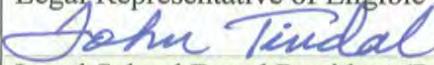
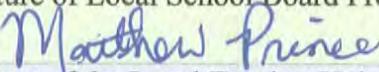


**IV. APPLICATION ASSURANCES
(CFDA No. 84.416)**

Legal Name of Applicant ¹ : Clarendon County School District Two	Applicant's NCES District ID ² : 4501770
Applicant's Mailing Address: P.O. Box 1252, 15 Major Drive, Manning, SC 29102	
Employer Identification Number: 57-6000708	Organizational DUNS Number: 19425249
Race to the Top – District Contact Name: (Single point of contact for communication) Ms. Tonia M. Smith	Contact Position and Office: Coordinator of Special Projects District Office
Contact Telephone: 803-433-7233	Contact E-mail Address: tmsmith@csd2.org
<p>Required Applicant Signatures:</p> <ul style="list-style-type: none"> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001) 	
Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Mr. John Tindal, Superintendent	Telephone: 803-435-4435
Signature of Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity: 	Date: 09/30/13
Local School Board President (Printed Name): Mr. Matthew Prince, Chairman	Telephone: 803-435-4435
Signature of Local School Board President: 	Date: 09/30/13
President of the Local Teacher Union or Association, where applicable, if not applicable provide rationale on pg.18 or pg.24 (Printed Name) ³ : n/a (see explanation in Section (B)(4))	Telephone: n/a
Signature of the President of the Local Teacher Union or Association: n/a	Date: n/a

¹ Individual LEA, lead LEA for the consortium, or eligible legal entity.

² Consortium applicants must provide the NCES District ID for each LEA in the consortium in Part VI, Program - Specific Assurances for Consortia Applicants. Applicants may obtain the NCES District ID at <http://nces.ed.gov/ccd/districtsearch>.

³ Where the signature is not applicable, write "N/A" and provide a rationale for why the signature is not applicable.

VI. PROGRAM-SPECIFIC ASSURANCES FOR CONSORTIA APPLICANTS

The lead LEA or legal representative of the eligible legal entity must complete the forms in this part and sign on behalf of all members of the consortium. Individual LEA applicants must complete the forms in Part V.

ABSOLUTE PRIORITIES – CONSORTIUM APPLICANT

Absolute Priority 1: Personalized Learning Environments.

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

Absolute Priorities 2 through 5

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

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

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

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

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

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

BUDGET REQUIREMENT – CONSORTIUM APPLICANTS

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

The number of participating LEAs is four, and the number of participating students is 11,957.

The total Race to the Top – District grant funds requested is

\$ \$24,982,980, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

\$4-10 million - 2,000-5,000 participating students (as defined in this notice) or fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)

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

\$20-25 million - 10,001-20,000 participating students

\$25-30 million - 20,001+ participating students

ELIGIBILITY REQUIREMENTS – CONSORTIUM APPLICANTS

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

Each member (including the lead LEA) of the consortium meets the definition of local educational agency.

Each member (including the lead LEA) of the consortium is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

This application is the only Race to the Top – District application to which the lead LEA and any member of the consortium has signed on.

No LEA in the consortium has received a past Race to the Top – District grant, either as an individual LEA or as a lead or member LEA of a consortium.

✓✓ This application serves a minimum of 2,000 participating students (as defined in this notice) or serves fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice).

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

✓✓ The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and the superintendent or CEO for each LEA has assured that --

- (i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—
 - (A) A teacher evaluation system (as defined in this notice);
 - (B) A principal evaluation system (as defined in this notice); and
 - (C) A superintendent evaluation (as defined in this notice);
- (ii) The LEA is committed to preparing all students for college or career, as demonstrated by—
 - ✓✓ (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or
 - (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
- (iii) The LEA has a robust data system that has, at a minimum—
 - (A) An individual teacher identifier with a teacher-student match; and
 - (B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);
- (iv) The LEA has the capability to receive or match student level preschool-through-12th grade and higher education data; and
- (v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

✓✓ The application is signed by the lead LEA's superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – CONSORTIUM APPLICANTS

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

State comment period was met. Each LEA included in the consortium has provided its State at least 10 business days to comment on the LEA's application and has submitted as part of the application package—

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

(The submitted comments, evidence, and responses for each LEA are located in Appendix B4.3 from pages 531 to 532 of the proposal.)

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

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

(The submitted comments, evidence, and responses for each LEA are located in Part Appendix B4.3, from pages 533 to 541 of the proposal.)

The application is consistent with 34 CFR 75.128 in that: (check one that applies)

One member of the consortium is applying for a grant on behalf of the consortium; or

The consortium has established itself as a separate, eligible legal entity and is applying for a grant on its own behalf.

The application is signed by: (check one that applies)

The superintendent or chief executive officer (CEO), local school board president, and local teacher union or association president (where applicable) of that LEA, if one member of the consortium is applying for a grant on behalf of the consortium; or

A legal representative of the consortium, if the consortium has established itself as a separate, eligible legal entity and is applying for a grant on its own behalf.

The Application includes, consistent with 34 CFR 75.128, for each LEA in the consortium, copies of all memoranda of understanding or other binding agreements. These binding agreements must:

- (i) Detail the activities that each member of the consortium plans to perform;
- (ii) Describe the consortium governance structure (as defined in this notice);

✓✓ The Application includes, consistent with 34 CFR 75.128, for each LEA in the consortium, copies of all memoranda of understanding or other binding agreements. These binding agreements must:

- (i) Detail the activities that each member of the consortium plans to perform;
- (ii) Describe the consortium governance structure (as defined in this notice);
- (iii) Bind each member of the consortium to every statement and assurance made in the application; and
- (iv) Include an assurance signed by the LEA's superintendent or CEO that—
 - (A) The LEA, at a minimum, will implement no later than the 2014-2015 school year—
 - (1) A teacher evaluation system (as defined in this notice);
 - (2) A principal evaluation system (as defined in this notice); and
 - (3) A superintendent evaluation (as defined in this notice);
 - (B) The LEA is committed to preparing students for college or career, as demonstrated by—
 - (1) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or
 - (2) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
 - (C) The LEA has a robust data system that has, at a minimum—
 - (1) An individual teacher identifier with a teacher-student match; and
 - (2) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);
 - (D) The LEA has the capability to receive or match student-level preschool-through-12th grade and higher education data; and
 - (E) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA); and
- (v) Be signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

List of NCES District IDs for each LEA in the Consortium

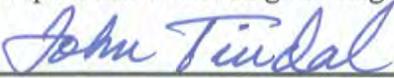
LEA Name	State	Role in Consortium (i.e., Lead or Member LEA)	NCES District ID⁴
1. Clarendon County School District Two	SC	Lead	4501770
2. Orangeburg Consolidated School District Five	SC	Member	4503210
3. Richland County School District Two	SC	Member, Fiscal Agent	4503390
4. Williamsburg County School District	SC	Member	4503780

List of Individuals Who Have Signed MOUs Submitted with the Application

LEA Name	Name of Superintendent or CEO who signed the MOU	Name of Local School Board President who signed the MOU	Name of Local Teacher Union or Association President who signed the MOU, where applicable⁵ (write "N/A" if not applicable)	Where "not applicable," provide a rationale for why the signature is not applicable
5. Clarendon County School District Two	Mr. John Tindal	Mr. Matthew Prince	n/a	South Carolina does not have local teacher unions with collective bargaining authority; no participating district has teacher unions.
6. Orangeburg Consolidated School District Five	Mrs. Cynthia Wilson	Mrs. Mary B. Ulmer	n/a	
7. Richland County School District Two	Dr. Debra Hamm	Dr. William R. Flemming, Jr.	n/a	
8. Williamsburg County School District	Dr. Yvonne Jefferson-Barnes	Mrs. Barbara McKenzie	n/a	

⁴ Applicants may obtain the NCES District ID at <http://nces.ed.gov/ccd/districtsearch>.

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION VI

Superintendent or CEO of Lead LEA or Legal Representative of Eligible Legal Entity (Printed Name): Mr. John Tindal, Superintendent, Clarendon County School District Two	
Signature Superintendent or CEO of Lead LEA or Legal Representative of Eligible Legal Entity: 	Date: 09/26/2013

VII. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

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

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

Other Assurances and Certifications

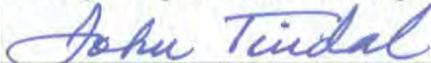
The Superintendent or CEO of the individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

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

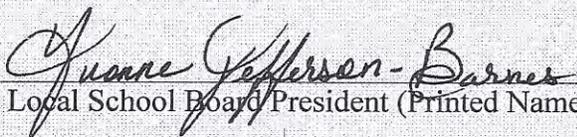
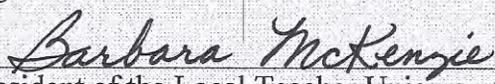
LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77— Definitions that Apply to Department Regulations; 34 CFR Part 80— Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81— General Education Provisions Act—Enforcement; 34 CFR Part 82— New Restrictions on Lobbying; 34 CFR Part 84—Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); and with the debarment and suspension regulations found at 2 CFR Part 3485.

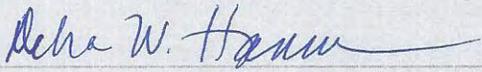
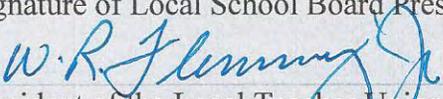
SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of Individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Mr. John Tindal, Superintendent, Clarendon County School District Two (Lead)	
Signature of Superintendent or CEO of Individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: 	Date: 09/26/2013

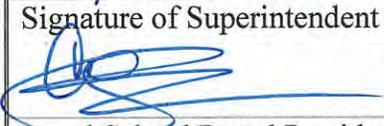
Williamsburg County School District hereby joins the Consortium as a lead / member (circle one), and agrees to be bound by all the assurances and commitments associated with lead / member (circle one) classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the lead / member (circle one) membership classification as described in this MOU.

Superintendent or CEO of the LEA (Printed Name): Dr. Yvonne Jefferson-Barnes	Telephone: 843/355-5571
Signature of Superintendent or CEO of the LEA: 	Date: 08/28/13
Local School Board President (Printed Name): Barbara McKenzie	Telephone: 843/355-5571
Signature of Local School Board President: 	Date: 08/28/13
President of the Local Teacher Union or Association, if applicable (Printed Name): <i>not applicable; SC does not have teacher unions or associations</i>	Telephone: N/A
Signature of the President of the Local Teacher Union or Association: <i>not applicable; SC does not have teacher unions or associations</i>	Date:

Richland County School District Two hereby joins the Consortium as a lead / member (circle one), and agrees to be bound by all the assurances and commitments associated with lead / member (circle one) classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the lead / member (circle one) membership classification as described in this MOU.

Superintendent or CEO of the LEA (Printed Name): Dr. Debra Hamm	Telephone: 803/738-3236
Signature of Superintendent or CEO of the LEA: 	Date: 09/19/13
Local School Board President (Printed Name): William R. Flemming Jr., D.M.D	Telephone: 803/736-0015
Signature of Local School Board President: 	Date: 09/19/13
President of the Local Teacher Union or Association, if applicable (Printed Name): <i>not applicable; SC does not have teacher unions or associations</i>	Telephone: N/A
Signature of the President of the Local Teacher Union or Association: <i>not applicable; SC does not have teacher unions or associations</i>	Date: N/A

Clarendon County School District Two hereby joins the Consortium as a lead / member (circle one), and agrees to be bound by all the assurances and commitments associated with lead / member (circle one) classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the lead / member (circle one) membership classification as described in this MOU.

Superintendent or CEO of the LEA (Printed Name): <i>Cynthia Wilson</i>	Telephone: <i>803-533-7924</i>
Signature of Superintendent or CEO of the LEA: 	Date: <i>9/17/2013</i>
Local School Board President (Printed Name): <i>Mary B. Ulmer</i>	Telephone: <i>803-533-7927</i>
Signature of Local School Board President: <i>Mary B. Ulmer</i>	Date:
President of the Local Teacher Union or Association, if applicable (Printed Name): <i>not applicable; SC does not have teacher unions or associations</i>	Telephone:
Signature of the President of the Local Teacher Union or Association: <i>not applicable; SC does not have teacher unions or associations</i>	Date:

**MEMORANDUM OF UNDERSTANDING
For
Race to the Top - District Grant**

The Carolina Consortium for Enterprise Learning (CCEL)

I. Parties

This Memorandum of Understanding (“MOU”) is made and effective as of this 22nd day of August, 2013, by and between the Clarendon County School District Two and all other member LEAs of The Carolina Consortium for Enterprise Learning (CCEL) that have also executed this MOU.

Clarendon County School District Two	<input checked="" type="checkbox"/> Lead LEA <input type="checkbox"/> Member LEA
Orangeburg Consolidated School District Five	<input type="checkbox"/> Lead LEA <input checked="" type="checkbox"/> Member LEA
Richland County School District Two	<input type="checkbox"/> Lead LEA <input type="checkbox"/> Member LEA
Williamsburg County School District	<input type="checkbox"/> Lead LEA <input type="checkbox"/> Member LEA

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member LEAs to participate in the Consortium. This document describes the purpose and goals of the Consortium, explains its organizational and governance structure, and defines the terms and responsibilities of participation in the Consortium. This agreement, made and entered into by and between all parties identified above, is for the purpose of implementing the Carolina Consortium for Enterprise Learning (CCEL) launched with grant funding through the FY2013 Race to the Top-District grant offered by the U.S. Department of Education. Project dates are 2013-2021 with 2013-2017 as four years of program implementation and 2018-2021 as the extended three year period for fulfilling the activities to include completing necessary documentation, ensuring sustainability, and assisting with replicability.

This Memorandum of Agreement (MOA) ensures collaboration and sharing between and among the partners and specifies the roles and responsibilities of each partner or group of partners. The vision of the CCEL is succinct: PK-12 students in CCEL schools will become Enterprise Learners who successfully develop, pursue, and attain rigorous learning and living goals that prepare them for college, careers, and citizenship.

III. Binding Commitments and Assurances

To support these goals, each signatory LEA that signs this MOU assures, certifies, and represents that the signatory LEA:

- a. Has all requisite power and authority to execute this MOU;
- b. Is familiar with all the contents of the Consortium application;
- c. At a minimum, will implement no later than the 2014-2015 school year--
 - i. A teacher evaluation system (as defined in this notice)¹;
 - ii. A principal evaluation system (as defined in this notice); and
 - iii. A superintendent evaluation (as defined in this notice);
- d. Is committed to preparing students for college or career, as demonstrated by:
 - i. Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or
 - ii. Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
- e. Has a robust data system that has, at a minimum--
 - i. An individual teacher identifier with a teacher-student match; and
 - ii. The capability to provide timely data back to educators and their supervisors on student growth;
- f. Has the capability to receive or match student-level preschool-through-12th grade and higher education data;
- g. Ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA);
- h. Will comply with all of the terms of the Grant, and all applicable Federal, State, and local laws and regulations, including laws and regulations applicable to the program, and the applicable provisions of EDGAR (34 CFR parts 75, 77, 79, 80, 82, 84, 86, 97, 98, and 99) and 2 CFR part 3485;
- i. Meets all the eligibility requirements described in the application and notice;
- j. Will bind itself to and comply with all elements of the Consortium governance structure described in this MOU and the individual LEA's role in the structure as described in this MOU; and

¹ The term "as defined in this notice" is used throughout the model memorandum of understanding. "This notice" refers to the notice inviting applications (NIA) for the Race to the Top – District competition.

- k. Will bind itself to every statement and assurance made in the Consortium's application, including but not limited to programs, plans, policies, strategies, and requirements that the Consortium plans to implement.

IV. Consortium Membership

- a. Each member LEA and the lead LEA will sign on to only one application for a Race to the Top – District grant.
- b. Each LEA in the Consortium is legally responsible for:
 - 1. Carrying out the activities it has agreed to perform; and
 - 2. Using the funds that it receives under the MOU in accordance with the Federal requirements that apply to the Race to the Top – District grant.
- c. Each LEA in the Consortium will support the activities of the Consortium as follows:
 - 1. Participate in all activities and projects that the Consortium board approves in support of the Consortium's application;
 - 2. Participate in the management of all those activities and projects;
 - 3. Designate a leadership team to oversee and execute activities as described in the application.
 - 4. Permit the participating target schools with operational flexibility to execute activities leading to progress
 - 5. Enable the Consortium Project Director to work closely with each LEA District Director to implement programmatic activities as stated in the narrative.
 - 6. Ensure that a stakeholder advisory team is in place to support grant activities.
- d. Each LEA will participate in all activities as described in the program narrative and according to dates identified in the project timeline.
- e. Richland School District Two will serve as the fiscal agent acting on behalf of the consortium.
 - i. Ensure accounting practices, budgets, annual/final reports are submitted on time and that all consortium members have adequate time to review and amend as needed.

