able to recognize and identify the introductory vocabulary and history of dance. Students enrolled in this course will participate in a culminating performance at the end of the semester. Specific attire and shoes are required for this course.

DANCE 2 – Intermediate Technique and Choreography Introduction
Grade: 9, 10 **Semesters: 1 Credit: .5**
Prerequisite: Dance 1
The class will focus on intermediate modern, ballet, jazz, and hip-hop technique. The student will enhance their knowledge of dance vocabulary and history. In addition, students will begin to explore choreography and participate in short choreography exercises and/or projects. Students enrolled in this course will participate in a culminating performance at the end of the semester. Specific attire and shoes are required for this course.

DANCE 3 – Advanced Technique and Choreography Development
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Dance 2
This is an advanced level course designed to deepen the understanding and accuracy of performing various styles of dance technique. This class will focus on the advanced knowledge and understanding of modern, ballet, jazz, and hip-hop technique. Students will further investigate the choreography process and be able to construct their own choreography throughout the year. Students will continue to increase their knowledge of dance vocabulary and history of each style of dance. Students will participate in various performances throughout the year. Specific attire and shoes are required for this course.

HUMAN GROWTH & DEVELOPMENT
Grade: 9, 10 **Semesters: 2 Credit: 1**
This course is a chronological study of the physical, cognitive, and emotional factors affecting human growth, development, and potential across the lifespan.

MECHANICAL ANALYSIS OF MOTOR SKILLS
Grade: 10 **Semesters: 2 Credit: 1**
This course is the study of the mechanical aspects of movement as related to sports and physical activities. During this course students will investigate the types of muscle contractions and the muscles responsible for certain exercise and sports skills.

PHYSICAL EDUCATION 4 – Strength & Conditioning
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Physical Education 1
This course is designed to improve the overall physical conditioning of students and provides them the opportunity to improve strength, power, agility, and endurance while reducing their risk of injury. The major emphasis of this course will be vigorous physical fitness program which will include weight training, cardiovascular activities, speed improvement drills, and plyometrics. The student will receive a pre-test and an exercise prescription to correct deficiencies. **This is an elective course and does NOT meet the graduation requirement for physical education.**

Exercise Science Academy

School of Study: Sports Psychology

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project

Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.	**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship
School of Study Coursework	
Human Growth & Development Sociology of Sport History of Physical Education & Sport Sport & Exercise Psychology Psychology 101 AP Psychology Mind and Body	

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Life Coach	Sports Performance Coach	Psychologist
		Sports Psychologist
		Director of Fitness Center
		Athletic Director

Exercise Science Academy

School of Sports Psychology

HUMAN GROWTH & DEVELOPMENT
Grade: 9, 10 **Semesters: 2 Credit: 1**
This course is a chronological study of the physical, cognitive, and emotional factors affecting human growth, development, and potential across the lifespan.

SOCIOLOGY OF SPORT
Grade: **9, 10** **Semesters: 1 Credit: .5**
Sociology of Sport is designed to educate students about the relevance of sport in modern society, impact of sport on society, and the influence which cultural institutions have on sport.

HISTORY OF PHYSICAL EDUCATION & SPORT
Grade: 9, 10 **Semesters: 1 Credit: .5**
History of Physical Education & Sport is the historical development of the physical education field from ancient times to present. This course includes social, political, economic, military, and religious effects on physical education and sports.

SPORTS & EXERCISE PSYCHOLOGY
Grade: 10 **Semesters: 2 Credit: 1**
Sport and Exercise Psychology is the examination of psychological concepts and coaching attitudes and techniques for improving and fostering athletic performance and enjoyment. Includes psychological motivation, choice, and individual participation in appropriate athletic and fitness activities.

Exercise Science Academy

School of Study: Therapeutic Studies

Required Core for Graduation	Sample Core Choices			
	9	**10**	**11**	**12**
English* 4 units	English	English	English	English
Math* 4 units	Math	Math	Math	Math
Science* 3 units	Physical Science	Biology	Chemistry	Physics
Social Studies 3 units	World Geography	World History	U.S. History	Economics/ Government
Additional Graduation Requirements	Physical Education (1 unit) Computer Science (1 unit) World Language (1 unit)		Electives (7 units) Pass HSAP	
Local Requirements	Exploring the Es World Language	World Language	World Language	Capstone Project
Required Courses for School of Study Minimum of 4 credits within the School of Study Coursework.			**Extended Learning Opportunity Options Related to School of Study** Career Mentoring Shadowing Internship Paid Internship	
School of Study Coursework Human Growth & Development Recreational Therapy Homeopathic and Pharmacology Treatments Biomechanics Research & Design of Therapeutic Rehabilitation Devices Cardiovascular & Pulmonary Studies				

Professional Opportunities Upon Graduation		
High School Diploma	**2-Year Associate Degree**	**4-Year Degree and Higher**
Physical Therapy Aide	Physical Therapy Assistant	Physical therapist
Occupational Therapy Aide	Occupational Therapy Assistant	Occupational Therapist
Personal Trainer		Chiropractor
Yoga Instructor		Athletic Trainer
Prosthetic Fitter		

Exercise Science Academy

School of Therapeutic Studies

HUMAN GROWTH & DEVELOPMENT
Grade: 9, 10 **Semesters: 2 Credit: 1**
This course is a chronological study of the physical, cognitive, and emotional factors affecting human growth, development, and potential across the lifespan.

RECREATIONAL THERAPY
Grade: 10 **Semesters: 2 Credit: 1**
Students in this course will identify and investigate various types of fitness activities in their local community including but not limited to hiking, yoga, pilates, zumba, and group fitness programs. This course will also evaluate the therapeutic effects of exercise on various populations.

HOMEOPATHIC AND PHARMACOLOGY TREATMENTS
Grade: 10 **Semesters: 2 Credit: 1**
The topics covered in this course include the history of natural and synthetic remedies, the use of these remedies today to treat various injuries and ailments and the benefits and risks with both forms of treatments.

BIOMECHANICS
Grade: 10 **Semesters: 2 Credit: 1**
Prerequisite: Human Growth & Development
Students enrolled in biomechanics will study the structural and mechanical principles involved in human movement.

Outcome and Strategies Chart

Academy of Environmental Sciences at Dutch Fork Elementary School

Grade Level	Outcome for Students	Theme-Related Activities	Instructional Strategy(ies)	PD to support Instructional Strategies
K, 4/5	Students will interpret the local landscape by identifying key features. Students will identify environmental factors that affect living organisms in the Blue Ridge region of South Carolina. Students will be exposed to sustainable practices in their school environment.	• Guided Field Study of the Blue Ridge • **Green Foxes'** Nature Observatory & Gardens • Saluda Shoals Outdoor Environmental Laboratory • Blue Marble Science In-School Field Trips • **Green Foxes'** 3D Regional Landform Model of the Blue Ridge	• Project-Based Learning • Inquiry-Based Learning (Hands-on Investigations) • Cooperative Learning • Learning Centers	Inquiry-Based Teaching Graduate Course through Coastal Carolina University for all teachers. "Fundamentals of Environmental Science" summer course sessions with resident scientist "Interactions Among the Atmosphere, Biosphere, Hydrosphere, and Lithosphere" – (one day a week during second semester) Roper Mountain Science Center Science PLUS Teacher Institute (each summer) Edventure (K-2) Summer Institute for Teachers
1 Grade	Students will apply science literacy to new learning and observations. Students will identify environmental factors that affect living organisms in the Piedmont region of South Carolina. Students will learn about and begin to use sustainable practices in their school environment.	• Guided Field Study of the Piedmont • **Green Foxes'** Nature Observatory & Gardens • Saluda Shoals Outdoor Environmental Laboratory • Blue Marble Science In-School Field Trips • **Green Foxes'** 3D Regional Landform Model of the Piedmont	• Project-Based Learning Inquiry-Based Learning (Hands-on Investigations) • Cooperative Learning • Learning Centers	

Grade Level	Outcome for Students	Theme-Related Activities	Instructional Strategy(ies)	PD to support Instructional Strategies
2 Grade	Students will support arguments with evidence from conflicting views on environmental issues. Students will identify environmental factors that affect living organisms in the Sandhills region of South Carolina. Students will use sustainable practices in their school environment and learn about practices in the local community.	• Guided Field Study of the Sandhills • **Green Foxes'** Nature Observatory & Gardens • Saluda Shoals Outdoor Environmental Laboratory • Blue Marble Science In-School Field Trips • **Green Foxes'** 3D Regional Landform Model of the Sandhills	• Project-Based Learning • Inquiry-Based Learning (Hands-on Investigations) • Cooperative Learning	
3 Grade	Students will use scientific process to solve environmental problems and to effectively communicate results. Students will identify environmental factors that effect living organisms in the Upper Coastal Plain region of South Carolina. Students will use sustainable practices in their school environment and local community.	• Guided Field Study of the Upper Coastal Plain • **Green Foxes'** Nature Observatory & Gardens • Saluda Shoals Outdoor Environmental Laboratory • Blue Marble Science In-School Field Trips • **Green Foxes'** 3D Regional Landform Model of the Upper Coastal Plain	▪ Project-Based Learning ▪ Inquiry-Based Learning (Hands-on Investigations) ▪ Cooperative Learning ▪ Science Notebooking	

Grade Level	Outcome for Students	Theme-Related Activities	Instructional Strategy(ies)	PD to support Instructional Strategies
4 Grade	Students will identify environmental factors that effect living organisms in the Lower Coastal Plain region of South Carolina. Students will use sustainable practices and apply them to real world situations in their school, local and state regions.	• Guided Field Study of the Lower Coastal Plain • **Green Foxes'** Nature Observatory & Gardens • Saluda Shoals Outdoor Environmental Laboratory • Blue Marble Science In-School Field Trips • **Green Foxes'** 3D Regional Landform Model of the Lower Coastal Plain	▪ Project-Based Learning ▪ Inquiry-Based Learning (Hands-on Investigations) ▪ Cooperative Learning ▪ Science Notebooking	
5 Grade	Students will participate in environmentally based service learning. Students will identify environmental factors that effect living organisms in the Coastal Zone region of South Carolina. Students will use sustainable practices and apply them to real world situations in their school, local and state regions.	• Guided Field Study of the Coastal Zone • **Green Foxes'** Nature Observatory & Gardens • Saluda Shoals Outdoor Environmental Laboratory • Blue Marble Science In-School Field Trips • **Green Foxes'** 3D Regional Landform Model of the Coastal Zone	▪ Project-Based Learning ▪ Inquiry-Based Learning (Hands-on Investigations) ▪ Cooperative Learning ▪ Science Notebooking	

RESUME

[redacted]

EDUCATION

B.S.E.	Southeast Missouri State College (1970) Major: English
M.Ed.	University of South Carolina (1974) Major: Counselor Education
Ed.D.	University of South Carolina (1985) Major: Educational Administration

CERTIFICATION

South Carolina Teaching Credential Number 100765
Areas of Certification: English, Advanced Guidance, Principal (High) and Superintendent

PROFESSIONAL EXPERIENCE

1970-71	English Teacher - Poplar Bluff Senior High School Poplar Bluff, Missouri
1971-73	(see Military Experience)
1973-74	Graduate Assistant for Residence Life University of South Carolina
1974-77	Guidance Counselor - Spring Valley High School Richland County School District Two
1977-82	Director of Supplementary Resources (Federal Projects) Richland County School District Two
1982-83	Director of Staff Development and Gifted/Talented Programs Richland County School District Two
1983-84	Interim Principal - Richland Northeast High School Richland County School District Two (August 1983 - January 1984)
1984-90	Director of Staff Development and Gifted/Talented Programs Richland County School District Two
1990-94	Associate Superintendent for Instruction Richland County School District Two
1994-2010	Superintendent Richland County School District Two *(retired June 30, 2010)*
Jan 2011 –Present	Interim Superintendent School District Five of Lexington and Richland Counties

SELECTED NATIONAL PRESENTATIONS

"Summer Program in the Visual and Performing Arts" - Annual Convention of the National Association for Gifted Children (1986)

"Differentiation PLUS: An Alternative to the Pull-out Model" – Annual Conference of the Gifted Students Institute (1987)

"Who Said High School Students Wouldn't Voluntarily Go to School Six Days a Week?" – Annual Conference of the Gifted Students Institute (1989)

"Reshaping Schools for Thinking" (co-presenter) – Annual Conference of the Association for Supervision and Curriculum Development (1991)

"The Forum on Quality Education: A Vehicle for Achieving Consensus on What to Teach" – Annual Conference for Association for Supervision and Curriculum Development (1994)

"Richland School District Two Philosophy of Accountability Standards" – The Tenth Education Trust National Conference (1999)

"WOW Week: Widening Our World Through Technology and Academics" – National School Board Association 59th Annual Conference (1999)

"Finding Common Ground for the Common Good" – American Association of School Administrators National Conference on Education (2005)

"Finding Common Ground for the Common Good" – National School Boards Association 66th Annual Conference (2006)

"Technology: Tackling the Trail to World-Class Education" – National Center for Educational Research and Technology (2007)

"Changes Across the Generations" – National Center for Educational Research and Technology (2008)

"Honoring the Civic Mission of Schools" – National Education Association Symposium (2008)

"Looking Back to Look Ahead" – South Carolina Educators for the Practical Use of Research (2010)

PUBLICATIONS

"An Evaluation of a Middle School Competency-Based Education Program Using the One-Parameter Latent Trait Model" (co-author with Dr. Joseph P. Ryan and Dr. Debra Hamm) – Paper presented at the 1983 Annual Meeting of the Eastern Educational Research Association (1983)

"The Effects of a Competency-Based Education/Mastery Learning Instructional Approach on the Retention of Achievement in Language Arts and Mathematics" – Dissertation (1985)

"A Visual Arts Program for Secondary Level G/C/T Students," The Gifted Child Today (January/February 1990, pp. 49-50)

"Accountability," South Carolina School Boards (Spring 1997, pp.9-11)

"We're Equalizing Learning for Boys and Girls," The School Administrator (September 2009, p.32)

PROFESSIONAL AFFILIATIONS

South Carolina Association for Supervision and Curriculum Development - Numerous leadership positions including President (1993-94)

Association for Supervision and Curriculum Development

- Member, International Board of Directors (1993-94)

South Carolina Association of School Administrators
- Numerous leadership positions including President of Superintendents' Division (2004-05) and President (2007-2008)

American Association of School Administrators
- Served as moderator for sessions at National Conference on Education in 1998, 1999, 2000 and a member of the Governing Board (2004-05)

National Council for Learning and Citizenship
– Member, Executive Board (2000-present)
– Chairman of the Board (2010 – present)

South Carolina Alliance for Arts Education
- Member, Board of Directors (2000 – 2010)

Phi Delta Kappa – University of South Carolina Chapter

HONORS

Fulbright Seminar in Germany (October 2000)

South Carolina Association of School Administrators
2002 Superintendent of the Year

Boy Scouts of America – Congaree District
2003 Distinguished Citizen of the Year

American Association of School Administrators
President's Technology Award (2005)

"Top 10 Tech Savvy Superintendent" Award – eSchool News (2005)

"Ed Tech Leader of the Year Award" – Technology and Learning (2005)

Distinguished Alumni Award – University of South Carolina College of Education (2006)

Outstanding Contributions to Education Award – South Carolina Association of School Psychologists (2006)

Order of the Palmetto, State of South Carolina (2009)

Advocacy Award – South Carolina Alliance of Health, Physical Education, Recreation, and Dance Association (2010)

William B. Harley Award for Lifetime Achievement in Public Education (2010)

Helen Anderson
[redacted]
HAnderso@lex5.k12.sc.us

PROFESSIONAL EXPERIENCE

Chief Instructional Services Officer, March, 2009- Present
School District Five of Lexington and Richland Counties
1020 Dutch Fork Rd.
Irmo, SC 29063

- Member of the Superintendent's Cabinet
- Supervise/ Evaluate all Principals
- Supervise/ Evaluate all Instructional Directors, Coordinators, Instructional Specialists
- Supervise Instructional Programs
- Oversee a multi- million dollar budget
- Oversee all scheduling for the schools
- Attend all Board meetings as a member of Executive Staff

Director of Secondary Education, July 2008 – March, 2009
School District Five of Lexington and Richland Counties
1020 Dutch Fork Road
Irmo, SC 29063

- Supervise principals
- Responsible for Staff Development
- HSTW Coordinator
- Curriculum Writing
- Supervisor of District Content Coordinators
- Responsible for Secondary Planning
- Performed duties required by Chief Instructional Services Officer

Principal, 2007 – July 2008
Pine Ridge Middle School
735 Pine Ridge Drive
West Columbia, SC 29172
Lexington 2 School District

- Responsible for all school budgets
- Supervise all teachers and staff
- Responsible for Staff Development
- Created transition programs for 8th graders
- Created single gender classes for PE/Health
- Supervised SACS Accreditation visit
- Work with parents groups
- Performed all duties required of principals
- Member of district Technology Committee
- Member of district Custodial Committee

Assistant Principal for Instruction, 2003 – 2007
Dutch Fork High School
Irmo, South Carolina

- Created/constructed/designed master schedule, etc.
- Supervised teachers (ADEPT Program), etc.
- Recruited/hired teachers, staff, etc.
- Administrative Coordinator of DFHS' *High Schools That Work*
- Developed/wrote curriculum with teachers
- Responsible for staff development, etc.
- Development of small learning communities (STEM Program)
- Supervised Freshman Academy
- Supervised Guidance activities – registration, testing, parent meetings
- Administrator for Homebound students
- Supervised Leadership Team meetings
- Supervised the media center
- New teacher orientation
- Edit and distribute Faculty Handbook
- Member of the School Improvement Council/PTSO
- Administrator for Special Education
- Administrator for Group Events:
  - Freshman Boot Camp
  - Open House
  - Interim Pick up Night
  - Staff Recognition
  - Assemblies

- Supervised support staff
- Supervised SASI Clerk
- Supervised Technology (ordering, programs, technology committee)
- In charge of textbooks
- Budget responsibilities

Assistant Principal, 2002 – 2003
CrossRoads Middle School
Columbia, South Carolina

- In charge of discipline for 350 students
- Shared curriculum responsibilities
- Created/presented staff developments for teachers
- Supervised teachers (ADEPT Program)

Director, 1999 – 2003
District 5 of Lexington and Richland Counties
Summer Academy Program

- Developed curriculum
- Administration
- Discipline

Administrative Assistant, 2001 – 2002
CrossRoads Middle School
Columbia, South Carolina

- Supervised teachers (ADEPT Program)
- Sponsored academic team
- Designed and developed yearbook for students
- Administrator/Placement Chairperson for Special Education
- Created/presented staff developments
- Administrator for Language Arts curriculum
- Worked with social worker on special projects
- Other administrative duties – lunch, bus, and hall duties

Social Studies Faculty, 1989 – 2001
Chapin High School
Chapin, South Carolina

- Taught social studies classes
- Wrote and piloted humanities program, 1991
- Served as social studies department chairperson, 1997
- Sponsor and instructor for Teacher Cadet Program, 1990-2001
- Served as Senior class sponsor
- Served on School Improvement Council
- Supervised detention hall

Sara C. Wheeler

[redacted]

Education:	University of Georgia B. S. in Education Graduate work: University of West Georgia Armstrong State College Savannah State College University of South Carolina
Current SC Certificate at the Masters Level Certified in:	Elementary Education Gifted (K-12) Middle Level Education Secondary Social Studies
Years of experience:	40
Current employer:	**Richland School District Two in Columbia, SC since 1987.**
Positions held:	
2010 -present	**Project Director -** Magnet Schools Assistance Program Grant
2008-2010	**Site Coordinator for Project SUCCESS at Richland Northeast High School;** Smaller Learning Communities Grant
2004-2008	**Director, Project ImPACT –** Magnet Schools Assistance Program Grant
2003 -2004	**Director of Leadership and Magnet Programs** at Richland Northeast High School - working with two district academic magnet programs, Horizon (Honors magnet) and iLINK (college prep technology magnet) and one district arts magnet program (Palmetto Center for the Arts). Worked with the entire student body, staff and faculty in the area of Leadership.
2000-2003	**Lead Teacher of The Leadership Academy at Wright** - District magnet for average to above average students with leadership potential. This position is evaluated as an administrative position.
1996-2000	**Talented and Gifted coordinator** at Ridgeview High School. Served as Director **of the Honor's School**, a "school- within- a- school."
1992-96	**The Learning Collaborative at Dent Middle School** - District's magnet program for high achievers.
1989-92	**Middle School ALERT program –** District's gifted program
1987-89	**Elementary ALERT program** - District's gifted program
Awards/Positions:	**South Carolina Bar Law Related Education Citizen of the Year - 2010** **Current Board of Directors for Magnet Schools of America** **Superintendent's District "World Class" Leadership Award - 2007** **Currently represents the SC 2nd Congressional District for the Center for Civic Education** **National Middle School Law Related Ed. Teacher of the Year - 1994** **South Carolina Law Related Education Teacher of the Year - 1993**

JULIUS B. SCOTT

EXPERIENCE

2011 - Present — Irmo, SC

Principal, Dutch Fork Elementary School

District Five of Lexington and Richland Counties

- School earned B report card rating after first year as principal.
- Successfully implemented data teams for all certified staff.
- Successfully overhauled student recognition programs.

2005 - 2011 — Irmo, SC

Assistant Principal, Nursery Road Elementary School

District Five of Lexington and Richland Counties

- Lead professional development for certified/non-certified staff.
- Developed master schedule
- Supervised special education department

2004 - 2005 — Irmo, SC

Assistant Administrator, River Springs Elementary School

District Five of Lexington and Richland Counties

- Teacher and paraprofessional evaluations.
- Lead implementation for Measures of Academic Performance (MAP) training and testing.
- Coordinated school wide discipline efforts.

2003 – 2004 — Columbia, SC

Seventh Grade Math Teacher, Summit Parkway Middle School

Richland School District Two

2001 – 2003 — Columbia, SC

Fourth Grade Teacher, Joseph Keels Elementary

Richland School District Two

EDUCATION

2002 – 2004 University of South Carolina — Columbia, SC

- M.A., Educational Administration.

1995 – 2000 Benedict College — Columbia, SC

- B.S., Elementary Education

[redacted]

[redacted]

[redacted]

[redacted]

Emily C. Perkins

[redacted]

Objective: To obtain a leadership position in Lexington/Richland Five in order to utilize my skills and education to move from the classroom into the administrative side of education.

Education: Jones International University
Masters in Leadership and Administration
Graduation date expected May 2013

Berry College
Masters in Early Childhood Education
May 1997

Columbia College
Bachelor of Arts in Early Childhood Education
May 1992

Experience: First Grade Teacher, August 2004- present
Dutch Fork Elementary School, Irmo, South Carolina

- PBIS Lead 2010-2011, 2011-2012
- Math Leadership Team 2006-2007 to 2011-2012
- Teacher of the Year 2009-2010
- Lead Teacher 2006-2007

Second Grade Teacher, August 2000- June 2004
Congaree Elementary School, West Columbia, South Carolina

- Lead Teacher 2001-2002
- SACS Renewal Committee 2001-2002
- South Carolina Reading Initiative member 2000-2002

First Grade Teacher, August 1994- June 2000
Roan School, Dalton, Georgia

- Lead Teacher 1997-1999
- Leadership Team Representative 1994-1997
- SCAS Renewal Committee 1994-1997
- Sallie Mae Award recipient 1995

Douglas "Dr. Doug" WILLIAMS

Founder & Senior Scientist, Blue Marble Science, a 501(c)3 non-profit
Distinguished Professor Emeritus, University of South Carolina
Academician, Russian Academy of Natural Sciences
[redacted]

Education:
1976 Ph.D. (Oceanography) Univ. of Rhode Island, Grad. School of Oceanography
1971 B.A. (Geology-Biology) Brown University

Professional Experience:
2007-present Distinguished Professor Emeritus of Marine & Geological Sciences, University of South Carolina, Columbia, SC
2006-2007 Scientist-in-Residence EdVenture Children's Museum
1997-2006 Associate Dean, S.C. Honors College, Univ. of South Carolina
1993-2003 Adjunct Professor, Irkutsk State University, Irkutsk, Russia
1993-2003 Adjunct Professor, Irkutsk Polytechnical University, Irkutsk, Russia
1985-2007 Professor Geology and Marine Science, Univ. of South Carolina
1991-2007 Carolina Trustee Professor of Marine & Geological Sciences, USC
1985-1989 Chairman, Dept. of Geological Sciences, Univ. of South Carolina
1981-1985 Assoc. Chair, Dept. of Geological Sciences, Univ. South Carolina
1977-81; 81-84 Assist./Associate Prof., Dept. Geological Sciences, USC

Professional Societies: Russian Academy of Natural Sciences, National Science Teachers Association, National Association of Geological Teachers

Other Experience:

NSF Review Panel Member for Informal Science Education, June 2009 & December 2009
K-5 Teacher Professional Development Workshop, Richland-Lexington District 5 Feb. 2009
K-5 Teacher Professional Development Workshop, Richland-Lexington District 5 Nov. 2009
K-5 Teacher Professional Development Workshop, Richland-Lexington District 5 Feb. 2010
Presenter, Hands-on Minds-on Professional Development Institute, EdVenture, June-July 2007
Presenter, Hands-on Minds-on Professional Development Institute, EdVenture, June 2006
Invited Participant, Science Ladder Dissemination Intensive Workshop, New York Hall of Science, Queens, Jan. 2007
Creator, *Science Jam on Family Nights*, EdVenture, 2006-2007
Creator, *Pilot Science Jam Apprentice Program*, EdVenture, 2006-2007
Creator, *Go Polar! Cool Science in the Arctic*, NSF-funded program to communicate the science of global environmental change to family audiences @ EdVenture Museum, 2004-2005
Invited Participant, Assoc. Science Technology Centers Workshop, Washington, DC, June 2006
Co-Chief Scientist, Lena River Delta Expedition, 2003
Co-Chief Scientist, Lake Baikal Drilling Project, 1990-2000
Panel Member, NSF-NATO Post-doctoral Fellowship Program, Feb. 1999, 2000
Review Panel Member for U.S. Ocean Drilling Program Science Program, NSF, Sept. 1993
Review Panel Member for U.S. National Underwater Research Program, NOAA, Sept. 1993

Teaching Summary of Douglas F. Williams

Teacher Professional Development Workshops on "Teaching Scientific Inquiry" for Richland-Lexington School District Five and Chester County School District

Courses taught at the University of South Carolina:

Undergraduate	Graduate
MSCI 101/112 Introductory Oceanography (20+ Years)	GEOL 515 Marine Micropaleontology
MSCI 102/111 Origin of Modern Marine Environments (20+ years)	
GEOL 101 Physical Geology (10 years)	GEOL 545 Marine Geology (14 years)
GEOL 102 Historical Geology	GEOL 711 Paleoclimatology
GEOL 335 Global Environmental Change (5 years)	GEOL 715 Stable Isotope Geochem.
GEOL/MSCI 399 Directed Undergraduate Study	GEOL 714 Explor. Micro.. & Biostrat
MSCI 496-499 Undergraduate Research	GEOL 824 Seminar in Geochemistry
MSCI 505 Senior Seminar	.
MSCI 599C Watersheds and Estuaries	
Science of the Arctic; SCCC 394C	
Polar Science: SCCC 394D	
Fundamentals of Scientific Inquiry: SCCC 285	
Analysis of Scientific Inquiry, SCCC 393	
Design of Scientific Inquiry: SCCC 394	
Implementation of Scientific Inquiry: SCCC 395	
Educational Issues in Science Education: SCCC 396	

Innovative Educational Elements developed at USC:

2004-2008 **L**earning through **E**xperiential **O**utreach (LEO)
For examples of this exciting approach to bringing science literacy to non-science majors, see the “Spring Polar Festival," the Earth Festival “el Nino, La Nina and Me!," and a Fall 2007 LEO experience on the “Cost of Things Common”

1998-2006 **R**esearch-**B**ased **L**earning (RBL) including a new Minor of Inquiry

1998-2003 Three-week January Interims for the Governor’s School for Science and Math (6 consecutive years) on "Coastal Marine Environments" and "Biogeochemical Cycles of Salt Marshes and Estuaries"

1998-2004 The Marine and Aquatic Research Experience (*M.A.R.E.*) Program for Undergraduates

2000 A Moment in Time: Researching Siberia in Transition – month-long American-Russian undergraduate investigation of Russian society in transition to Democracy

1999 First Honors College Maymester – *Southern Horizons - from the Mountains to the Sea*

1996-97 RESET- The Russian-American Environmental Science Education and Training partnership

1994-96 The Baikal Undergraduate Research Group (B.U.R.G.).

1993 *YES!! Young Scientist-to-Young Scientist* program – thirds grade-college science teams

Summary of Other Notable Achievements and Accomplishments

Resident Scientist, Dutch Fork Elementary School, Irmo, SC
Panel Member, NSF-NATO Post-doc. Fellowship Prog., Feb. 1999 & 2000
Board Member of DOSECC (Drilling, Observ. & Sampling of Earth's Continental Crust)
Chairman, PAGES Global Lake Drilling Task Force, Intern'l Geo.-Biosphere Prog., 7/ 95-1996
Co-Convener, special theme session, Geological Soc. America meeting, New Orleans, 11/95
Panel Member for U.S. Ocean Drilling Program Science Program, NSF, Sept. 1993
Panel member for National Underwater Res. Program 1993-94
Co-chairman, Steering Committee, Baikal Drilling Project, 1990-present
Convener, special symposium on "Lacustrine Basins and Global Change" at the VII Congres European Geosciences Union, Strasbourg, April 1993.
Co-Convener, special symp. "Large Lakes & Climate Change", 1992 Amer. Geophysical Union.
Co-Convener, special symp. "Baikal Paleoclimatology & Paleolimnology", 1991 AGU.
Convener, Baikal Research Workshop, Charleston, SC October 21-25, 1990.
USC's Representative to Founding Members Council of the Baikal Internat'l Center for Ecological Research, Irkutsk, Russia.
Organizing Chairman of U.S. 'Baikal Research Association'.
Co-Chief Scientist, first Russian-Amer. Baikal coring expedition, 7/1990, Lake Baikal, Russia.
Chairman, SEPM Research Committee on Stable Isotopes, 1989-1991.
Editorial board, *Journal on Excellence in College Teaching 1999-present; Marine Micropaleontology*, 1986-89; 1989-1992; *Geology*, 1991-1993; 1993-1995; *Marine Sciences*, 1989-1995; *Russian J. of Geology and Geophysics*, 1993-1995.
Nominee for the 1995 Ada B. Thomas Outstanding Advisor Award
Session organizer and chairman at The Geological Society of America, Nov. 1995
Co-convener of special college forum "Focus on the Future - New Directions, Opportunities and Responsibilities for Science and Mathematics Undergraduate Education at USC"
Nominated for National Advisor of the Year (1996), Alliance for Minorities Programs
Coordinator for the "Frontiers in Science and Math Night", Nov. 1996 & 1997
Group Leader for the First-Year Reading Experience, August 19, 1996
Mentor, Governor's School for Science and Math Summer Research Program – 1996-1999
1998 Certificate of Appreciation for Volunteer Services in K-12 Geoscience Education
Nominee for 1997-98 Outstanding Freshman Advocate Award
Keynote Speaker - BICER, BDP & DIWPA Joint Internat'l Symposium on Lake Baikal, Nov. 98
Invited Speaker - Georgetown USC Alumni Club

Robert S. Jackson

[redacted] *Work (803) 476-3312* [redacted]

Secondary Principal

Summary

Energetic, dedicated, results-driven, and highly accomplished instructional leader possessing 18+ years experience in K-12 public education on the primary, elementary, middle, and secondary levels. A skilled leader who motivates all teachers and students to achieve optimum performance in an accountability driven climate while comprehensively and collaboratively involving all stakeholders. Established history of assuming leadership roles in all positions held.