V. Lead LEA

- a. Clarendon County School District Two will serve as lead applicant for the purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the notice and 34 CFR 75.127-129. The lead LEA is legally responsible for:

- i. The use of all grant funds;
 - ii. Ensuring that the project is carried out by the Consortium in accordance with Federal requirements; and
 - iii. Ensuring that the indirect cost funds are determined as required under 34 CFR 75.564(e).
 - iv. Ensuring that all requirements of the grant are communicated across all participating districts.
- b. Richland School District Two will act as the fiscal agent on behalf of the Consortium.
 - c. Richland School District Two will comply with South Carolina's statutes regarding procurement, accounting practices, and all other relevant areas of law, including but not limited to all applicable fiscal policies and practices. All procurement transactions by LEAs made with Race to the Top – District grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR).

VI. Consortium Governance: The Consortium's structure for carrying out its operations, include:

- a. Clarendon School District Two will be the lead LEA;
- b. Orangeburg School District Five will be a participating member LEA;
- c. Richland School District Two will be a participating member LEA and serve as the fiscal agent for the consortium.
- d. Williamsburg will be participating member LEA;
- e. The Consortium will abide by the majority's rule as the method and process for making policy, operations, and other types of decisions, as necessary;
- f. Each participating LEA will appoint or hire a full-time LEA District Director who will serve as liaison and coordinator for the program.
- g. The Consortium will establish accepted protocols by which the Consortium will operate, including the protocols for member LEAs to change roles or leave the Consortium;
- h. The Consortium's plan for managing funds received under this grant is described clearly in the proposal. All funds will be disbursed according to the submitted budget; and
- i. The terms and conditions of the MOU or other binding agreements executed by each member LEA.

VII. Modification

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

VIII. Duration/Termination

This MOU shall be effective, beginning with the date of the last signature hereon, and if the grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

IX. Points of Contact

Communications with the LEA regarding this MOU should be directed to:

Name: Mr. John Tindal, Superintendent

Mailing Address: Clarendon School District 2 P.O. Box 1252 Manning, SC 29102

Telephone: 803.435.4435

Fax: 803.435.0172

Email: jtindal@csd2.org

Or hereinafter to another individual that may be designated by the LEA in writing transmitted to the lead LEA.

X. Signatures

Clarendon County School District Two hereby joins the Consortium as a lead / member (circle one), and agrees to be bound by all the assurances and commitments associated with lead / member (circle one) classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the lead / member (circle one) membership classification as described in this MOU.

Superintendent or CEO of the LEA (Printed Name): <i>John Tindal</i>	Telephone: <i>803.435-4435</i>
Signature of Superintendent or CEO of the LEA: <i>John Tindal</i>	Date: <i>09-23-2013</i>
Local School Board President (Printed Name): <i>Matthew Price</i>	Telephone: <i>803.435.4435</i>
Signature of Local School Board President: <i>Matthew Price</i>	Date: <i>09/30/13</i>
President of the Local Teacher Union or Association, if applicable (Printed Name): <i>not applicable; SC does not have teacher unions or associations</i>	Telephone:
Signature of the President of the Local Teacher Union or Association: <i>not applicable; SC does not have teacher unions or associations</i>	Date:

Race to the Top – District Proposal Narrative

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Carolina Consortium for Enterprise Learning

Clarendon County School District Two

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A. VISION

In a world that is increasingly characterized by complexity and change, the need for young people to be enterprising to both cope and thrive has never been greater. . . .

Taken separately, enterprise capacities are developed to greater or lesser degrees in subjects across the curriculum. . . . However, an approach to enterprise learning based on isolated activities in subjects across the curriculum is not sufficient for students to appreciate the discipline of developing and realizing their own enterprising initiatives. It does not provide students with the rewards that result from enterprising projects in which they engage and manage processes from project conception to project realization. Isolated experiences do not provide students with opportunities to appreciate fully what it means to be an ‘enterprising person’. ---<http://www.enterpriselearning.nsw.edu.au/whatis.php?pg=rationale>

This statement from the New South Wales Department of Education and Training offers a clarion call to PK-2 educators around the globe: We *must* cultivate **Enterprise Learners**. To do so requires an education that provides interdisciplinary and life-skills learning that enables students to determine their futures and succeed in all aspects of life. Such an education is embedded in a cross-cutting “enterprise process” defined as the capacity to identify a need or want; generate ideas about how to meet this need; plan the approach and identify and organize useful resources; implement the plan; gather information about the plan’s outcomes and successfulness; reflect and refine the plan as needed (Horne, 2000, p. 8). As defined by the leaders of Enterprise Learning—Australia, New South Wales, and the United Kingdom, Enterprise Learning parallels our national initiative for college and career readiness developed through engaging, “real-world” project-based learning guided by standards, assessments, and personalized instruction.

Enterprise Learning is not new to the United States; however, it has entered our nation as an approach adopted by business and industry as the methodology for staff development programs. In the business sector, noted national trainers such as Deloitte have instituted Enterprise Learning for executives, managers, and employees as part of leadership development and human resource management. Deloitte’s subsidiary Bersin & Associates is a recognized leader in Enterprise Learning for business and industry, serving more than 5,000 organizations worldwide in developing enterprise learners and leaders. Their conceptual framework is below.

Enterprise Learning Framework (Bersin & Associates)

Organization, Governance, and Management	Learning Programs		Leadership Development	Career Development	Onboarding	Customer Service	Project and Process	Customer Education	Systems	
			Management	Technical Professional	Compliance	Sales	Product Knowledge	Channel Training	IT Skills	
	Audiences and Problems		Jobs/Roles	Competencies	Proficiencies	Preferences	Demographics	Geographies	Business Problems	
	Approaches	Formal	Informal							
			On Demand	Social			Imbedded			
		Instructor Lead Training Virtual Classroom Games Simulations Testing and Evaluation E-Learning	E-Learning Search Books and Articles Videos Podcasts Learning/Knowledge Portals	Blogs, Forums Expert Directories Social Networks Communities of Practice Conferences and Colloquium Coaching and Mentoring	Performance Support Feedback Rotational Assignments After Action Reviews Quality Circles Development Planning					
Disciplines	Performance Consulting Instructional Designs	Information Architecture Knowledge Management	Content Development Program Management	Change Management Community Management	Management and Evaluation	Business Intelligence				
Tools and Technology	LMS,LCMS Learning Portals Talent Mgt Systems	Content Development Program Management	Collaboration Social Networking	Rich Media Mobile	Assessment Search, Tagging	Performance Support Virtual Classroom	Employee Feedback Learning from Mistakes			
Culture	Executive Support Learning Integrated w/ Business Planning	Development Planning Knowledge Sharing	Performance and Talent Management Customer Listening	Innovative Programs	Mentoring and Knowledge Sharing	Employee Feedback	Learning from Mistakes			
									Learning Architecture	

Such a conceptual framework lends itself readily to K-12 education, especially as the world seeks innovative leaders who can master radically shifting economies and geopolitics. The most compelling voice for Enterprise Learning in the United States is Tony Wagner, who called for reform on the grounds of our nation’s ability to compete on a global level. He argues that the U.S. educational system must change to foster innovators and entrepreneurs. As Wagner states, “[T]o succeed in the 21st-century economy, students must learn to analyze and solve problems, collaborate, persevere, take calculated risks and learn from failure” (Wagner, 2012a). In short, we must target “skills, not content,” because with information at the fingertip, the issue is not the acquisition of knowledge but “what you can do with what you know.” Wagner’s entrepreneurs and innovators are—at the root—Enterprise Learners.

Enterprise Learners are engaged, passionate, and purposeful about learning. Learning to them is not a catalog of facts but a collaborative and collective “enterprise process” that can be applied to personal and professional contexts as well as larger social needs and global situations. Enterprise Learners use data and feedback to identify weaknesses and strengths, develop a realistic short-term and long-term plan to redress weaknesses and expand strengths, locate and use a diverse range of learning materials and supports to enhance the plan, learn by thinking and

doing in formal and informal settings, assess progress (based on outcomes, products, and feedback), and use this assessment to refine and modify the plan. Such learners take risks and use “failure” as a learning-and-redesign opportunity. Enterprise Learners imagine a situation differently. They tap their curiosity, have initiative, pursue dreams, and solve problems.

Enterprise Learning is appropriate for and applies to all ages, grade levels, occupations, and all levels within an occupation. The processes underlying Enterprise Learning are the core processes of project management and continuous improvement, the foundation for innovation. They are the same processes we need for effective instruction, school leadership, and district management. The extent to which we foster the development of Enterprise Learners will determine the extent to which our students have the desire and abilities to participate and lead in a continuously evolving world.

Four diverse school districts (19 schools) in South Carolina have come together in a shared vision and commitment to Enterprise Learning as the means to change the future for our students and our state. This consortium of districts—*the Carolina Consortium for Enterprise Learning (CCEL)*—is comprised of Clarendon County School District Two (lead), Richland County School District Two (fiscal agent), Orangeburg Consolidated School District 5, and Williamsburg County School District. As the Memorandum of Agreement in Appendix A1.1 clarifies, these districts are committed to working together for seven years: four years of grant implementation and three years beyond the grant to ensure long-term sustainability and viability. Our work is collaborative, and CCEL has tapped local and statewide partners, as well as national experts, in implementing the proposed plan. CCEL targets high-need, high-poverty, and low-performing PK-12 feeder systems in each district. Through 19 participating schools, CCEL will serve 11,957 students and 1,121 educators, with potential to impact 41,183 students and 2,755 educators in 65 schools across the four districts.

Our collective vision and implementation plan will 1) enable and empower students to take responsibility to establish, monitor, and achieve goals; 2) transform learning into a highly engaging, student-driven, and flexible process; 3) equip and enable teachers to design and deliver effective standards-based instruction tailored to individual student needs and goals; 4) enable school leaders to manage and support effective Enterprise Learning environments; 5) build

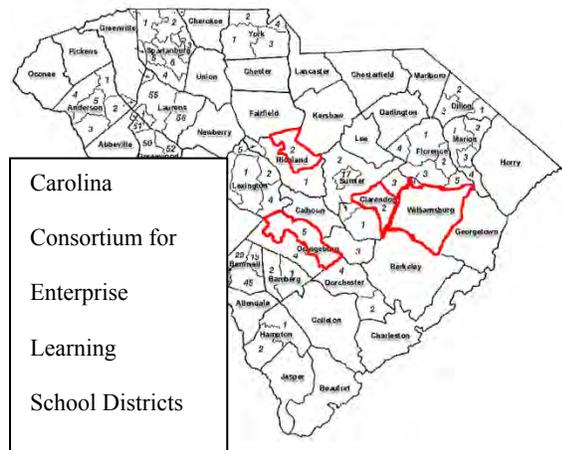
capacity at district and school levels to support Enterprise Learning and Teaching; 6) engage parents and community stakeholders in Enterprise Learning processes.

Profile of the Consortium

The *Carolina Consortium for Enterprise Learning (CCEL)* represents the range of diversity for South Carolina schools districts, from the most rural (Williamsburg) to the most urban (Richland Two), from rural poverty to urban poverty, from nearly 100% African American to a diverse population that includes a rapidly growing population of Limited English Proficient students. These districts serve a combined total of 41,183 students.

Located along the I-95 Corridor in Manning, Clarendon County School District Two (lead) serves 3,049 students in grades PK-12 through six schools, including a charter school. The district serves an area, population 17,759, centered in Manning (population 4,103), the county seat. The county’s racial composition is 53% Black, 45% White, 2% Hispanic and 1% other. Of the county’s adults 25 years and older, 34% have less than a *high school* education., and only 13% has a bachelor’s degree. The poverty level in the area is estimated to be 21% in the county with 31% in Manning. More than 81% of students in Clarendon Two qualify for free and reduced-price meals, and Clarendon Two has one of the lowest cost per-pupil ratios in the state and the nation: \$7,616.

Orangeburg Consolidated School District Five, the largest school district in Orangeburg County, serves 6,412 students in grades living in the city of Orangeburg and the small communities of Bowman and North. OCSD5 is comprised of one high school, two middle/high schools, two middle schools, a Technology Center, an alternative school, and eight elementary schools. District enrollment is comprised of 87% African American, 8% white, 2% Hispanic, and 1% Asian students, with a very small percentage of Pacific Islanders, Native American, and mixed race students. Of the district’s enrollment, 85% qualify for free or reduced-price lunch.



In the Northeast portion of Richland County (near Columbia) including Ft. Jackson, Richland County School District Two serves 26,582 PK-12 students through 39 schools and centers. Richland School District Two is one of the most diverse and fastest-growing districts in the state. Rapid growth

has seen an influx of many races and nationalities; now, more than 57 languages are spoken by students in the district. The district’s population is comprised of 59% African-American students, 28% White students, 6% Hispanic students, 4% Asian students, and 4% mixed race.

Approximately 49% of the students classify for free and reduced-price lunch.

Williamsburg County School District located in the rural Pee Dee area of South Carolina, serves nearly 4,600 students in grades ECD-12 through one career and technology center, three high schools, three middle schools, six elementary schools (one of which is a Magnet School of the Arts) and one primary school. The student population is 93% African-American, 6% white, with 1% comprised of Hispanic, Asian, and American Indian students. Only 11% of the county’s population above the age of 25 holds a bachelor’s degree. Approximately 94% of students enrolled in the district receive free or reduced-price lunch. The per capita income, \$13,895, and median household income, \$24,530, are far below the national averages of \$27,915 and \$52,762. The school district is the largest employer in the county.

Overview of CCEL Districts: 45-day enrollment 2012-2013					
District	Enrollment+	Total # of Schools*	F/RP+	% Minority^	Grad Rate*
Clarendon 2	3,049	6	81.67%	72%	85.0
Orangeburg 5	6,954	13	85.38%	91%	81.1
Richland 2	26,582	33	48.68%	72%	81.8
Williamsburg	4,598	13	94.15%	94%	87.4
	41,183	65			
+e-rate data 2012-2013 school year *2012 Report Card data ^45 th day enrollment 2012-2013					

Enterprise Learning is critically important to these districts and to South Carolina, a state struggling to participate in a global economy while plagued by unemployment and low educational attainment and their correlate, poverty. Since 2008, the state’s unemployment rates have been among the nation’s highest, and the state now has the 10th highest rate of unemployment in the nation (August 2013, DOL statistics). Three CCEL districts register among the highest rates of unemployment: Orangeburg (6th), Clarendon (9th), and Williamsburg (12th) (South Carolina unemployment rates, August 2013). The state’s per capita income (\$34,266) is the third lowest in the nation. (U.S. Dept. of Commerce, Bureau of Economic Analysis, March 2013). Among the state’s 46 counties, Williamsburg has the 2nd lowest per capita income; Clarendon has the 8th lowest, and Orangeburg has 12th lowest (US Census). Richland County has the second highest foreclosure rate in the state, a state with the 5th highest rate of foreclosures in the nation (April 2013).

Such economic vulnerability is compounded by low educational attainment. In the state, only 24% of people over the age of 25 holds a bachelor's degree, and we also have 10th lowest rate for individuals holding a *high school* diploma (U.S. Census Bureau, American Community Survey, <http://factfinder2.census.gov>). Our state's struggle against low educational attainment, unemployment, and poverty underscores the importance of CCEL to our communities.

(A)(1) Articulating a comprehensive and coherent reform vision

The CCEL planning committee has, with input from district, school, and stakeholder communities, established the following vision and goals.

Vision: PK-12 students in CCEL schools will become Enterprise Learners who successfully develop, pursue, and attain rigorous learning and living goals that prepare them for college, careers, and citizenship.

Goal 1: Students in CCEL schools will gain the academic, technological, and life skills necessary for success in college, careers, and citizenship.

Goal 2: Educators in CCEL schools will improve their skills to provide engaging and rigorous standards-based curriculum, instruction, and assessments that address each student's needs and interests.

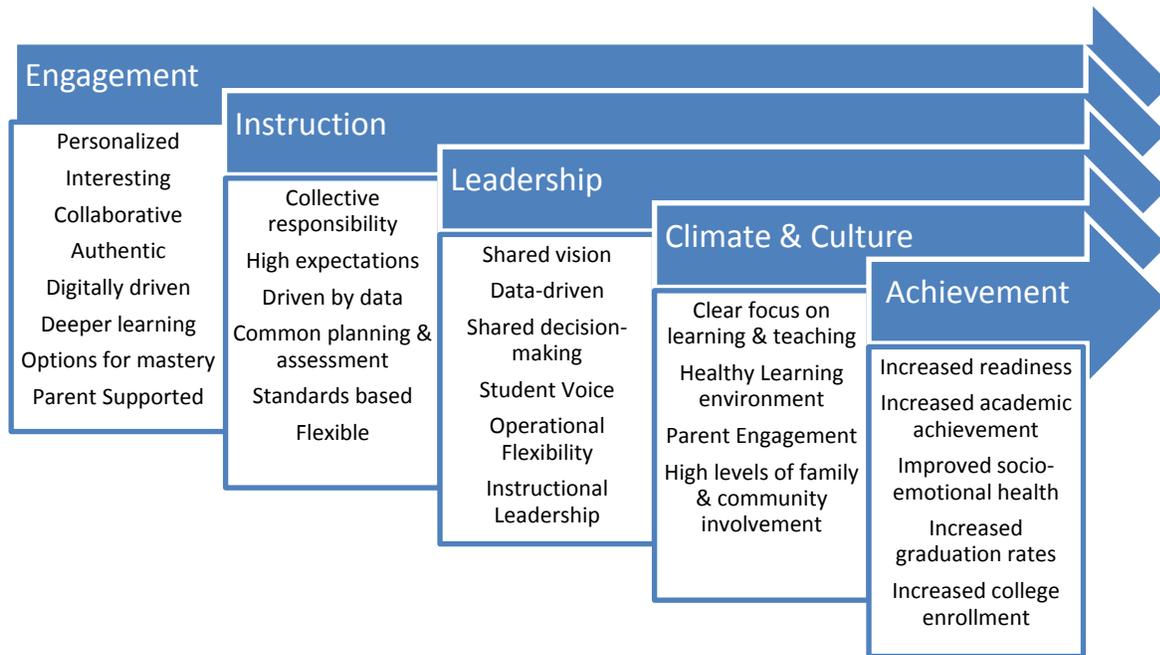
Goal 3: CCEL schools will provide supportive learning environments that are conducive to personalized and Enterprise Learning and instruction and that yield increased student, parent, and teacher satisfaction.

Goal 4: CCEL will build local and statewide partnerships to engage, guide, and participate in Enterprise Learning initiatives beyond the school campus.

Goal 5: CCEL districts will build their capacities to sustain Enterprise Learning and turn around schools by continuing CCEL collaboration, improving climate and culture, and embedding continuous improvement methodologies across all areas of operations.

CCEL represents a synergy and commitment to implementing deep, systemic changes necessary to radically transform learning, readiness, achievement, and attainment. CCEL embraces shared approaches and strategies to achieve Enterprise Learning across classrooms through a focus on “anywhere, anytime” personalized learning; authentic, collaborative project-based learning; effective standards-based instruction imbued with high quality resources and assisted by technology; support with and access to college and careers; school cultures that

celebrate engagement and participation, and embedded continuous improvement processes.



(a) Builds on its work in four core educational assurance areas

(1) adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy

CCEL builds on current initiatives to implement Common Core State Standards (CCSS) and rigorous state standards, and assessments aligned with both CCSS and state standards. South Carolina state law mandates that “each school district must offer a standards-based academic curriculum organized around a career cluster system that provides students with individualized education choices.” CCSS are acknowledged standards for College and Career preparation and readiness. In August 2013, schools and districts across the state began teaching ELA and math aligned with CCSS. In addition, South Carolina joined Smarter Balanced Assessment Consortium to develop assessments for CCSS. Because the Smarter Balanced assessments will not be available until 2014-15, these districts will follow the State by using the state-developed assessments in 2013-14, limiting test items to those that align with CCSS.

The transition to CCSS advances efforts already underway in the state to ensure that children graduate from high school prepared for college and careers. In 2005, South Carolina enacted the Education and Economic Development Act (EEDA). Developed by a statewide education/business task force, EEDA launched an incipient statewide personalized learning plan.

EEDA required schools to partner with 8th grade students and their parents to create an Individual Graduation Plan (IGP) that sets out a personalized program of study aligned with the 16 federal career clusters. Students participate in career exploration and interest inventories prior to the IGP planning phase. The IGP is now available in electronic format (e-IGP) and will be included in CCEL's personalized learning plan for students. While students select a major in 8th grade, this choice is not rigid, and students may change their path at any time. EEDA provided schools with Career Development Facilitators and increased the numbers of Guidance Counselors so that each child (and parents) has ready access to career and college assistance.

Each CCEL district is continuing the mandates of EEDA and preparing teachers for full implementation of CCSS and Smarter Balanced. Each CCEL district has also initiated their own transition plans to CCSS that includes review of the new standards; crosswalk from the previous standards; professional development, coaching, and training of individual teachers and teams for shared understanding; and parent and community awareness sessions about what CCSS mean for their child's education. In addition, all CCEL districts continue to adhere to EEDA's college and career track readiness planning.

To support standards-based instruction, each CCEL district participates in the state's summative assessments of state standards (and soon CCSS) and national assessments including

- The Palmetto Assessment of State Standards (PASS) required for all children in grades 3-8 in English language arts (ELA), math, science, and social studies.
- The state's mandatory high school exit examination, the High School Assessment Program (HSAP), administered in ELA and math to 10th graders.
- Required End-of-Course-Examination Program (EOCEP) for benchmark courses including English 1, Algebra 1, Biology, and U.S. History and Constitution.
- SAT and ACT to help identify the level at which they are preparing students for success in college and ultimately careers.

Each CCEL district also administers formative and benchmark assessments. Three districts administer the Measures of Academic Progress (MAP), developed by Northwest Education Association (NWEA), three times a year to students in grades 3 through 8. Williamsburg uses MAP in grades K-10. Teachers use MAP results to refine instruction. To facilitate cross-consortium evaluation, Orangeburg 5 will also adopt MAP. In Orangeburg 5, benchmark reports give each student's projected performance on PASS through a score aligned

with state reporting measures (Not Met 1, Not Met 2, Met, Exemplary 4, and Exemplary 5). A teacher is then able to use this data to group for instruction. Additionally, the reports align items according to the Depth of Knowledge in preparation for CCSS.

In addition, the districts will also use Dial-4™ (Developmental Indicators for the Assessment of Learning™, Fourth Edition) for their kindergarten children as a screening and readiness assessment. This individually administered screening tool helps assess young children's Motor, Concepts, Language, Self-Help, and Social Development skills so that teachers can tailor strategies to boost growth. Currently, only one district (Richland Two) uses Dial-4. Two districts use Dial-3, and one uses STAR. All will use Dial-4 for CCEL.

All districts use common formative assessments to provide immediate “real-time” checks of student learning and to hone instructional delivery and strategies. Common assessments also help identify teachers identify who may need additional instructional strategies to help students achieve mastery. They provide teachers regular and timely feedback, well before “high stakes” summative assessments. Such assessments also provide additional opportunities for grade-level improvement planning, monitoring progress, staff development, and re-teaching. Through CCEL, we will work to create high quality consortium-wide common formative assessments.

Each district also uses assessments to help students plan for their college and career goals. In 8th grade, all students take a career assessment such as EXPLORE. These results, as well as other data (through career interest inventories) and the student's personal interests, are used to guide the student's development of the Individualized Graduation Plan (IGP) with the assistance of a school counselor/career specialist and parents. In 10th grade, students in Williamsburg use PLAN to assist in refining course placement and their program of study.

Through CCEL, these districts will work together to advance implementation of CCSS, continued instruction aligned with South Carolina State Standards, and use of and development of high quality common formative assessments. Teachers will have time, support, and access to a broad range of materials to support instruction aligned with CCSS/state standards. A deliberate focus of CCEL is on creating networks and peer support necessary to elevate instruction by creating a collective sense of responsibility. CCEL provides job-embedded professional development through instructional and technology coaching and Professional Learning Communities (school-based and consortium-wide). Through a digital platform, MasteryConnect, CCEL teachers will have access to a national network of lessons, units, and formative

assessments as well as an item bank of formative assessments aligned to CCSS developed by the NWEA and Pearson.

(2) building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction;

CCEL districts have access to a broad range of data systems to support personalized learning and to ensure that teachers have access to meaningful data. Each district and the state have taken steps to ensure that teachers and principals understand how to use this data to refine and improve instruction for each student.

Since 2006, South Carolina has been a leader in national efforts to create and use statewide longitudinal data systems (SLDS) for public education. This system, the State Longitudinal Information Center for Education (SLICE) went “live” in September 2013 for educator review. While screenshots are currently embargoed, a copy of the SLICE user guide is included in Appendix A1.2. When fully operational, SLICE will include data from a variety of state sources, including our Commission on Higher Education and early childhood (Babynet and First Steps) agencies, as well as college and career readiness information. Data are available from the state to the student level, and SLICE will have student, parent, school, and researcher portals. Student data will include Academic, Attendance and Discipline, Assessments, Grades and Credits, Advanced Academics, College and Career Readiness, and College and Career Participation information (such as dual enrollment and internships). SLICE also includes South Carolina’s nationally recognized early warning system, the Student Potential Performance Snapshot (SPPS). CCEL intends to leverage SLICE as a critical component of the student’s learning plan and to help school teams and teachers rapidly identify students at-risk for academic failure so that immediate interventions can be provided.

Districts also use the state-purchased Student Information System, PowerSchool by Pearson, which offers a web-based portal that provides grade management and viewing for teachers, parents, and students. Teachers are able to record grades and attendance that parents and students can access and view anywhere, anytime. Parents and students can access PowerSchool and select preferences for receiving regular reports (via email) to update them on progress and attendance in all subjects. (Data in PowerSchool is uploaded into SLICE.)

CCEL districts also use Enrich® Assess, an educational web-based software purchased by the State of South Carolina for all districts, to manage student data (formative, benchmark, and summative) and to enable teachers to consistently monitor individual student performance in

order to ensure student success. Through Enrich® Assess, teachers can access on both whole class and student levels assessment results, attendance and discipline data, and transcript and grade details. It maintains a searchable database of student records that is integrated with PowerSchool, allowing for automated updates of all demographic data. The information integrated into Enrich® Assess allows teachers to customize instruction to help each student succeed and generates a wide range of valuable reports for use by administrators and teachers in data-driven decision making. Enrich® Assess currently includes assessment data for: ACT, AP, CogAT, ELDA, EOCEP, Explore, HSAP, MAP, PASS, Plan, Project STAR, PSAT, and SAT.

CCEL districts have implemented diverse strategies to ensure that teachers are using data to shape instruction so that it meets the needs of each student. These strategies include coaching for teachers on how to access, understand, and use student and class data to revise and adjust instruction. Across these districts, instructional coaches work with grade-level teams and individual teachers to monitor individual student and whole-class levels of mastery. In this way, data can reveal what instruction must be amended and redelivered for the entire group and what child needs additional differentiated instruction for successful mastery of academic standards.

(3) Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most

Each CCEL district continues to advance its efforts to ensure that all children are taught by effective teachers and that all schools are led by effective principals.

Each district participates in recruitment events at local, state, and national and state universities. Additionally, positions are advertised in print media and through electronic systems, including the district and school web sites. Typically, the district may also advertise positions and accept applications through the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) national website (<http://www.cerra.org>), and administrative positions are also advertised through the South Carolina Association of School Administrators (<http://www.scasa.org>) which offers a career center with national outreach. CCEL districts also work with and accept applicants certified through Program of Alternative Certification for Educators (PACE). In addition, districts may advertise using other national outlets, such as *Teachers of Color* and *EdWeek*. In addition to these venues, Richland Two has an extensive recruiting initiative that includes “Teachers Recruiting Teachers” incentive program, an Annual District job fair, recruitment reception for minority teachers, a student-teacher reception, and

participation in recruiting event in/out of state at historically black colleges and universities. The Human Resources office used a document imaging system to improve processing efficiency, and the district is able to offer a competitive salary and benefit package.

Recruiting is especially difficult for the rural, high-poverty districts and for more urban high-poverty districts such as those in CCEL. South Carolina Student Loan Corporation's SC Teacher Loan recognizes "critical geographic schools" each year so that teachers can have student loans forgiven over a period of time for their service (usually three years). All CCEL participating schools in Clarendon 2, Orangeburg 5, and Williamsburg are included in the 2013-2014 list. Richland Two has eight schools on the list. This loan forgiveness also applies to federal Perkins and Stafford loans. CCEL districts use this information in recruiting initiatives.

Developing teacher and instructional proficiency as well as principal effectiveness has been a major initiative across the state, and each CCEL district has taken steps to provide improved supports and guidance for teachers and leaders.

CCEL districts are committed to ensuring that novice teachers are able to become vital members of a school's community through the assistance of site-based support and a trained mentor. All new teachers are required by state law to participate in an induction and mentoring program (Section 59-5-85 of the Code of Laws of South Carolina) developed and implemented by each district with guidelines and support provided by the State. This effort helps improve instructional quality and retention of teachers, especially in critical subjects and in hard-to-staff schools. As outlined in the *South Carolina Induction and Mentoring Program: Implementation Guidelines* (2006), districts are required to involve create a systemic plan involving district and school personnel as well as a trained mentor to provide personalized support to new teachers (either new to the profession or new to the district). All certified mentors are trained by the Professional Development Director (PD), who is a certified trainer through CERRA.

In Richland Two, instructional coaches work closely with new teachers. These new teachers also have a proven effective teacher mentor at the same grade level and in the same school. In Williamsburg, new teachers and teachers new to the district undergo a three-day New Teacher Academy that is held prior to the school term. In addition to this orientation, new (and new to the district) teachers meet to address content issues, concerns, and instructional strategies.

Most beginning teachers move on to formal evaluation processes during their second full year in the classroom. South Carolina requires a formal evaluation of teachers, using the newly

revised Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The Summative ADEPT Formal Evaluation of Teachers (SAFE-T) is one of the major components of ADEPT.

Each district and building principal use SAFE-T, and another component of ADEPT, the Goals-Based Evaluation (GBE) to help teachers develop, sustain, and gain new skills regarding instructional effectiveness. GBE includes two tracks, the research and development GBE for proven-effectiveness teachers to continue learning, and competency-building GBE for teachers with clear deficiencies in instruction (no participating teachers are on Competency-building GBEs). Using informal evaluations and based on instructional rounds and observations, the principal decides which program to use for each teacher.

In Clarendon Two, teachers who are not moving their classes toward academic achievement and/or not meeting the student goals outlined in their Goals Based Evaluation, are provided coaching and job-embedded opportunities to improve their professional. The teacher will be put on a Goals Based Remediation Plan with assistance provided from the coaches and turnaround specialist to ensure that students are learning. If there is no positive progress after remediation and assistance, the teacher will return to Formal Based Evaluation and the principal will begin collecting documentation for possible termination or non-renewal of contract.

In addition to the above strategies (induction and mentoring, SAFE-T and GBE) Orangeburg 5 provides assistance to teachers and administrators through professional development, coaching, and meaningful feedback on their performance and its impact on improving achievement. The district places five of 10 required professional development days at the start of the school year to provide clear focus and time to learn. To improve the overall quality of instruction across the district, Orangeburg 5 developed its teaching and learning framework, pacing guides, and a common assessment guide (see the framework in Appendix A1.3.) All teachers work together to ensure they are using these materials, and school leadership teams work with teachers to assess the effectiveness of commonly developed items. The District also instituted early dismissal every Tuesday so that teachers could participate in professional development at least once a week. These sessions provide intense focus on central topics: the Teaching and Learning Framework, classroom management, and CCSS.