Licensure and Certifications

- Superintendent, Secondary Principal, Secondary Supervisor, Physical Education, South Carolina State Department of Education
- Certified ADEPT Evaluator, South Carolina State Department of Education

Professional Experience

Principal **2012 to Present**

School District Five of Lexington & Richland Counties Irmo, South Carolina

- Provides leadership and management of the assigned middle school, including all instructional and administrative programs and activities.
- Supervises all professional and classified staff members; assigns workloads and establishes work schedules; directs and supervises duties of assigned staff. Supervisory duties include instructing; assigning, reviewing and planning work of others; maintaining standards; coordinating activities; selecting new employees; acting on employee problems; and recommending the discipline and discharge of employees as appropriate.
- Prepares and administers the school's operating budget; serves as overall custodian of school funds allocated to or collected by the school; approves expenditures and prepares related reports.
- Seeks, secures and administers school-level grants for projects and programs.
- Plans, evaluates and recommends school-wide programs, policies, goals and objectives. Ensures that all Board of Trustees and administrative policies are effectively explained and implemented.
- Reviews, approves, helps in planning and exercises ultimate supervision over all school programs, clubs, special services, projects, events and publications; provides leadership and administrative support to volunteers, School Improvement Council members, PTO officers and members, and others; coordinates school activities with those of other District schools as appropriate; attends special events, including night activities; assists in supervising students in school-sponsored events; encourages teacher participation in school and/or school-related activities.
- Served on the following local, state, and national committees: (Magnet School Design, Innovative Ideas Institute, Curricular Council, Secondary Planning)

Assistant Secondary Principal **2004 to 2011**

Barnwell School District 45, Lexington/Richland 5 Barnwell, South Carolina

- Assisted the Principal in the general administration of the school and served as the principal in the Principal's absence. Provided instructional leadership to the academic program including development of curricular programs and pilot programs coupled with innovative instructional supervision.
- Supervised overall curriculum and assigned departments of instruction, evaluated teachers using formative and summative performance appraisal instruments, along with coordination of master scheduling process.
- Identified, assigned, coordinated, and facilitated professional development opportunities for school personnel.
- High Schools That Work School Reform Initiative Site Coordinator, Behavior Modification Center Coordinator, and School Test Coordinator for End of Course Assessments and High School Assessment Programs.
- Assisted the principal in the interpretation of school performance and student achievement data (AYP, HSTW, and School Renewal Plan) to staff, parents, and community. *Served on the district strategic planning committee. Chaired the Emergency Preparedness Committee*
- Conferred with students, parents, teachers, law enforcement officers, and representatives of social service agencies to resolve serious pupil academic, attendance, and behavior problems.

Instructional Experience

Health & Physical Education Teacher / Head Varsity Basketball Coach **2002 to 2004**
Richland School District Two Columbia, South Carolina

Health & Physical Education Teacher / Head Varsity Basketball Coach **2000 to 2002**
Barnwell School District 45 Barnwell, South Carolina

Health Education Teacher / Head Varsity Basketball Coach **1998 to 2000**
Williamsburg County School District Kingstree, South Carolina

Health, Physical Education, Science Teacher / Athletic Coach **1993 to 1998**
Florence School District Three Lake City, South Carolina

Academic Qualifications

Doctoral Student, Educational Leadership 2007-Present
South Carolina State University Orangeburg, South Carolina

Educational Specialist, Educational Leadership 2006
South Carolina State University Orangeburg, South Carolina

Master of Science, Sport Management 2003
United States Sports Academy Daphne, Alabama

Bachelor of Science, Physical Education 1993
South Carolina State University Orangeburg, South Carolina

Specialized Training

- AdvancED District/School Accreditation Workshop, 2009
- Advanced Placement Workshop for Coordinators, 2009, 2010, 2011
- Advanced Placement Administrators Summer Institute, 2008
- High Schools That Work -Site Coordinators Institute, 2008
- Summative ADEPT Formal Evaluation for Teachers (SAFE-T), 2008
- Developing Aspiring Principals Program, State Department of Education, Columbia, South Carolina, 2006
- Assisting, Developing, Evaluating Professional Teaching, State Department of Education: Office of School Leadership, Barnwell, South Carolina, 2006
- Law Enforcement and Safe Schools, United States Department of Justice, Columbia, South Carolina, 2006
- Law Enforcement and Safe Schools, United State Department of Justice, Columbia, South Carolina, 2007

Leadership Attributes

• Instructional Leadership	• Building Teacher Capacity	• Data Driven Decision-Making
• School Operational Efficiency	• Staff / Professional Development	• Fiscal Accountability
• Implementation Strategies	• Performance Appraisals	• Curriculum Evaluation
• Learner Needs Analysis	• Personnel Supervision	• Student & Teacher Motivation

Professional Memberships

- South Carolina Association for School Administrators
- Association for Supervision and Curriculum Development
- South Carolina Education Association
- South Carolina Association for Health, Physical Education, Recreation, and Dance
- South Carolina Athletic Coaches Association
- South Carolina Basketball Coaches Association
- Alpha Phi Alpha Fraternity, Inc.
- M.W. Prince Hall G.L. of F. & A. M. of South Carolina

References

Available upon request

ROBERT S. JACKSON

EDUCATIONAL LEADERSHIP PHILOSOPHY AND GOALS

Philosophy: Comprehensive Instructional Leaders who share the vision of the district along with state and national educational goals enable all students and teachers to meet and exceed identified performance objectives. In order to successfully lead schools in this accountability generated era, a leader must embrace change and utilize data to drive decision-making in the school. The effective leader can build bridges between the district, school, and all stakeholders in the quest for exemplary student and staff performance. To achieve optimum success and lead the school to exemplary status attaining national and state accolades, the principal must possess the intangibles of collaboration, hard work, goal setting, motivation and creative thought. Possession of these intangibles will allow the principal to generate a successful school environment that maintains, academic, cultural, financial, programmatic, and operation efficiency coupled with accountability as an institution.

Goals and Initiatives:

1. To enhance the delivery of all instructional and curricular programs while embrace a culture and climate of collaboration to address areas needing improvement.

2. Organize the school's desire to improve and maintain the district's financial resources and streamline the fiscal capacity of the school in its expenditures.

3. To maintain a school wide commitment to compliance of applicable school district, state department of education as well as federal regulations.

4. Provide executive level supervision of personnel, course scheduling, instruction, staff development, instructional enhancement, management of school and athletic facilities as well as represent other departments, booster clubs, alumni, students, the media and the general public on the general behalf of the school.

5. Maximize the school's desire to build a bona fide reputation for producing academically proven students as well as student - athletes who exemplify the district's commitment to academic, athletic, and cultural excellence.

6. Ensure that the administrative, teaching, athletic and support staff are committed to the academic achievement of students to include demonstrating the mastery of concepts on standardized assessments at the proficient and advanced levels.

7. Leading the school in embracing a multicultural climate where differentiated instruction, integration of technology, problem and project based learning, and innovative instructional strategies used will enable all learners (teachers and students) to meet and exceed district and school performance objectives.

CAITLIN Z. MCKENZIE

[redacted]

camckenzie@florence3.k12.sc.us

OBJECTIVE To obtain a position as a middle level English Language Arts teacher that utilizes my expertise in best-practice pedagogy and design and implementation of innovative, balanced literacy curricula.

EXPERIENCE

2010-Present **Ronald E. McNair and J. Paul Truluck Middle Schools, Florence School District Three**
Master Teacher – English Language Arts, Social Studies, Related Areas, Resource

- Create and facilitate weekly professional development workshops for teachers based on best-practice, research-based pedagogy and current educational trends in the following areas: data-driven instruction, data analysis, engaging instructional strategies, classroom management, classroom community, assessment, and technology.
- Team-teach with colleagues, demonstrate model lessons, and develop and help implement diverse, culturally relevant curricula in specified areas of expertise.
- Analyze school-wide student data and make curricular decisions based on performance trends.
- Monitor goal setting, activities, classroom follow-up and goal attainment for teachers' Individual Growth Plans (IGPs).
- Conduct ongoing action research and provide professional development regarding teaching strategies to implement in the single-gender classroom.
- Evaluate teachers' practice through formal observations and informal documentation, dialogue, and conferencing.
    - Complete assigned TAP Evaluations including: pre-conference, observation, post-conference with reinforcement/refinement plan, follow-up and support.
- Participate in weekly Leadership meetings with administrative team(s) to help make curricular decisions regarding scheduling, testing, assessments, and implementation of other programs.
- Monitor implementation and analyze student data for the following curricular and assessment programs: USATestPrep, Fast ForWORD, Academy of Reading, Read180, System 44, ALEKS, and ClassWorks.
- Provide instruction for small groups of students based on individual needs according to district and state testing data.
- Lead and organize a multitude of school-wide activities and initiatives (Reading Counts, Spelling Bee, School Improvement Council, Single-Gender Showcase).
- Serve as School Testing Coordinator for PASS administration.

CAITLIN Z. MCKENZIE

[redacted]

camckenzie@florence3.k12.sc.us

2005-Present **Educational Consultant**

Private Consultant for Best Practices in the Single-Gender Classroom

- Coauthor of Active Lessons for Active Learners (James and McKenzie, 2011)
- Create and facilitate professional workshops for teachers and administrators in various districts throughout the Southeast.
- Develop South Carolina State Department of Education single-sex curriculum guide.
- Facilitate monthly curriculum workshops via Elluminate for teachers across the state (2009-2010)
- Conduct workshops at state and national conferences.

2005-2010 **Dent Middle School, Richland School District Two**

AVID Program Coordinator

- Coordinate and oversee the following components of the AVID program: recruitment, curriculum creation and implementation, public relations and advertisement, teacher management and professional development, field study plans, parental involvement and communication, daily classroom activities, and service learning.

English Language Arts Teacher, grades 6-8

- Coordinate and facilitate team meetings and organize and implement cross-curricular projects as the team leader.
- Develop innovative standards-based lesson plans, projects, example models, and supplemental materials based on district and state assessment data for 100+ students.
- Create assessments and evaluate student performance.
- Facilitate daily classroom functions and implement disciplinary procedures.
- Communicate with parents regarding student performance and disciplinary concerns.

Additional Responsibilities

- Recycling Coordinator
  - Implement and organize recycling program for all students and teachers on campus.
- Public Relations Coordinator
  - Organize and create public service announcements and advertisements for teachers and students.

CAITLIN Z. MCKENZIE

[redacted]

camckenzie@florence3.k12.sc.us

- Contact outside media outlets regarding upcoming school events and important information.
- Update and oversee the school's Twitter feed and newsletter.

- *Red Carpet Award* committee chairperson
  - Award received, 2010
- *Palmetto's Finest Award* committee member
- *Exemplary Writing Award* committee member
  - Organize faculty research book-study.
- Assistant School Testing Coordinator
- USC Practicum Advisor
  - Oversee, evaluate, and provide placements for 15 pre-service teachers per semester.
- Cheerleading Coach

EDUCATION

2009 **National Boards of Professional Teaching Standards Certification**

- Adolescent Literacy; certification valid until 2019.

2006-Present **University of South Carolina**

- Masters of Education Degree in Language and Literacy; cumulative GPA of 4.0
- Doctoral Candidate, Doctorate of Education in Curriculum Studies
  - Expected graduation – Spring, 2013
  - Research interest: African-American learners in single-gender classrooms

2001-2005 **Ohio University**

- Bachelor's of Science Degree in Education
- Integrated Language Arts major; certified in grades 6-12

REFERENCES AVAILABLE UPON REQUEST

1001
FLSA Status: E
Pay Grade: 41
Days of Work: 240

LEXINGTON / RICHLAND SCHOOL DISTRICT FIVE, SOUTH CAROLINA
JOB DESCRIPTION, FEBRUARY 2005

JOB TITLE: HIGH SCHOOL PRINCIPAL

GENERAL STATEMENT OF JOB

Under limited supervision, provides the leadership and management skills necessary to maximize the efforts of teachers and students in an environment which is conducive to educational enhancement, growth and achievement for students; directs all daily operations of the school campus; supervises and coordinates the work of all assigned professional and classified personnel; ensures subordinates' adherence to District policies, regulations and goals. Reports to the Superintendent.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides leadership and management of the assigned high school, including all instructional and administrative programs and activities.

Supervises all professional and classified staff members; assigns workloads and establishes work schedules; directs and supervises duties of assigned staff. Supervisory duties include instructing; assigning, reviewing and planning work of others; maintaining standards; coordinating activities; selecting new employees; acting on employee problems; and recommending the discipline and discharge of employees as appropriate.

Assigns responsibilities to Assistant Principals to foster professional growth and effective instructional programming; assigns responsibilities to professional staff, including assignments to instructional groups, rooms and supervision duties.

Reviews the work of subordinates for completeness, accuracy and adherence to District policies; evaluates and makes recommendations as appropriate; evaluates and counsels all staff members regarding their individual and group performance.

Authorizes the placement of substitute teachers on an eligibility list, and monitors their work.

Assists in planning, organizing and implementing staff development programs.

Seeks to maintain an atmosphere conducive to good teacher-teacher and teacher-administrator relationships.

Prepares and administers the school's operating budget; serves as overall custodian of school funds allocated to or collected by the school; approves expenditures and prepares related reports.

Seeks, secures and administers school-level grants for projects and programs.

Plans, evaluates and recommends school-wide programs, policies, goals and objectives. Ensures that all Board of Trustees and administrative policies are effectively explained and implemented.

Ensures school compliance with the requirements of state and regional accreditation standards and

regulations.

Oversees school enrollment.

Supervises, reviews and evaluates the instructional program; observes classroom environment and makes recommendations for improvement in instruction and class management as appropriate

Assists in the selection of and supervises the distribution, storage and inventory of all textbooks, instructional materials and supplies for building operation.

Develops and coordinates a school master schedule that meets students' needs and adheres to District guidelines.

Supervises the guidance program to enhance individual student education and development.

Maintains high standards of student conduct and enforces discipline as necessary, complying with due process and rights of students.

Receives and responds to inquiries, concerns and complaints from teachers, students and parents; maintains effective relationships with students and parents; works to resolve administrative, instructional and behavioral problems.

Works with authorized personnel and/or contractors in the maintenance, modification and utilization of the building, physical facilities and school grounds; supervises building custodial care.

Supervises and participates in the preparation and maintenance of all such records and reports as are required by law, Board policies and administrative directives.

Reviews, approves, helps in planning and exercises ultimate supervision over all school programs, clubs, special services, projects, events and publications; provides leadership and administrative support to volunteers, School Improvement Council members, PTO officers and members, and others; coordinates school activities with those of other District schools as appropriate; attends special events, including night activities; assists in supervising students in school-sponsored events; encourages teacher participation in school and/or school-related activities.

Coordinates activities of assigned school with those of other schools in the District.

Enforces policies and procedures designed to protect the safety and welfare of students and staff while on campus; prepares and maintains the school crisis management plan; conducts emergency drills.

Keeps abreast of developments and innovations in the profession and ensures that staff members remain current as well.

Keeps the Superintendent informed of events and activities of an unusual nature as well as routine matters related to the Superintendent's accountability.

Plans and participates in efforts to build or enhance community support of school programs and projects; attends and participates in community meetings as appropriate; prepares and distributes publicity materials, including newsletters and fliers.

Conducts meetings of the staff and attends principal's and other District meetings as necessary.

Prepares and/or processes budget documents, purchase orders, performance evaluations, statistical reports, grant reports, test score analyses, strategic plans, school report card and annual summary report, and other records, reports, memos, correspondence, etc.

Operates a vehicle and a variety of equipment such as a computer, printer, typewriter, fax machine, copier, calculator, telephone, public address system, audio-visual equipment, security equipment, two-way radio, etc.; uses clerical, copier, computer supplies.

Interacts and communicates with various groups and individuals such as the Superintendent, professional peers, instructional staff, other subordinates, other District administrators and staff, Board members, various committees, various government and community agencies, students, parents, volunteers and the general public.

Attends training, conferences, workshops, etc., as appropriate to enhance job knowledge and skills.

ADDITIONAL JOB FUNCTIONS

Prepares student / staff handbooks.

Monitors classes in teachers' absences as necessary.

Meets with and assists school visitors.

Performs routine administrative/office tasks as required, including but not limited to preparing reports and correspondence, copying and filing documents, answering the telephone, sending and receiving faxes, entering and retrieving computer data, preparing rooms for meetings and activities, checking/securing doors, etc.

Performs related duties as required.

MINIMUM TRAINING AND EXPERIENCE

Requires a Master's degree in education administration supplemented by at four to five years of teaching and administrative experience, or an equivalent combination of education, training and experience that provides the required knowledge, skills and abilities. Must possess valid Teacher and Principal certificates from the S.C. State Board of Education. Must possess a valid state driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Requires sedentary work that involves walking or standing some of the time and involves exerting up to 10 pounds of force on a recurring basis or routine keyboard operations.

Data Conception: Requires the ability to compare and/or judge the readily observable functional, structural or compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability of speaking and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to subordinates and receiving assignments and/or direction from supervisor.

~B. CREIG TYLER~

EDUCATION

- M.Ed. in Education, 1973, South Carolina State University
- B.S. in Physical Education, 1970, The Citadel

AREAS OF CERTIFICATION

- 15 – Science
- 65 - Health and Physical Education
- 72 - Secondary Principal

PROFESSIONAL EXPERIENCE

2002 – 2011 Principal/Lexington High School
1992 – 2002 Principal/ Lugoff-Elgin High School
1986 – 1992 Assistant Principal/ Lexington High School
1985 – 1986 Teacher/Coach, Irmo High School
1985 – 1985 Agent/The Equitable Insurance Agency

COACHING/ATHLETIC EXPERIENCE

1983 – 1985 Athletic Director/Head Football Coach, Lancaster High School
1977 – 1983 Athletic Director/Head Football Coach, Lugoff-Elgin High School
1974 – 1977 Athletic Director/Head Football Coach, Manning High School
1970 – 1974 Teacher/Coach, Spring Valley High School

PROFESSIONAL ASSOCIATIONS

- I have been a member of the South Carolina Association of School Administrators (SCASA) for sixteen (16) years and have held the following offices of leadership: Vice President, President-elect, and President.
- I am a member of the National Association of Secondary School Principals (NASSP) and attended the national conventions in San Francisco, New Orleans, San Diego, Las Vegas, and Orlando. Served as State Coordinator 2008-2011.
- I am an active member of the South Carolina Coaches Association and served as the President of the State AAA Conference, 1996.
- I have served on the South Carolina Executive Committee as its Vice President in 2000-2001 and this year. Currently, I have served as its President for the year 2001-2002, and as Past President. 2010-2011 served as the AAAA Representative .

PROFESSIONAL AWARDS

- State Principal of the Year 2007
- Palmetto's Finest High School 2008
- No Child Left Behind National Blue Ribbon High School 2008
- William B. Harley Award 2010
- Joe M. Bedenbaugh Award 2010

9593
FLSA Status: E
Pay Grade: 15
Days of Work: 190
Hours: 7.5

LEXINGTON / RICHLAND SCHOOL DISTRICT FIVE, SOUTH CAROLINA
JOB DESCRIPTION, JULY 2011

JOB TITLE: CAREER DEVELOPMENT FACILITATOR (CDF)

GENERAL STATEMENT OF JOB

According to Section 59-59-105, this individual is employed by school districts to provide career services and shall work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. To ensure the implementation and delivery of this chapter, this individual shall:

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents.

Assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade.

Assist school counselors and students in identifying and accessing career information and resource material.

Provide educators, parents, and students with information on career and technology education programs offered in the district.

Support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study.

Learn and become familiar with ways to improve and promote career development opportunities within the district.

Attend continuing education programs on the certified career development facilitator curriculum.

Assist with the selection, administration, and evaluation of career interest inventories.

Assist with the implementation of the district's student career plan or individual graduation plan.

Assist schools in planning and developing parent information on career development.

Coordinate with school counselors and administration career events, career classes, and career programming.

Coordinate community resources and citizens representing diverse occupations in career development activities for parents and students.

Assist with the usage of computer assisted career guidance systems.

ADDITIONAL JOB FUNCTIONS

Performs routine administrative/office tasks as required, including but not limited to preparing reports and correspondence, copying and filing documents, answering the telephone, sending and receiving faxes, entering and retrieving computer data, etc.

Performs related duties as required.

MINIMUM TRAINING AND EXPERIENCE

Must have bachelor's degree and CDF certification.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Requires light work that involves walking or standing some of the time and involves exerting up to 20 pounds of force on a recurring basis, or skill, adeptness and speed in the use of fingers, hands or limbs on repetitive operation of electronic office machines within moderate tolerances or limits of accuracy.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

Interpersonal Communication: Requires the ability of speaking and/or signaling people to convey or exchange information. Includes the receiving of information and instructions from supervisor and coordinating work assignments of others.

Language Ability: Requires the ability to read a variety of administrative and technical documents and reports. Requires the ability to enter computer data / word process and prepare various types of reports and documents with the proper format, punctuation, spelling and grammar, using all parts of speech. Has the ability to speak before audience with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form. Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to primary occupation. Must have the ability to comprehend and interpret received information.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow and give verbal and written instructions; to teach co-workers. Must be able to communicate effectively and efficiently in a variety of technical and/or professional languages including computer / network technology, information management systems, network administration, etc.

Numeric Aptitude: Requires the ability to add and subtract totals, to multiply and divide, to use mathematical formulas, to determine percentages and decimals and to determine time. Must be able to use practical applications of fractions, percentages, ratio and proportion.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes in using office equipment; to operate a motor vehicle.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc. Must have moderate levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress when confronted with emergency situations or tight deadlines. The worker may be subject to tension as a regular, consistent part of the job.

Physical Communications: Requires the ability to talk and hear: (talking: expressing or exchanging ideas by means of spoken words; hearing: perceiving nature of sounds by ear).

PERFORMANCE INDICATORS

Knowledge of Job: Has thorough knowledge of the methods, procedures and policies of the District as they pertain to the performance of duties of the Technology Systems Network Manager. Is knowledgeable in the laws, ordinances, standards and regulations pertaining to the specific duties and responsibilities of the position. Has knowledge in the areas of computer / network technology and maintenance, information systems management, data processing, training, etc. Is able to provide professional, efficient user support and assistance. Is able to effectively determine appropriate hardware and software requirements for various District network and telecommunications operations, and to help coordinate the implementation of new equipment and systems. Is able to provide for network security and disaster recovery as necessary. Has knowledge of the standard tools, materials and practices of the industry. Has skill in the care and use of required tools and equipment. Has knowledge of the occupational hazards and safety precautions of the industry. Has the ability to offer training and assistance to co-workers and employees of other departments as required. Has the ability to help plan and develop daily, short- and long-term technology goals. Is able to take the initiative to complete the duties of the position without the need of direct supervision. Has the ability to plan, organize and prioritize daily assignments and work activities. Has good organizational, technical and interpersonal skills. Has the ability to learn and utilize new skills and information to improve job performance and efficiency. Has knowledge of proper English usage, punctuation, spelling and grammar. Has knowledge of modern office practices and technology. Has the mathematical ability to handle required calculations. Is able to read and interpret complex materials pertaining to the responsibilities of the job. Is able to assemble and analyze information and make written reports and records in a concise, clear and effective manner. Has thorough knowledge of the terminology and various professional languages used within the department. Knows how to maintain effective relationships with personnel of other departments, professionals and members of the public through contact and cooperation. Knows how to react calmly and quickly in emergency situations.

Quality of Work: Maintains high standards of accuracy in exercising duties and responsibilities. Exercises immediate remedial action to correct any quality deficiencies that occur in areas of responsibility. Maintains high quality communication and interaction with internal and external entities with whom the position interacts.

Quantity of Work: Performs described Essential Functions and related assignments efficiently and effectively in order to produce quantity of work which consistently meets established standards and expectations.

Dependability: Assumes responsibility for completing assigned work. Completes assigned work within deadlines in accordance with directives, policy, standards and prescribed procedures. Maintains accountability for assigned responsibilities in the technical, human and conceptual areas.

Attendance: Attends and remains at work regularly and adheres to policies and procedures regarding absenteeism and tardiness. Provides adequate notice to higher management with respect to vacation time

and leave requests.

Initiative and Enthusiasm: Maintains an enthusiastic, self-reliant and self-starting approach to meet job responsibilities and accountabilities. Strives to anticipate work to be accomplished, and initiates proper and acceptable action for the completion of work with a minimum of supervision and instruction.

Judgment: Exercises analytical judgment in areas of responsibility. Identifies issues or situations as they occur and specifies decision objectives. Identifies or assists in identifying alternative solutions to issues or situations. Implements decisions in accordance with prescribed and effective policies and procedures and with a minimum of errors. Seeks expert or experienced advice where appropriate and researches issues, situations and alternatives before exercising judgment.

Cooperation: Accepts supervisory instruction and direction and strives to meet the goals and objectives of same. Questions such instruction and direction when clarification of results or consequences are justified, i.e., poor communications, variance with established policies or procedures, etc. Offers suggestions and recommendations to encourage and improve cooperation intra- and inter-departmentally.

Relationships with Others: Shares knowledge with managers, supervisors and co-workers for mutual benefit. Contributes to maintaining high morale among all employees. Develops and maintains cooperative and courteous relationships inter- and intra-departmentally, and with external entities with whom the position interacts. Tactfully and effectively handles requests, suggestions and complaints in order to establish and maintain good will. Emphasizes the importance of maintaining a positive image.

Coordination of Work: Plans and organizes daily work routine. Establishes priorities for the completion of work in accordance with sound time-management methodology. Avoids duplication of effort. Estimates expected time of completion of work elements and establishes a personal schedule accordingly. Attends required meetings, planning sessions and discussions on time. Implements work activity in accordance with priorities and estimated schedules.

Safety and Housekeeping: Adheres to all established safety and housekeeping standards. Ensures such standards are not violated.

DISCLAIMER: This job description is not an employment agreement or contract. Management has the exclusive right to alter this job description at any time without notice.

Dr. Donna Elam is a nationally recognized authority in diversity and cultural competence training for governmental, business, community, and educational agencies. She is also the Associate Director for Program Development and External Affairs at the David C. Anchin Center housed in the College of Education at the University of South Florida.

Dr. Elam has received countless recognitions and awards at the state, national and international levels. In March 2011 was recognized by Power Broker Magazine as one of the Tampa Bay Florida Area's Most Influential Educational Leaders. Earlier, in March 2009, she received the Women's Leadership Award from the University of South Florida and was one of the 2003 recipients of the prestigious Gandhi, King, Ikeda Award by Morehouse College (Atlanta, GA) during the International Committee of Artists for Peace Conference. She has also been given the Federal Bureau of Investigation (FBI) Director's Award for her work as a member of the Attorney General's Hate Crime's Working Committee; and most recently has been recognized by the United States Department of Education for her work in Youth Development and Student Achievement and the Florida Education Fund/Florida College Access Network for the Lifelong Service Award.

Elam holds two degrees from New York University (NYU), a Masters and Doctorate of Education; and a Bachelors of Science from York College in New York. Former Director of New York University's Equity Assistance Center and serviced New York, New Jersey, Puerto Rico and the Virgin Islands. Dr. Elam has testified as an Expert Witness for the United States Department of Justice on Diversity in Education to the United States House of Representatives,

Committee on the Judiciary and for the state of Arkansas" Legislative Summit on Closing the Achievement Gap.

In March 2009, Dr. Elam was re-appointed by Governor Charlie Crist to serve a third four-year-term on the Florida Commission on Human Relations (FCHR) and holds the Chair position since October 2007. Governor Jeb Bush appointed her first two terms. The Commission possesses policy-making responsibilities to identify and eliminate unlawful discrimination in employment, housing, private clubs, and service at a public lodging or food service establishment in the state.

Dr. Elam sits on the executive boards of the USA/Africa Institute, Florida Regional Policing Institute, the Dr. Martin Luther King, Jr. Institute for Non-violence, and the FBI Diversity Task Force.. She has conducted trainings and reviewed curricula for law enforcement and government agencies such as, the Department of Justice- Weed and Seed Programs; Florida Department of Law Enforcement – Human Interactions; the National Organization of Black Law Enforcement; and the City of Oakland Park, Florida.

Among her publications are "New Directions for Culturally Competent Leaders", " From the Schoolhouse to the Jailhouse: Can We Stop it?", and "Why They Marched: The Struggle for the Right To Vote" a civil rights book for children which has been recommended by both the Department of Education's "Just Read Florida" Reading List for Educators , as well as the Governor's Reading List for Black History Month.