Rewarding effective teachers is also part of each district's retention and recognition plan, and these efforts are also supported by the state through financial awards. Each district's Teacher of the Year receives \$1,000 provided by the. From this pool is selected the state's

teacher of the year, who receives \$25,000. Each of the four Honor Roll Teachers of the Year receives an award of \$10,000. These awards are not subject to state income taxes. In addition, the state of South Carolina provides financial rewards to teachers who earn National Board Certification from the National Board for Professional Teaching Standards. These teachers earn an additional \$5,000 per year for a decade.

However, rewarding effective teachers goes far beyond financial gain. CCEL districts reward effective teachers by encouraging them to accept leadership roles within the school so that they can share their expertise and help guide the school's instructional quality. These leadership roles may include serving on the School Leadership Team, serving as department or grade-level leaders who guide instructional planning, shape curriculum, expand a school's arsenal of instructional strategies, introduce innovative practices, and help create common assessments. Many established effective teachers serve as induction mentors and participating teachers for student teachers. Effective teachers are also encouraged to be more innovative in their strategies as a means of engaging students in their learning. Often, schools reward effective teachers through attendance at national conferences. CCEL will reward effective teachers by engaging them as Mentor Teachers to lead Professional Learning Communities and to provide peer coaching for personalized learning.

As part of their School Improvement Grants, Clarendon School District Two and Williamsburg County School District are participating as pilot sites in the revised state evaluation system for teachers and principals (core educational assurance area 3). Revised ADEPT and PADEPP training will fully begin in summer 2014 for an anticipated rollout to all school districts in SY 2014-2015. As currently proposed in the SCDE's approved ESEA Flexibility plan, the new statewide system will have five levels of educator effectiveness. For educators teaching a tested subject area, 60% of an evaluation will be based on professional practices and standards, 30% based on a classroom value-added score, and 10% percent based on a school value-added score. For educators teaching a non-tested subject area, 70% of an evaluation will be based on professional practices and standards, and 30% based on a school value-added score. For classroom and school value-added scores, the score would be based on expected student growth.

For these districts, this pilot provides an opportunity for additional performance review of its teachers at its lowest-performing schools. In the meantime, WCSD will provide evaluation

mechanisms for its teachers and principals that correlate with student growth in performance. To provide opportunities for additional certifications, WCSD has established a cohort with Francis Marion University to assist current teachers in obtaining certification in Special Education Learning Disabilities as well as completing the requirements for a master's degree.

In 2001, the South Carolina General Assembly acted on the premise that “the leadership of the principal is key to the success of a school” by adopting legislation to develop and mandate statewide implementation of the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). This evaluation system is based on statewide performance standards and criteria that apply to both all principal preparation programs at institutions of higher education and all principals employed in the state's public school districts. While PADEPP includes the formative use of student data, the SC Department of Education is currently revising PADEPP to include summative student growth indicators as part of principal evaluation. PADEPP standards (and the evaluation components) address Vision, Instructional Leadership, Effective Management, Climate, School-Community Relations, Ethical Behavior, Interpersonal Skills, Staff Development, Professional Development (for the principal). In addition, all CCEL districts participate in professional development through the South Carolina Association of School Administrators (SCASA) to help develop school principals as effective instructional leaders.

All first-year principals are also required to participate in the state's principal induction program, a year-long program designed to provide support, hone skills, and expand competencies for principals. The program requires the state and the district to collaborate in its support. The curriculum focuses on instructional leadership skills, use of effective schools research, and planning for curricular improvement through the analysis of test scores. Each principal is guided through the process by a trained mentor. The Principal Induction Program consists of New Principals' Academy provided by the State Department of Education and orientation activities provided by the school district.

In Orangeburg Five, principals, like teachers, are expected to “know and do” effective instruction. The deputy superintendent trains principals on Dufor and Eaker's “three big ideas” of a Professional Learning Community with the expectation that principals would conduct them with teachers on their campuses. Principals also were required to attend three-hour sessions each month to learn and discuss various trends and topics in educational leadership. Some of the

session topics included data analysis, assessments, identifying and eradicating institutional mediocrity, student-centered classroom instruction, school systems and organization, coaching teachers, etc. Principals received homework and even took class exams. Principals also had to select a subject and classroom on their campus to teach students and apply their newfound knowledge of key components of student-centered lessons. The deputy superintendent observed the lessons and provided feedback to each principal. Principals were given opportunities for encore performances until they demonstrated mastery.

During 2013-2014, all principals are participating in the Common Core Black Belt Certification training. The Common Core Black Belt Program is a multi-resource approach that uses online lectures, on-site practicums, print and software to take each participant from theory to practice in a 47-week course. The certification builds internal expertise on various components of CCSS so that principals can provide support to their teachers.

Richland Two has recently revamped its internal program to address three levels of leadership: Leading Up for teachers and staff looking to lead from their position in the district; Tier 2 for those aspiring leaders such as Assistant Principals and Directors who seek additional leadership skills; and Tier 3 for new principals. Two of Richland 2's CCEL principals are in the Tier 3 program, which meets every two weeks to discuss their new roles at their schools.

(4) turning around lowest-achieving schools

Three CCEL districts have proven effective at stabilizing and turning around their lowest-achieving schools. Richland Two has never had low-achieving schools until this past year. As Section B1 delineates, Clarendon Two and Williamsburg, as part of School Improvement Grants, have imbued schools with proven-effective research-based strategies for reform that address instructional deficiencies and school leadership. Orangeburg 5 has an established record of turning around schools as proven by progress in one year of moving three schools (Mellichamp, Brookdale, and Bethune-Bowman Elementary School) from "F" to "A" on ESEA measures.

CCEL includes the major components of school turnaround: engaging learning opportunities; high quality standards-based curriculum, instruction, and assessment, a data-driven culture; shared responsibility for instructional quality; effective instructional leadership; family and community engagement, and a safe, conducive learning environment.

Strategies that have yielded successful outcomes for school turnaround are critical components of CCEL. These include classroom-based instructional coaching for teachers to

help them understand, use, and apply performance data drawn from a range of assessments to their instructional planning and strategies. Coaches work individually and in small groups with teachers to provide the “laser focus on instruction” necessary to ensure effectiveness and student achievement. Teachers work collaboratively in shared planning time to create standards-based lessons and common assessments.

As essential tool in school turnaround is the focus on clear expectations for student learning. Each district successful at turnaround used a visual representation of student mastery through a data room or a data log. Shared data and visible progression of student performance engages a school community in success and problem solving. Each district and CCEL participating school will strengthen that articulation and support it through shared planning, Professional Learning Communities, and instructional resources. District curriculum guides and instructional frameworks, embedded in CCSS and state standards, help ensure that all teachers clearly understand how “expectations” translate to practice. These guides specify practices that must be used in classrooms and what instructional strategies should be used over time. They also provide critical insight into differentiation by subject and grade level so that teachers have additional supports and resources. Principals use curriculum and instructional frameworks and related observation rubrics to provide clear, specific guidance to teachers for growth. Each district has developed these curriculum guides, and together, CCEL will refine and share the guides to support improved instructional effectiveness across the 19 schools and four districts.

All districts have implemented Professional Learning Communities to help support a school wide culture of continuous improvement and support. CCEL will “reenergize” the PLC initiative by providing a framework drawn from Critical Friends for small-group implementation, led by mentor teachers and an Enterprise Learning Coach at each site. These site-based PLCs will also use MasteryConnect to facilitate collaborative planning and to establish cross-consortium PLCs to support high quality instruction at all sites.

These districts are also developing a school wide culture driven by data, a culture that requires dedication and support from school administrators. Principals, assistant principals, and other administrators will participate in all CCEL components, including PLCs. Principals and administrators will join teachers in data review and application. This inclusiveness will foster a shared, collective sense of responsibility to improve instruction at all levels and for all students. Such responsibility will also include shared decision-making, with School Leadership Teams at

each site. All CCEL districts have initiated leadership programs to ensure that principals are able and ready to serve as instructional leaders. In Orangeburg 5, principals must complete 10 classroom observations per week, provide completed district-developed observation instrument for each observation, and provide meaningful guidance and recommendations for action to each observed teacher. Orangeburg 5 also requires Assistant Principals in each lowest-performing school to work with specific groups of students who may need additional supports. CCEL will require principal participation and leadership in all components.

Across the spectrum, school transformation requires the inclusion, engagement, and participation from the school's entire population as well as parents and community stakeholders. This inclusion manifests itself by frequent and meaningful dialogue between and among students, teachers, and parents concerning a child's progress toward mastery and additional learning supports. Access to and understanding of the data pertaining to standards and assessment is essential for parents, and each CCEL district uses existing structures such as PTA/PTOs, School Improvement Councils, and schools web sites to provide this information and invite parents and stakeholders to special trainings and events.

(b) Articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests; and

Goals and Strategies to Achieve Goals

Goal 1. Students in CCEL schools will gain the academic, technological, and life skills necessary for success in college, careers, and citizenship.

One of the recurring issues for personalized learning is the readiness of students to take charge of their learning and life goal, and how to help them develop "growth mindset" (Dweck, 2006; Sparks, 2013). Previous RTTT-D grantees have indicated the need for socio-emotional support programs to help students become more independent, creative thinkers and learners who have the skills to develop and enact a life-learning plan (AIR, 2013). These attributes are also essential to digital citizenship. In addition, rather than thinking of learning as a finite task, students must integrate continuous improvement processes into their learning habits and goal setting processes. Challenge, struggle, and failure are critical components of maturation and mastery. CCEL will foster student empowerment by: 1) including students in decision-making processes at the classroom, school, and CCEL levels; 2) providing ongoing hands-on intensive

curriculum in life skills (Botvin’s Life Skills, The Leader in Me, and Overcoming Obstacles) throughout their PK-12 experience; and 3) offering collaborative project-based learning (classroom, school, and consortium based) to hone interpersonal, project management, and technology skills. Through these supports and strategies, students will be able to develop and implement an ambitious plan for learning and evaluate their progress toward goals.

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.

For many of our students, especially those in more rural and higher poverty areas, the classroom environment will change dramatically with the advent of our CCEL program. Part of our plan greatly expands access to web-based learning resources to address the problem that many students in our consortium have limited access to computers and the Internet today, and access in the classroom is constrained by available resources in our smaller districts. For example, when Orangeburg 5 launched a technology renewal plan in 2012, they averaged 3.3 desktop computers per classroom and 47% of these were over five years old. For laptops, 198 of their 552 classrooms (36%) didn’t have any at all. The situation at our participating high school from this district, Orangeburg-Wilkinson High School, was even worse with 53 of 111 (48%) classrooms having no laptops, 41 classrooms having no whiteboard, and an average number of desktops/classroom at just over two – and this high school serves more than 1,275 students.

The situation is similar in other districts participating in our consortium. In one of Williamsburg’s 7-12 grade schools with 520 students, there is access to only 30 nook book and 10 iPads for all students and administrators. One of Williamsburg’s high schools, serving 645 students, only has 10 iPads for use in the entire school. Can you imagine how different these schools and the classroom experience will be when every student has their own one-to-one learning device with instant access to a myriad of educational content? Students will be able to take advantage of so many more educational resources and have the time to explore and learn wherever their minds can take them.

A key advantage of our consortium approach is that our largest district, Richland 2, has already introduced one-to-one technology in grades 3-12 for all of their students. Clarendon 2, Orangeburg 5, and Williamsburg can learn from their experience and quickly leverage best practices to quickly implement this facet of our plan without reinventing the wheel.

Students across the nation and the students in targeted schools have clearly expressed the need to expand learning options far beyond the bricks/mortar buildings and the typical school day determined by a conventional school system. Through CCEL, students will have access through anywhere, anytime learning through their personal devices (tablet/laptop) to online/virtual courses, webinars, open resource learning opportunities, and dual enrollment (beginning in 10th grade and open to all students with a “C” average). A student in Manning may enroll in a class offered by the South Carolina Virtual Program in AP Art History, a course that has never been offered in the district. A 7th grader in Orangeburg may decide to participate in a class being offered in Columbia by Richland 2.

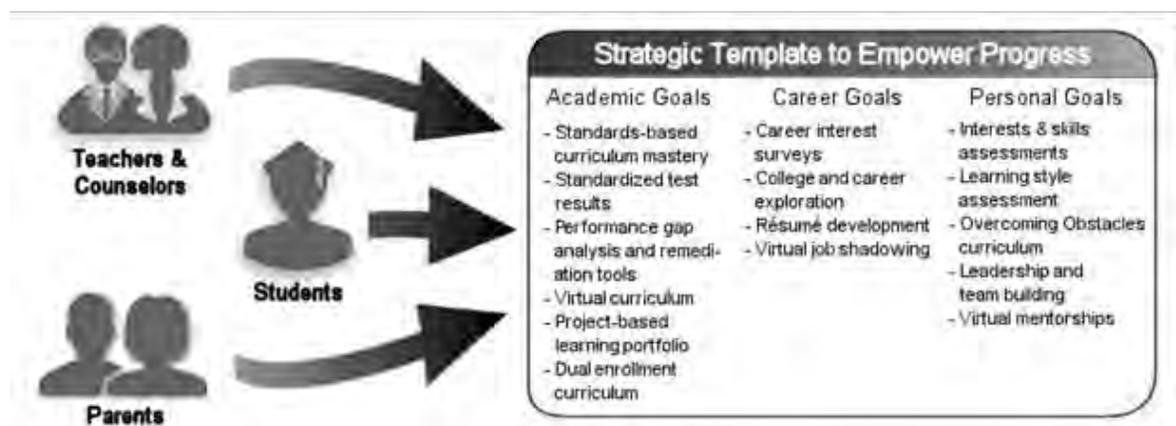
In addition, students will work collaboratively on authentic projects that integrate the curriculum, focus their talents, and develop their skills. These projects will stem in large part from partners and statewide business and industry. As part of their project, students will use their hand-held digital devices and virtual connections to gain essential experiences and access to professionals (for advice and exploration of issues). For example, a global warming project may include following a scientist in real-time through the Arctic iceberg fields. Another project may focus on resolving the problem of the bag sensor at the self-checkout registers at Wal-Mart or Lowe’s. Such a project may require field observations, interviews with clerks and costumers, and an actual donated machine that students can study, disassemble, and redesign. Our partner, New Carolina, South Carolina’s Council on Competitiveness, will help recruit business and industry to pose real problems to students at differing grade levels. Such projects will foster deep content and interdisciplinary learning.

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). 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, & Elhaji, 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).

All students, with their parents, teachers, and advisors, will be able to accelerate their learning (and achievement) at all levels and pursue deeper content learning in subjects of high interest to them. In addition, students will have access to mentors (site-based and virtual) who can help explore potential careers (career mentors), learn about particular colleges (alumni mentors), serve as a role model, act as a Big Brother or Big Sister, and provide guidance and support to each student. Students will be able to participate in dual enrollment and take advantage of online courses from accredited universities. Students and their families will also have consistent access to assistance (direct personal, online, and recorded webinars) in completing FAFSA and college applications and to virtual college and career investigation tours.

Critical to the success of CCEL are the personal learning devices and the development of a student's personalized learning plan embedded in a digital learning framework, which CCEL refers to as the e-STEP, electronic Strategic Template to Empower Progress (e-STEP).



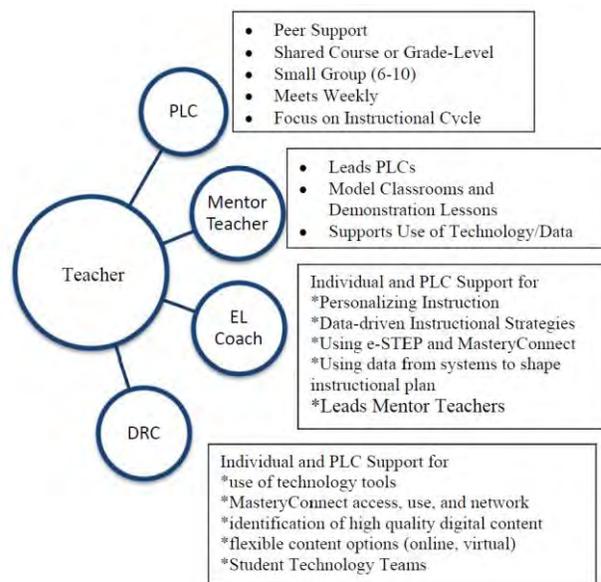
As the chart above shows, the e-STEP will pull together include a student's present academic portfolio and performance, longitudinal academic history, selected career goals and interest inventories, and personal goals associated with the soft skills essential to personal and professional success. Students will have ongoing training and support in the use of the

technology and the digital resources available to support their learning. This training will take place during the school day, and extended webinars and tutorials will be available 24/7 for free access. Students will serve on the school’s technology team which will work with CCEL staff to ensure smooth transition and full usage of available software. Students highly proficient in technology will serve on teams in each school and district to assist their peers, teach parents, and support teachers in accessing and using the rich technology and digital content that can help CCEL transform learning for all. Students may lead the development of the web-based tutorials.