MICHAEL E. LOFTON

[redacted]

SUMMARY OF QUALIFICATIONS

- Experienced educator with 11 years in administration within District 5 of Lexington & Richland Counties including in depth understanding of district policies and procedures
- Demonstrated ability to adapt quickly to changing conditions while taking time to understand the culture of the organizational environment
- Proven capacity to effectively supervise and mentor teachers while consistently encouraging professional growth experiences in order to enhance student achievement
- Significant understanding of group dynamics and the skills to effectively work with a diverse group of people
- Resourceful educator with initiative to motivate and encourage creative ideas to infuse best practices across the curriculum

EDUCATION

Doctor of Philosophy in Education Administration: 3.9/4.0
University of South Carolina, Columbia, SC — December 2009

Educational Specialist in Educational Administration: 4.0/4.0
University of South Carolina, Columbia, SC — August 2006

Master of Education in Educational Administration: 4.0/4.0
University of South Carolina, Columbia, SC — May 2004

Master of Education in Secondary Education: 4.0/4.0
Berry College, Mount Berry, GA — May 2001

Bachelor of Science in Health and Physical Education; Concentration: Teacher Training and Athletic Training
Berry College, Mount Berry, GA — December 1998

CERTIFICATIONS

Superintendent	August 2006
Primary Principal	July 2005
Secondary Principal	May 2004
Crisis Prevention Intervention (CPI)	October 2002
K-12 Health and Physical Education	December 1998

RELEVANT EXPERIENCE

Principal
Spring Hill High School — 2012 – present

- Developed the academic magnet focus for the school
- Recruited 600 raising 9th and 10th grade students from the district to attend the school
- Presented the magnet concept to multiple groups of parents, advisory groups, businesses and clubs throughout the area
- Interview, hire and train all teachers and support staff
- Designed the color format of the building in conjunction with interior designer
- Purchased furniture for the entire office and instructional space
- Facilitated focus group with community members to discuss history of the area and potential school mascot ideas
- Create new master academic schedule
- Work with district transportation to create a fluid bus transportation process to allow SHHS students to participate in after-school sports at zoned schools

Principal
Chapin Middle School — 2010 – 2012

- Trained and certified in Data Team facilitation and created a Data Team workshop for all Chapin Middle School faculty
- Infused technology across the curriculum by updating computer labs and student access to computers
- Worked in conjunction with the district architects to design a secure front entrance
- Re-designed location of administrators and front office staff to maximize existing space and streamline front office duties
- Re-visioned and redesigned the beautification landscaping project across the campus
- Partnered with Chapin High School and district transportation to create C-team baseball and safe afterschool transportation
- Restructured department teams and grades, both location and team type, in order to streamline core content schedule to maximize instructional time in the classroom
- Organized Assistant Principal job descriptions and responsibilities to create a team-focused approach for administration
- Streamlined discipline procedures, resulting in decrease of referrals

- Created a strong sense of school pride by creating events such as Eagle Extravaganza, Pep Rallies, Pizza with the Principal, and the start of school welcome
- Supervise and train faculty and staff educational best practices
- Published article "Literacy coaches' perceptions of principal's literacy leadership" in the Teachers Education Journal of South Carolina
- Attend at least one event per club/team per year
- Implemented English I program for 8th grade
- Collaborated with Special Education Department to mainstream the students into a team -taught classroom
- Implemented leadership curriculum for grades 6^{th} – 8^{th} as an elective course
- Purchased summer reading novels for all rising 6^{th} - 8^{th} grade students to promote literacy across the school
- Introduced and led two student groups, Bow Tie Club and Academic Society
- Effectively and tactfully counsel students, teachers, and parents on concerns
- Defined roles and responsibilities of department chairs to develop instructional leaders for their department
- Oversee school budget and communicate with bookkeeper on a daily basis regarding budget and purchases

Assistant Principal for Instruction
Dutch Fork Middle School, Irmo SC 2006 – 2010

- Served as a resource to the principal, teachers, parents, and others by assisting in the selection and evaluation of instructional materials and methods
- Planned and conducted staff development at the school level in conjunction with the principal
- Established an appropriate tone for maximal student learning and a safe environment in conjunction with administrative team
- Coordinated and monitored school testing programs; analyzes and interprets test results to teachers, parents, and students to include NAEP, MAP, PSAT, Explore and PASS
- Supported teachers with diagnosis of students who appear to have special needs; work with teachers in assessing problem areas and finding appropriate solutions
- Helped plan and implement new instructional and/or student activity programs such as English 1, Honors Science, Honors Social Studies, and Dance
- Provided guidance and support to department heads in order to monitor standards implementation
- Served on several committees such as 504 Committee (Chairperson), School Literacy Team & Professional Leave Committee
- Created and Implemented *Laps for Literacy Run* resulting in $2,000 raised to fund the literacy program
- Assisted in conducting district staff development programs, workshops, and courses
- Developed the school Master Schedule including individual student schedules and teacher assignments
- Coordinated Homebound Program including the recruitment of teachers to instruct students on medical homebound
- Supervised approximately 70 faculty, 60 staff as well as Induction Teachers, student teacher and intern teacher program
- Assisted with planning the instructional programs for handicapped students; attend IEP meetings as requested; assisted with the instruction of homebound students
- Conducted formal and informal personnel evaluations for classified and certified employees
- Assisted in the design and implementation of programs, assemblies, and other meetings for students
- Aided in the supervision of students in school sponsored events, including night activities
- Supported in the supervision of local school instructional budget activities
- Assisted the principal in conducting periodic department head, team leader meetings, and PIC meetings
- Supervised DFMS participation in grants and special programs

Assistant Principal
Dutch Fork Middle School, Irmo, SC 2004 – 2006

- Facilitated disciplinary procedures for 33 % of the student body
- Aided the principal and district in the development of long range plans for school facilities
- Restructured locker administration to a more efficient and user-friendly method
- Worked in conjunction with Special Education department to facilitate curriculum and discipline issues
- Attended District Secondary Planning meetings with the principal
- Assisted in the development of the 2006-2007 course registration book
- Conducted performance evaluations for 15 teachers throughout the school year
- Presented information to students and parents regarding discipline procedures and policy
- Managed the master calendar and facility reservations for the school and community rental
- Participated in educational curriculum IEP meetings for children with a variety of disabilities

- Established positive and orderly climate by opening lines of communication with staff, students, and parents
- Coordinated and supervised nine custodial staff members
- Interviewed and hire new faculty and staff
- Organized safety drills for school to ensure a safe environment

Administrative Assistant
Dutch Fork Middle School, Irmo, SC 2002 – 2004
- Motivated school staff to donate a total of $3,000 for *United Way* fundraising program two consecutive years
- Managed school fundraisers and field trip requests
- Assisted in updating of student and faculty handbook
- Performed hall and lunchroom monitor duty daily
- Coordinated an average of 200 school volunteers
- Developed Crisis Management Safety Team manual in conjunction with administration team
- Contacted and worked with parents to improve student behavior and classroom success
- Monitored student behavior and administered appropriate discipline and intervention methods

Health & Physical Education and Outdoor Education Teacher
North Cobb High School, Kennesaw, GA 1999 – 2002
- Facilitated topics such as, nutrition, current health topics, first aid, basic personal fitness, and team and individual sports
- Developed improved curriculum to enhance the learning of outdoor education through lectures and activities such as hiking, camping, team building, environmental education, and a variety of adventure activities
- Wrote extensive Grant request resulting in funding for development of outdoor education rock climbing wall for two consecutive years

Head Cross Country Coach 2000 – 2002
- Coached and mentored a team of 50 team members and supervised one assistant coach
- Received second place in region for 2001-2002 season

Head Track Coach 2001 – 2002
- Supervised five section coaches and coached a team of 150 track team members

Head Tennis Coach 1999 – 2000
- Developed and implemented new training methods to improve 10 team member's techniques

Health Topics Teacher
Darlington High School, Rome, GA 1999
- Facilitated interactive activities in areas such as, health topics, physical fitness, nutrition, and first aid

HONORS, AWARDS & PROFESSIONAL ASSOCIATIONS

Lexington Richland School District 5 Superintendent Leadership Award
Golden Key International Honour Society
Who's Who Among America's Teachers
Kappa Delta Pi Honors Society
Dean's List, 5 semesters
Association for Supervision and Curriculum Development
South Carolina Association of School Administrators
Parent Teacher Association

Spring Hill High School
Academy Dean

- A Dean serves as the head of a Magnet Academy within SHHS. Deans provide vision and direction for their Academy. They are responsible for guiding and directing the Academy's faculty, and they represent the school, its students, and its faculty.
- Deans will answer to the Assistant Principal of Instruction. They are in charge of department chairs and faculty. A dean will work in areas such as outreach, development, and student services.
- Deans will serve in an advisory capacity to student groups.
- Deans will lead professional development, attend professional development.
- Deans will provide resources, data, and direction for development of future curriculum within their Academy.
- Deans are responsible for their Academy's budget. They set policies and procedures for the school as a whole and for its departments. They will assist in making decisions regarding the number and type of teachers in a school, and take an active role in hiring new faculty. Deans will mentor faculty who are going through the tenure process.
- Deans will lead fundraising efforts for the school. Deans will serve on multiple committees across campus, and in the outside community. They will participate in outreach activities and build relationships with local businesses and agencies.
- Deans are expected to teach half the case load of traditional teacher.

Ann Mason Copelan
[redacted]

Education

South Carolina Principals Induction Institute 2002-2004
South Carolina Department of Education

Elementary and Secondary Education Administration Certification 1999-2001
University of South Carolina

Master of Education, Master in Teaching 1976-1978
University of South Carolina

Bachelor of Arts, History 1970-1973
Winthrop College

Professional Experience

District Five of Lexington and Richland Counties 2007- Present
Principal of Seven Oaks Elementary

- Achieved AYP goals every year
- Improved on South Carolina School Report Card Improvement Rating over the past three years from Below Average to Good
- Awarded Healthy Foods, Bright Ideas, Champions of the Environment, and
- South Carolina ASCD “Whole Child” Grants, PBIS Ribbon Status, Title One Reward School in 2011, Palmetto Gold and Silver Award in 2010 and 2011.
- Awarded 2012 Superintendent’s Award
- Led school through SACS and NAEYC Accreditation
- Provided leadership in Seven Oaks Elementary becoming a Title One school, Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) school
- Collaborated and planned with architects, construction managers and district office personnel in the renovation and new structural additions to Seven Oaks Elementary
- Hired 30 of the present certified staff including literacy coach, media specialist, guidance counselor and assistant principal
- Served on District Interview Teams

Saluda School District One
Principal of Saluda Elementary 2003-2007
Assistant Principal of Saluda Elementary 2002-2003

- Awarded Palmetto Silver in 2005 and 2006
- Honored by South Carolina Department of Education School with the Improvement Award 2006
- Met AYP in 2005 and 2006
- Improved State Report Card Absolute Rating from Below Average to Good
- Awarded Education Improvement and Michael Jordan Grants
- Implemented after school programs involving 100 students through homework center, literacy tutoring, social studies and science clubs

South Carolina Department of Juvenile Justice 1997-2002
Lead Teacher/Curriculum and Disciplinary Coordinator

- Awarded Teacher of the Year, Northeast Center School 1997
- Received South Carolina Juvenile Justice Employee of the Year 2001
- Served on District Superintendent Committee 2000-2002
- Awarded Law Related Education Center and Improvement Act Education Grants
- Certified as an Adept Evaluator

Union United Methodist Church, Irmo, South Carolina 1990-1992
Director of Christian Education

- Served on the District Methodist Conference Board
- Contributed bi-weekly articles to the United Methodist State Newsletter
- Presented District Workshops on large church education programs

District Five of Lexington and Richland Counties 1987-1983
Irmo Middle School, Campus I
7th Grade Social Studies Teacher

- Served on the Principal's Cabinet
- Collaborated with the District and School Committees for State Adoption of Textbooks

Richland School District One 1974-1976
Webber Middle School
7th Grade Social Studies Teacher

- Provided leadership as Chairperson of the Social Studies Department
- Served as the Student Council Advisor

References Available Upon Request

9594
Teacher Pay Scale
Days of Work: 190
Hours: 7

LEXINGTON / RICHLAND SCHOOL DISTRICT FIVE, SOUTH CAROLINA
JOB DESCRIPTION, APRIL 2007

JOB TITLE: InTec, Integration Technology Specialist
TECHNOLOGY SERVICES DEPARTMENT
DIVISION OF INSTRUCTIONAL SERVICES

GENERAL STATEMENT OF JOB

Under limited supervision, participates in the development and implementation of curricular standards to encourage appropriate integration and utilization of technology in District instruction; assists K-5 educators in developing lesson plans and activities involving the use of technology, and performs related professional and technical work as required. Reports to the

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides assistance and leadership in planning the integration of curriculum-based technology in District instructional programs for K-5 teachers and students.

Shares resources for technology integration with faculty.

Works with educators to develop lesson plans and activities involving the use of technology to meet educational goals; locates digital resources for units of study; demonstrates / models effective technology teaching; meets with individual teachers and small faculty groups to discuss curriculum, suggest ways to use technology in the delivery of curriculum, and to support teachers as they actively use technology in their classrooms.

Plans, coordinates, schedules and teaches school-level and District-wide instructional technology workshops, in-service training, staff development sessions and other opportunities to assist with technology integration.

Assists in coordinating the work of technology teacher leaders; conducts monthly meetings; assists in providing leader resources and training.

Researches and consults on technology resources, emerging technologies, and media resources; reports recommendations as requested.

Assists in evaluating and selecting equipment, software, hardware, instructional CD-ROMS, digital cameras, interactive whiteboards, classroom performance systems and other technologies.

Develops instructional strategies using instructional technology across all content areas.

Selects and/or prepares technology materials related to educational programs; creates instructional handouts and materials.

Assists in planning, coordinating, scheduling and implementing technology-oriented graduate and re-certification courses for K-5 teachers, media specialists and administrators.

Provides professional user support and assistance as needed by teachers and staff; performs simple maintenance and troubleshooting procedures on equipment.

Assists teachers in researching grant funds to support selected technology projects and programs.

Represents the department and District at various meetings as appropriate.

Receives and responds to inquiries, concerns and complaints in areas of responsibility.

Prepares and/or processes administrative reports, presentation materials, curriculum / tutorial materials, and various other records, reports, memos, correspondence as needed.

Operates a variety of equipment such as computers, printers, network equipment, modems, peripherals, audio-visual equipment, copier, calculator, telephone, typewriter, etc.; uses clerical, copier, computer supplies, and small hand tools.

Interacts and communicates with various groups and individuals such as the immediate supervisor, Superintendent, other District administrators and staff, school administrators and staff, State Department of Education personnel, various committees, government agencies, vendors / service providers, and the general public.

Attends training, seminars and conferences, etc., as necessary to maintain and enhance job knowledge and skills.

ADDITIONAL JOB FUNCTIONS

Moves, sets up and arranges computer equipment and audio-visual equipment as needed.

Performs routine administrative/office tasks as required, including but not limited to preparing reports and correspondence, copying and filing documents, answering the telephone, sending and receiving faxes, entering and retrieving computer data, etc.

Performs related duties as required.

MINIMUM TRAINING AND EXPERIENCE

Requires a Bachelor's degree in elementary education or related field supplemented by three to four years of experience in educational technology services, or an equivalent combination of education, training and experience that provides the required knowledge, skills and abilities. A valid S.C. teaching certificate is required. Must possess a valid state driver's license.

Andrea Baker

[redacted]

Title: InTec

Job Description: INTec's primary focus will be to assist classroom teachers to successfully integrate the use of effective strategies and multiple technologies in order to differentiate and enhance student outcomes. InTec's serve as part of their school's leadership team, providing "just in time," embedded and ongoing professional development for teachers, staff, and administration.

Education:

Columbus High School, Waterloo, Iowa
Valedictorian: Class of 1977
University of Northern Iowa
BA: Political Science
December 1982
University of Northern Iowa
MA: Library Science
May 1987

Publications:

Integrating digital file formats into classroom instruction, techlearning.com, March 2003

Special Recognitions

National Board Certified Teacher
Library Media/Early Childhood through Young Adult, Issued Nov. 18, 2005
Library Journal 2004 Mover and Shaker
Named one of the librarians in North America shaping the future of libraries (for the Airport High School Linux Lab project).
http://www.libraryjournal.com/article/CA385857.html
SMART Certified Trainer; SMART Notebook 11
(successfully completed May 20, 2012)
STAR Discovery Educator
Intel Teach to the Future Facilitator

Teaching Experience:

Jesup High School Media Specialist
Jesup, Iowa from 1987 until 1988
Richardson Elementary School Media Specialist
Fort Madison, Iowa from 1988 until 1991
Aiken Elementary School Media Specialist (Aiken County School District)
Aiken, South Carolina from 1991 until 2002
Airport High School Media Specialist (Lexington Two School District)
West Columbia, South Carolina from 2002 until 2009
Seven Oaks Elementary School Media Specialist (Lexington Richland Five School District)
Columbia, South Carolina from 2009 until 2012
InTec, Seven Oaks Elementary School, H.E. Corley Elementary School, and Irmo Elementary School (Lexington Richland Five School District)
Columbia, South Carolina from 2012 until current

9572
FLSA Status: E
PayGrade:27
Days of Work: 240
Hours: 8

LEXINGTON / RICHLAND SCHOOL DISTRICT FIVE, SOUTH CAROLINA
JOB DESCRIPTION, OCTOBER 2009

JOB TITLE: INSTRUCTIONAL SYSTEMS DATA ANALYST
OFFICE OF ACCOUNTABILITY
INSTRUCTIONAL SERVICES DIVISION

GENERAL STATEMENT OF JOB

Under occasional supervision, develops, troubleshoots, and administers the District's data quality systems and tools for the support and use of information by school and district staff. Monitors, retrieves, analyzes student data from PowerSchool for various reports and reporting requirements; creates and maintains state achievement test files and other files for regular or special reports; supervises and leads a research team to create online reports that detail current and longitudinal student achievement data and provide processed student data in usable form; creates systems to provide easy access to district data that will assist principals and teachers in the instructional process; acts as a technical resource and assists in the development of efficient data collection and analysis for program evaluation. Reports to the Director of Accountability.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

- Develop data quality standards and methodologies, clean, integrate and manage data files, and monitor data quality
- Design and implement data quality applications to increase the accuracy of data in PowerSchool and other district data systems including EFA and EIA state reports
- Design reports based on district needs and user specifications
- Serve as a technical resource in the design and implementation of student data collection and retrieval systems
- Define data extractions of data from PowerSchool and other district databases for evaluation reports, annual reports, and other special reports
- Coordinate data collections for Graduation Rate, Teacher Attendance, Longitudinal Exit Exam, PASS and HSAP performance rosters, and other data used in the SC Report Card and AYP
- Maintain and support existing data warehouse (e.g. TestView)
- Provide regular staff development/training in using the District's data systems and interpretation of the reports
- Assist in the analysis of data and the and interpretation of results

ADDITIONAL JOB FUNCTIONS

Performs related duties as required.

MINIMUM TRAINING AND EXPERIENCE

Qualifications:
Minimum of a bachelor's degree in computer science or business or related field; 4 years management experience/training ; minimum of four years experience in computer statistical applications (e.g. Statistical Analysis System, MS Access) or other computer software for data analysis and reporting
Experience in the definition, design, and development of processes using SQL/Oracle/Java Scripting
Experience managing complex data sets. Strong communication and organizational skills.

School District Five of Lexington and Richland Counties

Job Description

TITLE: Site Coordinator/Lead Teacher

QUALIFICATIONS:
1. Masters Degree or higher from an accredited college or University
2. A valid South Carolina Teaching Credential
3. Five years teaching experience
4. Experience in curriculum development and program planning
5. Experience in grant writing preferred
6. Experience in teacher supervision
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Principal and Project Director

SUPERVISES: All magnet related activities

JOB GOAL: The goal for the site coordinator/lead teacher is to create an inviting learning environment that ensures quality teaching and learning while overseeing the implementation of the magnet theme and objectives of the MSAP grant.

ESSENTIAL FUNCTIONS:

1. To serve as the liaison between the principal and project director.
2. Attend all meetings related to magnet implementation.
3. Establishes and maintains an effective learning climate consistent with the magnet program's purpose.
4. Provide leadership in implementation of the project-based learning curriculum with a focus on the magnet school's theme.
5. Coordinates curriculum development.
6. Collaborates with teachers to ensure excellent classroom teaching and learning.
7. Coordinate the selection of instructional resources using a collaborative process.
8. Promotes the magnet program as a viable option for parents.
9. Establishes and maintains working relationships between the magnet school, the business and academic community, political leaders and philanthropic organizations.
10. Continuously assesses the effectiveness of programs and activities and works with staff to make needed improvements.
11. Generates necessary reports and maintains appropriate paperwork.

School District Five of Lexington and Richland Counties

Job Description

TITLE: Site Coordinator

QUALIFICATIONS:
1. Masters Degree or higher from an accredited college or University
2. A valid South Carolina Teaching Credential – Elementary
3. Five years teaching experience
4. Experience in curriculum development and program planning
5. Experience in grant writing preferred
6. Experience in teacher supervision
7. Professional Media Production or Mass Communications experience
8. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Principal and Director of Academic Initiatives

SUPERVISES: Magnet Program Teachers

JOB GOAL: The goal for the lead teacher is to create an inviting learning environment that ensures quality teaching and learning while building student leadership capacity in the context of Mass communications, Engagement, Digital Media, Interactive Learning, and Academic stewardship.

ESSENTIAL FUNCTIONS:

1. Establishes and maintains an effective learning climate consistent with the magnet program's purpose
2. Provide leadership in implementation of the project-based learning curriculum with a focus on multimedia production and mass communication
3. Coordinates curriculum development
4. Collaborates with teachers to ensure excellent classroom teaching and learning
5. Coordinate the selection of instructional resources using a collaborative process
6. Promotes the magnet program as a viable option for parents of elementary children
7. Establishes and maintains working relationships between Seven Oaks Elementary MEDIA Magnet, the business and academic community, political leaders and philanthropic organizations
8. Continuously assesses the effectiveness of programs and activities and works with staff to make needed improvements
9. Generates necessary reports and maintains appropriate paperwork

10. Keeps abreast of changes and developments in both the education and media professions by attending professional meetings, reading professional journals and discussing professional issues with others in the field.
11. Responsible for planning all the recruitment activities, the publication of promotional materials and all communications concerning application and selection.
12. Provides appropriate professional development, mentors colleagues, monitors curriculum and instruction and ensures the successful implementation of the MEDIA magnet program
13. Establishes relationships with students which promote high standards
14. Teaches in classrooms on an occasional basis

TERMS OF EMPLOYMENT: 215 day contract at teacher salary

DIANE M. MONRAD

South Carolina Educational Policy Center
College of Education
University of South Carolina
Columbia, SC 29208

Office: (803) 777-8244
Fax: (803) 777-0220
Email: dmonrad@mailbox.sc.edu

RELEVANT RESEARCH EXPERIENCE

Dr. Diane M. Monrad is Director of the South Carolina Educational Policy Center and has managed a variety of educational evaluation and policy research studies for the past 35 years. She has extensive research experience in program evaluation, educational policy analysis, and assessment of educational reform programs. She is currently a principal investigator for the evaluation of Richland School District Two's International Baccalaureate magnet program, South Carolina's Summer Reading Project, and the Center's ongoing study of school climate. She has served as principal investigator for SC's Reading First program, Richland School District Two's 2004 – 2008 MSAP contract, an investigation of gap-closing schools, an analysis of the state's gifted education program, an evaluation of the state's teacher specialist program, and a four-year effort to develop a new principal evaluation system for the state.

EDUCATION

Ph.D. Developmental Psychology, Johns Hopkins University, Baltimore, Maryland, 1978

M. A. Psychology, Johns Hopkins University, Baltimore, Maryland, 1975

B. A. Psychology, Duke University, Durham, North Carolina, 1972

PROFESSIONAL EXPERIENCE

Director, South Carolina Educational Policy Center, Department of Educational Leadership and Policies, College of Education, University of South Carolina (USC), Columbia, SC. Supervises all operations of the South Carolina Educational Policy Center including educational policy research and program evaluation. Also is an Associate Research Professor in the Department of Educational Leadership and Policies and teaches graduate courses on program evaluation, accountability, and state education policy (July 1997 to present).

Interim Director, Office of Research and the Educational Policy Center, College of Education, USC, Columbia, SC (July 1995 – June 1997).

Director of Research and Evaluation, School Improvement Council Assistance, College of Education, USC, Columbia, SC (January 1991 – June 1995).

Senior Research Analyst, Pelavin Associates, Washington, D. C. (1983)

Senior Research Analyst, NTS Research Corporation, Durham, NC (1978 – 1982).

RELEVANT FUNDING

- Evaluation of Richland Two's International Baccalaureate Continuum. Contract with Richland School District Two (10/10 – 9/13): $480,000.
- Investigation of technical issues related to K-12 school accountability (with the South Carolina Department of Education and the Education Oversight Committee, South Carolina General Assembly) contracts (1998 - 2013): $1.5 million.
- Evaluation of the 2011 and 2012 Summer Reading Projects (with the Office of Program Evaluation). Two contracts with the South Carolina Department of Education (11/11 - 6/13): $139,400.
- Development of school climate profiles for SC's Palmetto Priority Schools. Two contracts with the South Carolina Department of Education (8/2010 – 6/2012): $94280.
- Evaluation of South Carolina's Reading First Program. South Carolina Department of Education contract (10/2003 - 12/2010): $1.84 million.
- Implementation of a rigorous evaluation to assess the effectiveness of ImPACT magnet schools. Richland School District II contract (2004 - 2008): $480,000.
- A descriptive study of the gifted and talented programs in South Carolina. Education Oversight Committee contract: $100,000.
- Development of standards and criteria for the statewide Principal Evaluation Program (included instrument development and validation studies). South Carolina Department of Education contracts (1997 - 2002): $151,706.

RELEVANT RECENT PUBLICATIONS AND TECHNICAL REPORTS

DiStefano, C., Mindrila, D., & Monrad, D.M. (2013). Investigating factor invariance of teacher climate factors across organizational levels. Chapter will appear in *Applications of structural equation modeling in learning environments* edited by M.S. Khine.

Monrad, D.M., Leighton, E., Johnson, R., Dickenson, T, Ene, M., Huguley, & Bennett, H. (October 2012). Ad hoc evaluation report for the Richland Two International Baccalaureate Continuum. South Carolina Educational Policy Center, USC, Columbia, SC.

Monrad, D.M., Johnson, R., Dickenson, T, & Bennett, H. (April 2012). Annual performance report for the Richland Two International Baccalaureate Continuum. South Carolina Educational Policy Center, USC, Columbia, SC.

Monrad, D.M., Johnson, R., Dickenson, T, & Bennett, H. (November 2011). Ad hoc evaluation report for the Richland Two International Baccalaureate Continuum. South Carolina Educational Policy Center, College of Education, University of South Carolina, Columbia, SC.

Monrad, D.M., Johnson, R., Dickenson, T, & Bennett, H. (April 2011). Annual performance report for the Richland Two International Baccalaureate Continuum. South Carolina Educational Policy Center, USC, Columbia, SC.

Monrad, D.M., Mindrila, D., Ishikawa, T., Dickenson, T., Gilmore, J., Ene, M., Bennett, H., Miller, K.M., & Morgan, G. (February 2011). Learning to read: Growth in the school year and summer loss. South Carolina Educational Policy Center and the Office of Program Evaluation, USC, Columbia, SC.

Dickenson, T., Ishikawa, T., Monrad, D.M., Bennett, H., Gilmore, J., Miller, K.M., Mindrila, D., & Morgan, G. (February 2011). Program accountability and student achievement in reading. Office of Program Evaluation and the South Carolina Educational Policy Center, USC, Columbia, SC.

RECENT PRESENTATIONS

Dickenson, T.S., Monrad, D.M., Morgan, G.B., Bennett, H., Doswell, B., Wills, P., Ishikawa, T., Mindrila, D., Ene, M., Leighton, E., Burgess, Y., & Askew, K. Evaluation of a summer reading project's effectiveness to mitigate learning loss. Presentation at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, April 16, 2012.

Mindrila, D., Monrad, D.M., Ishikawa, T., May, J., DiStefano, C., Gilmore, J., Ene, M.A., Miller, K.M., Gareau, S., & Bennett, H. The use of school climate data for school improvement. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA, April 10, 2011.

Dickenson, T.S., Monrad, D.M., May, R.J. & Bennett, H.L. Investigation of reading achievement growth over academic and summer periods. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April, 2011.

Ishikawa, T., Dickenson, T., Monrad, D., Bennett, H., Mîndrilă, D., Miller, K. & Gareau, S. Benefiting from fidelity: Program implementation and student achievement in the South Carolina Reading First Initiative. Presentation at the annual conference of the South Carolina Educators for the Practical Use of Research, Columbia, SC, February, 3, 2011.

Mindrila, D., May, J., Ishikawa, T., Monrad, D., DiStefano, C., Gareau, S., & Price, K. The use of school climate data for school improvement. Paper presented at the annual meeting of the American Evaluation Association, San Antonio, TX, November 11, 2010.

Ishikawa, T., Dickenson, T., Monrad, D., Bennett, H., Mindrila, D., Miller, K.M., Gareau, S. A study of the relationship between fidelity of program implementation and achievement outcomes. Paper presented at the annual meeting of the American Evaluation Association, San Antonio, TX, November 12, 2010.

Gareau, S., May, J., Mindrila, D., Ishikawa, T., DiStefano, C., Monrad, D.M., & Price, K. The relationship between school climate and school performance. Paper presented at the annual meeting of the American Educational Research Association, Boulder, CO, May 2, 2010.

Tammiee S. Dickenson, Ph.D.

ABBREVIATED CURRICULUM VITAE

Office of Program Evaluation	Direct Office Phone: (803) 777-3402
College of Education	Main Office Phone: (803) 777-1246
University of South Carolina	Office Fax: (803) 777-8838
Columbia, SC 29208	E-mail: tsdicken@mailbox.sc.edu

EDUCATION

Ph.D. (Educational Psychology and Research, 2005) University of South Carolina, Columbia, SC

M.S. (Statistics, 1996) University of South Carolina, Columbia, SC

M.M. (Mathematics, 1995) University of South Carolina, Columbia, SC

B.S. (Education, 1991) State University of New York, College at Fredonia, NY

EMPLOYMENT

Research Associate Professor, July 2010 - Present
Research Assistant Professor, July 2005 - June 2010
Office of Program Evaluation, College of Education, University of South Carolina (USC), Columbia, SC
Director, July 2005 - August 2008, September 2011 - present
Associate Director, September 2008 - August 2011
Affiliated faculty member, Department of Educational Studies, College of Education, USC
Adjunct faculty member, Department of Statistics, College of Arts and Sciences, USC
Member of the Research Consortium on Children and Family Studies, USC

CURRENT EXTERNALLY FUNDED PROJECTS

Evaluation of the South Carolina Summer Reading Project 2012
Contract with the South Carolina Department of Education
Project Director: Becca Doswell, South Carolina Department of Education
Principal Investigator: Dr. Tammiee Dickenson
Co-Principal Investigator: Dr. Diane Monrad
Funding Period: December 1, 2012 to June 30, 2013
Total Award: $34,850

South Carolina Arts Assessment Program (SCAAP) 2013
Contract with South Carolina School Districts and the South Carolina Department of Education
Grant Funding Agency: Arts in Basic Curriculum, South Carolina Department of Education
Principal Investigator: Dr. Tammiee Dickenson
Current Funding Period: October 16, 2012 to October 31, 2013
Total Award: $92,000

Evaluation and Research Collaboration for Child Care Programs
Contract with South Carolina Program for Infant/Toddler Care
Grant Funding Agency: South Carolina Department of Social Services/United States Department of Health and Human Services
Principal Investigator: Kerrie Welsh, University of South Carolina
Evaluation Principal Investigator: Dr. Tammiee Dickenson
Funding Period: January 1, 2012 to September 30, 2013
Total Evaluation Award: $98,384

Evaluation of Science Inquiry through Modeling Pedagogy, Content Learning, and Evaluation (SIMPLE)
Grant Funding Agency: South Carolina Department of Education/United States Department of Education, Math Science Partnership Grant Program
Principal Investigator: Dr. Christine Lotter, University of South Carolina
Evaluation Principal Investigator: Dr. Tammiee Dickenson
Funding Period: March 31, 2011 to September 30, 20113
Total Evaluation Award: $78,840

Evaluation of South Carolina Gateways: From Cradle to Career
Contract with the South Carolina Department of Education
Grant Funding Agency: United States Department of Education, State Personnel Development Grant Program
Principal Investigator: Michelle Bishop, South Carolina Department of Education
Project Director: Susan Beck, South Carolina Department of Education
Evaluation Principal Investigator: Dr. Tammiee Dickenson
Funding Period: October 1, 2010 to September 30, 2015
Total Evaluation Award: $400,000

Evaluation of Richland School District Two's International Baccalaureate Continuum
Contract with Richland School District Two
Grant Funding Agency: United States Department of Education, Magnet School Assistance Program
Project Director: Sara Wheeler, Richland School District Two
Evaluation Principal Investigator: Dr. Diane Monrad, University of South Carolina
Evaluation Co-Principal Investigator: Dr. Robert Johnson, University of South Carolina
Statistician: Dr. Tammiee Dickenson
Funding Period: October 1, 2010 to September 30, 2013
Total Evaluation Award: $480,000

RELEVANT EXPIRED EXTERANLLY FUNDED PROEJCT

Evaluation of Improving Performance though the Arts, Communication, and Technology (ImPACT) magnet schools program
Joint evaluation project with the South Carolina Educational Policy Center
Contract with Richland School District 2 in South Carolina
Grant Funding Agency: United States Department of Education
Project Director: Sara Wheeler, Richland School District 2
Evaluation Principal Investigators: Drs. Robert Johnson and Diane Monrad
Funding Period: October 29, 2004 to June 30, 2008
Total Evaluation Award: $240,000

RECENT AND RELEVANT TECHNICAL AND EVALUATION REPORTS

Tison, J., Grohn, H.B., Dickenson, T., Burgess, Y., Blue, G., & Sirbu, C. (2012, December). *Analysis of Focus Group Data for Revised ABC Standards*. Columbia: University of South Carolina, Office of Program Evaluation.

Dickenson, T., Askew, K., Burgess, Y., & Grohn, H.B. (2012, October). *Preliminary Evaluation Feedback on Professional Development Provided by the South Carolina Program for Infant/Toddler Care*. Columbia: University of South Carolina, Office of Program Evaluation

Dickenson, T., Bennett, H., McMillian, M.M., Tison, J., Smiley, W., Blue, G., Burgess, Y., Sirbu, C., Chubaryan, S., Morgan, G., & Askew, K. (2012, October). *Evaluation of the SIMPLE Math Science Partnership: Year 2 Report.* Columbia: University of South Carolina, Office of Program Evaluation.

Monrad, D.M., Leighton, E., Johnson, R., Dickenson, T, Ene, M., Huguley, & Bennett, H. (October 2012). *Ad hoc Evaluation Report for the Richland Two International Baccalaureate Continuum*. Prepared for the Magnet Schools Assistance Grant Program, Unites States Department of Education. Columbia: South Carolina Educational Policy Center, College of Education, University of South Carolina.