Goal 2. Educators in CCEL schools will improve their skills to provide engaging and rigorous standards-based curriculum, instruction, and assessments that address each student’s needs and interests.

While access to coursework will significantly change the learning landscape at these schools and provide a student with multiple instructional resources, nothing takes the place of an effective teacher. Research consistently shows that an effective and caring teacher has more impact on a student’s engagement and learning outcomes than any other learning resource. However, for CCEL, as with most personalized, digital learning environments, a teacher is “perceived not as a director of instruction but as a facilitator or activator of learning who is responsible for engaging each student in a personalized sequence of instruction that aligns with the student’s skill level, stimulates the student’s interest, and pushes the student to progress to the next level” (American Institutes for Research, 2013, p. 3). Research also confirms that the principal remains the single determinant in the retention of effective teachers and in the climate of the school. To enable our PK-12 students to become Enterprise Learners, we need to ensure that all educators become Enterprise Learners, Enterprise Teachers, and Enterprise Leaders.

For this reason, CCEL has built into the program consistent support for teachers so that they can focus on instruction and their students.



Prior to the phased-in rollout of the technology devices and digital platforms to support e-STEP, teachers will need supports to ensure that they are able to help each student with self-assessments, data-driven assessments, goal setting and action plans. To this end, CCEL will ensure that all teachers are able to embed the life skills curricula such as *The Leader in Me* or *Botvin's Life Skills* (currently in place for elementary) and proven effective *Overcoming Obstacles* (new for middle and high) into their instruction. Teachers will participate in training throughout the course of the grant to embed these programs into their personalized approach to students and learning. Enterprise Learning Coaches at each site and mentor teachers in each school will tailor the training to enable the teachers to meet the particular needs of their students.

South Carolina requires that all teachers demonstrate proficiency with technological tools and digital resources; however, CCEL will take proficiency to new levels. As early as possible in Year 1, all site-based educators will be provided with the same devices (tablet, laptops) that students will receive beginning in fall 2014. This lead time will enable teachers to receive the training and guidance they need to use the tools with confidence and to their full extent. CCEL will provide site-based large group, small group, and individual training and tutorial webinars, with FAQs and demonstrations, posted on the CCEL web site. Teachers will have access to direct onsite support throughout implementation, through coaches, experts, vendor training, and peer assistance. In addition, teachers will serve on the selection committee for the devices and for the digital learning platform that CCEL will purchase through a procurement protocols.

CCEL's professional development component aligns with best practices in job-embedded professional development that provides coaching, mentoring, and teaming focused on instruction (DuFour, 2004). CCEL strategies include structured Professional Learning Communities, Coaching (instructional and technology), mentor teachers, and a digital platform (MasteryConnect) to enable collaboration. An Enterprise Learning Coach will ensure that the teachers are able to use data from assessments and information from each student's e-STEP to personalize instruction. A Digital Resource Coach will ensure that teachers become proficient in the technological tools and resources to support instruction. These trained Coaches and mentor teachers will train teachers on the technology/digital resources, life skills curriculum, effective practices of PLCs, project-based learning, and instructional effectiveness. CCEL will provide ongoing, consistent support, training, and guidance to each teacher to ensure that s/he is able to implement a high quality, rigorous instructional cycle (standards, curriculum, instruction,

assessment, and analysis) that prepares all CCEL students, including students from high-need populations, to be fully functional in the 21st century literacies and well-prepared for graduation, continued education, and careers.

Each school will establish (or recommission) professional learning communities (PLCs) led by a mentor teacher. These teams will meet every two weeks during common planning time. Each PLC will be led by an established effective mentor teacher, who will be trained in all program components and who will use Critical Friends methodologies as a guiding structure. These mentor teachers will also work with other teacher mentors across CCEL through MasteryConnect to identify best practices and strategies to supporting and ensuring superior, creative, flexible and rigorous instruction.

CCEL teachers will work together to create effective shared units of study, lesson plans, curriculum maps, and formative assessments that align with CCSS. Teachers will create and share micro-lessons, record working sessions to demonstrate how to use data to shape instruction, and provide podcasts for each other on diverse instructional topics. Districts will share curriculum guides, model lessons and curriculum resources, common assessment materials, and support materials so that teachers have access to a plethora of materials to support CCSS implementation and college and career readiness.

One of the key instructional supports provided by CCEL includes the use of MasteryConnect, a web-based platform that enables each teacher or groups of teachers to share and create units, lesson plans infused with digital resources, and formative assessments. Through this platform, each CCEL teacher has access to a school-level, CCEL-level and national network of lessons, resources, and peer-reviewed assessments. While EEDA brought career and college readiness into the schools, CCEL will take college and career readiness into instruction and project-based learning.

To develop the capacity to implement and sustain high-quality project-based learning across the K-12 curriculum, CCEL will participate in the Buck Institute for Education's Capacity Building Program, a three-year program designed to ensure that each school is able to implement and support effective project-based learning. The capacity-building program provides direct support from PBL that includes an expanding train-the-trainer approach (each year more educators go through training). Buck Institute will lead extended and embedded professional

development on best practices in PBL design, assessment and management, and all CCEL schools will participate in quarterly BIE Capacity Building Program webinars.

In addition, because the participating students in CCEL are those who live in high poverty homes (whether urban or rural), educators will have ongoing access to training and support resources by Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty. Each school's leadership team will designate participants in training who will share best practices with the other, and each summer teachers will participate in focus sessions. Sessions will focus on research-based classroom strategies and best practices in the following areas as they relate to the needs and abilities of children of poverty: Culture of Poverty, Language and Literacy, Family and Community Partnerships; The Classroom Community, Classroom Management & Student Motivation; Curriculum Design, Instructional Strategies & Assessment; Differentiated Instruction; Metacognition: Strategies that Promote Thinking Skills, and School Leadership. (See letter of support in Section B4.3).

Goal 3. CCEL schools will provide supportive learning environments that are conducive to personalized and Enterprise Learning and instruction and that yield increased student, parent, and teacher satisfaction.

To transform schools and enable educators to foster the development of Enterprise Learners, CCEL schools will take steps to ensure that they provide a supportive learning environment. Such an environment is critical to realizing our vision, achieving our goals, and sustaining progress over the long-term. Schools that focus on the social, emotional, and behavioral needs of students will significantly improve student learning. In their article "7 Keys to a Positive Learning Environment," Hierck, Coleman and Weber (May 2012) focus on common characteristics of positive learning environments: Common Expectations, Targeted Instruction, Positive Reinforcement, Support Strategies and Interventions, Collaborative Teams, Data-Driven Dialogue, and School-Wide System Approach.

A key factor in addressing school needs and the effectiveness of school leadership is the educational climate. School climate has positive effects on students' academic achievement (Greenberg, 2004; Lee & Burkham, 1996; Roney, Coleman, & Schlichtin, 2007; Stewart, 2007) and student's behavior (e.g., reduce conduct problems and mitigate depression) and promotes parent and community involvement. For teachers, the benefits of a positive school climate include increased job satisfaction (Ma & MacMillan, 1999), improved retention and attendance,

and better home-school relationships (Brown & Medway, 2007; DiStefano, et al., 2007). Positive school climate has been found to be positively related to indicators of school success, such as standardized test scores, AYP measures, and school report card information (DiStefano, et al., 2007; Greenberg, 2004; Sebring, Allensworth, Bryk, Easton, Luppescu, 2006; Monrad, May, DiStefano, Smith, Gay, Mindrila, Gareau, & Rawls, 2008).

South Carolina is one of few states requiring students, parents, and teachers at all public schools to complete an annual School Climate Survey that provides an index of the learning environment. Teacher factors include working conditions/leadership; home-school relationship; instructional focus; resources to support instruction; physical environment; and safety. Student and parent factors include their perceptions of the learning environment; social-physical environment; home-school relationship, and safety. The South Carolina Educational Policy Center at the University of South Carolina Columbia 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 that indicate the school’s climate and conduciveness to learning. The chart below provide a sampling of the indicators and the percentile ranking of each school by indicator when compared to other schools with similar grade levels. A 50 would be an average comparable score. As the chart below indicates, the CCEL schools have significant work to do to create environments perceived by their key stakeholders (teachers, students, and parents) to be positive and conducive to learning.

School Climate Indicators	2013 Percentile Ranking of CCEL Schools (when compared to other schools of same grade level)															
	Clarendon 2				Orangeburg 5			Richland 2			Williamsburg					
	MHS	MJHS	MES	MPS	WES	HMS	OWHS	CES	DMS	RNEHS	DPCEs	GES	KGES	KMS	KHS	CEMHS
Teacher Factors																
Working Conditions/Leadership	40	49	21	20	70	3	49	29	18	27	96	32	77	46	4	57
Home-School Relations	25	18	18	44	40	1	39	24	17	42	94	46	46	41	2	17
Instructional Focus	11	15	2	33	11	27	37	19	23	45	75	52	69	68	4	13
Student Factors																
Learning Environment	52	59	18	36	79	21	19	41	15	45	81	31	54	71	7	77
Home-School Relations	52	38	15	36	72	17	21	24	12	28	78	20	31	62	8	85
Safety	29	41	30	42	77	11	7	53	7	20	76	33	45	47	3	32
Parent Indicators																
Learning Environment	27	26	23	29	64	6	21	52	72	60	23	53	14	71	7	38
Teacher Care & Support	32	31	37	35	92	32	67	44	57	42	19	75	20	82	64	66

Throughout the four years, all CCEL school leadership teams will ensure adequate numbers of respondents to the survey so that results can be analyzed and used to assess progress in transforming culture. Each year, the SC Educational Policy Center will create School Climate Profiles for each participating school and help school and district leaders interpret the results. A draft School Climate Profile, 2008–2011, and an interpretation guide, with actual items for the School Climate Survey, is in Appendix A1.4. CCEL Staff (including District Directors and Coaches) and school leadership teams will use the profiles to guide principals and district leaders in action planning to improve school climate. In addition, CCEL will ensure that each school participate in a semi-annual environmental scan (by another CCEL school) to provide critical feedback about a school’s learning atmosphere. These scans will be conducted using a common rubric created by CCEL with support from the USC Educational Policy Center. In addition, the South Carolina Association of School Administrators will provide training each year to the school principals and leadership team in supporting climate and culture transformation.

CCEL has used established research in school improvement to develop core components of the program to advance the learning environment at each school including

- A structured, collaborative Professional Learning Community (PLC) (DuFour, DuFour, & Eaker, 2010). As described, the PLCS will serve as a means to focus on instruction and provide a shared high expectation across the schools.
- School Leadership Teams that represent distributed, shared leadership and the authority to drive change at the school level.
- Student behavior and personal development curriculums and supports (Positive Behavior Interventions & Supports, PBIS, Botvin’s Life Skills, the Leader in Me, and Overcoming Obstacles) to provide a continuum of life skills and preparation training for students.
- Targeted personalized programs such as accelerated programming and to provide remediation to students who are struggling with life skills and academic mastery to address student needs (Buffum, Mattos, & Weber, 2009; 2012).
- Student Voice in shaping the process and its applications to student learning; CCEL includes students in the advisory committee for each school, student technology teams to identify innovative programs and resources and provide peer training,

- Inclusion of Parents and Community into the fabric of the school through participation on school advisory groups for CCEL, parent and family education to participate in e-STEP, personalized planning, and the technology; volunteers and mentoring, transparency initiatives, and communication strategies. The CCEL web site will also include a feedback tab so that parents can directly communicate their ideas and suggestions to the Project Director. Parents will have access to ongoing training and assistance (24/7) to enable them to use technology to monitor their student’s progress. Each district will share their parent resource materials to improve the content and quality for all.

- Embedded continuous improvement strategies to identify obstacles or impediments to school culture and to make necessary adjustments. Such strategies may include leadership training and professional development to prepare principals for shared leadership strategies including knowledge of systems change; or a revision of PLC structure to ensure attention to instruction and high expectations for all teachers.

- Community-building events across CCEL to create investment and engagement. In year 1, all CCEL internal and external communities will participate in a shared reading and discussion of Tony Wagner’s *Creating Innovators: The Making of Young People Who Will Change the World*. Discussion groups will take place in clusters at different site such as a library or a workplace (led by volunteers and teachers) about the vision the book creates for public education and its impact on our nation. In year 2, the community-building initiative will focus on Healthy CCEL schools and communities to address South Carolina’s increasing rates of obesity, diabetes, and heart disease especially among minority and impoverished communities. Year 3 and Year 4 community initiatives will be determined by needs assessments conducted by student groups (as part of their project-based learning).

Goal 4. CCEL will build local and statewide partnerships to engage, guide, and participate in Enterprise Learning initiatives beyond the school campus.

CCEL districts will involve community business, governmental agencies, industry, health care providers, and higher education partners to further learning and access to college and career information and opportunities. By extending learning opportunities for students, these partners provide options for students to see their learning “at work.” At the state level, these partnerships will be facilitated by New Carolina, South Carolina’s Council on Competitiveness, which includes statewide leaders of industry, government and businesses (see letter of support in

Appendix B4.3). In addition, each district will cultivate and expand its current partnerships to support CCEL. Key partners will be represented on each school's advisory team, and CCEL staff (Project Director and District Directors and School Leadership Teams) will make presentations about CCEL throughout their communities. Please see letters of Support in Section B4.3.

Each CCEL district will engage its local Institutions of Higher Education, including two and four-year campuses, in providing expanded dual enrollment for students in grades 10-12 or students able to complete college level work (in earlier grades). Dual enrollment will take place either at the school site or at the campus of the provider. In addition, these partners will assist districts in providing college access and enrollment activities for parents and students through college visits and college nights that include exploring opportunities, preparation of application materials, completion of FAFSA forms, and success in higher learning environments.

Key business and industry partners will

- Serve as local sites for parent engagement. Many families in impoverished rural areas do not have access to the Internet or home computing. Permitting employees to use lunch or break time to use technology for virtual conferences, monitor PowerSchool, and track the student's e-STEP can improve home school relations.
- Serve as corollary access sites for Enterprise Learning and as partners in our community outreach events. Local libraries, gyms, churches, and community organizations have regular meetings (and facilities) that could easily serve as vehicles to share information and successes about CCEL, support the community-building activities by hosting clusters or encouraging members to participate and hosting celebration and recognition events.
- Encourage employees to serve as career and life mentors through diverse types of volunteering and mentoring. CCEL embraces using professional across the spectrum for career inquiry through SKYPE guest lectures and question and answer sessions with a class or cluster of students. CCEL will include virtual mentoring to ensure broad access for students. For example, a freshman at CE Murray High School in Williamsburg may have a local virtual career mentor and another in Columbia or Greenville.
- All partners will be asked to provide actual work-placed problems for use in project-based learning. Such problems can include marketing, financial analyses, manufacturing design issues, root cause analyses, customer service strategies, scheduling, and delivery

of services. We will encourage all local partners to engage in this process to ensure that students understand the problem-solving and continuous improvement strategies that are necessary for success.

- Provide technical assistance and guidance in Years 3 and 4 as high school students begin developing plans for their school-wide business enterprise. Ultimately, this project serves as an ongoing “capstone” for students in grades 9-12 across all content areas to demonstrate their mastery of content as well as their creativity and imagination and to provide a service or business that addresses local, state, or national needs.
- Health care providers can provide educators with much needed guidance concerning different health issues that affect children. Local clinical staff and hospital staff will be invited to provide onsite, web-based, or virtual mini-sessions about different health issues such as childhood obesity, juvenile diabetes, asthma, and food insecurity and their effects on learning and development. Understanding the effects of health problems can enable a teacher to identify the best learning strategies and delivery options for a child.

Goal 5. CCEL districts will build their capacities to sustain Enterprise Learning and turn around schools by continuing CCEL collaboration, improving climate and culture, and embedding continuous improvement methodologies across all areas of operations.