Paul, K., Lewis, A., Zhang, X., Dickenson, T., Zhu, M., & Burgess, Y. (2012, September). *South Carolina Arts Assessment Program 2012*: *Technical Report Prepared for the South Carolina Department of Education*. Columbia: University of South Carolina, Office of Program Evaluation.

D'Amico, L., Dickenson, T., Miller, K.M., & Tison, J. (2012, August). *Charlotte-Mecklenberg Schools PK-8 Transition Study: Year 1 Evaluation Report* Columbia: University of South Carolina, Office of Program Evaluation

Dickenson, T., Bennett, H., Morgan, G., Askew, K., Sirbu, C., Chubaryan, A., Miller, K., & Huynh, H. (2012, May). *Final Evaluation Report for the Targeting Research to Investigate Alternate Assessment Development (TRIAAD) Project*. Columbia: University of South Carolina, Office of Program Evaluation.

Monrad, D.M., Johnson, R., Dickenson, T, & Bennett, H. (April 2012). *Annual Performance Report for the Richland Two International Baccalaureate Continuum*. Prepared for the Magnet Schools Assistance Grant Program, Unites States Department of Education. Columbia: South Carolina Educational Policy Center, College of Education, University of South Carolina.

PEER REVIEWED PUBLICATIONS

Kettler, R.J., Dickenson, T.D., Bennett, H.L., Morgan, G.B., Gilmore, J.A., Beddow, P.A., Swaffield, S., Turner, L., Herrera, B., Turner, C., & Palmer, P.W.. (in press; accepted November, 2011). Enhancing the Accessibility of High School Science Tests: A Multi-State Experiment. *Exceptional Children.*

Dickenson, T.S., Gilmore, J.A., Price, K.J., & Bennett, H.L. (in press; accepted May, 2011). Investigation of science inquiry items for use on an alternate assessment based on modified achievement standards using cognitive lab methodology. *Journal of Special Education*. Retrieved from http://sed.sagepub.com/content/early/2011/07/19/0022466911414720.full.pdf

Reynolds-Keefer, L., Johnson, R., Dickenson, T., & McFadden, L. (2009, December). Validity Issues in the Use of Pictorial Likert Scales. *Studies in Learning, Evaluation, Innovation, and Development,* 6(3), 15-24. Retrieved from http://sleid.cqu.edu.au/viewissue.php?id=21

RECENT NATIONAL PRESENTATIONS

Dickenson, T.S., Monrad, D.M., Morgan, G.B., Bennett, H.L., Doswell, B., Wills, P., Ishikawa, T., Mindrila, D., Ene, M., Leighton, E., Burgess, Y., & Askew, K. (2012, April). *Evaluation of a Summer Reading Project's Effectiveness at Mitigating Learning Loss*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Morgan, G.B., Dickenson, T.S., & Young, J.E. (2012, April). *Investigation of Reading Intervention Effectiveness Using Propensity Score Matching.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Dickenson, T.S., Bennett, H.B., Beddow, P.A., Kettler, R.J., Morgan, G.B., & Gilmore, J.A. (2011, April). *Enhancing the Accessibility of High School Science Tests: A Multi-State Experiment on AA-MAS Validity*. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.

Dickenson, T.S., Monrad, D.M., May, R.J. & Bennett, H.L. (2011, April). *Investigation of Reading Achievement Growth over Academic and Summer Periods*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

PROFESSIONALORGANIZATIONS

American Educational Research Association (service as annual meeting proposal reviewer)
National Council on Measurement in Education
American Evaluation Association (service as annual conference proposal reviewer)
South Carolina Educators for the Practical Use of Research (Board Member 2006-present, President for 2009-10)

RESEARCH INTERESTS

Multilevel modeling, quasi-experimental designs, Item Response Theory, program evaluation

ROBERT LEWIS JOHNSON
Department of Educational Studies
College of Education
University of South Carolina
Columbia, SC 29208
(803) 777-5273

EDUCATION:

University of North Carolina-Greensboro. Ph.D. Educational Research, Measurement, and Evaluation, August 1995.

University of North Carolina-Greensboro. M.Ed. Gifted and Talented, August 1982.

University of North Carolina-Greensboro. B.S. Early Childhood Education, December 1979.

POSITIONS:

Professor - Department of Educational Studies, University of South Carolina at Columbia, Columbia, SC (August 2009 to present). Instructor of *Introduction to Classroom Assessment* (EDRM 423), *Introduction to Research in Education* (EDRM 700), *Educational Measurement* (EDRM 720), *Constructing Cognitive Instruments* (EDRM 721), and *Design and Analysis of Educational Surveys* (EDRM 724).

Department Chair of Educational Studies, College of Education, University of South Carolina at Columbia, Columbia, SC (January 2009 to December 2011).

Associate Professor - Department of Educational Studies, University of South Carolina at Columbia, Columbia, SC (August 2002 to August 2009). Instructor of *Introduction to Classroom Assessment* (EDRM 423), *Educational Measurement* (EDRM 720), *Constructing Cognitive Instruments* (EDRM 721), *Design and Analysis of Educational Surveys* (EDRM 724), and *Program Evaluation in the Arts* (EDUC R632S).

Director of the Office of Program Evaluation, College of Education, University of South Carolina at Columbia, Columbia, SC (August 2002 to June 2005).

Assistant Professor - Department of Educational Studies, University of South Carolina at Columbia, Columbia, SC (August 1996 to August 2002). Instructor of *Educational Measurement* (EDRM 720), *Constructing Cognitive Instruments* (EDRM 721), *Classroom Assessment Methods* (EDRM 723), *Design and Analysis of Educational Surveys* (EDRM 724), and Classroom *Assessment in the Arts* (EDUC 633W).

Academically Gifted Teacher- Germanton Elementary, Germanton, NC. First-sixth grades, Language Arts and Math Resource (April 1981 to June 1992).

Migrant Education Teacher- Stokes County Board of Education, Danbury, NC. Kindergarten-ninth grades, Language and Math Resource, Itinerant (December 1979 to April 1981).

BOOKS:

Kuhs, T., Johnson, R., Agruso, S., & Monrad, D. (2001). *Put to the test: Tools and techniques for classroom assessment.* Portsmouth, New Hampshire: Heinemann.

BOOKS (continued):

Gredler, M., & Johnson, R. (2004). *Assessment in the literacy classroom.* Needham Heights, MA: Allyn & Bacon.

Johnson, R., Penny, J., & Gordon, B. (2009). *Assessing performance: Developing, scoring, and validating performance tasks*. New York: Guilford Publications.

Green, S., & Johnson, R. (2010). *Assessment is essential*. New York: McGraw-Hill.

SELECTED REFEREED ARTICLES:

Hao, S. & Johnson, R. (2013). Teachers' classroom assessment practices and fourth graders' reading literacy achievements: An international study. *Teaching and Teacher Education, 29*, 53-63.

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Reynolds-Keefer, L., & Johnson, R. (2011). Is a picture is worth a thousand words? Creating effective questionnaires with pictures. *Practical Assessment, Research & Evaluation, 16*(8), 15-24.

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TIM SCOTT
SOUTH CAROLINA

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HART BUILDING
WASHINGTON, DC 20510-4005
(202) 224-6121

United States Senate

February 26, 2013

Dr. Stephen W. Hefner, Superintendent
School District Five of Lexington
And Richland Counties
1020 Dutch Fork Road
Irmo, SC 29063

Dear Dr. Hefner,

Thank you for taking the time to make me aware of you efforts to implement Project ACCESS (Academics + Choice + Career + Environment = Student Success) in your school district. High quality education is incredibly important and I am encouraged to see the steps you are taking to equip our South Carolina students with the tools they need to succeed.

I understand that ACCESS is designed to expand student and parental choice in education; advance achievement for all students; and take preventative steps at reducing potential isolation of any minority group within your schools. Projects like yours, which leverage community partnerships to engage students through diverse, collaborative learning experiences, are to be commended.

It is an honor to serve you in the United States Senate. If I may ever be of assistance to you or your students, please let me know.

Sincerely,

Tim Scott
United States Senator

JOE WILSON
2ND DISTRICT, SOUTH CAROLINA

ASSISTANT MAJORITY WHIP

COMMITTEES:
ARMED SERVICES
CHAIRMAN, PERSONNEL SUBCOMMITTEE
FOREIGN AFFAIRS
EDUCATION AND THE WORKFORCE
HOUSE POLICY

Congress of the United States
House of Representatives

COUNTIES:
AIKEN*
ALLENDALE
BARNWELL
BEAUFORT
CALHOUN*
HAMPTON
JASPER
LEXINGTON
ORANGEBURG*
RICHLAND*
(*PARTS OF)

W. ERIC DELL
CHIEF OF STAFF
AND COUNSEL

19 February 2013

Dr. Stephen W. Hefner
Superintendent
School District Five of Lexington and Richland Counties
1020 Dutch Fork Road
Irmo, SC 29063

Dear Dr. Hefner:

It is a great pleasure for me to endorse your proposal to the Magnet Schools Assistance Program. Your Project ACCESS (Academics + Choice + Career + Environment = Student Success) will take active steps to reduce and prevent the minority group isolation of African American and/or impoverished students in the Irmo area while advancing student achievement at the proposed schools.

The Irmo community has a long history of growth and expansion, but the recent economic recession has hit this community hard, leaving the proposed schools vulnerable to increasing poverty and minority group isolation. With Project ACCESS, the district will reenergize learning at Seven Oaks, Dutch Fork, Irmo Middle, and Irmo High. In addition, using the new Spring Hill High School as an all-magnet high school testifies to the district's commitment to responding to the needs and interests of students and parents.

The range of magnet programs is diverse: a MEDIA magnet, an Academy for Environmental Science, an International Arts magnet, a Performing Arts magnet, and the five Academies at Spring Hill (Engineering, Entertainment, Entrepreneurship, Environmental Science, and Exercise Science). Such programs will provide students with exciting opportunities to engage in deep learning experiences tied to the digital, collaborative, and communication skills necessary to success in college and careers. In addition, the partnerships that have been leveraged to support Project ACCESS demonstrate the district's and the community's commitment to strengthening education for all students.

I applaud the efforts of the district to embrace the challenge of expanding student and parental choice, advancing achievement for all students, and reducing/preventing the isolation of any minority group. Best wishes with Project ACCESS and the grant application.

With Warm Regards,

Joe Wilson

Thank you for your dedicated service.

Joe Wilson
Member of Congress

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1700 SUNSET BLVD. (US 378), SUITE 1
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IRMO CHAPIN RECREATION COMMISSION

February 26, 2013

Dr. Stephen W. Hefner
Superintendent
School District Five of Lexington and Richland Counties
1020 Dutch Fork Road
Irmo, SC 29063

Dear Dr. Hefner:

It is a great pleasure for the Irmo Chapin Recreation Commission (ICRC) to endorse the proposal for Dutch Fork Elementary becoming a Magnet School. From the perspective of the Irmo Chapin Recreation Commission, Saluda Shoals Park is perfectly positioned as an environmental park to partner with Dutch Fork Elementary School.

Saluda Shoals Park recognizes its significant role in assisting Dutch Fork Elementary School in achieving its goals in serving the students with their environmental education science programming. Researchers report that exposure to the natural environment leads students to nurture close relationships with fellow humans which brings a value to the community regardless of economic fluctuations. Importantly, when children are engaged in open, natural areas, an increase in language skills levels, creativity, inventiveness and environmental stewardship are clearly observed.

Saluda Shoals Park's proximal location to Dutch Fork Elementary School is ideal for ensuring that a partnership can exist between the school in the creation of the Magnet School and the park. Indoor classrooms at the park will be used for students to learn environmental principles using a vast available biofact collection for exemplification. The Wetland Preserve outdoor laboratory will provide an opportunity for real and meaningful science to occur in a wetland habitat. The six different habitats that exist in the park can be explored and tested experimentally by the students on many different levels. Students working in groups will have the rare opportunity to state their hypotheses, collect real data and specimens, conduct their research and use deductive and inductive reasoning to report and publish their solutions.

Saluda Shoals Park, to quote Jean Michelle Cousteau, "is an outdoor laboratory" and was designed as an environmental park that has environmental education as its cornerstone. Saluda Shoals Park offers environmental science programs to schools in the Midlands and beyond. Over the past eight years our staff has provided excellent environmental science programming to over 23,000 students. Today, Dr. L Rigley is our park Resident Scientist and we have over 30 Nature Interpreters volunteers who offer informal inquiry based life science experiences. New to our environmental science education program inventory are teacher workshops. Collectively over 40 teachers have taken advantage of the classes. Additional teacher workshops are planned for this coming year.

Saluda Shoals Park looks forward to fully supporting the Dutch Fork Environmental Science magnet school.

Sincerely,

[redacted]

Jack Terrell
Recreation Superintendent
Irmo Chapin Recreation Commission

February 26, 2013

Dr. Stephen W. Hefner
Superintendent
School District Five of Lexington and Richland Counties
1020 Dutch Fork Road
Irmo, SC 29063

Dear Dr. Hefner:

I am extremely excited about the future of Dutch Fork Elementary School (DFES) and I am in full support of DFES becoming an environmental science magnet school. As a parent and the SIC Chairperson, I am very engaged in the success of DFES and supportive of the efforts being made to make DFES a premier center of education.

As the mother of a first and fourth grader, it is important for me to know that my children are being provided the highest quality of education and the opportunities to build skills that will prepare them to be successful adults. I am confident that attending an environmental science magnet school will prepare them for untold careers in the future.

As the SIC Chairperson, I am in complete support of Principal Scott and his vision for DFES. Principal Scott has a well laid out plan for turning DFES into a world class magnet school for the children in our community. The members of the DFES SIC are committed to providing any resources available to us to make his vision a reality.

I applaud the efforts of the district to embrace the challenge of expanding student and parental choice and advancing achievement for all students.

Sincerely,

[redacted]

Pamela R. Benjamin
Parent and SIC Chairperson

UNIVERSITY OF SOUTH CAROLINA

SOUTH CAROLINA HONORS COLLEGE

February 27, 2013

Dear Selection Committee:

I am writing in support of the grant application to Magnets of America by Seven Oaks Elementary School in Columbia, South Carolina.

As a member of the School Board of Trustees for ten years, I am very familiar with the accomplishments of Seven Oaks Elementary and the highly motivated staff and administration. The school serves students in 14 apartment complexes and an aging suburban neighborhood. Seventy percent of the children are eligible for free and reduced-lunch, qualifying the school for Title One status. Yet, in 2012, Seven Oaks received recognition as a Title I Reward School for Performance, ranking it among the highest performing Title I schools for that year. Throughout the school's history, it has served the children of Ph.D. candidates who are attending the state's flagship research higher educational institution, The University of South Carolina.

The choice of a Media Magnet program, focusing on the improvement of writing skills, public speaking, teamwork, and problem solving will serve the Seven Oaks student population well. With an average enrollment of 430 students with a 17:1 student/teacher ratio, individualized and targeted education is commonplace. As a journalism major in undergraduate school, I well remember the lessons of research and the need for a broad exposure to many disciplines, in order to be prepared for each assignment. Like me, the Seven Oaks students will learn the value of curiosity and follow-through; how to discern which information is most reliable; and gain a self-awareness and confidence. Furthermore, these students in particular will benefit from the proposed one-to-one computing teaching methods.

I have complete confidence in the leadership of the principal, Ann Copelan, and of her teaching staff, to develop a media magnet curriculum that will well serve the Seven Oaks Elementary students. Our superintendent, Dr. Steve Hefner, is a leader in the magnet school concept and has pledged his total support of this new direction. Finally, the Lexington Richland Five Board of Trustees voted in support of this magnet program at a recent meeting. It is with much excitement that I endorse the media magnet program for Seven Oaks Elementary School. If you have any questions, please feel free to contact me.

Best regards,

Beth H. Wats
Vice Chair
Board of Trustees
Lexington Richland School District Five
906 Shadetree Ct.
Columbia, SC 29212
803.261.7123

February 26, 2013

Magnet Schools of America
1909 K Street NW Suite C140
Washington, DC 20006

Attn: Grant Committee Members

This letter is written to provide documentation of my overwhelming support for the magnet program at Seven Oaks Elementary School in Columbia, SC. I am the current Co-chair of the School Improvement Council in my second year of involvement. I am a parent of two current students in the school as well as two future students. My husband and I are very proud alumni of Seven Oaks Elementary School as well. I have seen Seven Oaks in its past, present, and will also be witnessing its future. Our school has changed tremendously over the years as it has shifted into an extremely diverse and culturally aware educational institution. Most recently, I witnessed this school go through the process of determining which magnet program would serve the needs of not only the diverse community it currently serves but will also attract many from outside the current zone. The Media Magnet program will ensure unparalleled education for the entire school family.

Seven Oaks Elementary School has my full support for the magnet program. I will support the administration, faculty and staff in the use of this grant to develop and enhance the Media Magnet program for several reasons. First, as a parent I demand that the school provide the very best educational experience for my children. That must include giving them every possible advantage to keep up with rapid technological advancements so that they may present themselves and function professionally through the use of mass communication and media. Secondly, our community has evolved and changed rapidly over the past several decades. It has gone from being an epicenter of activity, young families, and much success to being a hub of cultural diversity with a wide range of members who represent lower socioeconomic status, single parents, drying success, and a large elderly population whose children and grandchildren have moved up, moved out, and moved on to other more recently thriving areas. The outlying areas have drawn out the formerly plentiful resources from our area creating a depressed environment. This diverse population and somewhat deserted area deserve to be revived with a renewed vigor that can be discovered through the awarding of this grant. Third, I have seen the unbelievable consistency, commitment, and persistence of the Seven Oaks Elementary School administration, faculty, and staff. They are truly an inspiration to so many people. I have no doubt that they will utilize the award to its fullest potential and exponentially utilize its worth. The leadership in our school over these many years has been remarkably stable. I know personally that they have a deep seeded investment in the school, its families, and the larger community. I have witnessed the community rally to enhance several smaller initiatives and know full well that it will give everything necessary and aspire beyond any goals set. Finally, the community needs to be encouraged, enriched and empowered. They need to have their potential realized in concrete ways and this grant award can do that. It is not enough to say that we welcome diversity. It is not enough to create government housing out of formerly private apartment complexes. It is not enough to say we wish we could do more, become more involved, or show we care. It is time to do something about it. This letter of support is my way of doing something.

Back when I was a student at Seven Oaks Elementary, our school song was often sung not just in celebration but to create celebration! We still sing to one another when we have the amazing opportunity to run into an old school mate even this many years later. This song is now in my children's repertoire and we sing it around our home, in the car, and other inopportune moments. I find it important to now share the lyrics with you as I believe this summarizes my basis of support:

Oh, Seven Oaks is just the school for me,
With all her students and her faculty,
To keep her always on top is our aim
And come back some day when we all have wealth and fame
She is the BEST school in the land we know
And perhaps that's why we love her so
You can search this whole world far and wide
And never find

A school like Seven Oaks!

These lyrics have come to have new meaning as an adult and as a parent of students at Seven Oaks Elementary School. I sing my heart out as a pledge to keep her always on top. We need this grant to bring "her" back on top. I do not have wealth or fame but I have come back to do what I can, where I can, and to help in any way possible to secure the resources we need to bring this fine school into the future.

I appreciate your valuable time and attention. I appreciate you being an association that cares about assisting schools by providing more than their resources would have otherwise allowed. I appreciate you allowing me to express my thoughts and opinions on this very important matter. I very much appreciate you providing Seven Oaks Elementary School with this grant award.

Sincerely,

[redacted]

Luanne N. Kea, MA, LPC
Co-Chair of SIC
168 Southwell Road
Columbia, SC 29210

Seven Oaks Presbyterian Church

Thursday, February 21, 2013

To Whom It May Concern:

The pursuit of providing an innovative and excellent education to the students in Lexington-Richland District Five cannot be evidenced anywhere more so than it is at Seven Oaks Elementary School. As a member of the Seven Oaks Elementary School Improvement Committee (SOES SIC) for the past three years and Chair of the SIC for the past two years, I have personally witnessed not just the efforts of this endeavor, but I have been a small part of the process and an observer of the results.

Throughout the school, on any given day, the Seven Oaks Elementary School academic and social environment is alive with the enthusiasm and energy necessary for active and engaged learning to take place. The children are reading for content and leisure, but they are also involved in creating digital book reports to review and to share what they're reading with the rest of their learning community. They are participating in discussions with authors via the use of Skype. They are sharing their newly acquired skills with programs such as Technology Nights with their families. The children are engaged in their learning process and acquiring the most valued of all lifelong skills; learning to communicate their knowledge!

Given the combination of the faculty and staff endeavors and the student investment in their learning process, it is only natural that Seven Oaks Elementary School wishes to become a MEDIA Magnet School for addressing the Common Core Standards through journalism, research in science and social studies, and broadcasting. By offering an education through innovative techniques utilizing individual digital devices for every student, the children will experience problem solving and writing skills which will positively impact their overall communication skills. The MEDIA (Mass Communication, Engagement, Digital Media, Interactive Learning, and Academics) Magnet at Seven Oaks Elementary School, will not just enrich the program; it will be the standard of a program dedicated to equipping students now with the best technology available in preparation of being tomorrow's leaders in thought, collaboration, communication, and production.

Respectfully,

[redacted]

Becky Shumpert
Director of Children's Ministry and Outreach
Seven Oaks Presbyterian Church

Chair, School Improvement Committee
Seven Oaks Elementary School
2012-13

February 22, 2013

Magnet Schools of America

Dear Magnet Schools of America Committee:

Hopeful is the emotion that I felt when asked to write a letter in support of Seven Oaks Elementary grant submission to become a MEDIA Magnet School. The concept of using digital media to support the Common Core Standards through journalism, research in science and social studies and broadcasting is what the students of Seven Oaks Elementary overwhelmingly need and are clamoring for. With enthusiasm and current knowledge of educational demands, it is my hope that the grant submission from Seven Oaks Elementary will be funded.

The shift to a knowledge based economy has occurred without everyone being aware; particularly the children who are at greatest risk in being left behind. The data demonstrates that the sooner one gets involved in integrating technology into their education process, the greater the chances of success. The benefits will resonate throughout their life as they will be able to successfully work in groups, have a heightened sense of problem solving, and effectively communicate ideas and thoughts. Ultimately leading to opportunity and simply being able help one another.

As a PTA Board Member with two young children, I have had the privilege of watching the integration of responsible digital media and education in my own children. It works when done properly. It is my hope and prayer that the grant being submitted will be funded so the students without access or limited access will be able to compete in this global economy because of what was done for them at this early age.

In conclusion, I fully support the grant submission from Seven Oaks Elementary School to the Magnets of America. As touted by many, a knowledge based economy is here and we need knowledgeable individuals (our children) to drive this economy. The mechanism of using the MEDIA as a tool in this quest is essential to the development of our students at Seven Oaks Elementary. Having had the pleasure of working closely with administration, faculty and staff at Seven Oaks, I feel the infrastructure is in place to drive the process and make sure the students are the beneficiaries, with the ultimate goal of all parties involved benefitting.

Respectfully,

[redacted]

Anita M. Stroman

Seven Oaks PTA, 2nd Vice President

IRMO MIDDLE SCHOOL

"Creating successful students for the challenges of tomorrow"

Re: MSAP Grant
Irmo Middle School-International Academic Magnet
To: Grant Committee Members

This letter is in support of the International Academic Magnet program scheduled to open at Irmo Middle School during the 2014-2015 school year. This program is being developed to support the academic growth of children within all socioeconomic groups of Lexington-Richland 5 School District, who have a desire to further and change their educational future. The International Academic Magnet program will give students the opportunity to learn through a themed oriented approach with real life topics and hands-on opportunities to make a difference in this ever changing world.

As the president of the PTSO, I am very invested in the growth of our students academically and socially along with the interpersonal relationships of staff and students. The International Academic Magnet program will give students and staff the opportunity to be equally involved in their learning process while exploring ways to make an impact the students' future. The PTSO believes in collaboration between home and school for the enrichment of the student. This International Academic Magnet program will inspire students to compete and collaborate as global citizens in the international community which will enrich the students' ability to be competitive along with collaborating with others for the betterment globally. The International Academic Magnet program at Irmo Middle School has already begun the process of collaboration through their initial partnerships with Confucius Institute, Walker Institute and Study Abroad Office through the University of South Carolina. These partnerships will assist in the growth of the magnet program allowing students to reach outside of traditional education forming lasting relationships while enhancing their academic journey
.
I believe that the International Academic Magnet program at Irmo Middle School will be an asset to the community of Irmo and will open doors for further growth and collaboration internationally. This program will enable students to look beyond the traditional scope of education and gain a stronger knowledge of their place in the world, along with what impact they can leave to influence others, a dream that many of our students would not have thought to be possible, is now attainable. If I can be of further assistance in your decision with the MSAP to support the International Academic Magnet program at Irmo Middle School, please feel free to contact me.
Respectfully,

Karen Williams
IMS- PTSO President

IRMO MIDDLE SCHOOL

"Creating successful students for the challenges of tomorrow"

To: Grant Committee Members
Date: February, 27, 2013
Re: Irmo Middle School International Academic Magnet Proposal

The purpose of this letter is to express the support of the Irmo Middle School, School Improvement Council (aka: IMS SIC) for the creation of an International Academic Magnet Program (aka: I AM) currently in the process of being developed by Principal, Robert Jackson, and his staff. The SIC body is composed of administration, faculty, parents, and community members. The legislative charge of the School Improvement Council is to assist the school in the implementation and evaluation of a school improvement plan. It is the opinion of the IMS SIC that establishing this type of inclusive magnet program (I AM) would support the goals outlined in the current plan.

The mission statement of Irmo Middle school is "to ensure the development of the unique potential of each student as a lifelong learner through a comprehensive and challenging educational program that embraces the best of traditional and innovative practices". The opportunities provided through the expeditionary learning process and the thematic curriculum within this magnet model will put the IMS Mission statement into action. It provides for numerous opportunities for collaboration among faculty and students; as well as, connect us to the world at large. These methods of instruction support the mission of the school by challenging and preparing students for their future in the global economy.

Irmo Middle school is comprised of a diverse faculty and student population. It is the belief of the members of the IMS SIC that the I AM Program will further enhance our various talents and abilities while also giving experiences in real life applications. The IMS SIC is excited to assist the administration and staff of Irmo Middle School in building the International Academic Magnet program to serve as a model for others in the education community. We look forward to helping this Program and its students be successful.

Sincerely,

Kim Stutts
IMS SIC Chairperson
213 Rocky Point Drive
Columbia, SC 29212

IRMO High School

6671 St. Andrews Road
Columbia, SC 29212-2198
803.476.3000 Phone
803.476.3020 Fax

Creig Tyler, Interim Principal
Beth Fisher, Assistant Principal for Instruction
Lloyd Brochu, Assistant Principal
Kaaren Hampton, Assistant Principal
Tom Wise, Assistant Principal
Dr. John McMillan, Administrative Assistant
Willie Olawsky, Administrative Assistant

Dr. Stephen W. Hefner
Superintendent
School District Five of Lexington and Richland Counties
1020 Dutch Fork Road
Irmo, SC 29063

February 27, 2013

Dear Dr. Hefner:

As PTSO President for Irmo High School, it's my honor and pleasure to write in support of the application to the Magnet Schools Assistance Program for the Irmo International High School for the Arts. This comprehensive proposal aims to incorporate visual and performing arts into all other instructional areas of IHS. As a parent representative for the Irmo High School community, I heartily endorse this endeavor. Without question, the infusion of arts into other areas of academics has been shown to greatly enhance the learning experience for all students. In conjunction with the performing arts center currently under construction on the IHS campus, the implementation of such a program should further bolster the importance of education of the arts among our students.

The PTSO has already shown its commitment to the arts through its own projects. As one example, in the fall of 2012 we approved funds to renovate the IHS Media Center entrance. We determined that a feature that would particularly enhance this area would be the incorporation of student artwork, including a stained glass window panel, photography, and paintings. PTSO is most fortunate to have the assistance of Ms. Catie Smylie, Art Department Head, in planning and implementing this project, which will be completed before semester's end. We believe that showcasing students' artistic accomplishments in such a prominent area will serve to celebrate their work and inspire other students in their creativity as well.

In another artistic endeavor, PTSO is financially backing the incorporation of two full-color, wall-sized, framed world map murals into key academic locations of the school. The maps will create an attractive space in which teachers and students will use the maps interactively while they learn about other countries and cultures. The maps will serve the International Baccalaureate Program, Social Studies Department, and other academic programs that have an interest in visually interconnecting a global society for our students and to help them develop an appreciation for the world at large.

District Five and Irmo High School have made a strong commitment to the arts already through the approval of the performing arts center and other supported programs. The parent community greatly appreciates this effort, and is excited to consider the possibility of a magnet program that will most assuredly attract even more exceptional students to our locale. IHS PTSO is committed to assisting in this endeavor through whatever financial support we can provide as well as a wealth of volunteer time and energy.

Thank you for allowing me the opportunity to express my support and best wishes with the grant application.

Sincerely,

[redacted]

Anita Hood, M.D.
President, Irmo High School PTSO

The Bands of IRMO

Irmo High School Band Boosters
P. O. Box 595
Irmo, South Carolina 29063

www.irmoband.org

February 28, 2013

Dr. Stephen W. Hefner
Superintendent
School District Five of Lexington and Richland Counties
1020 Dutch Fork Road
Irmo, SC 29063

Dear Dr. Hefner:

It is a great pleasure for me to endorse your proposal to the Magnet Schools Assistance Program. I am so excited about the future at Irmo High School with the Irmo International High School for the Arts program. I firmly believe that participation in the Arts is the answer to impacting many of the under-resourced students at Irmo. My husband graduated from Irmo High School twenty-five years ago. He participated in the band program then and has been volunteer staff with the program off and on for many years. Now both of our children are part of the band program, and I have been part of the Irmo Band Booster Club Board for the past three years. I can personally attest to the difference being part of an arts program has made for my two children both academically and in their character. But I can also testify on behalf of those that I know personally that are struggling at home or have inactive parents – students that would often fall through the cracks or be unknown. Because they are in the band, these students have become part of a family – in fact part of our family. Active band parents often joke that we have the kids we birthed, and then we have our band kids. Because of the nature and schedule of band particularly during marching band season, we see many of the students on a regular basis (meaning almost every day). We know these kids and are committed to their success both in the classroom and as people that we want to see grow into responsible, healthy, productive adults.

The arts are a win/win, lose/lose scenario. We either all win, or we all lose. There is no second string, no back-up oboe player. Everyone is first string and vital in the band and therefore there is high incentive for students to encourage and help each other succeed – not only in band class, but also in other classes so that they can maintain their participation in band. This creates a high sense of importance and belonging and provides incentive for students to perform well academically. This is the environment where good character is built.

It is imperative that we increase the opportunities for students to participate in these programs. As the Irmo Band Booster Club, we are committed to raising funds to increase these opportunities beyond the grant years. We currently have a system and parental network in place to provide logistical support and fundraising to supplement district funds for our marching band season, our hi-stepper dance and winterguard seasons, a percussion ensemble and our concert season. But additional opportunities are needed for us to impact more students. I am thrilled to hear about ideas like the Steel Drum Percussion Ensemble, the World Percussion Class and the African Drumming Class. These classes will have high appeal to our at-risk youth at Irmo that might not normally sign up for a regular band class. The Band Booster Club is committed to continuing the implemented programs beyond the three-year grant period to ensure sustainability through fundraising and parental support.

Sincerely,

[redacted]

Caroline J. Buck
Irmo Band Booster Club
Secretary 2012/2013

Irmo International High School for the Arts Professional Development Chart

Types of PD	Year 1	Year 2	Year 3
Magnet Theme-Related PD	• Meet with University of South Carolina and Clemson University Departments of International Business, Visual and Performing Arts to discuss building applicant portfolios that demonstrate innovation. • Meet with Columbia Museum of Art, Columbia Marionette Theatre, Workshop Theatre, Trustus Theatre, SC State Museum, SC Philharmonic, and other arts related organizations to discuss Arts partnerships for student and community growth and awareness plans. • Team members (groups of 4) travel to exemplary Arts magnet high schools in order to observe programs with similar demographics as IHS, such as Booker T Washington High School for the Performing and Visual Arts in Dallas, TX; The Fine and Performing Arts Cluster in Chicago, IL; Alexander W. Dreyfoos School of the Arts in Palm Beach, FL; and Sumner Academy of Arts and Science in Kansas City, KS. * • PD every other Wednesday morning or at least once a month on arts infusion	• Teacher Incentive PD (six teachers) will be selected by entire school community to "win" travel and registration fees to attend a conference related to the theme. • Arts-Partnerships for students and community involvement through student internships, job shadowing, and volunteering. • Team members (groups of 4) travel to exemplary Arts colleges in order to develop successful educational pathways between high school and secondary education in the Arts, such as School of the Art Institute of Chicago in Chicago, IL; University of Michigan in Ann Arbor, MI; and Savannah College of Art and Design in Savannah, GA. *	• Teachers share within department and across curriculum to demonstrate implementation of arts and innovation – two round robin sessions in August and January. • Survey all the Arts-Partnership participants to learn what is working and how we can improve. • Promote students in the news to create Arts-Partnership continuum.
Instruction-Related PD by School	• Lead teachers to attend Project-Based Learning Workshop at the Buck Institute for Education to foster student collaboration, communication and creativity.* • Music and Art teachers to Attend Summer Institute (July 8 – 12) at The	• Collaborative effort among 9th and 10th grade teachers to develop project-based learning activities that incorporate multi-content at different levels. • Collaborative effort among 11th and 12th grade teachers to develop project-based learning activities that incorporate multi-	• Incorporate project-based learning best practices into data team analysis.

	Rock and Roll Hall of Fame in Cleveland, Ohio to incorporate music with all curricula at all levels.*	content at different levels.	
Instruction Related PD by District	• Magnet committee members travel to Successful Arts Magnet schools to learn implementation ideas for arts infusion across the curriculum.*	• Fall and Spring (one day workshops) PD Day with range of topics related to Arts infusion across the curriculum through ways of knowing and international-mindedness (Self-selection)*	• Fall and Spring (one day workshops) PD Day with range of topics related to Arts infusion across the curriculum through ways of knowing and international-mindedness (Self-selection). Best practices shared.

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** LR5 Budget complete.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

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Tracking Number:GRANT11340341 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T16:06:56-04:00

School District Five of Lexington and Richland Counties
Project ACCESS Budget Narrative
Funding Request by Site

	Year 1	Year 2	Year 3	Total
District Office	$576,410	$565,448	$562,220	$1,704,079
Dutch Fork Academy for Environmental Science	$627,472	$491,773	$386,878	$1,506,123
Seven Oaks Elementary MEDIA Magnet School	$668,760	$651,054	$451,799	$1,771,613
International Academic Magnet at Irmo Middle School	$651,513	$614,166	$584,068	$1,849,748
Irmo International High School for the Arts	$783,896	$461,688	$423,270	$1,668,854
Spring Hill High School	$682,449	$579,243	$547,727	$1,809,419
Totals	***$3,990,500***	***$3,363,373***	***$2,955,963***	***$10,309,836***

School District Five of Lexington and Richland Counties
Project ACCESS Budget Narrative
Funding Request by Year

	District Office	Dutch Fork Academy for Environmental Science	Seven Oaks Elementary MEDIA Magnet School	International Academic Magnet at Irmo IMiddle School	Irmo International High School for the Arts	Spring Hill High School	Total
Year 1							
Personnel	$143,960	$125,500	$118,000	$160,000	$184,037	$114,100	$845,597
Fringe Benefits	$37,442	$38,905	$36,580	$49,600	$57,051	$33,821	$253,399
Travel	$14,605	$18,405	$18,020	$16,930	$33,748	$33,448	$135,156
Supplies	$28,315	$257,072	$232,668	$218,360	$323,823	$345,555	$1,405,794
Equipment	$0	$25,585	$50,500	$79,302	$100,039	$0	$255,426
Contractual	$320,200	$129,570	$170,353	$66,000	$45,800	$121,490	$853,413
Other	$21,675	$14,150	$24,270	$43,417	$18,000	$13,627	$135,139
Total Direct Costs	$566,197	$609,187	$650,391	$633,609	$762,499	$662,041	$3,883,924
Indirect Cost	$10,213	$18,285	$18,369	$17,904	$21,397	$20,407	$106,576
Y1 Requested Funds	$576,410	$627,472	$668,760	$651,513	$783,896	$682,449	$3,990,500
Year 2							
Personnel	$147,335	$129,638	$120,950	$164,000	$188,563	$116,828	$867,313
Fringe Benefits	$38,333	$39,878	$37,495	$50,840	$58,455	$34,667	$259,666
Travel	$14,605	$18,405	$19,836	$15,778	$40,796	$31,432	$140,852
Supplies	$22,130	$162,326	$191,495	$58,466	$114,029	$245,992	$794,438
Equipment	$0	$0	$161,500	$28,500	$0	$0	$190,000
Contractual	$311,500	$87,570	$79,638	$239,474	$36,200	$123,240	$877,622
Other	$21,675	$39,117	$24,975	$43,460	$9,200	$9,907	$148,334
Total Direct Costs	$555,578	$476,933	$635,889	$600,518	$447,243	$562,065	$3,278,225
Indirect Cost	$9,870	$14,840	$15,166	$13,648	$14,446	$17,178	$85,147
Y2 Requested Funds	$565,448	$491,773	$651,054	$614,166	$461,688	$579,243	$3,363,373

School District Five of Lexington and Richland Counties
Project ACCESS Budget Narrative
Funding Request by Year

	District Office	Dutch Fork Academy for Environmental Science	Seven Oaks Elementary MEDIA Magnet School	International Academic Magnet at Irmo IMiddle School	Irmo International High School for the Arts	Spring Hill High School	Total
Year 3							
Personnel	$150,794	$132,853	$123,974	$168,100	$193,153	$119,623	$888,497
Fringe Benefits	$39,247	$40,875	$38,432	$52,111	$59,877	$35,533	$266,075
Travel	$14,605	$18,405	$20,652	$16,594	$32,012	$32,860	$135,128
Supplies	$22,130	$58,876	$145,510	$49,366	$84,634	$210,372	$570,888
Equipment	$0	$0	$24,000	$10,700	$0	$0	$34,700
Contractual	$304,000	$87,570	$72,171	$230,474	$31,550	$123,240	$849,005
Other	$21,675	$36,742	$13,675	$43,460	$8,800	$9,907	$134,259
Total Direct Costs	$552,451	$375,321	$438,414	$570,805	$410,026	$531,535	$2,878,552
Indirect Cost	$9,769	$11,558	$13,386	$13,263	$13,244	$16,192	$77,411
Y3 Requested Funds	$562,220	$386,878	$451,799	$584,068	$423,270	$547,727	$2,955,963
Y1-Y3 Overall Totals							
Personnel	$442,089	$387,991	$362,924	$492,100	$565,753	$350,551	$2,601,407
Fringe Benefits	$115,022	$119,657	$112,506	$152,551	$175,383	$104,021	$779,141
Travel	$43,815	$55,215	$58,508	$49,302	$106,556	$97,740	$411,136
Supplies	$72,575	$478,274	$569,673	$326,192	$522,486	$801,919	$2,771,120
Equipment	$0	$25,585	$236,000	$118,502	$100,039	$0	$480,126
Contractual	$935,700	$304,710	$322,162	$535,948	$113,550	$367,970	$2,580,040
Other	$65,025	$90,009	$62,920	$130,337	$36,000	$33,441	$417,732
Total Direct Costs	$1,674,226	$1,461,441	$1,724,693	$1,804,932	$1,619,767	$1,755,642	$10,040,701
Indirect Cost	$29,853	$44,682	$46,920	$44,816	$49,087	$53,777	$269,135
Total Requested Funds	$1,704,079	$1,506,123	$1,771,613	$1,849,748	$1,668,854	$1,809,419	$10,309,836

School District Five of Lexington and Richland Counties
Project ACCESS Budget Narrative
Funding Request by Category

	Year 1	Year 2	Year 3	Total
Personnel				
District Office	$143,960	$147,335	$150,794	$442,089
Dutch Fork Academy for Environmental Science	$125,500	$129,638	$132,853	$387,991
Seven Oaks Elementary MEDIA Magnet School	$118,000	$120,950	$123,974	$362,924
International Academic Magnet at Irmo Middle School	$160,000	$164,000	$168,100	$492,100
Irmo International High School for the Arts	$184,037	$188,563	$193,153	$565,753
Spring Hill High School	$114,100	$116,828	$119,623	$350,551
Personnel Total	***$845,597***	***$867,313***	***$888,497***	***$2,601,407***
Fringe Benefits				
District Office	$37,442	$38,333	$39,247	$115,022
Dutch Fork Academy for Environmental Science	$38,905	$39,878	$40,875	$119,657
Seven Oaks Elementary MEDIA Magnet School	$36,580	$37,495	$38,432	$112,506
International Academic Magnet at Irmo Middle School	$49,600	$50,840	$52,111	$152,551
Irmo International High School for the Arts	$57,051	$58,455	$59,877	$175,383
Spring Hill High School	$33,821	$34,667	$35,533	$104,021
Fringe Benefits Total	***$253,399***	***$259,666***	***$266,075***	***$779,141***
Travel				
District Office	$14,605	$14,605	$14,605	$43,815
Dutch Fork Academy for Environmental Science	$18,405	$18,405	$18,405	$55,215
Seven Oaks Elementary MEDIA Magnet School	$18,020	$19,836	$20,652	$58,508
International Academic Magnet at Irmo Middle School	$16,930	$15,778	$16,594	$49,302
Irmo International High School for the Arts	$33,748	$40,796	$32,012	$106,556
Spring Hill High School	$33,448	$31,432	$32,860	$97,740
Travel Total	***$135,156***	***$140,852***	***$135,128***	***$411,136***
Supplies				
District Office	$28,315	$22,130	$22,130	$72,575
Dutch Fork Academy for Environmental Science	$257,072	$162,326	$58,876	$478,274
Seven Oaks Elementary MEDIA Magnet School	$232,668	$191,495	$145,510	$569,673
International Academic Magnet at Irmo Middle School	$218,360	$58,466	$49,366	$326,192
Irmo International High School for the Arts	$323,823	$114,029	$84,634	$522,486
Spring Hill High School	$345,555	$245,992	$210,372	$801,919
Supplies Total	***$1,405,794***	***$794,438***	***$570,888***	***$2,771,120***
Equipment				
District Office	$0	$0	$0	$0
Dutch Fork Academy for Environmental Science	$25,585	$0	$0	$25,585
Seven Oaks Elementary MEDIA Magnet School	$50,500	$161,500	$24,000	$236,000
International Academic Magnet at Irmo Middle School	$79,302	$28,500	$10,700	$118,502
Irmo International High School for the Arts	$100,039	$0	$0	$100,039
Spring Hill High School	$0	$0	$0	$0
Equipment Total	***$255,426***	***$190,000***	***$34,700***	***$480,126***

School District Five of Lexington and Richland Counties
Project ACCESS Budget Narrative
Funding Request by Category

	Year 1	Year 2	Year 3	Total
Contractual				
District Office	$320,200	$311,500	$304,000	$935,700
Dutch Fork Academy for Environmental Science	$129,570	$87,570	$87,570	$304,710
Seven Oaks Elementary MEDIA Magnet School	$170,353	$79,638	$72,171	$322,162
International Academic Magnet at Irmo Middle School	$66,000	$239,474	$230,474	$535,948
Irmo International High School for the Arts	$45,800	$36,200	$31,550	$113,550
Spring Hill High School	$121,490	$123,240	$123,240	$367,970
Contractual Total	***$853,413***	***$877,622***	***$849,005***	***$2,580,040***
Other				
District Office	$21,675	$21,675	$21,675	$65,025
Dutch Fork Academy for Environmental Science	$14,150	$39,117	$36,742	$90,009
Seven Oaks Elementary MEDIA Magnet School	$24,270	$24,975	$13,675	$62,920
International Academic Magnet at Irmo Middle School	$43,417	$43,460	$43,460	$130,337
Irmo International High School for the Arts	$18,000	$9,200	$8,800	$36,000
Spring Hill High School	$13,627	$9,907	$9,907	$33,441
Other Total	***$135,139***	***$148,334***	***$134,259***	***$417,732***
Total Direct Costs				
District Office	$566,197	$555,578	$552,451	$1,674,226
Dutch Fork Academy for Environmental Science	$609,187	$476,933	$375,321	$1,461,441
Seven Oaks Elementary MEDIA Magnet School	$650,391	$635,889	$438,414	$1,724,693
International Academic Magnet at Irmo Middle School	$633,609	$600,518	$570,805	$1,804,932
Irmo International High School for the Arts	$762,499	$447,243	$410,026	$1,619,767
Spring Hill High School	$662,041	$562,065	$531,535	$1,755,642
Direct Cost Total	***$3,883,924***	***$3,278,225***	***$2,878,552***	***$10,040,701***
Indirect Cost				
District Office	$10,213	$9,870	$9,769	$29,853
Dutch Fork Academy for Environmental Science	$18,285	$14,840	$11,558	$44,682
Seven Oaks Elementary MEDIA Magnet School	$18,369	$15,166	$13,386	$46,920
International Academic Magnet at Irmo Middle School	$17,904	$13,648	$13,263	$44,816
Irmo International High School for the Arts	$21,397	$14,446	$13,244	$49,087
Spring Hill High School	$20,407	$17,178	$16,192	$53,777
Indirect Cost Total	***$106,576***	***$85,147***	***$77,411***	***$269,135***
Total Requested Funds				
District Office	$576,410	$565,448	$562,220	$1,704,079
Dutch Fork Academy for Environmental Science	$627,472	$491,773	$386,878	$1,506,123
Seven Oaks Elementary MEDIA Magnet School	$668,760	$651,054	$451,799	$1,771,613
International Academic Magnet at Irmo Middle School	$651,513	$614,166	$584,068	$1,849,748
Irmo International High School for the Arts	$783,896	$461,688	$423,270	$1,668,854
Spring Hill High School	$682,449	$579,243	$547,727	$1,809,419
Total Requested Funds	***$3,990,500***	***$3,363,373***	***$2,955,963***	***$10,309,836***

School District Five of Lexington and Richland Counties Project ACCESS Budget Narrative				
Budget Category - Project ACCESS District Office	**Year 1 (13-14)**	**Year 2 (14-15)**	**Year 3 (15-16)**	**Total Requested**
Personnel				
Project Director (100%, FTE) to administer and manage all elements of MSAP funded project; work with Advisory, Marketing, Evaluator; responsible for fiscal and programmatic monitoring and all reporting	[redacted]			
Program Assistant (100% FTE) serves as bookkeeper for all schools regarding MSAP expenses; assists Accountability with data pulls for evaluator and PD; assists with marketing initiatives; supervises and works with three student interns to support digital/online networks (marketing, intranet for lesson bank, posting of videos)				
Systems Analyst (Part-time FTE) to support data collection and extraction to support evaluation, marketing, recruitment and retention efforts. This position will work with lottery and student selection software.				
Digital Interns ([redacted]				
Marketing Interns [redacted]				
Subtotal Personnel				
Fringe Benefits calculated at [redacted] for full-time FTEs to cover retirement, Social Security, FICA, dental, health insurance				
Project Director	24,800	25,420	26,056	76,276
Program Assistant	10,850	11,121	11,399	33,371
Digital Interns (calculated at 20%)	896	896	896	2,688
Marketing Interns (calculated at 20%)	896	896	896	2,688
Subtotal Fringe Benefits	***37,442***	***38,333***	***39,247***	***115,022***

Budget Category - Project ACCESS District Office	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Travel				
Travel for PD to attend three MSA meetings per year: legislative, summer leadership, and annual) 2014 Chicago; 2015 Clark County NV, 2016 Miami, FL (costs to be shared by MSA inkind)	$3,000	$3,000	$3,000	$9,000
Travel for 2 district office personnel to attend annual four-day MSA conference with schools and PD; 2014 Chicago, Clark County, NV 2015, and Miami, FL 2016. Costs Per Person 2014 Chicago: lodging $171 per night x 4 = $684; Air fare $300; per diem $32 x 4=$128 +$25 incidentals = $1137 x 2 = $2274; 2015 Clark Co NV: lodging $99 x 4 = $396 + airfare $400 + perdiem $128 +$25 incidentals = $949 x 2 = $1898; 2016 Miami, FL: lodging $125 x 4 = $500 + airfare $500 + perdiem $128 +$25 incidentals = $1153 x 2 = $2306 Totals: $2274 +$1898 +$2306 = $6478	$6,478	$6,478	$6,478	$19,434
Required two-day Grant Meeting (Washington, DC) each year for PD and Evaluator: lodging $224 x 3 = $672 + airfare $250 + per diem 3 x $32 = $96 + incidentals $25 (transport to and from airport) = $1042 per person x 2 people	$2,086	$2,086	$2,086	$6,258
Project Based Learning Annual Conference ASCD National Conference (airfare $250 + lodging $200 per night X 3 nights + per diem $96 +incidentals $25) =	$971	$971	971	$2,913
Expeditionary Learning National Conference**: PD travel** collaborate with educators from other EL schools to fully support IAM@IMS. Airfare $400+ Lodging ($129 x 3 nights = $387), , Per Diem ($32 per day x 4 days) = $128 +$25 incidentals	$940	$940	$940	$2,820
Mileage for travel of PD to visit each school for observations, meetings, and monitoring: each week, all schools will be visited. Total mileage each week 50 miles x .565 state rate x 40 weeks	$1,130	$1,130	$1,130	$3,390
Subtotal Travel	***$14,605***	***$14,605***	***$14,605***	***$43,815***

Budget Category - Project ACCESS District Office	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Supplies and Materials				
Office supplies for Program Office (paper, pencils, file folders, flash drives, DVDs to share school videos)	$800	$600	$600	$2,000
Desk and chairs for PD and PA (Desk @ $900; chair at $300) $1200 x 2	$2,400			$2,400
desktop and laptop for PD	$2,000			$2,000
2 desktops for interns	$2,000			$2,000
desktop for PA, with additional monitor for parallel budget examination and data analysis	$1,200			$1,200
color printer with multipage scanner	$500			$500
toner, ink, and paper for printer (used by five persons)	$500	$500	$500	$1,500
phone lines for three desk phones (Calculated at $80 per month) $960 x 3 =	$2,880	$2,880	$2,880	$8,640
Iphone for PD Initial purchse of $525 plus $50 per month	$1,125	$600	$600	$2,325
Workstation with chairs for Digital Interns and Marketing Interns	$2,000			$2,000
Hot Spots ($100 per month with security firewall) for Project Director	$1,200	$1,200	$1,200	$3,600
Book shelf for magnet print library for use by all schools and DO personnel to learn more about appropriate planning and management of Magnet Schools	$300			$300
2 headsets with microphone for webinars and virtual school meetings for PD and PA ($30 per set x 2)	$60			$60
Supplies for Magnet Fair to be held each fall (tables/cloths, pens, paper for parents and attendees, banners, electrical cords, table displays, display boards, velcro, tape, storage containers, folding tables) easelsall MSAP schools represented	$5,000	$5,000	$5,000	$15,000
Supplies for monthly collective meetings with MSAP Schools (Site coordinators, lead teachers, principals and select DO staff) to review progress and focus, challenges and successes 10 meetings per year @ $20	$200	$200	$200	$600
Supplies for Quarterly Advisory Council Meetings	$150	$150	$150	$450
Maintenance Updgrades for schools to accommodate ditigal, scientified, and technology advances		$5,000	$5,000	$10,000
Print costs for brochures, flyers to be delivered to community businesses, Columbia Centre, annual report (limited print) and postcards each year - printed in house if possible to save costs.	$6,000	$6,000	$6,000	$18,000
Subtotal Supplies and Materials	***$28,315***	***$22,130***	***$22,130***	***$72,575***

Budget Category - Project ACCESS District Office	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Equipment				
Subtotal Equipment	***$0***	***$0***	***$0***	**$0**
Contractual				
External Evaluator (USC Center for Education Policy and Program Evaluation) to create implementation rubrics, surveys, and data collection instruments; conduct evaluation of five MSAP schools)	$225,000	$225,000	$225,000	$675,000
Cultural Competency and Integration Strategies (Donna Elam) for all MSAP schools and DO MSAP and magnet personnel	$75,000	$75,000	$75,000	$225,000
Lottery Software from Washington Square Works Selection	$12,700	$4,000	$4,000	$20,700
Marketing Specialist (to help develop coherent marketing plan with logos, branding)	$7,500	$7,500	$0	$15,000
Subtotal Contractual	***$320,200***	***$311,500***	***$304,000***	***$935,700***
Other				
Postage for postcard mailers and printed marketing, recruitment, and enrollment materials	$5,600	$5,600	$5,600	$16,800
Billboard to advertise LR5 Choice Options and MSAP Magnet Schools	$12,000	$12,000	$12,000	$36,000
Membership for district and all MSAP schools in MSA	$3,000	$3,000	$3,000	$9,000
Registration for ASCD Conference for PD ($325)	$325	$325	$325	$975
PD Registration for Annual Expeditionary Learning Conference ($750)	$750	$750	$750	$2,250
Subtotal Other	***$21,675***	***$21,675***	***$21,675***	**$65,025**
Total Direct Costs	**$566,197**	**$555,578**	**$552,451**	**$1,674,226**
Indirect Costs (less equipment and with $25,000 contractual cap)	**$10,213**	**$9,870**	**$9,769**	**$29,853**
Total Requested Funds	**$576,410**	**$565,448**	**$562,220**	**$1,704,079**

School District Five of Lexington and Richland Counties Project ACCESS Budget Narrative				
Budget Category - Dutch Fork Elementary School Academy for Environmental Science	**Year 1 (13-14)**	**Year 2 (14-15)**	**Year 3 (15-16)**	**Total Requested**
Personnel				
Resident Scientist (100%, FTE) - see attached job description for details	[redacted]			
Site Coordinator (100%, FTE) - see attached job description for details				
2 Environmental Summer Interns to care for worms, plants, and garden ($[redacted] day x 10 days x 2 interns)				
Subtotal Personnel				
Fringe Benefits calculated at [redacted] for full-time FTEs to cover retirement, Social Security, FICA, dental, health insurance				
Resident Scientist (100%, FTE)	$20,150	$20,654	$21,170	$61,974
Site Coordinator (100%, FTE)	$18,755	$19,224	$19,704	$57,683
Subtotal Fringe Benefits	***$38,905***	***$39,878***	***$40,875***	***$119,657***
Travel				
MSA National Conference for principal, Site Coordinator, Resident Scientist and 1 lead teacher: airfare ($3200), two hotel rooms ($1200), per diem ($360)	$4,760	$4,760	$4,760	$14,280
MSA Technical Assistance Training Conference for Site Coordinator and 1 lead teacher: airfare ($1600), hotel room ($600), per diem ($180)	$2,380	$2,380	$2,380	$7,140
North American Association for Environmental Education National Conference for Site Coordinator and 4 teachers: airfare ($4000), two hotel rooms ($1600), per diem ($600)	$6,200	$6,200	$6,200	$18,600
Environmental Science Magnet partner school visit for principal, PD, Resident Scientist, and 1 lead teacher: airfare ($3200), two hotel rooms ($1200), per diem ($360)	$4,760	$4,760	$4,760	$14,280
Science PLUS Institute at Roper Mountain Science Center, Greenville, SC for 15 teachers grades 3-5 for weeklong-standards based summer institute for teachers. 15 teachers each year. Mileage 180 x .565 x 3 cars = $305	$305	$305	$305	$915
Subtotal Travel	***$18,405***	***$18,405***	***$18,405***	***$55,215***

Budget Category - Dutch Fork Elementary School Academy for Environmental Science	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Supplies and Materials (items under $5000 per unit)				
Magnet Themed Read Aloud Set for grades K-5: (20 books per set x $10/book) = $200 x 6 grade levels	$1,200	$1,200	$1,200	$3,600
Magnet Themed Media Center Materials - print and e-books, fiction and non-fiction ($20 per student per year x 600 students)	$12,000	$12,000	$12,000	$36,000
Bags, Labels, and Baskets for organizing books in grade level planning centers and literacy lab/library	$500	$500	$500	$1,500
Digital Camera - one per classroom ($100 x 10 cameras per year)	$1,000	$1,000	$1,000	$3,000
AA Batteries for Digital Cameras: one pack per classroom ($26 for 36-pack x 35 classrooms)	$910	$910	$910	$2,730
Handheld portable devices (such as iTouch) for students to take on field studies: ($300 x 600 students) Year 1: grades 3-5; Year 2: grades K-2; Year 3: replenish, repair	$90,000	$90,000	$9,000	$189,000
Protective guards for iTouch ($30 x 600 devices) Year 1: grades 3-5; Year 2: grades K-2; Year 3: replenish, repair	$9,000	$9,000	$2,000	$20,000
iMac Lab for student projects and reports: ($2000 per workstation x 6 workstations)		$12,000	$2,000	$14,000
Printer for iMac Lab ($1000), ink and paper ($2000)		$3,000	$3,000	$6,000
Earbuds for students to work on handheld devices or computers ($1 x 586 students)		$600	$600	$1,200
Construction of raised observation platform in center of Nature Observatory	$10,000			$10,000
Outdoor classroom: benches, workstation/demonstration table near observation station to be used by outdoor classes and families for stargazing	$40,000			$40,000
Renovation of one portable classroom to create a "Student Modeling Workshop" - a place for resident scientist to work with students to make integrated science/art models that express understanding of curriculum	$7,500			$7,500
5 Tables and 27 Chairs for Modeling Workshop	$7,500			$7,500
4 Composters for garden and science experiments ($200 x 2 in Year 1; $200 x 2 in Year 2)	$400	$400		$800
Rainbarrels for water conservation and irrigation ($150 x 6)	$900			$900

Budget Category - Dutch Fork Elementary School Academy for Environmental Science	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
5 vermiculture kits for kindergarten students (and replenishment for Years 2 and 3): ($150 per kit x 5 classes)	$750	$150	$150	$1,050
Earthworms for fifth grade students for garden studies and natural outdoor vermiculture center	$200	$200	$100	$500
Storage for gardening equipment under platform (Four 35 gallon storage bins): replace yearly due to wear from use and weather	$100	$100	$100	$300
Gardening equipment (hoes, shovels, rakes, broadforks, wheel barrows, buckets, hoses/nozzels, dump cart, sprinklers, pruning shears, gloves, baskets, garden cart): replacement money included for years 2 and 3 due to wear from use and weather	$1,000	$500	$500	$2,000
Consumable gardening supplies (soil and seeds/plants)	$1,000	$1,000	$1,000	$3,000
Water sampling equipment - Secchi disk, plankton net, bottom sediment sampler, cable & winch, Van Dorm water sample bottle, pH meter, dissolved oxygen meter, turbidity meter, digital thermometer, bottles	$3,000	$1,500	$1,500	$6,000
Soil sampling equipment -	$3,000	$1,500	$1,500	$6,000
Projector for space and constellation study 10 projectors for grades K and 4 classrooms x $200 (replenish in Year 3)	$2,000		$400	$2,400
Rocket kits for space study for grades K and 4 and family nights (diversity of types according to grade level) - $50 per kit x 20 kits	$1,000	$1,000	$1,000	$3,000
Kites for air study for grades 2 and 4 ($20 per kite x 10)	$200	$200	$200	$600
Kite-building kits for air study and family nights ($15 per kit x 100)	$1,500	$1,500	$1,500	$4,500
Windmill with anamometer for air studies: part of exterior theme-based marketing	$500			$500
Handheld anamometers for grades 2 and 4 ($30 x 25)	$750			$750
Weather vane for air and weather studies	$200			$200
Aquarium for lobby and for student studies (freshwater and saltwater): includes fish, food, tanks, filters, pumps, lights, rocks, treatment chemicals, etc.	$5,000	$1,000	$1,000	$7,000
Stream life (macroinvertebrates) sampling equipment – 4'x12' seine ($100), bottom kick nets ($170 each), entomological forceps and tweezers, invertebrate counting trays	$1,000			$1,000
Insect sampling supplies - nets, insect fumidor, Berlese Apparatus	$1,000	$1,000	$1,000	$3,000

Budget Category - Dutch Fork Elementary School Academy for Environmental Science	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Bird feeders, bird seed, bird baths	$500	$500	$500	$1,500
10 Binoculars (Celestron 12x25 UpClose Weather Resistant Roof Prism Binoculars)	$300			$300
Full Glass Optics Student Binocular Stero Microscope with Incident and Transmitted Lights)	$1,500			$1,500
2 Telescopes	$1,000			$1,000
HANNA Multiparameter Water Quality Meter, 4 m cable	$2,500			$2,500
MJP Student Stream Flowmeter	$250			$250
2 Specimen Storage Cabinets for Science Lab (http://office-furniture.dallasmidwest.com/Specimen-Storage-Cabinet-L70057.aspx)	$4,298			$4,298
2 Storage Cabinets for Science Lab for general supplies	$1,200			$1,200
Portable sound system for outdoor classroom	$1,000			$1,000
MacBook Air for Resident Scientist use	$1,500			$1,500
Supplies for family magnet events (includes takeaways)	$1,000	$1,000	$1,000	$3,000
Supplies for school Magnet Advisory Committee	$300	$300	$300	$900
Signage for building exterior (new school name - letters and marquee), includes installation	$3,000			$3,000
Materials and supplies for theme-based decor in hallways, classrooms, cafeteria, mini-theatre	$3,000	$3,000		$6,000
Recruitment supplies (with takeaways)	$600	$600	$600	$1,800
Disposable, recycled plastic aprons for students for field studies and work in garden (.30 per apron x 5000 aprons)	$1,500	$1,500	$1,500	$4,500
T-shirts for students with school logo ($6 x 586)	$3,516	$3,516	$3,516	$10,548
Scrubs for teacher wear during field studies and outdoor work ($30/set x 85 staff members)		$2,550	$600	$3,150
Science and Social Studies Leveled Readers A-Z - Fountas and Pinnell (Scholastic) for Literacy Lab/Library (208 titles in a 6-pack collection at $37 per 6-pack)	$7,700			$7,700
Ongoing Supplies for Community Garden (organic fertilizers, soils, soil conditioners, compost, plants and seeds, mulch)	$1,000	$1,000	$1,000	$3,000
Supplies to plant and maintain fruit trees (6 trees x $100/tree)		$600	$200	$800

Budget Category - Dutch Fork Elementary School Academy for Environmental Science	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
LEGO kits to support student process learning necessary for science and engineering skills ($1000 per kit x 5 kits)		$5,000	$5,000	$10,000
Materials and supplies for models created by students with Resident Scientist (clay, paint, canvases, brushes, etc.)		$1,000	$1,000	$2,000
Math manipulatives to develop problem solving skills in grades K-5: Base-Ten Blocks Starter Sets ($14.00 x 6 sets/class grades 1-5 = 150 sets @ $2100); Unifix Cube set of 500 ($45.00 x 1 set/class grades K-3 = 20 sets @ $900); Fraction Tiles ($10.50 x 2 sets/class grades 3-5 = 30 sets @ $315); Fraction Circles ($8.50 x 2 sets/class grades 1-5 = 50 sets @ $425); Baby Bear Counters ($13.00 x 1 set/class grade K = 5 sets @ $65); Geometric Solids ($15.00 x 1 set/class grades K-5 = 25 sets @ $375)	$4,180			$4,180
18 six-pack sets of Real-World Problem Solving math readers (1 set/reading level per grade K-5 x $330 per set)	$5,940			$5,940
6 Real-World Problem Solving math readers Teacher Guides (1 per grade level K-5 x $23 per guide)	$138			$138
8 Individual Shelf Master Shelf Units for greenhouse (shelves, legs, floor supports)	$1,380			$1,380
2-drawer locking metal storage cabinet for teachers to store iPads and iTouches ($129 x 40 classrooms)	$5,160			$5,160
Professional texts for PLCs (50 books x $30)	$1,500	$1,500	$1,500	$4,500
Subtotal Supplies and Materials	***$257,072***	***$162,326***	***$58,876***	***$478,274***
Equipment				
WeatherBug Standard Package (Weather Station, Network Appliance, cabling and connections, lifetime site license to WeatherBug Achieve, tools and activities; to connect to Weather Station in Atlanta so our students can submit information and data)	$7,000			$7,000
Dual Head Teaching Stereo Zoom Microscope	$5,000			$5,000
Greenhouse kit: "Cross Country Teaching Package" by Greenhouse MegaStore: 16' W x 24' L (Rigid polycarbonate twin wall construction, aluminum frame, stainless steel hardware, heater, fans, and automatic thermostat)	$13,585			$13,585
Subtotal Equipment	***$25,585***	***$0***	***$0***	***$25,585***