The Memorandum of Agreement between the four districts expresses their commitment to working seven years to ensure the successful implementation and refinement, scale-up, and sustainability of the plan to personalize and transform learning for students. This agreement includes the commitment to sharing resources, materials, and best practices concerning operational practices, school flexibility, and leadership development and support. District leadership teams will be included in all professional development, especially in the environmental scans and culture and climate training, to ensure that there is alignment between CCEL and district practices.

The CCEL management structure addresses shared decision-making at the consortium, district, and school levels, a necessity for school improvement and sustainable learning outcomes. District Superintendents will participate actively in the CCEL Governing Board and ensure that all CCEL schools have the infrastructure to support the technology that will be integral to services and personalized learning. In addition, districts will learn how to administer the School Climate Surveys to obtain honest feedback and how to encourage responses from

teachers, students, and parents. They will also learn how to understand and use the School Climate Survey data to help identify strategies to improve climate and conditions across all schools and districts, and they will commit to using “customer” feedback to shape programs. Ultimately, CCEL will assist in building internal capacity and internal controls to support data-driven innovation and improve learning outcomes for all children.

(c) Describes what the classroom experience will be like for students and teachers participating in personalized learning environments.

In *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators* (2011), Dyer, Gregersen, and Christensen identify five skills that separate innovative from non-innovative individuals: associating; questioning; observing; experimenting; and networking. They divide these skills into two categories: doing and thinking. Enterprise Learners are able to use skills and processes in a myriad of contexts, from personal goal setting and problem solving to occupational work tasks to community service. Rather than relying on knowledge and information alone, Enterprise Learners will use continuous improvement and project management processes and skills to go beyond basic subject content and truly become engaged in the education process.

Although providing much needed hardware to our students is a critical first step, the CCEL Enterprise Learning program goes much further to transform the classroom experience. The introduction of customized personal learning plans for each student (our e-STEP) will transform how they view their educational experience. As they proceed through the process of developing their own plan and monitoring their progress, they will gain a sense of ownership and responsibility for their own education. With web-based college and career exploration tools that the CCEL plan will introduce, students can quickly see the subjects that are required to attain their goals.

To achieve their college and career goals, the CCEL plan is opening up the curriculum options for every student. In addition to the traditional lecture based course, students will have access to on-line options like content from Khan Academy, the SC Virtual School and APEX Learning. Classroom instruction will change as well, introducing a blended learning environment where teachers can use virtual tools to incorporate individual, small-group and project-based learning techniques to help every student progress. Students who are behind will be able to get customized content and exercises to help them catch up. They will be able to work at their pace

in a manner that fits their learning style, avoiding the embarrassment of being “called out” in a classroom with their peers. Students who are advanced will no longer be “held back” and will have the opportunity to move forward in their subjects of interest. The expansion of virtual curriculum will also offer these students opportunities that they don’t currently have due to a lack of physical resources – like AP classes in our rural schools, a multitude of language options, and specialized courses like Medical Terminology, Web Design and Architectural Design offered by the SC Virtual School. Imagine how differently the classroom experience will look to students who now have these options.

The expansion of virtual options like APEX Learning will allow students to easily recover units or credits to help keep them on track for on-time graduation. This is also very beneficial to students who cannot attend school due to a medical issue or pregnancy. They will no longer face the prospect of falling behind in their education due to their condition. APEX Learning options have also been shown to be successful in pre-emptive intervention strategies to retain at-risk students and bring back those who have dropped out. Imagine how different the classroom experience will be for these students.

Along with the technology tools and access to on-line education enhancing systems, CCEL will introduce life skills training like Overcoming Obstacles Life Skills Program from the Community for Education Foundation that includes engaging activity-based lessons, extension activities, stimulating discussion prompts, activity sheets, and journal writing assignments for students to master skills beyond their core academic content requirements. The curriculum covers over 20 important topics, including:

- Communication
- Decision Making
- Goal Setting & Study Skills
- Problem Solving
- Conflict Resolution
- Service Learning
- Confidence Building
- Teamwork
- Respect & Tolerance

Grade Level	CCEL Classroom Experience
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<p><u>Early Childhood</u> (PK, K)</p>	<ul style="list-style-type: none"> • Young children in grades PK-K will participate in 1:1 computing with digital infusion. • All CCEL children will also participate in character education programming (Botvin’s Life Skills or Leader in Me) to support socio-emotional development. Dial 4 will be used to diagnose and assessment readiness for first grade and to provide teachers with critical knowledge for intervention and instruction. Creative Curriculum will be used to help children develop imaginative capacities. • Parents as Teachers, KIPPs will be used to support family assessment, identification for services, and support during home visits.
<p><u>Elementary School</u> (grades 1-5)</p>	<ul style="list-style-type: none"> • An elementary school student attending a CCEL school will be greeted by a vivid, dynamic campus: color, images, sound, with interactive materials and technology in every classroom. CCEL schools will create energetic spaces where children are stimulated to imagine and create. Each classroom will have dry-erase boards. • Beginning in first grade, children will receive their personal learning device (a tablet or small laptop) that will be theirs until they leave the school. They will begin an e-STEP personal learning plan that is easy to understand and visually engaging (age appropriate). • They will begin to have exposure different careers, like a fireman, nurse, veterinarian, etc. through visitors to school, lunch buddies, virtual speakers, guest speakers, and literature.
<p><u>Middle School</u> (grades 6-8)</p>	<ul style="list-style-type: none"> • Students will begin using systems like SCOIS to complete career interest surveys and develop their Individual Graduation Plans (IGP), in which they identify their academic and career goals and plan the coursework to meet those goals. • Students will participate in Overcoming Obstacles to build life skills like Teamwork, Conflict Resolution and Respect & Tolerance for others as well as enhance Communication & Study Skills. • A multitude of virtual learning opportunities will be available for students to begin to customize their curriculum based on their personal learning plans and interests. • Project-based learning projects will help students make connections across disciplines so they can truly appreciate the benefits of the different subjects that they are learning.
<p><u>High School</u> (grades 9-12)</p>	<ul style="list-style-type: none"> • Each student routinely plans and monitors their education progress using their e-STEP personal learning dashboard. They have 24/7 access to systems like SCOIS that help them fine tune their career and college plans. With input and guidance from their educators and parents, clear requirements are outlined for each student to achieve their goals. • APEX Learning is used in all high schools to support unit and credit recovery, to provide courses not otherwise available at the school, or to serve a student who may perform better in a virtual setting. • Dual-enrollment opportunities are expanded for students to obtain college credit or credit towards technical degrees – putting them a step closer to realizing their college and career goals.

This program, in conjunction with the skills that students will develop by participating in project-based learning initiatives, will help them build the teamwork, perseverance, critical thinking, communication, creativity, and problem-solving traits that are necessary for them to achieve their college- and career-ready goals. Imagine how the classroom experience will be like for students once they have the opportunity to participate in these initiatives. The following table gives a synopsis of how we envision the classroom changing for all of our students:

A Teacher's Experience in CCEL

A teacher in a CCEL school will have the tools, supports, and resources to become an Enterprise Learner and an Enterprise Teacher.

Regardless of the grade level taught, teachers will have the life skills curriculum and strategies to help her students develop a “growth mindset” so that they will be able to plan and track their own learning. Critical to CCEL is the advisory periods incorporated into the school day so that teachers have the time to meet and connect with each student (and parent) concerning their progress and connections of a course to the overall plan. Entire schools will use a curriculum—Botvin’s LifeSkills, The Leader in Me, and Overcoming Obstacles—integrated across subjects and emphasized during advisory periods. Teachers will be able to draw from these materials as they cover content, but the materials will also help them connect to their students.

A teacher will also have the opportunity and time to get to know her students and their parents and families. For instance, during the advisory period (which rotates across the schedule), she is able to regularly meet one-on-one with her students to review their eSTEP and discuss relevance of a course to a student’s program of study and academic preparation. She can also discuss with the student a concept or strand that is proving difficult and strategies to advance mastery. She may conference with a parent via SKYPE about a student’s current mastery level and assignment, and she regularly sends emails or notes home to parents to let them know how the student is progressing.

Because the school has expanded its parent volunteer and mentor network, she can request that the Guidance Counselor or Career Development Facilitator use the CCEL network help find a career mentor or a life mentor for a student. She can also find a guest speaker on a rich array of topics through the CCEL network. She’s excited that an environmental engineer who lives in Orangeburg has agreed to SKYPE with her students in Manning to discuss the

career and the daily life of work. Her afterschool recycling club will be able to see the connections between their interests, their activities, and their potential world and careers.

Through MasteryConnect, a teacher will have access to numerous units of study, lessons, and formative assessments on a particular CCSS standard (or state standard in other subject areas) that she teaches. This support, coupled with the pacing/curriculum and assessment guide provided by CCEL districts, helps create a continuous, consistent approach to instruction. Both MasteryConnect and the guides are supported and used by the teacher's Professional Learning Community. In addition, with MasteryConnect, teachers can access formative assessments students through digital devices or by paper. These assessments may be the common assessments developed by the PLCs or a quick lesson assessment developed by the teacher. Student's answers are immediately scored and recorded. Results are available in real time at the student and class level so that a teacher can identify the group and individual levels of mastery. This information may lead to re-teaching the entire class using a different approach and examples or offering some small group or personalized instruction.

Each educator will be part of a school-based and CCEL Professional Learning Community. This learning community becomes the vehicle by which individual, school, and CCEL instructional quality is elevated. Learning communities will provide feedback on lesson plans, develop shared instructional strategies and common assessments, and review student data on the individual and group level to ensure that instruction meets student's needs. The PLC reinforces and expands a teacher's capacity to use data to shape instruction, find appropriate strategies and approaches to advance each student's learning. They will meet regularly in a school's data room to examine whole class and individual levels of mastery and to contemplate best practices to accelerate learning. In addition, the PLCs will help teachers identify, based on data found in the eSTEP and through MasteryConnect, the best options for student learning and acceleration. This may include APEX for unit mastery or credit recovery, site-based RtI, online tutorials, or recommendations for online courses or dual enrollment. During parent conferences, the teacher will explain these options and why they are being considered for the child.

Each teacher will also have training in project-based learning approaches, rationales, and structures to help ensure that they move beyond "group work" to ensure relevant, real-world problems for student engagement. The three-year capacity building program enables each

teacher to progressively use project-based learning as a means to offer personalized deep-content learning that facilitates collaborative skill building.

During the Summer Summit, teachers will have the opportunity to collaborate in person with other CCEL grade-range teachers and to refine curriculum materials, CCSS alignment, and formative assessments. In addition, each summer provides a focused opportunity for professional development so that teachers have time to learn, process, and apply new knowledge to their instruction.

Timeline of Activities	Personnel Responsible			2014				2015				2016				2017			
		Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)
All Goals																			
Stakeholder Meetings		X																	
Notification of Funding			X																
Convene CCEL Governing Commission (GC) to review plan, goals, objectives; post CCEL positions; meets monthly in years 1 and 2, quarterly in years 3	LEA Superintendents			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Post and Hire Project Director and all key CCEL staff	Governing Commission; Districts			X															
Convene Technology Task Force to create RFP for digital learning platform	CCEL LEAs, PD				X														
Technology Fair for each district	Vendors, PD, and DD				X														
Technology Task Force works with each district and school to identify best fit for technology and purchases	DD, SLT				X														
Select and Purchase Student and Teacher technology (mobile learning devices)	DD, SLT				X	X													
Select and Purchase Digital Learning Platform to facilitate e-STEP; begin integration of data systems	Technology Team, PD, SLT				X	X													
Coaches complete instructional inventories and technology inventories/preprepare training schedules	ELC				X														
Identification and recruitment of mentor teachers for each school	DD, School Leadership Team				X	X													
Contracts with PD Providers (Buck Institute, Overcoming Obstacles, SCASA)				X	X	X													
Establish and maintain CCEL web site (with links for each district and school)	PD, Digital Resource Coord.					X		X	X	X	X	X	X	X	X	X	X	X	X
Plan Summit for Years 1 and 2					X				X										
Summit (two week intensive training institutes for all CCEL educators)						X													
Meet with External Evaluator for Grant (once a quarter)				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annual Report; Final Report	PD, with evaluator						X			X			X						X

Timeline of Activities	Personnel Responsible			2014				2015				2016				2017			
		Q3 (Jt-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Jt-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Jt-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Jt-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Jt-Se)	Q4 (Oc-De)
Goal 1 Students in CCEL schools will gain the academic, technological, and life skills necessary for success in college, careers, and citizenship																			
Identify cadre of students at each school who can serve on Technology Team as peer mentors and trainers for peers and teachers; coaching of cadre to	SLT				X	X		X	X			X	X						
Students develop personalized learning plan that identifies career and college intentions or interests, includes longitudinal performance data, and "on	ELC, Teachers				X	X		X	X	X		X	X	X	X		X	X	
Student Voice in determining school policies for behavior, citizenship, governance	SLT, Student Government																		
Expanded dual enrollment for students (sophomores, and course options	DD, PD, ELC					X	X	X	X	X		X	X	X	X		X	X	
Dial 4 for all Kindergarten students to ascertain readiness for first grade	District Staff				X				X				X				X		
Countdown to Kindergarten for ECE	District Directors																		
Implement mentoring (onsite, virtual, CCEL-wide)	PD, DD, SLT					X	X	X	X	X		X	X	X	X		X	X	
Recruit business and industry to serve as internship and cooperative learning sites	Project Director				X	X		X	X	X		X	X	X		X	X	X	
Implement or revamp student advisory/homeroom period to ensure time for student monitoring of PSLP	LEAs with SLT					X													
Students participate in embedded life skills	Schools/Teachers					X	X	X	X	X		X	X	X	X		X	X	
Training for students on SCOIS and career clusters	DRC/ELC					X	X	X	X	X		X	X	X	X		X	X	
Career interest inventories (through EEDA, SCOIS)	DRC/Career Guidance								X	X	X	X	X	X	X		X	X	
Students begin project-based learning as learning	Schools								X	X	X	X	X	X	X		X	X	
expanded access to non-local courses; expanded access to AP courses	PD, DD, SLT				X	X	X		X	X			X	X			X	X	
Disseminate information about dual enrollment, SC Virtual School, Richland 2's virtual school	DD, PD, ELCoord				X	X	X	X	X	X		X	X	X	X		X	X	
Roll Out Student Technology						X	X		X	X									
College Planning and Assistance for high school students (exploration, applications, FASFA)--onsite assistance during day, family nights, web-based	Guidance Counselors				X	X	X	X	X	X		X	X	X	X		X	X	

Timeline of Activities	Personnel Responsible			2014				2015				2016				2017			
		Q3 (Jt-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Jt-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Jt-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Jt-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Jt-Se)	Q4 (Oc-De)
Training and coaching for students on digital learning	ELC/DLC Teachers				X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Digital Citizenship training for all students	DLC, teachers							X	X	X	X	X	X	X	X	X	X	X	
Student-developed technology training webinars and	Student Technology Team								X	X	X	X	X	X	X	X	X	X	
Dual enrollment and Expanded Dual Enrollment																			
Disseminate information about SC Virtual School and Richland 2 Virtual School; assist students with registration; provide site-based school-day access	DL Coordinator					X	X	X	X	X	X			X				X	
Recruitment of Mentors (role models, career, alumni)					X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Goal 2: Educators in CCEL schools will improve their skills to provide engaging and rigorous standards-based curriculum, instruction, and assessments that address each student's needs and interests.																			
Convene CCEL School and District Advisory Boards to review plans, goals, and objectives; meets monthly in Y1 & 2; quarterly in Y3 and Y4	GC, Project Director, District Director				X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Intensive Planning by Enterprise Learning Coaches and Digital Coaches	EL Coord/Dr Coord				X														
Instructional Inventory of curricula, materials, and digital resources currently in place	EL Coaches, Mentor Teachers, and Digital				X														
Launch MasteryConnect for all CCEL teachers; training and support provided by DRC and ELC	DRC, ELC					X													
Establish school-based shared-course and grade level PLCs: initial book study (Tony Wagner's Creating	Mentor Teachers				X														
Establish CCEL-wide PLCs for Shared-Course Teacher and Grade-level teachers	PD, SLT						X												
Teachers receive laptops or tablets; intensive training on technology 817 teachers trained on 1:1 technology	Technology Task Force;				X	X	X												
Training of Mentor Teachers (Critical Friends, Overcoming Obstacles, PBL, MasteryConnect)	PD Providers					X			X										
Buck Institute for Education Capacity Building Program	PD				X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Four-day Summer Institutes for CCEL Staff, Learning Coaches, and Mentor Teachers	PD				X				X										

Timeline of Activities	Personnel Responsible			2014				2015				2016				2017			
		Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)
Summer Institutes for all participating CCEL teachers (817) at their school/district sites: Training on	Teachers, School Leadership Teams					X				X									
In-class coaching on personalizing learning	EL Coaches and Mentor Teachers						X	X	X	X	X	X	X	X	X	X	X	X	X
Video-taped Micro-lessons with PLCs as formative assessments for teachers	EL Coaches and Mentor Teachers with PLCs						X	X	X	X	X	X	X	X	X	X	X	X	X
In-class and PLC coaching on using technology platforms, data systems, coaching on integrating digital resources into technology	DR Coord/DRC						X	X	X	X	X	X	X	X	X	X	X	X	X
Goal 3. CCEL schools will provide supportive learning environments that are conducive to personalized and Enterprise Learning and instruction and that yield increased student, parent, and teacher satisfaction.																			
School Meetings to review core components, goals, annual objectives (all educators and staff at site)	District Directors, CCEL Staff				X					X				X					X
Student, Parent, & Community Meetings to announce project funding, review core components and anticipated outcomes, with annual review	PD, District Directors				X	X			X	X			X	X			X	X	
Develop print materials to support parent use of technology and digital platforms	DR Coord				X	X	X												
Technology training and support for parents	Digital Resource Coord and Coaches						X	X	X	X	X	X	X	X	X	X	X	X	X
Training and support for parents on how to support student learning and growth	ELC				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SCASA training for school leaders, district leaders, and board members	SCASA/PD					X				X			X					X	
Climate and Culture Survey Professional Development	USC EPC						X				X			X					X
Environmental Audits	PD, USC EPC, SCASA				X	X			X		X		X		X		X	X	X
climate surveys	DD, SLT			X	X			X	X			X	X			X	X		
Community Building Events (annual school/district wide)	DD, SLT, Student Government																		
Goal 4. CCEL will build local and statewide partnerships to engage, guide, and participate in Enterprise Learning initiatives beyond the school campus.																			
local sites (libraries, CBOs, FBOs) to serve as parent education and community-building sites	PD, District Directors				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Timeline of Activities	Personnel Responsible			2014				2015				2016				2017			
		Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)	Q1 (Ja-Ma)	Q2 (Ap-Ju)	Q3 (Ju-Se)	Q4 (Oc-De)
Recruit business, industry, government stakeholders to serve as mentors, role models, and career	PD, District Directors				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Recruit "problems" from industry, business, government, healthcare for student PBL	PD				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Local physical and mental health practitioners provide onsite training and technical assistance to educators	PD				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Recruit dual enrollment providers	District Directors							X	X	X		X	X	X		X	X	X	
Community Building Events (annual school/district wide)	PD, District Directors				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Goal 5. CCEL districts will build their capacities to sustain Enterprise Learning and turn around schools by continuing CCEL collaboration, improving climate and culture, and embedding continuous improvement methodologies across all areas of operations.																			
Training on implementation rubrics and importance of	PD, USC EPC					X	X			X				X				X	
Develop Implementation Rubrics for all core components of CCEI (technology platform, digital resources, ESTEP, Mastery Connect, project based	PD, USC EPC				X	X	X												
CCEL results shared with other schools in district	PD				X	X		X	X	X		X	X	X		X	X	X	
CCEL educators provide PD during LEA PD inservice days	LEAs						X	X	X	X	X	X	X	X	X	X	X	X	X
Virtual CCEL staff meetings across sites (web-cast, SKYPE) to build CCEL community and sustainable network	PD, DR Coord, EL Coord				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LEA District Staff meetings to review core components and goals and annual targets for student	Superintendent, PD, District Directors, School				X					X			X					X	
Prepare and submit waiver to State Board for Competency-based learning and use of EOC	PD, Board of Governors							X	X	X									

(A)(2) Applicant’s approach to implementation

The extent to which the applicant’s approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools collectively meet the competition’s eligibility requirements

The four CCEL districts determined that targeting high need K-12 feeder systems would be the best approach to creating long-term impact and to building capacity across schools. The feeder systems would be selected first by high schools that were struggling to succeed, because we wanted to effect rapid and significant change in these sites. The chart below indicates the level of intervention needed in the participating high schools.

High School	2013 ESEA Grade	HSAP Exit Examination				Grad Rate		% Entering 2011 College Freshman Class
		2012		2013		2011	2012	
		% Not Met		% Not Met				
		ELA	Math	ELA	Math			
<i>State Ave</i>		10.9	17.8	9.3	16.5	73.6	73.1	66
Manning High School	F	17.7	36.8	15.6	30.8	71.88	77.72	50.5
Orangeburg-Wilkinson High School	F	14.6	24.3	16.4	24.9	67.61	71.87	52.3
Richland Northeast High School	F	9.8	21.3	12.4	20.9	69.32	70.49	61.7
C.E. Murray	F	18.2	35.1	8.3	25.0	76.34	84.82	64.6
Kingstree High	F	20.8	30.5	21.2	45.3	69.46	70.18	39.8

As the above chart reveals, students in these schools need dramatic changes in their learning environment, instructional approaches, and engagement strategies. A critical issue for success of CCEL is motivating and inspiring learners to engage in and take responsibility for their learning. Traditionally, dropout programs focus on 9th grade students and their attendance more than any other cohort as the most at-risk for dropping out of school. However, more and more recent research suggests that high school may be too late to correct a student’s attendance pattern with dropout. In Boston and Philadelphia, researchers found that among other factors 6th grade attendance is one early warning indicator that predicts dropout, especially if the student is attending school far less than peers (Balfanz, 2008). When students transition from one school environment to another—between elementary and middle or between middle school and high—the risk for disengagement, academic failure, and dropping out increases. CCEL determined that

including feeder patterns would be the best intervention for disengagement, low motivation, and absences. The middle and elementary (and primary) feeders are included to create a sustainable Enterprise Learner “ladder” and transform climate and population across the spectrum.

(b) A list of the schools that will participate in grant activities

All 19 participating schools have been identified as high minority and high-poverty schools. Each school exceeds the requirement for at least 40% of participating students to be from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act. Fourteen of the 19 are designated as Title I schools. Two participating schools, Robert Howard Middle (Orangeburg 5) and Kingstree Senior High (Williamsburg), are on the State’s Priority School list, the lowest-performing Title I Schools. No participating school has been named as a Focus School by the state for Title I schools with the highest average performance gap between subgroups. A list of participating schools is on the next page and the (A)(2) Applicant’s Approach to Implementation table is on the subsequent page.

(c) The total number of participating students, participating students from low-income families, participating students who are high-need students and participating educators

The total number of participating students will be 11,957 children, of whom 9,250 are from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act. These numbers are calculated by 11th day enrollment for the 2013-2014 school year. The number of participating educators is 1121, including 817 classroom teachers. CCEL includes principals, teachers, curriculum-development or staff development specialists, bilingual/English as a Second Language (ESL) specialists, library media specialists, instructional technology specialists, support services staff (e.g., guidance counselors, nurses, speech pathologists), other administrators (e.g., assistant principals, discipline specialists), assistant teachers, and instructional aides.

South Carolina’s State’s Teacher Equity Plan, as required by section 1111(b)(8)(C) of the ESEA, defines “high minority enrollment” as above the state average for minority enrollment (<http://www2.ed.gov/programs/teacherqual/hqtplans/index.html#sc>). The state’s average for minority enrollment is 37.6%. Each participating school exceeds this average, all (11,957) participating students are deemed high-need. The chart below also indicates other high-need populations within the schools.

CCEL Participating Schools and Percentages of High-Need Students

District	School	ESEA 2013	Gr	Total	% FRP (E-rate 12-13)	% A-A	% SWD	McKinney Vento	Foster	LEP
Clarendon Two	Manning High School	F	9-12	873	75%	63%	22%	0%	1%	0
	Manning Junior High School	D	7-8	437	84%	68%	22%	1%	0	0
	Manning Elementary School*	B	4-6	632	86%	67%	21%	2%	0	0
	Manning Primary School*	C	2-3	462	83%	62%	19%	2%	0	0
	Manning Early Childhood Center*		PK-1	610	88%	64%	16%	1%	0	0
Orangeburg 5	Orangeburg-Wilkinson High School*	F	9-12	1,277	79%	89%	12%	0	0	0
	Howard Middle*	F	6-8	405	88%	95%	8%	0	0	0
	Whittaker Elementary*	A	PK-5	658	93%	85%	9%	0	1%	0
Richland Two	Richland Northeast High School	F	9-12	1,354	60%	68%	11%	2%	0	8%
	Dent Middle School	C	6-8	1,329	57%	61%	11%	3%	0	8%
	Conder Elementary School*	A	PK-5	785	80%	66%	7%	2%	0	20%
	Clemson Road Child Development Center		PK	99	85%	78%	5%	8%	0	10%
Williamsburg	C. E. Murray High*	F	7-12	395	89%	91%	25%	0%	2%	0%
	Kingstree Senior High*	F	9-12	638	91%	94%	18%	0%	1%	0%
	Kingstree Middle*	F	6-8	522	92%	97%	8%	1%	1%	0%
	Williamsburg Co Magnet School*	D	K-6	393	95%	77%	16%	0%	2%	0%
	Greeleyville Elementary*	F	K-6	296	96%	95%	23%	0%	1%	0%
	Kenneth Gardner Elementary*	C	3-5	372	94%	97%	20%	0%	0%	0%
	W. M. Anderson Primary*		K-2	425	95%	91%	25%	0%	2%	0%
*Title I School										

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

LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	Raw Data:	Raw Data:	Raw Data:	Raw Data:	Raw Data:	Raw Data:	Percentages:	Percentages:	Percentages:
<i>(Column relevant for consortium applicants)</i>			A: # of Participating Educators	B: # of Participating Students	C: # of Participating high-need students	D: # of Participating low-income students	E: Total # of low-income students in LEA or Consortium	F: Total # of Students in the School	G: % of Participating Students in the School (B/F)*100	H: % of Participating students from low-income families (D/B)*100	I: % of Total LEA or consortium low-income population (D/E)*100
Clarendon School District Two	Manning High School	9-12	68	873	873	678	9,250	873	100%	77%	7%
	Manning Junior High School	7-8	41	437	437	347	9,250	437	100%	79%	4%
	Manning Elementary School	4-6	57	632	632	591	9,250	632	100%	93%	6%
	Manning Primary School	2-3	41	462	462	364	9,250	462	100%	78%	4%
	Manning Early Childhood Center	PK-1	65	610	610	557	9,250	610	100%	91%	6%
	LEA TOTAL			272	3,014	3,014	2,537	9,250	3,014	100%	84%
Orangeburg School District 5	Orangeburg-Wilkinson High School	9-12	107	1,196	1,196	964	9,250	1,196	100%	77.37%	10%
	Howard Middle	6-8	37	407	407	341	9,250	407	100%	83.95%	4%
	Whittaker Elementary	PK-5	49	663	663	532	9,250	663	100%	80.55%	6%
	LEA TOTAL		193	2,266	2,266	1,837	9,250	2,266	100%	83.27%	20%
Richland School District Two	Richland Northeast High School	9-12	142	1,485	1,485	768	9,250	1,485	100%	52%	8%
	Dent Middle School	6-8	109	1,275	1,275	749	9,250	1,275	100%	59%	8%
	Conder Elementary School	PK-5	81	801	801	625	9,250	801	100%	78%	7%

LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	Raw Data:	Raw Data:	Raw Data:	Raw Data:	Raw Data:	Raw Data:	Percentages:	Percentages:	Percentages:
<i>(Column relevant for consortium applicants)</i>			A: # of Participating Educators	B: # of Participating Students	C: # of Participating high-need students	D: # of Participating low-income students	E: Total # of low-income students in LEA or Consortium	F: Total # of Students in the School	G: % of Participating Students in the School (B/F)*100	H: % of Participating students from low-income families (D/B)*100	I: % of Total LEA or consortium low-income population (D/E)*100
Richland School District Two	Clemson Road Child Development Center	PK	58	103	103	84	9,250	103	100%	82%	1%
	LEA Total		372	3,664	3,664	2,226	9,250	3,664	100%	60.75%	24%
Williamsburg County School District TOTAL	C. E. Murray High	7-12	45	394	394	347	9,250	394	100%	88%	4%
	Kingstree Senior High	9-12	49	625	625	566	9,250	625	100%	91%	6%
	Kingstree Middle	6-8	37	512	512	477	9,250	512	100%	93%	5%
	Williamsburg Magnet	K-6	31	393	393	309	9,250	393	100%	79%	3%
	Greeleyville Elementary	K-6	31	292	292	264	9,250	292	100%	90%	3%
	Kenneth Gardner Elementary	3-5	38	371	371	356	9,250	371	100%	96%	3%
	W. M. Anderson Primary	K-2	35	426	426	331	9,250	426	100%	78%	4%
	LEA Total	K-12	266	3,013	3,013	2,650	9,250	3,013	100%	85%	29%
Consortium Totals			1,121	11,957	11,957	9,250	9,250	11,957	100%		77%

Carolina Consortium for Enterprise Learning Logic Model

Resources or Inputs	Activities	Outputs	Short-Term	OUTCOMES	Mid-term	Impact
CCEL Project Staff *PD, Coaches School Teacher Mentors	<p>PK-2 grades:</p> <ul style="list-style-type: none"> ➤ Countdown to Kindergarten ➤ Parents as Teachers ➤ Parenting and Family Literacy <p>Grades 1-12</p> <ul style="list-style-type: none"> ➤ Advisory period ➤ Enterprise life skills ➤ anywhere anytime learning ➤ Supports for mastery & acceleration ➤ Mentoring, job shadowing, internships, summer jobs ➤ Interdisciplinary and deep content PBL ➤ Expanded access to college and career information, help, and opportunities ➤ Training on technology and digital platforms <p>Parents & Families</p> <ul style="list-style-type: none"> ➤ Enterprise Parenting ➤ Technology training for parents ➤ Family nights and open houses ➤ Community building events <p>Instructional Staff</p> <ul style="list-style-type: none"> ➤ Coaching (EL) ➤ Technology Training & Support (DRC) ➤ Mentor Teachers ➤ PLCs (school and CCEL) ➤ MasteryConnect ➤ Ongoing, JEPD <p>School Leadership Teams</p> <ul style="list-style-type: none"> PLCs SCASA training for leaders Climate & Culture 	<ul style="list-style-type: none"> ➤ All students have 1:1 ➤ All students have e-STEP ➤ CCEL collective course guide ➤ Increase in college application and FAFSA completion rates ➤ Student attendance improves and tardiness decreases 	<ul style="list-style-type: none"> ➤ Readiness for 1st Grade increases ➤ Student Voice & Decision-making ➤ Students able to set goals, plan, & monitor progress ➤ Students gain EL knowledge and life skills 	<p>Elem children more able to set goals and plan</p>	<p>More students complete two-year and four-year degrees</p> <p>Parents and students are satisfied with schools</p> <p>Community engagement in school demonstrates shared vision and collective responsibility</p> <p>CCEL schools become sustainable high performing schools</p> <p>Continuum of Enterprise Learners</p> <p>School Turnaround</p>	
Infrastructure in each LEA To support technology and increased usage		<ul style="list-style-type: none"> ➤ *Technology and software training videos, webinars, manuals, helpdesk ➤ Student Tech Teams at each school & CCEL ➤ Print & e-Guides (in Eng/Sp) for Parent Portal, E-Step, SLICE ➤ Increased parent use of data portals 	<ul style="list-style-type: none"> ➤ Students aware of college enrollment processes financial aid and application processes ➤ Increased participation in dual enrollment and virtual courses 	<p>*Student achievement increases (readiness, PASS, HSAP, ACT, SAT, EOCOP)</p> <p>*Achievement gap decreases</p> <p>*Graduation rates increase</p>		
Personal devices for educators and students		<p>817 CT, 1,121 educators trained in OO, CF, PBL</p> <ul style="list-style-type: none"> ➤ Increased number of lessons & assessments aligned with CCSS/state standards ➤ CCEL Digital Repository ➤ CCEL Instructional Cycle Videoclips, webinars, 	<p>Students, parents, and teachers able to access and understand data</p>	<p>*Dramatically improved satisfaction among students, teachers, and parents</p>		
SLICE, PowerSchool, Enrich, SPPS, Mastery Connect				<p>Parents aware of strategies to support student Enterprise Learning</p>		<p>Increased parental participation and support for child's learning</p>
CCSS and state standards; Curriculum and instructional materials				<p>Increased quality and creativity of lessons and instruction</p>		<p>Student accelerated progress to mastery</p>
Partner IHEs (2 and 4 year) for dual enrollment				<p>Improved internal and external communication strategies</p>		<p>Student graduate ready for college and careers</p>
Partners				<p>Improved self-assessment processes</p>		<p>Students, teachers, schools, and LEAS embed CI practices and methodologies into learning and operations</p>
Professional Development Providers *Overcoming Obstacles *Buck Institute *USC EPC *SCASA *Critical Friends						<p>Improved use of resources and facilities and time</p>
Waiver for Seat-Time and Proficiency-based learning						
Increased Operational flexibility to reform						

(A)(3) LEA-wide reform & change

The extent to which the application includes a high-quality plan (as defined in this notice) describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

CCEL is designed to build capacity at the student, educator, classroom, school, district, and community levels. The four CCEL districts are committed to Enterprise Learning as a means to reinvigorating learning and teaching, not only in high-need and low-performing but in all of their schools as a means to engage and accelerate the learning for all students. Given the realities of budget shortfalls, the vagaries of economic recessions, and dwindling of local resources, one of the essential questions for any district is the cost per student per year to implement CCEL. As proposed, CCEL is extremely cost effective, with a cost of \$522 per student per year.