Budget Category - Dutch Fork Elementary School Academy for Environmental Science	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Contractual				
Inquiry Graduate Courses during the summer for all grade levels led by Curriculum Coach: includes professional books ($30/book x 60 books), course fees ($125/staff member x 60 staff members) and payment for instructor ($3,000)	$12,300	$12,300	$12,300	$36,900
Stipend for staff attending Inquiry/Content Courses during the summer ($125 x 60 staff members x 5 days includes fringe benefits)	$37,500	$37,500	$37,500	$112,500
Per diem for curriculum writing according to district guidelines (20 staff members x avg. $300/day x 5 days per summer)	$30,000	$30,000	$30,000	$90,000
Substitute teachers to relieve classroom faculty for mid-year professional development course follow-up ($75 plus benefits of .295 x 5 substitutes x 16 days per year: 2 days per grade level/unit)	$7,770	$7,770	$7,770	$23,310
Public art sculpture for front of school greenspace based on new school Envrionmental Science logo to be commissioned in fall and unveiled in spring	$15,000			$15,000
Landscape architecture contract to renovate Global Literacy Environment and create Community Garden for plant, water, and soil studies and family/community co-op (3 raised beds, organic fertilizers, soils, soil conditioners, mulch, irrigation systems for each)	$12,000			$12,000
Assembly of greenhouse	$7,500			$7,500
Concrete foundation for greenhouse	$7,500			$7,500
Subtotal Contractual	***$129,570***	***$87,570***	***$87,570***	***$304,710***
Other				
Saluda Shoals Quarterly Learning Experiences - Grades K-5 4x/year: $2.50 per student x 586 students x 4 visits		$5,860	$5,860	$11,720
Guided Field Study to Francis Beidler Forest to study the Upper and Lower Coastal Plains Region - Grades 3 and 4 once per year: $4.00 per person x 230 people (200 students + 10 teachers + 20 chaperones)		$920	$920	$1,840
Guided Limonological Study of Lake Murray aboard the Southern Patriot - Grade 5 once per year: $22.67 x 125 students + 15 chaperones		$3,174	$3,174	$6,348

Budget Category - Dutch Fork Elementary School Academy for Environmental Science	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Tree Canopy Tour at Riverbanks Zoo and Gardens (grade level TBD depending on science standard renovations): general admission $8 x 100 students ($800); $10 x 15 chaperones ($150) + program fee $55 per group (25 students) x 4 groups ($220)		$1,170	$1,170	$2,340
Standard Specific Guided Field Studies to Riverbanks Zoo and Gardens (led by resident scientist for all grade levels once per year): general admission $8 x 586 students ($4688); $10 x 90 chaperones ($900)		$5,588	$5,588	$11,176
Sky High Safari Challenge at Riverbanks Zoo and Gardens (guided exploration to help 5th grade students construct a Life Skills Tool Kit - team building, problem solving, overcoming challenges and taking risks): general admission $8 + Safari Challenge fee $7 x 100 students ($1500); adult general admission $10 + Safari Challenge fee $7 x 15 chaperones ($255)		$1,755	$1,755	$3,510
MSA National Conference Registration fees ($795 x 4 people)	$3,180	$3,180	$3,180	$9,540
MSA Technical Assistance Conference Registration fees ($795 x 2 people)	$1,590	$1,590	$1,590	$4,770
North American Association for Environmental Education National Conference for Site Coordinator and 4 teachers registration fees ($300 x 5)		$1,500	$1,500	$3,000
Promotional Video Production for Magnet School		$5,000		$5,000
Promotional Brochures, Mailers, Posters for Magnet School	$1,000	$1,000	$1,000	$3,000
Science PLUS Institute at Roper Mountain Science Center, Greenville, SC for 10 teachers grades 3-5: Furman University application fee ($50), Furman University tuition fee for 2 graduate credit hours ($788) x 10 teachers *includes a 10% cost increase in years 2 and 3 for increase in tuition/fee rates.	$8,380	$8,380	$8,380	$25,140
Online curriculum access to The JASON Project (includes membership for 300 students in grades 3-5)			$2,625	$2,625
Subtotal Other	***$14,150***	***$39,117***	***$36,742***	***$90,009***
Direct Costs	**$609,187**	**$476,933**	**$375,321**	**$1,461,441**
Indirect Costs (less equipment and with $25,000 contractual cap)	**$18,285**	**$14,840**	**$11,558**	**$44,682**
Total Requested Funds	**$627,472**	**$491,773**	**$386,878**	**$1,506,123**

School District Five of Lexington and Richland Counties Project ACCESS Budget Narrative				
Budget Category Seven Oaks Elementary MEDIA Magnet School	**Year 1 (13-14)**	**Year 2 (14-15)**	**Year 3 (15-16)**	**Total Requested**
Personnel				
Site Coordinator/Lead Teacher (100% FTE): Establishes and maintains an effective learning climate consistent with the magnet program's purpose; provides leadership in implementing the project-based learning curriculum within the MEDIA theme; coordinates curriculum and professional development; provides appropriate professional development; mentors colleagues; monitors curriculum and instruction; coordinates selection of instructional resources; maintains relationships with partners and external communities; continuously assesses the effectiveness of activities and works with staff to make needed improvements; monitors school magnet budget and generates necessary reports and maintains appropriate documentation; work with Project Director to plan and conduct all recruitment and marketing activities.	[redacted]	[redacted]	[redacted]	[redacted]
INTEC (Integration Technology Specialist) (100% FTE): Provides direct assistance, demonstrations, support, and leadership in integrating technology-related elements of MEDIA magnet into school curriculum and standards-based instruction; assists educators in developing lesson plans and activities involving the use of technology, performs related professional and technical work as required; trains teachers and leaders in appropriate use of technology and digital tools; leads professional development on technology-infused project-based learning with multimedia products; assists in family events that incorporate digital tools; identifies technology-related resources and tools to support classroom integration; provides support for school magnet web site.	[redacted]	[redacted]	[redacted]	[redacted]
Subtotal Personnel	[redacted]	[redacted]	[redacted]	[redacted]
Fringe Benefits calculated at [redacted] for full-time FTEs to cover retirement, Social Security, FICA, dental, health insurance				
Lead Teacher (See attached job description for details)	$17,050	$17,476	$17,913	$52,439
INTEC (See attached job description for details)	$19,530	$20,018	$20,519	$60,067
Subtotal Fringe Benefits	***$36,580***	***$37,495***	***$38,432***	***$112,506***

Budget Category Seven Oaks Elementary MEDIA Magnet School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Travel				
Site Coordinator, Principal, and 2 teachers will attend MSA annaul National Conference to remain abreast of current research and practices in magnet implementation. Y1 Chicago: cost per person $171 x 4 nights lodging + Airfare $400 + perdiem of $32 x 4 days +$25 incidentals = $1237 x 4 = $4948; Y2 Clark Co, NV: $99 x 4 lodging = $396 lodging + $400 airfare + perdiem of $32 x 4 = $128 + incidental $25 = $3796; Y3 Miami, FL Lodging $125 x 4 = $500 +airfare $500 +per diem $32 x 4 days +$25 incidentals = $1153 x 4= $4612	$4,948	$3,796	$4,612	$13,356
ASCD National Conference (airfare $800 + lodging $200 per night x 3 = $600 + per diem of $30 per day x 4 days) = 1,520 X 3 people (1 administrator, 1 magnet lead teacher, 1 Project-Based Learning star teacher)	$4,560	$4,560	$4,560	$13,680
ISTE National Conference (Lodging $200 per night x 3 nights + per diem $30 x 4 days = $720 per person X 4 people= $2880 + 410 mi round trip X $0.565per mile = $232 mileage Year One Total of $3112) Y2 & Y3 ($800 airfair + lodging $200 per night x 3 nights + perdiem of $30 per day x 4 days = 1520 X 4 people (1 media specialist, 1 InTech, 1 magnet lead teacher, 1 computer lab instructor)= 6080	$3,112	$6,080	$6,080	$15,272
EdTech (lodging $150 X 3 nights= $450 + per diem $30 x 3 = $540 (per person) X 10 people (1 administrator, 1 media specialist, 1 InTech, 1 computer lab instructor, 6 classroom teachers	$5,400	$5,400	$5,400	$16,200
Subtotal Travel	***$18,020***	***$19,836***	***$20,652***	***$58,508***
Supplies and Materials				
Professional development books from Buck Institute (Starter Kits PBL for Elementary Grades) ($30 x 50 books)	$1,500			$1,500
Netbooks ($550 per item X 180 units in year one + 60 in years two and three to accommodate increased enrollment) for 1:1 computing, in grades 1-3 price includes district logo engraving (The school district will cover the cost of 150 netbooks for grades 4-5, Kindergarten will use SmartTables for 1:1 computing)	$99,000	$33,000	$33,000	$165,000
Netbook Carts to house student netbooks; each cart holds 30 netbooks ($2,000 x 6 carts + 2 carts in year two to accommodate increased enrolment)	$12,000	$4,000	$4,000	$20,000

Budget Category Seven Oaks Elementary MEDIA Magnet School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Netbook Replacement Batteries ($65 per unit X 35 units)			$2,275	$2,275
Protective cases for netbooks ($15 per unit X 450 units) to cover all netbooks for students in grades 1-5	$6,750			$6,750
8 GB Flash Drives for every student to store and transport work ($10 per unit X 500 units in year two and 100 units in year three to accommodate increased enrolment and lost drives)		$5,000	$1,000	$6,000
Headsets w/mic ($30 per unit X 330 units in year one + 60 in years 2 and 3 each to accommodate increased enroment) to cover both magnet and district funded netbooks to go with both grant and district funded netbooks for students in grades 1-5	$9,900	$1,800	$1,800	$13,500
USB Mice to go with all netbooks for 1-5 grade students ($10 per unit X 330 units in year one + 60 in years 2 and 3 each to accommodate increased enroment)	$3,300	$600	$600	$4,500
Web cams for each class (40 X $50 per unit)		$2,000		$2,000
Computer Microphones (40 X $35 per unit)		$1,400		$1,400
VGA Splitter Cables for desktop PCs with SmartBoards ($18 X 46 units)	$828			$828
Student collaboration desks ($330 per unit X 480 units) for project-based learning (Includes 20 standing-height desks and 10 tables to accommodate Yamaha Music in Education system) (Desks will be purchased for grades 1-2 in year one and grades 3-5 in year two, the district recently purchased new funiture for Kindergarten); no funds available from district to provide furniture that reflects instructional delivery reform and project-based learning. Asking grant funds to provide 80% of costs.		$39,600	$39,600	$79,200
Student seating ($50 X 450 units) to go with collaboration stations; 30 seats are available for use	$22,500			$22,500
Multimedia presenting stations for teachers ($500 per unit X 26 units) to allow teachers to use SmartBoards and desktop computers for instruction by locating all instructive technology in one area of the classroom	$13,000			$13,000

Budget Category Seven Oaks Elementary MEDIA Magnet School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Classroom amplification system ($1400 per unit X 35 classroom units with 5 installed in year two to train teachers and students and the other 30 installed in year three) voice amplification to aid students with special needs including speech and hearing deficits, improve student public speaking skills, and assist teacher instruction		$7,000	$42,000	$49,000
Lego Robotics Kit (Field Setup Kit $75 + Lego Mindstorms Kit $420) new kit required each year to promote interactive learning and science and engineering exposure for fifth grade students		$495	$495	$990
Accoustic sound baffling for PE Center Auditorium Stage for student multimedia presentations and performances ($5 per square foot X 3560 square feet)		$17,800		$17,800
Stage monitor for PE Center Auditorium Stage for student multimedia project presentations and performances $1000 per unit		$1,000		$1,000
Additional mobile spotlight for student performances and multimedia presentations in PE Center Auditorium		$250		$250
Tricaster TC40CSE control pannel for television production studio	$995			$995
Panasonic TV Studio Cameras ($1999 per unit X 5 units)	$9,995			$9,995
SDHC Memory cards ($30 per unit X 25 units) for TV studio cameras and art studio digital cameras	$750			$750
Tripod ($825 per unit X 3 units) for studio cameras	$2,475			$2,475
Dolly for Tripod ($260 per unit X 3 units) for studio cameras	$780			$780
Teleprompter for TV studio cameras	$3,000			$3,000
Lapel microphone ($150 per unit X 3 units in year one + 2 units to account for damage and wear in year three) for TV studio	$450		$300	$750
Handheld microphone ($130 per unit X 2 units in year one) for TV productions	$260			$260
Microphone stand for TV studio	$50			$50
Ceiling mount studio lights with ($900 per unit X 7 units) for TV studio	$6,300			$6,300
Studio light bulbs for TV studio ($30 per unit X 28 units for initial installation X 14 replacement bulbs in year three)	$840		$420	$1,260
Studio light control board for TV studio lights	$1,500			$1,500
Audio mixing board for TV studio	$210			$210
CD player with iPod dock for TV studio	$365			$365

Budget Category Seven Oaks Elementary MEDIA Magnet School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Monitor headphones ($60 per unit X 4 units including replacements to account for damage and wear) for TV studio directors	$120		$120	$240
AV Cables for TV equipment (Video and audio cables to go with cameras, monitors, tricaster video mixer, and sound board)	$1,000			$1,000
27" iMac 3.2 GHz ($2400 per unit X 2 units, one per media studio) Teacher computers for storing and evaluating student projects in TV and Radio studios. The TV studio computer will be installed in year one and the radio studio in early year two.	$2,400	$2,400		$4,800
21.5" iMac 2.9 GHz ($1800 per unit X 12 units) for student video, audio and graphic projects. The TV studio computers will be installed in year one and the radio studio in early year two.	$18,000	$3,600		$21,600
3 TB external hard drive to store student video and audio projects ($150 per unit X 2 units to be located TV and Radio Studio labs)		$300		$300
PC Desktops ($1200 X 11 units for tv studio in year one and 14 for radio studio/media center in year two) for student print publications, research, writing, and pre-production work on media projects	$13,200	$16,800		$30,000
13" MacBook Pros to go with iPad Carts ($1200 per unit) two iPad carts will be available for checkout through the media center, one cart dedicated to German language instruction, and one cart dedicated to accademic support interventionists and special needs instruction	$1,200	$1,200	$2,400	$4,800
Replacement iPads to account for loss and damage ($500 per unit X 15 units)			$7,500	$7,500
Digital Cameras ($200 X 20 units) For multimedia art projects		$4,000		$4,000
Large Format Flatbed Scanner ($2500 X 2 units) For digitizing student art and graphic design projects		$5,000		$5,000
Color laser printer for student art and graphic design projects		$1,750		$1,750
Physical Education Technology: Treadmills with digital biofeedback for student health and fitness as part of Healthier US Challenge ($1500 X 10 units) to promote digital integration and project based learning		$15,000		$15,000
LCD Digital Microscope ($500 per unit) for science lab		$2,500		$2,500
Media Center Nonfiction Print Books for Theme and CCSS support. $20 per book x 500 books in Year21 and 250 books in Y3		$10,000	$5,000	$15,000

Budget Category Seven Oaks Elementary MEDIA Magnet School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Media Center Nonfiction eBooks for CCSS and magnet theme support: $20 per book x 250 books in Years 2 and 3		$5,000	$5,000	$10,000
LCD Display monitors ($2500 per unit X 4 units) for main office communications and theme-based notfications		$10,000		$10,000
Subtotal Supplies and Materials	***$232,668***	***$191,495***	***$145,510***	***$569,673***
Equipment				
SmartBoard system ($12,000 X 2 units) for special needs instruction		$24,000		$24,000
SmartTables ($7000 X 6 units) for kindergarten multimedia projects and instruction (price includes instalation and training)		$42,000		$42,000
Ceiling grid for studio lighting	$20,000			$20,000
Tricaster Video Mixer for TV studio	$5,500			$5,500
Radio equipment package for radio studio	$10,000			$10,000
Tablet (iPad) Cart with 30 Tablets ($24,000 X 2 units) two classroom carts available for checkout through the media center, one cart dedicated to Foreign language instruction, and one cart dedicated to accademic support interventionists and special needs instruction (Tablet devices will provide flexibility for specific student created projects, additional functionality and applications not available on the netbooks including applications designed for students with special needs.)		$24,000	$24,000	$48,000
Yamaha Music in Education System for 30 students for student music production (Will serve entire student population in related arts)		$24,500		$24,500
Stage lights for PE Center Stage for presentations and performances (Includes student performances each nine weeks, weekly school-wide assemblies, family night events, and PTA meetings)		$32,000		$32,000
Exterior and Interior Digital Signage for renamed school. Price includes installation, associated software, and maintenance. Freestanding roadside sign to be installed in year one, entryway digital sign to be installed in year two, cafeteria sign to be installed in year three.	$15,000	$15,000		$30,000
Subtotal Equipment	***$50,500***	***$161,500***	***$24,000***	***$236,000***

Budget Category Seven Oaks Elementary MEDIA Magnet School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Contractual				
ISTE: Hands-on Technology training based on pre-assessment of staff. (Readiness Survey/Assessment $6,957 - Onsite Standards Driven Professional Development 2 days X 3 trainers $27,915 - Online follow-up $8,976 one time cost = $43,848 package)	$43,848			$43,848
Buck Institute for Education: Project Based Learning Professional Development ($9500 per instructor for intitial workshop + $5250 per instructor for follow-up sessions, X 2 instructors with one initial training sessons in year one and two follow up sessions each in years two and three)	$19,000	$21,000	$21,000	$61,000
Travis Allen & iSchool Initiative for one day motivation and mobile technology training kickoff (includes one key-note address with nine breakout sessions) to provide professional development for entire certified faculty on integrating mobile devices and applications into instruction	$18,000			$18,000
Faculty and Staff pay for Summer Insitutue Professional Development ($100 per employee per day puls benefits of .31 X 57 employees X 5 days in year one, 4 days in year two, and 3 days in year three)	$37,335	$29,868	$22,401	$89,604
Substitue teachers to relieve classroom faculty for mid-year professional development ($75 per day plus benefits of .295 X 5 subsitutes per day X 16 days per year)	$7,770	$7,770	$7,770	$23,310
Frank Baker PD on media literacy and production ($1500 daily fee X 4 sessions per year) for professional development and student projects	$6,000	$6,000	$6,000	$18,000
Troxell Media Production TV & Radio Equipment Training	$2,800			$2,800
Curriculum specialist to colloborate and support development of magnet related long-range plans and instructional best practices using the Common Core State Standards (See attached job description.)	$20,000			$20,000
Professional career-based experts to lead classes of students for related arts, career exposure, multimedia literacy, and media production. (Speakers, Artist in Residence, Media Production Professionals) $1500 per day for each guest speaker x 10 featured professionals each year.		$15,000	$15,000	$30,000

Budget Category Seven Oaks Elementary MEDIA Magnet School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Costs to convert existing classroom to TV Studio (construction + $2500 consulting fee) includes electrical wiring, sound proofing, light-grid installation, drywall, and paint to build green screen for school news program and student video productions	$9,600			$9,600
Radio Studio Renovations to sound proof existing studio	$3,000			$3,000
Graphic Artist for new magnet school logo	$3,000			$3,000
Subtotal Contractual	***$170,353***	***$79,638***	***$72,171***	***$322,162***
Other				
Subscription to ISTE Online Professional Development for technology and media integration ($795 per subscription X 4 subscriptions to be shared among multiple faculty members)	$3,180	$3,180	$3,180	$9,540
Registration fee for Magnets of America National Conference $795 X 3 people	$2,385	$2,385	$2,385	$7,155
Registration fee ASCD National Conference $425 X 3 people	$1,275	$1,275	$1,275	$3,825
Registration fee ISTE National Conference $345 X 4 people	$1,380	$1,380	$1,380	$4,140
Registration fee EdTech Conference $130 X 10 people	$1,300	$1,300	$1,300	$3,900
Apps and software to support Tablet Computer Instructional and Creative Applications	$200	$200	$200	$600
Adobe Photo Shop for student produced graphic and publishing projects $700 per copy X 13 computers	$4,550	$4,550		$9,100
SoundzAbound Royalty Free Music for copyright compliant use in TV and Radio productions (one time fee)		$1,750		$1,750
Graphics and interior signage for magnet themed school renaming and rebranding as Seven Oaks Elementary MEDIA Magnet (Includes classroom numbering and signs with new school name in public spaces)	$7,500	$7,500		$15,000

Budget Category Seven Oaks Elementary MEDIA Magnet School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Promotional materials including brochures, stationary with school letterhead & evelopes, promotional video and magnet theming of Office & Multimedia Room	$2,500		$2,500	$5,000
Entrance and Tour fees for 5th Grade Field Trip to CNN in Atlanta, GA ($11 tour fee per child X 100 students + $13 tour fee per adult X 10 chaperones)		$1,230	$1,230	$2,460
Lego Robotics Team Competition Regisration to promote interactive learning for fifth grade students		$225	$225	$450
Subtotal Other	***$24,270***	***$24,975***	***$13,675***	***$62,920***
Total Direct Costs	**$650,391**	**$635,889**	**$438,414**	**$1,724,693**
Indirect Costs (less equipment and with $25,000 contractual cap)	**$18,369**	**$15,166**	**$13,386**	**$46,920**
Total Requested Funds	**$668,760**	**$651,054**	**$451,799**	**$1,771,613**

School District Five of Lexington and Richland Counties Project ACCESS Budget Narrative				
Budget Category - International Academic Magnet at Irmo Middle School	**Year 1 (13-14)**	**Year 2 (14-15)**	**Year 3 (15-16)**	**Total Requested**
Personnel				
Site Coordinator (1.0 FTE): To coordinate the design, implementation, instructional resources, and professional development; responsible for working closely with the principal and API to implement the magnet across the school, attend meetings at the school and district level, order supplies resources, conduct classroom observations, and facilitate professional development for all teachers. The Site Coordinator will also oversee marketing and public relations, budgets, grant documentation, community partnerships, and recruitment.	[redacted]	[redacted]	[redacted]	[redacted]
Lead Teacher (1.0 FTE): To implement and evaluate professional development by department and across curriculum. The Lead Teacher will work with the Site Coordinator, Principal, API, and department chairpersons to assist teachers with daily classroom implementation through modeling lessons, finding resources, and coordinating teacher activities	[redacted]	[redacted]	[redacted]	[redacted]
Dance Teacher (.5 FTE): To expand the International Performing Arts curriculum to engage kinesthetic learners through creative movement and choreography from around the world.	[redacted]	[redacted]	[redacted]	[redacted]
Mandarin Chinese Teacher (.5 FTE): To expand the World Language curriculum	[redacted]	[redacted]	[redacted]	[redacted]
Subtotal Personnel	[redacted]	[redacted]	[redacted]	[redacted]
Fringe Benefits calculated at [redacted] for full-time FTEs to cover retirement, Social Security, FICA, dental, health insurance				
Site Coordinator (1.0 FTE)	17,050	17,476	17,913	52,439
Lead Teacher (1.0 FTE)	17,050	17,476	17,913	52,439
Dance Teacher (.5 FTE)	7,750	7,944	8,142	23,836
Mandarin Chinese Teacher (.5 FTE)	7,750	7,944	8,142	23,836
Subtotal Fringe Benefits	***49,600***	***50,840***	***52,111***	***152,551***

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Travel				
Travel for Site Coordinator or Lead Teacher to use Private Vehicle to visit model magnet schools, facilitate community partnerships, and other project-related travel. Est. 200 miles/month @ $.565 per mile (district rate) x 10 months = $1130.	$1,130	$1,130	$1,130	$3,390
Site Coordinator, Lead Teacher, Principal, and 1 teacher will attend MSA annaul National Conference to remain abreast of current research and practices in magnet implementation. Y1 Chicago: cost per person $171 x 4 nights lodging + Airfare $400 + perdiem of $32 x 4 days +$25 incidentals = $1237 x 4 = $4948; Y2 Clark Co, NV: $99 x 4 lodging = $396 lodging + $400 airfare + perdiem of $32 x 4 = $128 + incidental $25 = $3796; Y3 Miami, FL Lodging $125 x 4 = $500 +airfare $500 +per diem $32 x 4 days +$25 incidentals = $1153 x 4= $4612	$4,948	$3,796	$4,612	$13,356
Principal and three teachers will attend International Society of Technology in Education National Conference to remain abreast of most current technological advancements in education. Airfare ($400 x 4 = $1600), Lodging ($175 x 4 people x 3 nights = $2100),, Per Diem ($32 per day x 4 days x 4 people = $512) +$25 per person x 4 = $100	$4,312	$4,312	$4,312	$12,936
Expeditionary Learning National Conference: The principal and three teachers will attend the national conference annually to collaborate with educators from other EL schools to fully implement the design principles surrounding Expeditionary Learning as our framework for teaching and learning. Airfare ($400 x 4 = $1600), Lodging ($129 x 4 people x 3 nights = $1548), Per Diem ($32 per day x 4 days x 4 people = $480)	$6,540	$6,540	$6,540	$19,620
Subtotal Travel	***$16,930***	***$15,778***	***$16,594***	***$49,302***

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Supplies and Materials				
Flags representing heritages of our students, teachers, and staff	$300			$300
Fax/ Printer/ Scanner for SC and LT to facilitate operations	$600	$600	$600	$1,800
African drums: To allow students to experiment with international music genres. (3 drums x $200 x 3 years) to provide enough drums as student interest grows	$600	$600	$600	$1,800
Supplies for Site Coordinator/Lead Teacher (binders, toner/ink cartridges, flash drives, pens, pencils, stickies, folders, paper, paper clips, other office supplies)($50 per month X 12):	$600	$600	$600	$1,800
Magnet Fair supplies: Supplies needed to promote our International Magnet School at the district recruitment fair: electrical cords, Velcro, tape, storage containers, tabletop displays, banner, printed table cover, and printed materials.	$3,000	$3,000	$3,000	$9,000
Model UN Continuum: To establish and maintain a Model UN club in our International Magnet School. These funds will provide curriculum resources and supplies for club meetings and a parent awareness night (10 meetings @ $250).	$2,500	$2,500	$2,500	$7,500
Books and periodicals to support students in world language classes; some books will be in languages, some will be about cultures (French, German, Spanish, Chinese)---$250 per language per year	$1,000	$1,000	$1,000	$3,000
Marketing and Recruitment Materials: Printing for brochures, banners, other documents to help "scream the theme" of internationality. Includes design in Year 1	$5,000	$5,000	$300	$10,300
Oncourse Lesson Planner and Curriculum Builder Software: The OnCourse Lesson Planner & Curriclum Builder is a 100% web-based program that will streamline and modernize the planning process in the International Academic Magnet. Teachers will use these intuitive tools to build interdisciplinary plans, curricula, and align them to the common core state standards, supportive resources, and homework assignments. The annual cost breakdown is as follows: 32.99 + $3.30= #37.00 per teacher x 68 teachers = $2516	$2,516	$2,516	$2,516	$7,548

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Staff development supplies for monthly and bi-monthly professional development workshops (flash drives, ear buds, printing, pens, pencils, chart paper, Post-Its, highlighters, etc): These workshops will provide teachers with collaborative planning time to create international curricula and design learning expeditions. $50 per teacher x 68	$3,400	$3,400	$2,000	$8,800
Fabrics, trims, and accessories used to create costumes specific to various international genres to support International Dance and Choreography Studio costumes and supplies; costs increase as productions and projects increase	$1,000	$2,000	$2,000	$5,000
Music technology upgrade (26 Mac minis - $669 X 26 = $17, 394), 26 mini display port to dvi - $29 X 26 = $754.00; Total - $17,394 + 754 = 18,148): to enable all students to compose original works that reflect individuality fused with international concepts in response to learning expeditions.	$18,148	$0	$0	$18,148
International Art Production Lab supplies (digital art tablets and software @ $150 x 25, 2 printers x $250 x 3 years): To provide learners to study global artists and art forms and to produce their own. Students will also use lab to create projects for content courses and EL field work.	$4,250	$4,250	$4,250	$12,750
Technology devices (three carts of 26 units totaling) 84 Google Chromebooks @ $199 and 84 iPad Minis @ $399): These devices will be organized into class sets and placed in carts that teachers can check-out for classroom use. By providing one-to-one computing capabilities, students will be provided with opportunities to explore international curricular iniatives, connect with students in global classrooms via Skype, Facetime, Twitter, email, etc., and produce digital products.	$50,232			$50,232
Adobe Master Collection (250 installations @64): With CS6 software and supporting resources, teachers can provide rich learning experiences and build their students' communication skills using digital storytelling, journalism, gaming, and more that crosses content (ELA, math, communication, science). They also can help teach students how to design state-of-the-art digital content for virtually any platform or device using HTML5 and the latest standards for print, web, video, and mobile devices.	$16,000	$0	$0	$16,000

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
International Communications Center (video conferencing system, Studio-In-A-Box, installation): To engage learners in global communications through the use of extended media and to provide students with the opportunity to produce global-wide multimedia presentations in response to learning expeditions.	$56,481	$0	0	$56,481
1 Tricaster TC40E $4995.00				
1 Tricaster TC40CSE $995.00 Control surface				
2 LG IPS234VPN $225.00 EA MONITORS = $450				
2 Panasonic AGHMC40 $1999.00 ea Camera = $3998				
3 SDHC Memory cards $30.00 ea = $90				
2 Libec RS250RM $825.00 ea Tripod = $1650				
2 Libec DL5S Dolly for Tripod $260.00 EA				
1 AVD prompter Dual camera prompter sys $3000.00				
2 Shure MX185 $150.00 ea wired lav mic $300				
1 Shure SM86 $130.00 wired hand-held microphone				
1 Microphone stand for floor or desk $50.00				
1 DaLite 42082 Deluxe Background Stand $169.00				
1 Photoflex 10x12 Green Screen $165.00				
5 Lowel FLE400cm Ceiling mount floor lights @ $830.00				
1 Yamaha MG124CX Audio mixing board $210.00				
1 Tascam CD200i CD player with iPod dock $365.00				
1 Behringer MS16 Pair of monitor speakers $70.00				
1 Audio Technica ATHM30 Monitor Headphones $59.00				
1 Misc cables and extensions for various video and audio signals based upon specific requirements relative to the use room. $1000.00 (a not to exceed figure)				
1 Aver HVC310 Video Conference unit $2925.00				
5 Armless Chairs - 4500				
25 explorer arm chairs w/castors @ 155 - $3875				
2 Round Occassional Tables - 480				

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
4 Explore Teaming Tables - 3760				
3 47 in HD LCDTV - 2015				
1 55in LGE TV - 1117				
1 6000 Lumens Data Projector - 3243				
22 Class Set of Tablet Computers for Projects - 6578				
22 Student Headphones for International Collab. - 660.00				
Installation of Aver HVC310 Video Conference unit $3500				
Presentation Shuttle Tower #EDUPST. - 982				
49x24 Shuttle Side Table #EDUPSW48 - 480				
Schoolwide video projection system: To engage learners in global communications through the use of extended media and to provide students with the opportunity to view and critique global-wide multimedia presentations. Enables multiple classes to view items or content at same times and will foster schoolwide international community. Items are listed below	$12,070			$12,070
Draper (118x158) Screen - 1349 .00				
NEC Zoom Lens - 3855.00				
Custom Projector Mount - 233.00				
Wall Mount Accessory - 125.00				
Projector Arm - 78.00				
Fixed Pipe - 26.00				
NPT Cap - 13.00				
Hand Held Mic - 279.00				
Laviler Mic - 279.00				
Wireless Joining Bracket 18.00				
Audio/Video Streaming Kit - 399.00				
Nine Inpurt Switcher/Scaler - 824.00				
Distribution Amp - 175.00				
Rack Mount -30.00				
Wallmount Hinged Panel - 40.00				
Rack Mount Surge Strip - 54.00				
PixiePlus IR Control Panel - 173.00				

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Fiber Optoc Light Pipe Assy for Pixie -40.00				
Single Gang Interface Ace Plate for Wired Connections - 44.00				
Single Gang Deep Surface Box - 13.00				
Surface Raceway LD10 Series 10' - 75.00				
Raceway Right Angle Elbow LD10 - 11.00				
15FT 15PIN HD (M) TO 15PIN (M) with Audio- 61.00				
Cable, 15FT FLAT HDMI TO HDMI - 50.00				
Cable, 10FT FLAT HDMI TO HDMI - 44.00				
Cable, 35FT FLAT HDMI TO HDMI - 57.00				
Installation of Screen and Projection System - 3725.00				
Chairs for the Choral Classroom (50 chairs x $60): To accommodate the chorus in order to simulate and prepare for live performances that highlight international music genres.		$3,000		$3,000
International classroom libraries ($10 per student x 1000 students = $20,000 per year): To increase reading/writing across content areas by providing texts with international themes and concepts in the genres of: fiction/nonfiction print, digital, and audio books.	$10,000	$10,000	$10,000	$30,000
International Dance and Choreography studio (wooden floor, wall mirrors, bars, sound equipment): To expand the International Performing Arts curriculum to engage kinesthetic learners through creative movement and choreography from around the world; an emphasis will be placed on teaching international dance forms in order to attract a diverse range of non-traditional students.	$20,663			$20,663
Wall Mirrors - $2,600				
(4) Portable Ballet Bars - $1312				
Mounted Audio System with Lavalier Mics - $3600				
Mirror Covers for Rehersals - $675				
Changing Room with storage - $3300				
Costume Racks - $218				
55 in mounted television - $1116				
Wall Paint & Installation - $3200				

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Macbook Pro Digital Music System for instruction - $2337				
Teacher Desk and Chair - $1090				
Changing Room Benches for student seating - $1215				
International Art Production Lab upgrade upgrade (kiln/ventilation/installation/flooring/shelving $10,000 in year one, miscellaneous art supplies $10,000 over years two and three): to provide learners with opportunities to engage in cross-cultural experiences studying and producing art forms and artists from across the globe; this space will also provide all students with an opportunity to create products that reflect learning from interdisciplinary learning expeditions.	$10,000	$5,000	$5,000	$20,000
Rubbermaid Brute Clay Containers with dolly				
Skutt Potters Wheels				
Amaco Square Plasti-Bat				
Brent Smartcart RZ14832				
Debcor Model 9200 Drying Cabinet				
Amaco Model AH Front Loader Kiln - 208 Colt/Single Phase				
International Environmental Education Center: To provide students with authentic learning opportunities to develop competencies in : horticulture, biochemistry, environmental engineering, agriculture, agribusiness, and bioengineering. Through these inquiry based learning expeditions, learners will be challenged to become experts in various scientific fields and conduct research to solve real-world problems with international implications. Helps sustain K-12 magnet continuum with DFES.		$15,000	$15,000	$30,000
Subtotal Supplies and Materials	***$218,360***	***$58,466***	***$49,366***	***$326,192***
Equipment				
Data Projector Set-up for International Dance and Choreography Studio	$6,796			$6,796
Maple Wooden Dance Floor for International Dance and Choreography Studio	$11,900			$11,900
Wall Paint & Installation costs for International Dance and Choreography Studio	$5,275			$5,275
NEC 6000 Lumens Projector for Schoolwide Video projection System	$6,846			$6,846

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
NEC NPPA600x - 6000 Lumn Integration Projector for International Communications Center	$6,485			$6,485
Microphone and speaker system for gymnasium to offer a Lyceum series to expose students to the talents of national artists in a variety of performance areas ranging from music to drama to dance; this system will be used to facilitate these preformances and key-note addresses.	$5,500			$5,500
Seated risers for choral classroom (Versalite Arc Set for 36-48): To accommodate the chorus in order to simulate and prepare for live performances that highlight international music genres.		$13,000		$13,000
Interactive SMART Tables (for special education classrooms, 4X$6500 plus installation): 2 tables in Year 1, 1 in Y2, and 1 in Y3 to engage students with special needs by providing hands-on experiences with technology assistance.	$16,000	$8,000	$8,000	$32,000
TeachScape Lucy Panoramic Camera Kits and licenses ($7500 per camera/software package x 2 + $2700 for maintenance): To provide teachers and administrators with opportunities to self-reflect and collaborate regarding teaching and learning practices centered around Expeditionary Learning, our pedagogical platform.	$7,500	$7,500	$2,700	$17,700
SMART Bridgit software ($2000 for server + $100 per software package x 60): To enable collaboration among learners in various classrooms throughout the school and/or across schools in the state, nation, and world.	$8,000			$8,000
Digital scrolling marquee and brick and mortar marquee: To "scream the theme" of internationality at a highly visible location so that our mission and vision are evident to the community.	$5,000			$5,000
Subtotal Equipment	***$79,302***	***$28,500***	***$10,700***	***$118,502***

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Contractual				
PITSCO Algebra I Academy (curriculum = $176,783.00; environment = $51,970.00; professional services = $45,295.00; delivery and installation = $14,900.00): To provide challenged learners with intensive, problem-based experiences (tied to international themes) for Algebra Readiness and Algebra I in order to build math literacy before progressing through an increasingly complex but linear delivery of content. This model relies on an extensive series of hands-on learning activites for students working in cooperative pairs. This engaging approach to Algebra will increase achievement for targeted underperforming subgroups.		$144,474	$144,474	$288,948
Graphic Design Consultants: To "scream the theme" of internationality throughout the school by redesigning logos, interior décor, promotional marketing videos, and school signage.	$5,000			$5,000
Summer Internationality Curriculum Work (12 teachers x 10 days x $150 per day): To create interdisciplinary, standards-based units infused with concepts of globalization and internationality with expeditions as end-products.	$18,000	$18,000	$18,000	$54,000
Expeditionary Learning: This professional development platform will serve as the pedagogical framework for instruction. Services provided in year one include: orientation, professional development ongoing support to school leaders/staff to develop understanding of EL model and related practices/structures; First steps curriculum development, expedition and project planning (12 days on site from EL staff); off-site PD: staff attendance at selected national PD offerings - 3 day Institutes; National Conference/Pre Conference Day (Atlanta, GA Oct 23-26, 2013); and 2 day EL site seminars. Services providede in years two and three (full implementation) include: development of EL School Leadership Team, on-site coaching for all teachers in workshop-model instruction, expedition development and effective assessment practices and school structures to suport EL model such as Crew, off-site attendance at EL national PD: Institutes, Site Seminars, National Conference/Pre Conference, possible regional offerings.	$25,000	$55,000	$55,000	$135,000

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Tablet Training Profesional Development workshops (Apple) - Train-the-Trainer model, two sets of two-day classes for 20 people x $4500 per set = $9000: To provide teachers with best-practice strategies for integrating the device into daily instruction.		$9,000		$9,000
Enhance school lobby/entrance to "scream the theme" of internationality.	$5,000			$5,000
Guests artists in residence: To promote international infusion in the arts and career exposure to students. 10 per year $1000 per day + $300 travel = $1300 x 10.	$13,000	$13,000	$13,000	$39,000
Subtotal Contractual Costs	***$66,000***	***$239,474***	***$230,474***	***$535,948***
Other				
Magnet Schools of America Membership Fees: To remain involved with the national organization in order to connect with other magnet schools and share resources.	$250	$250	$250	$750
Postage: To send correspondence and PR materials to community stakeholders and parents.	$1,000	$1,000	$1,000	$3,000
ISTE Membership Fees (239 x 4 people): To remain involved with the national organization to connect with other school and share technology resources and teaching practices.	$957	$1,000	$1,000	$2,957
Language software site licenses: To enhance instruction in world language courses through the use of research-based programs. Transparent Language On-line in Spanish, French, German, and Mandarin. This includes training via webinar and online line tech support. This is a one-year license for 400 students and 3 teachers. 400 students = 2800.00; 3 teachers = 450.00; Total = 3250.00	$3,250	$3,250	$3,250	$9,750
Registration for MSA Conference ($620 x 4 =)	$2,480	$2,480	$2,480	$7,440
Registration for ISTE Conference ($620 x 4)	$2,480	$2,480	$2,480	$7,440
Registration for EL Conference ($750 x 4)	$3,000	$3,000	$3,000	$9,000
Entrance Fees to International Exhibitions: To provide students with exposure to international learning experiences at the Blumenthal Performing Arts, the Peace Center, Charleston's Spoleto art festival, local international festivals, and local museums (est. 1000 students @ $10).	$10,000	$10,000	$10,000	$30,000

Budget Category - International Academic Magnet at Irmo Middle School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Expenses for student expeditions ($10 per student per expedition x 1000 students x 2 per year) As students refine cross-curricular competencies, they will engage in field-based expeditions to explore relevant resources as a part of our pedagogical platform, Expeditionary Learning. These funds will pay for students to engage in off-campus expeditions. By year three, we expect each student to participate in multiple on-site (off-campus) expeditions that are connected to real-world problems and standards-based curriculum. For example, an interdisciplinary unit that compares modern-day and historical warfare tactics requires students to create a model trench (as used in trench warfare). In order to collect information for this learning expedition, students must visit an exhibit at the local museum - where a life-size trench is already erected. These funds will pay for museum entrance fees (and other entrance fees for similar expeditions to be determined).	20,000	20,000	20,000	$60,000
Subtotal Other Costs	***$43,417***	***$43,460***	***$43,460***	***$130,337***
Total Direct Costs	**$633,609**	**$600,518**	**$570,805**	**$1,804,932**
Indirect Costs (less equipment and with $25,000 contractual cap)	**$17,904**	**$13,648**	**$13,263**	**$44,816**
Total Requested Funds	**$651,513**	**$614,166**	**$584,068**	**$1,849,748**

School District Five of Lexington and Richland Counties Project ACCESS Budget Narrative				
Budget Category - Irmo International High School for the Arts	**Year 1 (13-14)**	**Year 2 (14-15)**	**Year 3 (15-16)**	**Total Requested**
Personnel				
Site Coordinator (100% 1 FTE)	[redacted]			
Lead Teacher (100% FTE)				
Career Development Facilitator (100% FTE) to ensure that students are exposed to and prepared for college and careers. This position will coordinate and present workshops in career awareness, development and guidance for students, parents, teachers, counselors; coordinate with school counselors and administration career events, classes and career programming, and manage community resources and volunteers representing diverse occupations in career development activities for parents and students. Students will be provided with resources to participate in job shadowing, internships and school-to-work cooperative learning experiences.				
Certified Percussion Specialist (Full Time) will provide instruction in the areas of Percussion and Percussive Arts. New Percussion Courses as part of the Arts Curriculum include World Percussion, Steel Drum Percussion, Percussive Arts, Introduction to Percussive Arts, and African Drumming with Djembe. This position will be integrated into General Funds at the conclusion of this grant.				
Subtotal Personnel				
Fringe Benefits calculated at [redacted] for full-time FTEs to cover retirement, Social Security, FICA, dental, health insurance				
Site Coordinator	$17,050	$17,476	$17,913	$52,439
Lead Teacher (100% FTE)	$17,050	$17,476	$17,913	$52,439
Career Development Facilitor (10 years)	$11,780	$12,075	$12,376	$36,231
Percussion Specialist	$11,171	$11,428	$11,675	$34,274
Subtotal Fringe Benefits	***$57,051***	***$58,455***	***$59,877***	***$175,383***

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Travel				
Site Coordinator, Principal, and 2 teachers will attend MSA annaul National Conference to remain abreast of current research and practices in magnet implementation. Y1 Chicago: cost per person $171 x 4 nights lodging + Airfare $400 + perdiem of $32 x 4 days +$25 incidentals = $1237 x 4 = $4948; Y2 Clark Co, NV: $99 x 4 lodging = $396 lodging + $400 airfare + perdiem of $32 x 4 = $128 + incidental $25 = $3796; Y3 Miami, FL Lodging $125 x 4 = $500 +airfare $500 +per diem $32 x 4 days +$25 incidentals = $1153 x 4= $4612	$4,948	$3,796	$4,612	$13,356
Magnet School Visits (all content areas represented) (substitute teachers required - 3 days ea) 4 team members will travel to 4 exemplary Arts magnet high schools in order to observe magnet programs with similar demographics as IHS at $800 each (travel and lodging) - see PD Chart	$12,800			$12,800
College Visits (all content areas represented) (substitute teachers required - 3 days ea)4 team members travel to 3 Visual and Performing Arts colleges develop successful educational pathways between high school and postsecondary education in the Arts at $800 each (travel and lodging) - see PD Chart		$9,600		$9,600
Summer Teacher Institute at Rock and Roll Hall of Fame in Cleveland, OH. 6 team members attend five-day Summer Teacher Institute at $1500 each (travel and lodging) - The Summer Teacher Institute brings K-12 and post-secondary teachers together with arts education specialists, historians, community educators, curriculum designers, performers and music therapists to learn how to use popular music effectively to teach across the disciplines.		$9,000	$9,000	$18,000
FLIBS (Florida IB Schools) training conferences in St. Petersburg, FL - 3 team members travel for Florida IB Conference at $1200 each (travel and lodging)	$3,600	$3,600	$3,600	$10,800
CASIE - Conferences and Workshops of Atlanta International School (IB training - once every five yr per subject per person) (substitute teachers required - 3 days ea)team of five people each year registration for Atlanta IB Workshops at $800 each (travel and lodging)	$4,000	$4,000	$4,000	$12,000

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
FLIBS - Florida IB Schools Conferences (IB training - once every five years for each Administrator, Counselor and Coordinator) St. Petersburg, FLAdministrator, Counselor, and Coordinator travel to Florida IB Schools Conference at $1200 each (travel and lodging)	$3,600	$3,600	$3,600	$10,800
National Association for Music Educators National In-Service Conference (substitute teachers required - 4 days each)2 teachers from Chorus, Orchestra, and Band travel to conference for opportunities to network with peers from across the United States with more than 100 professional development sessions that will provide tools and techniques to use immediately in the classroom - $1200 each (travel and lodging)	$2,400	$2,400	$2,400	$7,200
National Art Education Association National Convention (substitute teachers required - 3 days each)2 teachers from Visual Arts travel to annual conference providing substantive professional development services that include the advancement of knowledge in all sessions, events, and activities for the purpose of improving visual arts instruction in American schools - $1200 each (travel and lodging)		$2,400	$2,400	$4,800
Dance Masters of America Annual ConventionDance teacher travels to convention to network with professional, certified artists and educators committed to innovative artistic experiences for the advancement of dance worldwide - 1 at $1200 (travel and lodging)	$1,200	$1,200	$1,200	$3,600
American Alliance for Theatre and Education National ConferenceTheatre teacher travels to conference to attend workshops about the impact of theatre and education across our nation as well as workshops that focus on developing theatre artistry - 1 at $1200 (travel and lodging)	$1,200	$1,200	$1,200	$3,600
Subtotal Travel	***$33,748***	***$40,796***	***$32,012***	***$106,556***

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Supplies and Materials (items under $5000 per unit)				
Supplies and Materials for Family Engagement and Events (arts supplies, paper, paint, etc)	$600	$600	$600	$1,800
Photography and Portrait Studio Students in Design Foundations. Students in 2-D Design 1 take photographs of themselves and other people for portrait and self-portrait drawings. Students in 2-D Design 2 take photographs of people, landscapes, natural objects, photos that tell a story and show motion. Many students either do not have a collection of photographs at home for usage or do not have access to a camera because of financial reasons.				
Panasonic Lumix DMC ZS20 Cameras (7 at $249 each)	$1,743			$1,743
Camera: Canon EOS 5D Mark II 21.1MP Full Frame CMOS Digital SLR Camera with EF 24-105mm f/4 L IS USM Lens (1 at $2599.00)	$2,600			$2,600
Light meter: Flash meter: Gossen GO 4033-2 Digipro Light Meter F2 (Black)	$290			$290
Tripod: Dolica AX620B100 62-Inch Proline Tripod and Ball Head	$42			$42
Backgrounds/Stand: Impact B&H Kit Background System 10 x 24 with Black, white muslim (1 at $335.87)	$336			$336
Continuous lighting: Westcott 6894 Spiderlite TD6 – Perfect Portrait 2 light kit deluxe (1 at $1880.00)	$1,880			$1,880
Strobes: AlienBees from Paul C. Buff: The Portrait Studio (1 at $2829.40)	$2,829			$2,829
Media Center Upgrades and Resources two iMac computers for video and sound editing as well as video and sound equipment to assist students in creating performance portfolios for admission to college and/or the workforce and for scholarship awards; to record and analyze dance movement for student-produced announcements and news stories for the student body. Additional funds will be used to purchase printed materials for students to checkout for research. Future purchases will be sustained through revenue created from performances in the new auditorium.				
Apple iMac computers for video editing (2 at $1909)	$3,818			$3,818
Sony HVR-Z5U Professional HDV Camcorder (2 at $3,849.00)	$7,698			$7,698

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Davis & Sanford Provista Grounder Video Tripod, FM18 Fluid Head & W3 Universal Dolly(2 at $173.95)	$348			$348
Sony PDVM-41N/3 DVCAM for HDV Tape (6 at $12.99)	$78			$78
Sony NP-F970 L-Series Info-Lithium Battery Pack (6300mAh) (2 at $110)	$220			$220
Square Trade Protection Plan: 3-Year for 2 Sony HVR-Z5U Professional HDV Camcorders (2 at $526.99 = $1053.98)	$1,054			$1,054
Sennheiser BA 2015G2 Rechargeable Battery Pack (1 at $83.95)	$84			$84
Sennheiser ew 112-p G3 Camera Mount Wireless Microphone System with ME2 Lavalier (3 at $629.95 = $1,889.85)	$1,890			$1,890
Media Center Resources (Access to unlimited and remote access for one year to Grove Art Online, The Benezit Dictionary of Artists, and Grove Music Online. Access for one year to discontinued DISCUS free online resources (including Literature Resource Center, US History in Context, World History in Context, Science in Context, Health and Wellness Resource Center, Academic OneFile, Books and Authors, and 23 ebooks from the GVRL collection)	$4,500	$4,500	$4,500	$13,500
Apple iMac Computers for Photography and PhotoShop Lab (30 at $1908.97 = $57,269.10) The current PhotoShop version available to graphic artists is CS6, four generations more advanced than the version Irmo High School uses. IMacs would effectively fulfill the needs of the students enrolled in Photography and PhotoShop courses. iMacs are reliable, secure, and have an intuitive interface, which translates into a more meaningful educational experience for students enrolled in Photography and PhotoShop courses.	$28,635	$28,635		$57,270
Apple Care Plans 32 at $119 for Photography and PhotoShop Lab and video editing Will provide warranty potection for up to 3 years for new iMac computers in Photography and PhotoShop Lab and for broadcast editing	$3,808			$3,808
Cameras Canon EOS Rebel and lens (2 at $850 = $1700.00) Photography 1 and 2 students do not have a digital SLR camera on which to learn about how aperture settings and shutter speed affect image quality. Prices do not include tax and shipping from Porter's Camera Store.	$1,700			$1,700

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Canon Digital Rebel T3 (camera and lens kit) (25 at 549.99 = $13,749.75) In Photo 2 classes, students learn how to use an SLR camera. A class set of cameras would allow all students equal access.	$13,750			$13,750
Panasonic Lumix DMC-ZS20 with basic accessory kit (30 at $269.95 = $8099.70). Class set will allow students to use the cameras in class and check them out to take home as well.	$8,100			$8,100
In a full-time dance program of 150 students, each student is required to purchase basic as well as sequined attire for participation, performances, exhibitions, etc. Also in each of the dance classes offered, 47% of the student enrollment are either on free and reduced lunch or are unable to afford attire for this course in its basic form. I.E. Leotard, tights, shoes. As a result the budget will cover all students enrolled in the dance courseto ensure equal opportunities for participation. Future attire purchases after the grant cycle will be sustained through funds created from performances throughout the grant cycle.				
2 Stereo Systems for dance (Sony Stereo System - Speakers 2 at $232 Required for everyday assignments and performance tasks in all Dance courses	$464			$464
150 Sequin Tops @ $20	$3,000	$3,000	$3,000	$9,000
150 Black Yoga Pants @ $30	$4,500	$4,500	$4,500	$13,500
Accessories (props, hats, scarf) for 150 @ $65	$9,750	$9,750	$9,750	$29,250
150 Dresses/Shirts @ $40	$6,000	$6,000	$6,000	$18,000
50 Leotards @ $25	$1,250	$1,250	$1,250	$3,750
50 Tights @ $25	$1,250	$1,250	$1,250	$3,750
150 Costume Shoes @ $50	$7,500	$7,500	$7,500	$22,500
50 Vests @ $28	$1,400	$1,400	$1,400	$4,200
50 Skirts @ $10	$500	$500	$500	$1,500
3 Portable CD/Ipod Players. Because a dance studio only has one main sound system using other mp3/ipod players enable the students to hear personalized sound components while working individually or in small groups away from the general class population. On multiple occasions, students choose to work in a different location for better focus of the project/tasks.	$120			$120

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Adjustable Portable Barre for Dance	$467			$467
Each Band, Choral, and Orchestra ensemble is a performance-based group that performs a minimum of two formal performances per school year as well as a variety of festivals and competitions both in- and out-of-state. Performance tuxedos and gowns are designed to give unity and continuity within each group. School-owned attire allows Irmo to provide for appropriate uniform dress for all performing students regardless of socio-economic background. Future attire purchases after the grant cycle will be sustained through funds created from performances throughout the grant cycle.				
25 Choral Tuxedos @ $150 each	$3,750	$1,000	$1,000	$5,750
50 Choral Gowns @ $100 each	$5,000	$1,000	$1,000	$7,000
50 Band Tuxedos @ $150 each	$7,500	$1,000	$1,000	$9,500
50 Band Gowns @ $100 each	$5,000	$1,000	$1,000	$7,000
50 Orchestra Tuxedos @ $150 each	$7,500	$1,000	$1,000	$9,500
50 Orchestra Gowns @ $100 each	$5,000	$1,000	$1,000	$7,000
Classroom Resources and Materials Each department (Physical Education, Social Studies, Special Education, English, Science, Math, World Languages, and Career and Technical Education) will receive $600 in the first year to purchase Visual and Performing Arts resources and consumable items, such as construction paper, markers, colored pencils, and glue, to promote arts-infused curriculum. Each department will receive $300 in the second and third years to replenish materials. Future materials purchases after the grant cycle will be sustained through general funds and donations.	$4,800	$1,600	$1,600	$8,000
Science/Frey (6 @ $58.33=$350) Powerseeker 50-Telescope (162-5840-555) Astronomy classes will have observation nights to see the moon, planets and nearby nebulae	$350			$350
Science/Troell Commun. (6 @ $559=$3354) Document Cameras (#DC 162) These cameras will help us display student work interactively & develop art infused portfolios collaboratively	$3,354			$3,354

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Science/NEC (8 @ $2349= $18795) NEC NP-PA600X-LCD projectors(6000ANSI lumens) To enable student interactivity in the laboratory setting to deepen their engagement in art infused innovative labs.	$18,795			$18,795
Science/Bio (20 @ $492=$9640) Anatomy in Clay Maniken Model Set(ZSAMA6105) To infuse art into anatomy, students will sculpt the body organs and systems.Through kinesthetic methods, students will develop a deeper understanding of the three-dimensional anatomical structures and biomechanics of these structures that are not possible through two-dimensional representations.	$9,640			$9,640
Science/Bio (20 @ $65) Anatomy in Clay, Clay Conversion Kit(ZSF 365))	$1,300			$1,300
Science/Bio (20 @ $35= $700) Toolkit and Clay Adaptor and Extruder(ZSR 210/316) Necessary item to utilize the maniken model set	$700			$700
Science/Bio 1 Teacher Guide/DVD set (MA-020/ ZSUMA-0012) necessary to use the maniken model set	$450			$450
Science/Sargent Welch (4 @ $1249.75=$4,999) Video microscopes 5MP LC These microscopes will enable classes to preserve images from science for artistic infusion into their life science course work.	$4,999			$4,999
Science/Flinn (5 @ $157.40=$787) Giant Periodic Tables for Labs to show students visual representaion of chemical compoints (different learning styles).	$787			$787
Science/Altay Muscular Figure model (WL1770-08) To inspire and teach the human form in Anatomy and Biology	$2,888			$2,888
Science/Vernier Chem Melt Station (MLT-BTA) To allow students the opportunity to mass chemicals digitally	$399			$399
Science/Vernier Chem (2 @ $429=$858) Scout Pro 0.01 g balance (OHSP-402) To enable students to see the melting variations and patterns between different chemicals	$858			$858
Science/Vernier Chem (2 @ $85=$170) Scout Pro USB Connection Kt (OHSP-USB) Necessary item to use the Scout Pro balance (above)	$170			$170

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Student lab probes are necessary to collect and manipulate data and to recognize observable patterns as students create and design innovative arts infused experiments.				
Science/Vernier Chem (18 @ $329=$5922)$ LabQuest 2 Interface (LAB Q 2)	$5,922			$5,922
Science/Vernier Bio 1 EKG Sensor (EKG-BTA)	$147			$147
Science/Vernier Chem (2 @ $99 = $198) Drop Counter (VDC-BTA)	$198			$198
Science/Vernier Chem 1 Gas Chromatography-mini probe (GC-Mini)	$1,749			$1,749
Science/Vernier Chem/Bio (8 @ $79 = $632) pH Sensors	$632			$632
Science/Vernier Chem 1 Spectrovis spectrophotometer (SVIS-PL)	$459			$459
Science/Vernier Chem 1 Dissolved O2 Probe (D+BTA)	$209			$209
Science/Vernier Chem (12 @ $29) Stainless Temp Probe (TMP - BTA)	$348			$348
Science/Frey Physics Student Materials to enable students to experience and connect and auditory or visual demonstration within a physics classroom.				
Science/Frey Physics Buzzer in a Vacuum w Battery (#570533-555) This will enable students to experience and connect an auditory demonstration within a physics classroom	$78			$78
Science/Frey Physics Light & Optics software (#131545-555)	$300			$300
Science/Frey Physics Waves &Sound software (#131535-555)	$300			$300
Science/Frey Physics Economy Free Fall Tube (#564672-555) to enable students to visualize the effects of gravity	$84			$84
IB Dell Latitude E5530 student laptop computers (30 @ $893= $26,780) IB students will use these laptops for research and portfolio building for ex.digital logging (musical and theatrical recordings, graphic documentation of their investigation workbook, and creative journal components) to include CAS and Extended Essay management required by the IB program	$13,390	$13,390		$26,780
IB Laptop storage cart necessary for the mobile storage of the above laptops	$1,250			$1,250
IB Microsoft Office Pro Plus 2013 software (30 @ $52.36 = $1571) necessary software for the above laptops	$1,571			$1,571

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Math Dell Latitude E5530 student laptop computers (30 @ $893= $26,780) All Math students will use these laptops for exploration and manipulation of numbers in a creative manner.	$26,780			$26,780
Math Laptop storage cart necessary for the mobile storage of the above laptops	$1,250			$1,250
Math Geometer's Sketchpad, Calculus, Algebra in Motion Software This math software will engage students both creatively and innovatively through mathematics - encourages high level application of geometry, calculus, algebra	$3,350			$3,350
Math Microsoft Office Pro Plus 2013 software (30 @ $52.36 = $1571) necessary software for the above math laptops	$1,571			$1,571
Math Smart Slate Airliner wireless writing tablet (20 @ $450 = $9,000) This writing tablet will enable students to engage in mathematics activities in a creative and technological manner.	$9,000			$9,000
The following supplies are to be used by the JROTC Drill Team program for patriotic presentations. The JROTC Drill Team is a program within the Performing Arts department given its 50-100 public presentations each year. Each presentation is a performing art, choreographed for the time, location and audience. As a result, the supplies for each event vary. The US flag is always used. Size and decoration vary by occasion.				
Drill performance Supplies--US Flags (4 x $59)	$236			$236
Drill Performance Supplies--AF Flag (2 x 45) AF flags are used in formal civic or military unit parades.	$90			$90
Drill Performance Supplies--SC State Flag (2 x $55) This is for two SC state flags. This is the second most often used flag.	$110			$110
Drill Performance Supplies--Irmo HS Flag (1 x $90) This is for one Irmo HS Flag. It is custom made, at higher cost.	$90			$90
Drill Performance Supplies--Flag Poles Poles for all flags	$128			$128
Drill Performance Supplies--Pole Spears Part of the flag pole assembly	$124			$124
Drill Performance Supplies--Tassels and cordsPart of the flag pole assembly	$35			$35

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Drill Performance Supplies--Flag carriersNeeded to safely transport the flags and simulated weapons to performances.	$251			$251
Drill Performance Supplies--Floor Stands	$201			$201
Drill Performance Supplies--Practice Rifles (20 x $89)Simulated rifles are used in most military performances. Two rifles are used for flag accompaniment, for example. The 20 rifles allows for classroom training and also supplies a twelve person drill squad, which is the largest sized unit at most military marching presentations in public.	$1,780			$1,780
Drill Performance Supplies--Sabers/Swords/Scabbards (10 x $234) Sabres/Swords are a formal alternative to simulated rifles for military drill. Ten allows for training of cadets and supplies for performances. These are NOT dueling supplies, they are ceremonial arms.	$2,340			$2,340
Drill Performance Supplies--Scabbard accessories to attach scabbard to the dress uniform.	$273			$273
Drill Performance Supplies--Scabbard Belts	$95			$95
Replacement of Drill Performance Supplies (10% of net cost) Repair and/or replacement of damaged equipment			$830	$830
Aerospace Science of Flt Supplies--150 Model Aircraft (1 per student per year)Aircraft models will serve in a variety of ways. They will allow the visual portrayal of the history of aviation and also further student understanding of how airplanes are designed, built, and fly. These are two core annual modules of instruction in the the Air Force mandated curriculum which is now taught as traditional platform instruction without much student participation.	$5,250			$5,250
Aerospace Science of Flt Supplies--Painting SuppliesPaint required to support the decoration of the historic models and the dioramas.	$200	$200	$200	$600

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Aerospace Science of Flt Supplies--Air Brush and CompressorEquipment used to paint the airplane models and other This artwork supports the 3rd and 4th year lessons related to the solar system (planetary science and astronomy) and survival. These projects allow students to artistic models of the solar system and planets in the one year, and various habitates and situations for "sand table" lessons on survival in the other year.	$255			$255
Aerospace Science/Astronomy/Survival -- Dioramas (1 each year)	$0	$2,654	$2,654	$5,308
JROTC Drill Team has a requirement for 4 uniform ensembles. First year students have a basic uniform, supplied by the Air Force. Second year students perform in a Battle Dress Uniform (BDU) combination uniform. Third year students perform in an Airman's Battle Uniform (ABU) combination. Fourth year students and competition drill team/formal presentation students wear a "fancy" dress blues uniform. Each set of uniforms is made up of individual peices, required to be worn as an ensemble. They cannot be mixed with other uniforms. This particular line is for the pants of the second combination. None of the performance uniforms are supplied by the Air Force or school. Given the high (and increasing) levels of poverty among our students, many do not have access to AFJROTC programs because they can not afford the uniforms.				
JROTC Drill BDU for drill presentation/performance--pants (50 x $40))	$2,000			$2,000
JROTC Drill BDU for drill presentation/performance--shirts (50 x $40)	$2,000			$2,000
Drill Performance--BDU--boots (50 at $109)	$5,450			$5,450
Drill Performance--BDU--caps (50 x $5)	$250			$250
Drill Performance--BDU--belts (50 x $7)	$350			$350
Drill Performance--BDU--Name Tapes (50 x $4)	$200			$200
Drill Performance--BDU--T shirts (50 x $7)	$350			$350
Drill Performance--Airman's Battle Uniform (ABU) for Performances-- ABU Pants (50 x $60)		$3,000		$3,000
Drill Performance--ABU--Shirts (50 x $60)		$3,000		$3,000
Drill Performance--ABU--Caps (50 x $5)		$250		$250
Drill Performance--ABU--Belt (50 x $7)		$350		$350
Drill Performance--ABU--T-shirt (50 x $7)		$350		$350

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Drill Performance--ABU--Name Tapes (50 x $4)		$200		$200
Drill Performance--ABU--Sage green boots (50 x $119)		$5,950		$5,950
Drill Performance--FDU Dress Coat (50 x $98)			$4,900	$4,900
Drill Performance--FDU--Shirt (50 x $14)			$700	$700
Drill Performance--FDU--Pants (50 x $35)			$1,750	$1,750
Drill Performance--FDU--Jacket (50 x $107)			$5,350	$5,350
Drill Performance--FDU--Belt (50 x $7)			$350	$350
Drill Performance--FDU--Tie (50 x $4)			$200	$200
Drill Performance--FDU--Honor Guard Belt (50 x $92)			$4,600	$4,600
Drill Performance--FDU--Helmets (50 x $45)			$2,250	$2,250
Drill Performance--FDU--Helmet strap (50 x $7)			$350	$350
Drill Performance--FDU--Helmet bag (50 x $5)			$250	$250
Drill Performance--FDU--Ascot (50 x $7)			$350	$350
Drill Performance--FDU--Corfam Shoes (50 x $100)			$5,000	$5,000
Drill Performance--FDU--Ropes/Cords (50 x $59)			$2,950	$2,950
Drill Performance--FDU--Gloves (50 x $4)			$200	$200
Drill Performance--FDU--Vinyl Spats (50 x $14)			$700	$700
Aerospace Science/History Special patriotic presentations require JROTC students to wear special historic uniforms and use special historica musical instruments. Each year the unit is invited to lead the Okra Strut parade, be in the City's Veteran's Day parades, attend Trooping of the Colors, and present the flags at the University of South Carolina. The music equipment purchases shown here support a small marching unit to keep students on step during parades, etc. The equipment are drums, fifes, and bugles.				
Aerospace Science / History--Historic Uniforms for Performance--(15 x $270)	$4,050			$4,050
Uniform replacement cost per year (10% of stock) This is to take care of wear and tear on uniform items and replace the parts that can't be worn by subsequent individuals (T-shirts, etc.)		$3,200	$3,200	$6,400
Aerospace Science / History -Music Supplies for Performance--2 Base Drums w/ skins For marching performances, musical accompaniment is desired.	$1,400			$1,400
Aerospace Science/History -Music Supplies for Performance--Snare Drums (4)	$2,000			$2,000

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Aerospace Science / History -Music Supplies for Performance--Fifes (10)	$200			$200
Aerospace Science / History -Music Supplies for Performance--Bugles (3)	$750			$750
United Nations Member Flag Set, 2X3 ft. Nylon (1 complete set of 192 nations at $4145.00) United Nations Member Flag set will be hung in the lobby of the new auditorium in order to represent the many nationalities embodied in our student body as well as to celebrate our international community.	$4,145			$4,145
Waddell Keepsake Series Display Cases (4 at $1390.00 = $5560.00) Display cases will be installed in the lobby of the new auditorium to showcase student artworks	$5,560			$5,560
Screenflex Portable Partition - 5 panel wheat 6 ft (4 at $1157.00 = $4628.00) Portable partitions will be installed in the lobby of the new auditorium to showcase student created two-dimensional artworks as well as art products students produce in other content areas. In the spring, the panels will display IB Visual Arts student artworks at the IB Visual Arts exhibition and reception following the IB Visual Arts exams.	$4,628			$4,628
Internal Signage for Campus to announce magnet theme	$5,000	$5,000		$10,000
Subtotal Supplies and Materials	***$323,823***	***$114,029***	***$84,634***	***$522,486***
Equipment				
Science/Sargent Welch (2 @ $5019.50=$10,039) Biotronette Environmental These chambers will enable us to grow plants in a controlled setting to foster innovative plant material labs (ex.genetic corn crosses) that reflect creative selective genetic breeding for better connection of molecular aspects of arts-infused biology labs.	$10,039			$10,039
Steel Drum Set includes the Steel Drums, Cases, and Music necessary for the implementation of a Steel Drum Percussion Ensemble. Surveys of Current Arts and Non-Arts Students show that Steel Drum Percussion is a course that students at IHS and the other high schools in the district would be highly interested in taking.	$20,000			$20,000

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
3 Upright Pianos for Band, Chorus, and Orchestra rooms to use in performance ensembles; part of daily curricular activities within each course.at $6000 each	$18,000			$18,000
Steinway Grand Piano - used or auction for use in public performances. A grand piano of high caliber will attract outside performers to use the facility, providing revenue for the school and Arts programs.	$27,000			$27,000
Theme-based Exterior Signage to Display Magnet Theme, includes exterior name and green space décor (statuary and public arts)	$25,000			$25,000
Subtotal Equipment	***$100,039***	***$0***	***$0***	***$100,039***
Contractual				
Susan Riley, Arts Integration Specialist, will provide consultation and high-quality, high-impact professional development for our school over the course of three years through the use of Arts Integration, Technology and Innovative Teaching Strategies to positively impact all learners. The consultation service and professional development will provide research-based strategies for student improvement, hands-on techniques for applying and using Arts Integration, curricular connections between Arts Integration and Common Core State Standards, Arts Integration Lesson Plans that are field-tested with positive results, and resources that "move the needle" in education for all students. Year: 1 $16,000 consulting fee, 2-day PD with 3 1-day PD follow-up visits (additional $5100 for travel, lodging, meals, rental car) Year 2: $7750 consulting fee, 4 1-day PD visits (additional $4800 for travel, lodging, meals, rental car) Year 3: $7750 consulting fee, 4 1-day PD visits (additional $4800 for travel, lodging, meals, rental car)	$21,100	$12,550	$12,550	$46,200
Piano tuning and instrument repair (includes orchestra, band and chorus pianos)	$12,000	$12,000	$12,000	$36,000
Drill Performance Uniform Tayloring /Alteration/Repair per year (50 sets)	$1,000	$1,000	$1,000	$3,000
Contract Marching Drill Instruction	$2,375	$2,375	$2,375	$7,125

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
4 Substitutes to enable 4 members of site team to visit 4 exemplary Arts magnet high schools in order to observe magnet programs with similar demographics as IHS (3 days per quarter per team member in Year 1) Cost $75 per day/per substitute - 3 days x $75 x 4 team members x 4 visits	$3,600			$3,600
4 Substitutes to enable 4 members of site team to visit 3 Visual and Performing Arts colleges in order to develop successful educational pathways between high school and secondary education in the Arts (3 days for 3 visits per team member in Year 2) Cost $75 per day/per substitute - 3 days x $75 x 4 team members x 3 visits = $2700.		$2,700		$2,700
5 Substitutes to enable 5 IB teachers to update training at CASIE - Conferences and Workshops of Atlanta International School (3 days per teacher in Years 1, 2, and 3) Cost $75 per day/per substitute - 3 days x $75 x 5 team members = $1125.	$1,125	$1,125	$1,125	$3,375
2 Substitutes to enable 2 teachers from Chorus, Orchestra, and Band to attend National Association for Music Educators National In-Service Conference for opportunities to network with peers from across the United States with more than 100 professional development sessions that will provide tools and techniques to use immediately in the classroom (4 days per teacher in Year 1) Cost $75 per day/per substitute - 4 days x $75 x 2 teachers = $600.	$600			$600
2 Substitutes to enable 2 teachers from Visual Arts to attend National Art Education Association National Convention to receive substantive professional development services that include the advancement of knowledge in all sessions, events, and activities for the purpose of improving visual arts instruction in American schools (3 days per teacher in Year 2) Cost $75 per day/per substitute - 3 days x $75 x 2 teachers = $450.		$450		$450
Bob Doster, Artist in Residence ($1500 fee + $2500 materials = $4000) Bob Doster, an internationally acclaimed sculptor who lives in Lancaster, SC, will lead construction of a large metal sculpture to be erected in from of our school that captures the creative, innovative, and culturally diverse character of our school. Visual Arts students will be involved in the design and construction of the sculpture over the course of four days.	$4,000			$4,000

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Janet Kozachek, Artist in Residence ($2000 fee + $2000 materials = $4000) Janet Kozachek, a mixed-media mosaic artist and a painter, will lead construction of a large wall mosaic in the courtyard that speaks to the courage to create and perform. Visual Arts students will be involved in the design and construction of the mosaic over the course of four days.		$4,000		$4,000
Asheville Contemporary Dance Theatre, Artists in Residence ($2500 fee) Asheville Contemporary Dance Theatre will perform for our Visual and Performing Arts and International Baccalaureate students. Asheville Contemporary Dance Theatre's (ACDT) dance stories bring to life the myths, art and literature of other cultures with intricate sets, colorful costumes, traditional music, and spoken word. Such a performance will expose students to the many facets of a musical production, such as storytelling through music, dance, and spoken word; set and costume design; and communicating cultural messages through multi-modal expression.			$2,500	$2,500
Subtotal Contractual	***$45,800***	***$36,200***	***$31,550***	***$113,550***
Other				
CASIE - Conferences and Workshops of Atlanta International School (IB training - once every five yr per subject per person) registration fees5 team members at $830 each	$4,150	$4,150	$4,150	$12,450
FLIBS - Florida IB Schools Conferences (IB training - once every five years for each Administrator, Counselor and Coordinator) registration feesAdministrator, Counselor and Coordinator at $850 each	$2,550	$2,550	$2,550	$7,650
Summer Teacher Institute at Rock & Roll Hall of Fame registration fee Visual & Performing Arts teachers at $250 each	$1,500			$1,500
Magnet Schools of America National Conference registration fee - Magnet Coordinator and an administrator at $800/each	$1,600	$1,600	$1,600	$4,800

Budget Category - Irmo International High School for the Arts	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Adobe Creative Suite 6 Currently, Photography 1 and 2 and PhotoShop students are learning photo editing and manipulation with PhotoShop CS2 on inefficient computer systems. Using outdated technology and software does not effectively prepare Photography and PhotoShop students for current trends in photography related applications. Also, the Photography Lab does not have enough site licenses to support the educational needs of the students enrolled in Photography and PhotoShop courses. Many students must work in pairs, losing valuable time to learn through personal experience and to create individual artworks. Site licenses could accommodate all faculty computers, as well.	$7,500			$7,500
National Association for Music Educators National In-Service Conference registration fees 2 teachers from Chorus, Orchestra, and Band at $350 each	$700			$700
National Art Education Association National Convention registration fees 2 Visual Arts Teachers at $200 each		$400		$400
Dance Masters of America Annual Convention 1 Dance teacher at $250		$250	$250	$500
American Alliance for Theatre and Education National Conference registration fees 1 Theatre teacher at $250		$250	$250	$500
Subtotal Other	***$18,000***	***$9,200***	***$8,800***	***$36,000***
Total Direct Costs	**$762,499**	**$447,243**	**$410,026**	**$1,619,767**
Indirect Costs (less equipment and with $25,000 contractual cap)	**$21,397**	**$14,446**	**$13,244**	**$49,087**
Total Requested Funds	**$783,896**	**$461,688**	**$423,270**	**$1,668,854**

School District Five of Lexington and Richland Counties Project ACCESS Budget Narrative				
Budget Category - Spring Hill High School	**Year 1 (13-14)**	**Year 2 (14-15)**	**Year 3 (15-16)**	**Total Requested**
Personnel				
Site Coordinator (100% FTE)	[redacted]			
Lead Teachers (Academic Deans) [redacted] per day x 205 day contract (15 extra days per year than 190-day teachers) to serve as Academy Dean, with Lead Teacher Stipend of [redacted] 190-day salary to be paid by district. School will assume cost for Academic Deans after the grant period. Deans will identify instructional needs, coordinate professional development, establish professional partnerships to support Academy, and advise students on progress and careers. [redacted]*15=[redacted] + stipend [redacted]				
Dean of Exercise Science Academy				
Dean of Enterpeneurial Academy				
Dean of Engineering Academy				
Dean of Entertainment Academy				
Dean of Environmental Studies Academy				
Equestrian Coach (stipend to provide afterschool coaching for Animal Science and Equine Therapy)				
Subtotal Personnel				
Fringe Benefits calculated at [redacted] for full-time FTEs to cover retirement, Social Security, FICA, dental, health insurance--For each person listed under personnel (and in the exact order) include fringe information (either requested or inkind)				
Site Coordinator	$17,050	$17,476	$17,913	52,439
Dean of Exercise Science Academy	$3,354	$3,438	$3,524	10,316
Dean of Enterpeneurial Academy	$3,354	$3,438	$3,524	10,316
Dean of Engineering Academy	$3,354	$3,438	$3,524	10,316
Dean of Entertainment Academy	$3,354	$3,438	$3,524	10,316
Dean of Environmental Studies Academy	$3,354	$3,438	$3,524	10,316
Subtotal Fringe Benefits	***$33,821***	***$34,667***	***$35,533***	***$104,021***

Budget Category - Spring Hill High School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Travel				
Site Coordinator, Principal, and 5 Deans to attend MSA annual National Conference to remain abreast of current research and practices in magnet implementation. Y1 Chicago: cost per person $171 x 4 nights lodging + Airfare $400 + perdiem of $32 x 4 days +$25 incidentals = $1237 x 7 = $8659; Y2 Clark Co, NV: $99 x 4 lodging = $396 lodging + $400 airfare + perdiem of $32 x 4 = $128 + incidental $25 = 949 x 7 =$6643; Y3 Miami, FL Lodging $125 x 4 = $500 +airfare $500 +per diem $32 x 4 days +$25 incidentals = $1153 x 7= $8071	$8,659	$6,643	$8,071	$23,373
ASCD National Conference (airfare $800 + lodging $200 per night X 3 nights + per diem $90) = 1,490 X 5 people (rotate personnel who attends) to develop project-based learning skills and ensure alignment with CCSS.	$7,450	$7,450	$7,450	$22,350
EdTech (lodging $150 X 3 nights + per diem $90) X 10 people (1 administrator, 1 media specialist, 1 InTech, 1 computer lab instructor, 6 classroom teachers to promote integration of technology into daily classroom instruction and project-based learning.	$5,400	$5,400	$5,400	$16,200
American Society for Engineering Education Annual Conference for Dean and 1 teacher (Airfare $400 x 2 = $800 + Lodging at $165 per night x 4 x 2 = $1320 + perdiem $32 x 4 x 2 = $256 (rotate teacher who attends) to create connections with College of Engineering and other K-12 engineering programs; stay current on best and emerging practices; and maintain professional affiliations.	$2,376	$2,376	$2,376	$7,128
Project Lead the Way Counselor Conference in South Carolina (lodging $137 per night x 3 = $411 + per diem of $30 per day x 3 = $90 + mileage Ave roundtrip 250 miles x .565 = 142; required attendance for PTLW sites.	$643	$643	$643	$1,929
Travel for 10 teachers to attend weeklong PLTW Core Training Each Year. Arrangements made by USC College of Engineering. Housing $525+ meals $350 x 10 = $8750 + mileage of average round trip 30 miles x .565 x10 = 170; Core Training is required to be licensed PLTW instructors and sites; materials and instruction will enhance curricula across academies.	$8,920	$8,920	$8,920	$26,760
Subtotal Travel	***$33,448***	***$31,432***	***$32,860***	***$97,740***

Budget Category - Spring Hill High School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Supplies and Materials				
Equestrian Team materials and supplies (uniforms, boots, jerseys, helmets, saddles, crops, saddle wax) $1200 per rider x 3 riders in Y1 (add three riders each year)	$1,200	$3,600	$3,600	$8,400
Professional development books from Buck Institute (Starter Kits PBL for High Schools) ($30 x 50 books)	$1,500			$1,500
Supplies and Materials for Academies to use at family and community events ($1000 per year per academy x 5 academies)	$5,000	$5,000	$5,000	$15,000
Photography Center for All Academies,particularly Enternatment Academy. Student choice has led to increased interest in photography as their Fine Arts elective, with support for achitecture/civil design				
Apple iMac Computers (30 at $1909; divided across three years) Photography is popular among students across academies. iMacs enable students more engaged "work" with documents and images across diverse courses (engineering, design, art). Replacement and refurbishment costs for 5 computers in Y3.	$28,635	$28,635	$10,000	$67,270
Camera: Canon EOS 5D Mark II 21.1MP Full Frame CMOS Digital SLR Camera with EF 24-105mm f/4 L IS USM Lens (1 at $2599.00)	$2,600			$2,600
Canon Digital Rebel T3 (camera and lens kit) (30 at $550) Class set of digital cameras to ensure access to equipment for all students.	$8,250	$8,250		$16,500
Panasonic Lumix DMC-ZS20 with basic accessory kit (30 at $269.95 = $8099.70). Class set will allow students to use the cameras in class and check them out to take home as well.	$8,100			$8,100
Backgrounds/Stand: Impact B&H Kit Background System 10 x 24 with Black, white muslim (1 at $335.87)	$336			$336
Light meter: Flash meter: Gossen GO 4033-2 Digipro Light Meter F2 (Black) (1 at $289.99)	$290			$290
Tripod: Dolica AX620B100 62-Inch Proline Tripod and Ball Head (1 at $41.99)	$42			$42
Continuous lighting: Westcott 6894 Spiderlite TD6 – Perfect Portrait 2 light kit deluxe (1 at $1880.00)	$1,880			$1,880
Color laser printer for student art and graphic design projects (3 x1750)	$5,250			$5,250

Budget Category - Spring Hill High School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Character Development and Leadership curriculum for students. 100 students per year x $5 = $500 plus teacher manuals ($250), role models textbook ($20), research package ($200) leadership curriculum for students teacher books training. Includes LEAD curriculum with Character Movie Set ($1300) and Poster Set ($102). Price also includes SKYPE training with CDL developers.	$2,372	$2,372	$2,372	$7,116
Portable projector ($900) purchase 2 in year one with one in each additional year for academy use; school has budget to purchase one	$1,800	$900	$900	$3,600
Display and storage cabinets for each academy (10 @ $1000)	$10,000			$10,000
Magnet-Related Exterior (property signage, statuary to "advertise" each magnet academy. This signage and display will be student designed and constructed as possible.	$10,000			$10,000
Magnet-Related Interior Signage, banners, Academy Name Signs, framing, and artwork. These materials will also be student designed and produced as possible.	$5,000	$5,000	$3,000	$13,000
Academy of Exercise Science equipment. This equipme will augment start-up equipment provided by district (which excludes any of the items lists). Experience with this machinery is essential for Exercise Science student to persue certification. For all student use initially and then for Community Fitness Room as students are able to become certified fitness trainers.				
Adult stationary bikes (15 @1,000 each divided across two years)	$7,500	$7,500		$15,000
Treadmills ($3700 each x 10) Treadmills with digital biofeedback for Exercise Science and all students. Exercise Science students must be able to use equipment and biofeedback tools for certification. These machines also enable investigation for systems design, biomedical tools, and biomedical engineering.	$37,000			$37,000
Stairclimber (15 @ $2000). Exercise Science Academy students will use this in their certification preparation; open to all students to study laws of motion and physics.		$15,000	$15,000	$30,000
Elliptical machines (5 per year @ $2500 each) For use with Exercise Science students seeking Fitness Trainer Certification. Open to all students to study laws of motion, physics, and anatomy.	$12,500	$12,500	$12,500	$37,500

Budget Category - Spring Hill High School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Math Geometer's Sketchpad, Calculus, Algebra in Motion Software This math software will engage students both creatively and innovatively through mathematics - encourages high level application of geometry, calculus, algebra concepts and knowledge; also targets students who struggle with math.		$3,350		$3,350
TI Inspire Calculators ($160 x 300) classroom sets for math and science students across all five academies. These tools can be used for numerous classes to further science and math data collection and analysis. Includes software fees. Replacement in Year 3 of 25%	$48,000		$12,000	$60,000
Materials and supplies to support (PLTW) to establish classrooms dedicated to PLTW courses such as Civil Engineering and Architecture, engineering design, aerospace engineering, biomedical engineering, and human body systems. Consumable materials and supplies are necessary to esnure that students have extensive learning opportunities beyond those afforded by "basic" science materials. Average cost per classroom is $2500/year. Will start with 5 classrooms in Y1 and add 5 additional in Y2 & Y3 to implement new courses with supplies each year.	$12,500	$25,000	$37,500	$75,000
Theme-based media center materials to enhance holdings and increase interdisciplary collaboration: To increase reading/writing across content areas by providing texts with international themes and concepts in the genres of: fiction/nonfiction print, digital, and audio books. subscriptions to interdisciplinary journals to enhance cross-academy studies and integration into social sciences.	$12,000	$12,000	$12,000	$36,000
Magnet Fair supplies: Supplies needed to promote our International Magnet School at the district recruitment fair: electrical cords, Velcro, tape, storage containers, tabletop displays, banner, printed table cover, and printed materials.	$3,000	$2,000	$2,000	$7,000
Marketing and Recruitment Materials: Printing for brochures, banners, other documents to help "scream the themes" of the Academies	$3,000	$3,000	$3,000	$9,000
Giant Periodic Tables for Labs to show students visual representaion of chemical compoints (different learning styles).(5 @ $157.40=$787	$787			$787
Muscular Figure model (WL1770-08) To inspire and teach the human form in Anatomy and Biology for students in engineering, exercise science, and entertainment academies and all fine arts elective classes. 2888 X 2	$5,776			$5,776

Budget Category - Spring Hill High School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Science/Vernier Chem Melt Station (MLT-BTA) T so that students can mass, manipulate, and analyze chemicals digitally	$399			$399
Student lab probes are necessary to collect and manipulate data and to recognize observable patterns as students create and design innovative arts infused				
LabQuest 2 Interface (LAB Q 2) (30 @ $329=$9870)	$9,870			$9,870
Bio 1 EKG Sensor (EKG-BTA) 5 @ $147	$735			$735
Drop Counter (VDC-BTA) 5 @ $98	$490			$490
Chem 1 Gas Chromatography-mini probe (GC-Mini) 5 @ $1749	$8,745			$8,745
Chem/Bio (10 @ $79 = $790) pH Sensors	$790			$790
Chem 1 Spectrovis spectrophotometer (SVIS-PL)	$459			$459
1 Dissolved O2 Probe (D+BTA)	$209			$209
Chem (12 @ $29 = $348) Stainless Temp Probe (TMP - BTA)	$348			$348
Video microscopes 5MP LC for use with science and biomedical engineering and science (5 @ $1250=$5000) These microscopes will enable classes to preserve images from additional analysis and cross-academy art production.	$6,250			$6,250
Scout Pro 0.01 g balance (OHSP-402) 2 @ $429=$858) and Scout Pro USB Connection Kt (OHSP-USB)(2 x $85 = $170) So that students can see, analyze, and understand the difference among chemicals as they are melted.	$1,028			$1,028
Physics Buzzer in a Vacuum w Battery (#570533-555) for use in science classes and in academy-specific classes. Enables students to "hear" physics in action $78 x 5 =	$390			$390
Physics Light and Optics software (#131545-555) so that students can analyze light and optics.	$300			$300
Physics Waves&Sound software (#131535-555) so that students can learn and understand sound and sound waves.	$300			$300
Economy Free Fall Tube (#564672-555) to enable students to visualize the effects of gravity $85 x 5 science classes =	$425			$425
Hon SmartLink student desk $200 per desk x 300 = $60000 to facilitate collaborative project based learning. School will provide 50%.		$30,000	$30,000	$60,000
VS America PantoMove-Lupo chair $100.00 per x 300. Ergonomic mobile chairs for students.		$1,500	$1,500	$3,000

Budget Category - Spring Hill High School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Inhouse cross-academy projects will enable students and teachers across the academies to work together on "real" projects from concept to impelementation and beyond. Such projects require deep knowledge and conceptual skills and develop career proficiencies for students. Academy courses will use this project to focus students. The model for Cross-Academy projects stems from higher education and best practices of project-based learning				
Cross-Academy Project #1: **The E Cafe coffee shop**. E-Cafe (on schools grounds and eventually open to the public) will be designed, publicized, decorated, managed, and operated by students across academies. Start up supplies and materials include PR supplies, cups, plates, coffee makers, display case for pastries, merchandise, logistic design, cash register, card reader, tables and chairs (total Start-up $50,000, seeking grant support of %50 percent). Y2 and Y3 costs will support continued operation; however, proceeds of E Cafe will be re-invested into the project. Future academy students will continue operations and "revision" as necessary to sustain the E Cafe. The E Cafe will be fully operational by end of Year 1.	$10,000	$7,500	$5,000	$22,500
Cross Academy Project #2: **Stallion E-Green Barn and Farm Project.** Students from across academies will research, design, publicize, and maintain an environmentally friendly, green barn that will house horses (rescue and donated) and other animals (chickens, pigs) to support the Environmental Science Academy. The Farm will house a garden (community) for flowers and food; a Greenhouse; rain barrels and composting equipment for environmental purposes, weather station, and maintenance costs for 1 horse and other animals so that students across academies can engage in hands-on tasks related to science, math, climate study--such as effects of drought and heat, making hybrids of plants, and effects of insects on plants. Funds will offset school costs and be used to provide seed/plants, greenhouse, rain barrels, composting equipment, gardening equipment (hoes, rakes, tiller). Construction of barn will come from school capital funds and donations. Eventually, Equestrian team and coach will provide riding lessons afterschool and during the summer to help generate sustainability funding. Fully operational by end of Year 3.	$7,500	$20,000	$15,000	$42,500

Budget Category - Spring Hill High School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Cross-Academy Project #3: **SHHS E-Store.** The Retail Center will support SHHS community spirit by offering SHHS logoed items and LR5 items for sale in a school-based school store. Start-up supplies will include publicity and advertisement costs, racks, display cases, merchandise, cash register, storage cabinets. Students will be responsible for business plan, design, layout, logistics/inventory, operations, management, financial analysis. This store will be self-sustaining within three years. Requesting 50% of start-up funds, with maintenance costs. Fully functional by the end of Year 1.	$10,000	$7,500	$5,000	$22,500
Curriculum, materials, consumable supplies, equipment to support **Paxton Patterson CareerPLUS** for students. Paxton Patterson curriculum is designed to support students from all ability levels in math and science and to expose and prepare students for a range of careers. The curricula will target Alternative Energy ($7395), Architectural Design ($6395), Communications Technology ($9295), Digital Electronics ($9295), Environmental Technology ($6395) and Multimedia Production ($5395) in Year 1, and Robotics and Automation ($9995) plus 5 additional courses in Year 2. Year 1 includes a teacher package ($390) for each course x 6 courses = $2340 and $6490 for school-wide teacher network for data management and grading of courses. Additional 5 courses are added in Year 3. Integrated Instructional Units are aligned to the National Science Education Standards, the ITTEA Standards for Technological Literacy and applicable state standards.	$53,000	$45,385	$35,000	$133,385
Subtotal Supplies and Materials	***$345,555***	***$245,992***	***$210,372***	***$801,919***
Equipment				
Subtotal Equipment	***$0***	***$0***	***$0***	***$0***
Contractual				
Professions to serve as advisors to student teams for Cross-curricular Projects ($500 x 10 per year)	$5,000	$5,000	$5,000	$15,000
Ti Boost Curriculum PD and Coaching (Math and Science)	$55,240	$55,240	$55,240	$165,720
USC for PLTW Site Review (Required for PLTW official sanction; school must be open to host visit)	$250			$250

Budget Category - Spring Hill High School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Buck Institute for Education: Project Based Learning Professional Development ($9500 per instructor for intitial workshop + $5250 per instructor for follow-up sessions, X 2 instructors with one initial training sessons in year one and two follow up sessions each in years two and three)	$19,000	$21,000	$21,000	$61,000
Summer Curriculum Work (12 teachers x 10 days x $150 per day): To create interdisciplinary, standards-based units infused with concepts of for each theme.	$18,000	$18,000	$18,000	$54,000
University of South Carolina College of Engineering for PLTW Core Training for 10 teachers per year @ $2400 per course: Design and Modeling, Automation and Robotics, Engineering Design, Principles of Engineering, Magic of Electrons and Flight and Space, Aerospace Engineering, Computer Integrated Manufacturing, Green Architecture and Energy and the Environment, Biotechnical Engineering, Principles of Biomedical Sciences, Automation and Robotics, Medical Interventions, Human Body Systems, Biomedical Innovations. Intense training of the PLTW teaching model and course content. Only upon successful completion of Core Training may a teacher instruct that PLTW course.	$24,000	$24,000	$24,000	$72,000
Subtotal Contractual	***$121,490***	***$123,240***	***$123,240***	***$367,970***
Other				
American Society for Engineering Education Membership for K-12 Educators: 2 from Engineering Academy ($35 x 5)	$175	$175	$175	$525
Registration for American Society for Engineering Education Annual Conference ($580 x 2)	$1,160	$1,160	$1,160	$3,480
Registration fee for Magnets of America National Conference $795 X 7 people	$5,565	$5,565	$5,565	$16,695
Project Lead the Way Counselor Conference Registration	$50	$50	$50	$150
ISTE Membership Fees (239 x 4 people): To remain involved with the national organization to connect with other school and share technology resources and teaching practices.	$957	$957	$957	$2,871

Budget Category - Spring Hill High School	Year 1 (13-14)	Year 2 (14-15)	Year 3 (15-16)	Total Requested
Entrance fees for equestrian team competitions competition ($500 per competition x 4 competitions per year); additional competitions will be supported through fundraisers and retail store.	$2,000	$2,000	$2,000	$6,000
Interscholastic Equestrian Association one time membership fee	$150			$150
Apple Care Plans 30 at $119 for warranty potection for up to 3 years for new iMac computers in Photography	$3,570			$3,570
Subtotal Other	***$13,627***	***$9,907***	***$9,907***	***$33,441***
Direct Costs	**$662,041**	**$562,065**	**$531,535**	**$1,755,642**
Indirect Costs (less equipment and with $25,000 contractual cap)	**$20,407**	**$17,178**	**$16,192**	**$53,777**
Total Requested Funds	**$682,449**	**$579,243**	**$547,727**	**$1,809,419**

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

School District Five of Lexington and Richland Counties

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	845,597.00	867,313.00	888,497.00			2,601,407.00
2. Fringe Benefits	253,399.00	259,666.00	266,075.00			779,140.00
3. Travel	135,156.00	140,852.00	135,128.00			411,136.00
4. Equipment	255,426.00	190,000.00	34,700.00			480,126.00
5. Supplies	1,405,794.00	794,438.00	570,888.00			2,771,120.00
6. Contractual	853,413.00	877,622.00	849,005.00			2,580,040.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	135,139.00	148,334.00	134,259.00			417,732.00
9. Total Direct Costs (lines 1-8)	3,883,924.00	3,278,225.00	2,878,552.00			10,040,701.00
10. Indirect Costs*	106,576.00	85,147.00	77,411.00			269,134.00
11. Training Stipends						
12. Total Costs (lines 9-11)	3,990,500.00	3,363,372.00	2,955,963.00			10,309,835.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
School District Five of Lexington and Richland Counties		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

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