As designed, CCEL will provide meaningful strategies to impel reform and make personalized learning a reality across all schools in these four districts. These strategies will be shared throughout the grant period to expand impact to more than 41,000 students and 2,000 educators through 65 schools.

The Memorandum of Agreement between the four districts expresses their commitment to working seven years to ensure the successful implementation and refinement, scale-up, and sustainability of the plan to personalize and transform learning for students. This agreement includes the commitment to sharing resources, materials, and best practices concerning operational practices, school flexibility, and leadership development and support. District leadership teams will be included in all professional development, especially in the environmental scans, to ensure that there is alignment between CCEL and district strategic plans and practices.

Essential to scale-up and replicability is fidelity to implementation and documentation. To accomplish this task requires a scale-up and replicability plan that aligns with the CCEL Logic Model (see previous page). Most importantly, all district leadership teams will participate in developing and adhering to implementation rubrics necessary for success and successful outcomes, project consistency, and scale-up/replicability. This process will be led by the Center

for Educational Policy at USC Columbia, who has served as external evaluator on numerous federal education projects and who developed the implementation rubrics for South Carolina's Reading First program. The implementation rubrics will be created in Year 1 and refined if needed to ensure that each educator, school, and district clearly understand the most effective implementation process.

Part of the scale-up process for CCEL will be clear and detailed project documentation and recordkeeping at the school and district levels. Throughout the project period, CCEL staff and educators will ensure that all project components are documented properly, including videotaped work sessions, so that other teachers and schools can successfully replicate the strategies. The CCEL web site will serve as an open repository of project plans, rubrics, and timelines as well as of instructional materials with links to vetted digital resources. In this way, CCEL's impact spreads far beyond the participating students and teachers

Each year, district leadership teams will attend a virtual refresher on implementation fidelity, fatigue, and lapse. By understanding the importance of fidelity to an initiative and how fidelity affects continuous improvement, these districts will be better equipped to integrate CCEL's core components across their schools.

In addition, districts will include CCEL presentations in professional development in-service days, board meetings, web sites, and other media to ensure that all constituents are aware of CCEL's goals, objectives, and strategies. These strategies include

Curriculum, Instruction and Assessment, aligned with CCSS and South Carolina's state standards in other subjects to ensure rigor, high-quality instruction and the ability to quickly identify struggling students. CCEL teachers within and across schools will work together to create high quality common units of curriculum, daily lesson plans infused with technology and digital resources, and common formative assessments that readily identify areas for remediation, response to intervention, and differentiated instruction. These products will be infused across district pacing and curriculum guides and district assessment guides and used to refine and revise teaching and learning frameworks. As recent articles have identified, the plethora of digital resources overwhelms a single teacher when he or she is trying to find the right fit for a student's needs (Molnar, 2013). The collective production of materials and the identification and integration of high quality digital resources into CCEL instruction will hasten the pace at which

teachers in non-CCEL schools can access resources to ensure instruction that is aligned to CCSS and state content instructional standards in every discipline.

In addition, CCEL schools will demonstrate and share best practices to engage and deepen student learning and life skills through project-based learning. This approach requires planning and delivery far beyond “group work” found in many classrooms, as a means to foster collaboration. Through the professional development and resources provided by Buck Institute and the expanded work of PLCs across the consortium, CCEL schools will be able to provide core subject, interdisciplinary, community and industry-based issues as part of the daily instruction and learning. In addition, CCEL offers the “ultimate” project based learning scenario through the high school capstone project, a sustainable business enterprise that ongoing classes will continue and sustain. This enterprise offers students direct action in project management and continuous improvement applications, with support and guidance by community partners.

Expanded access to anywhere, anytime learning to provide accelerated progress for individual students. CCEL takes a dramatic step forward by taking the classroom into the digitally-driven world in which our students live. CCEL will harness this technology and the ever expanding digital world as a means to engage and enrich our student’s education. Using portable devices and platforms to track progress creates a level playing field for all students regardless of demographics. All schools in CCEL districts can benefit from seeing the role of technology in engaging students and making learning fun and current.

Building on the access that technology provides is the access to data that can be used to tailor instruction and approaches for each student. Reviewing performance and goals data with students on a regular basis can help them make the connections between their achievement and behavior “now” and the future they envision. This information can help them gain a growth mindset necessary to learn at the deepest levels. The eSTEP and rich data systems available to our students, parents, and teachers will enable them to use data to drive learning at all levels.

All too often, schools and districts get locked into a way of doing things that protect and preserve status quo and then wonder why student achievement is decreasing or stagnant. By expanding a student’s access to rigorous online, blended, and classroom-based courses, teachers can actually propel a student’s rate of learning. Rather than diminishing the power and impact of an effective teacher, CCEL reinforces the pivotal role of a teacher in ensuring that students have access to a coherent set of instructional resources and instruction to attain and exceed mastery.

CCEL requires teachers to develop and tap a diverse array of instructional strategies to meet individual student needs. Using digital content to provide information and practice that appeals to different learning styles can help each student match needs with learning mastery.

CCEL will also expand access to dual enrollment far beyond traditional norms. In many high schools, only “A” or AP or Honors students have access to dual enrollment during their 11th and 12th grade years. CCEL will offer all students, beginning in their sophomore years, access to dual enrollment as long as they have a “C” average in the immediate preparatory course. A freshman or middle-school student could also have access depending on their mastery level. Depending on the school, dual enrollment will be offered on site or at a nearby college campus. We anticipate expanding the number and range of dual enrollment opportunities as a means of engaging students through their interests. Dual enrollment is extremely vital to our students as a means of earning college credit without garnering its expense. Students who participate in dual enrollment are more likely to continue their education, a critical need across the CCEL districts and the state.

Using data and feedback to change a school’s learning environment is critical to CCEL, and all participating schools and districts will learn how to assess their learning environments on multiple fronts (appearance, management style, decision-making, student voice, parent engagement). Essential tools in this process are the environmental scans and the School Climate Surveys. With support and technical assistance, schools will learn why the climate survey is so important to their work, how to use the responses to plan improvements, and how to assess their progress over time. In addition, districts will learn how to administer the School Climate Surveys to obtain honest feedback and how to encourage responses from teachers, students, and parents. They will also learn how to understand and use the School Climate Survey data to help identify strategies to improve climate and conditions across all schools and districts, and they will commit to using “customer” feedback to shape programs.

Ultimately, the diverse range of districts in CCEL means that impact and scale-up are unlimited. Our program is intentionally designed to test the parameters of application and to ensure equity and access to all students, regardless of race, sex, ability, nationality. Documenting and sharing our best practices and the outcomes they produced will enable CCEL to affect learning across our districts, state, and nation.

As Section E will detail, each district and the consortium structure will review feedback and data quarterly to track progress and adjust implementation as needed. This information will be shared with board members and annual reports will be posted on school and CCEL websites to elevate communication and transparency initiatives. Ultimately, CCEL will assist in building internal capacity and internal controls to support data-driven innovation and improve learning outcomes for all children.

(A)(4) LEA-wide goals for improved student outcomes

The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

CCEL has established ambitious goals and annual benchmarks to increase learning for students at all grade levels and close achievement gaps. These goals and benchmarks enable CCEL schools and districts meet or exceed the goals set by the state (see relevant pages from the State's ESEA Waiver request in Appendix A4.1).

The CCEL districts used the Annual Measurable Objectives (AMOs) established by the State of South Carolina in their ESEA Waiver, approved July 2012 State's (ESEA Waiver request in Appendix A4.1). Each district has created tables with baseline and annual benchmarks to use as a guide through their implementation and continuous improvement strategies. While we anticipate all students will achieve at higher levels, the annual benchmarks in the tables are higher for the targeted subgroups and lower for the other ESEA subgroups to achieve closure of achievement gaps. Because CCEL will serve a significant proportion of students across the four districts, we expect that implementing the program as proposed will be create the district-wide improvements as depicted in the tables.

(a) Performance on summative assessments (proficiency status and growth)

The basic rate of improvement for the state-mandated Palmetto Assessment of State Standards (PASS) administered each spring to all students in grades 3-5 as depicted in the ESEA waiver is a five-point annual increase. CCEL has used a seven-point base rate of improvement for PASS, with rates of improvement for subgroup performance established as a nine-point increase.

For PASS at the middle grades (6-8), South Carolina's ESEA plan outlines four-point annual increases overall. CCEL districts have agreed to a base of a six-point increase overall, again with higher rates for improvement for subgroups (eight-point increase).

For the High School Assessment Program (HSAP) in the subject areas of ELA and math the ESEA waiver request proposed three-point annual increases overall. CCEL districts have set a baseline rate of increase of five points per year in Math and ELA, with subgroup performance projected at eight points in order to close achievement gaps.

For the high school science end-of-course assessment (Biology), South Carolina set forth a one-point annual increase overall. CCEL districts have set a two-point annual increase as the baseline, with a four-point project annual increase for targeted subgroups to establish solid progress toward closing the achievement gap.

For high school social studies (US History and the Constitution end-of-course test), South Carolina's ESEA specifies one-to-two-point increases overall. CCEL districts have established a base rate of increase of two-point annual increase overall with a four-point annual increase for targeted subgroups.

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): Palmetto Assessment of State Standards (PASS). Elementary (grades 3-5) and Middle School (grades 6-8), PASS ELA, PASS math, PASS science, and PASS social studies. High School, High School Assessment Program (HSAP) ELA, HSAP math, End-of-Course Biology, End-of-Course US History and the Constitution. As the state moves to Smarter Balanced for grades 3-8, this assessment will be used.

Methodology for determining status (e.g., percent proficient and above): Elementary and Middle ELA, math, science, and social studies use South Carolina ESEA's annual measurable objectives (AMOs), which are mean student scale scores on PASS. For 2013-14, the AMO for elementary (grades 3-5) is established at the proficient level + 5% ($600+40=640$). For middle school (grades 6-8), the 2013-14 AMO is set at the proficient level + 4 ($600+32=632$).

For high school, ELA and math use ESEA's AMOs, which are mean scale scores of the ELA and math portions of the HSAP among students in their second year of high school who take HSAP for the first time. For 2013-14, the AMOs for high school ELA and math are established at the proficient level (i.e., scores qualifying for level 3 or 4), or 229 for ELA and 220 for math. For science and social studies, baseline AMOs reflect the 2011-12 year (as used in

the ESEA Waiver) and are the mean percent correct score for students who took the End-of-Course exam in Biology (for science) or US History and the Constitution (for social studies) during 2011-12. The 2012-13 AMOs for high school science and social studies are established at the statewide average for 2010-11, or 82 for science and 82 for social studies.

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): The growth in elementary AMOs for the “all” category follow the amount specified in the ESEA Waiver, or an annual increase of five points based on PASS. For the subgroups associated with the lowest scores in 2011-12 and 2012-2013 (African-American, Disability, LEP, and Subsidized), the goals outlined in the following table specify a greater annual increase of seven points for the elementary grades; the other subgroups show a lower annual increase of four points. The middle school AMOs for the “all” category exceed the ESEA Waiver amount, with an annual increase of six points overall based on PASS. For the four lower-performing subgroups, the following table specifies a higher annual increase of eight points for the lowest performing subgroups. The high school AMOs for ELA and math for the “all” category are an annual increase of three to four points based on HSAP; the table below specifies an annual four-point increase for the four lower-performing subgroups and two points for the other subgroups. The high school AMO for science (Biology) is an annual increase of two points for the “all” category, four points for the lower-performing subgroups. The AMO for social studies (US History) is an annual increase of two points for the “all” category, and four points for the lower-performing subgroups, and two points for the other subgroups.

(b) Decreasing achievement gaps (as defined in this notice).

Table (A)(4)(b) provides the CCEL goals for reducing the achievement gap explicitly in terms of a comparison between the targeted subgroups’ average scale scores on PASS (grades 3-5 and 6-8) or HSAP (high school ELA and math) within the four districts as compared to the mean scale scores statewide in the highest-achieving subgroup. The overall goal is to reduce the achievement gap between subgroups by 30% by the end of the grant period. Specific methodology for determining achievement gap: Comparison of mean scale scores on PASS (grades 3-5 and 6-8) or HSAP (high school) within the district’s targeted subgroups to the mean scale-scores statewide for the highest-achieving subgroups in ELA and mathematics.

(b) Graduation rates (as defined in this notice).

In terms of graduation rates, Table (A)(4)(c), CCEL is using the state's projected graduation rate by the end of the grant period as its target for meeting or exceeding the state's overall graduation rate. Based on the rate over the last three years, the state is experiencing a 1.0 increase each year. The districts have set a goal of a two-point increase each year in order to exceed the state's projected increase. In addition, each CCEL district has set higher rates of increase for targeted subgroups. This rate of increase will vary to ensure that the subgroup performance meets or exceeds the state's overall graduation rate.

(d) College enrollment rates

The SC Department of Education provides a College Freshman Report each year to provide data on college enrollment from the previous year; however this information is not disaggregated by subgroup (<http://ed.sc.gov/agency/rda/CollegeFreshmanReport.cfm>). CCEL examined the state's average increase per year (using the previous three years of data) and determined that the state's percentage is increasing .1 per year. Their most recent Freshman College Report provides a summary of high school completers who enrolled in 2011-12 college freshman classes. Data is not yet available for the freshman entering college in the fall 2012. Current data is incomplete because South Carolina's statewide longitudinal data system, South Carolina Longitudinal Information Center for Education (SLICE), is not yet fully operational (opened for preview by districts in September 2013) and the linkages between the pre-K-12 data and the higher education data are currently being established and implemented. The SC Commission on Higher Education is coordinating the participation of institutions and has contracted with the National Student Clearinghouse to develop this component. Therefore, while the data relevant to college enrollment are incomplete for prior years, this project is scheduled to be fully implemented by late fall 2014, so that going forward, detailed and disaggregated college enrollment data, will be available.

CCEL established goals and objectives for each high school so that they would meet or exceed the state's projected growth of .1 per year. Based on the last three years, South Carolina's average rate of growth for post-secondary enrollment is .1 per year. To meet or exceed the state average, CCEL has established the above goals for each high using the rates described below.

Manning High School (Clarendon Two) has established a 4.0 increase per year to meet and exceed the state's average rate.

For Orangeburg-Wilkinson High School (Orangeburg 5), Richland Northeast High School (Richland 2), and C.E. Murray High School (Williamsburg), the consortium has established an increase of 3.55 per year so that these schools meet and exceed the projected state rate of increase.

CCEL has set the goal for Kingstree Senior High (Williamsburg) to meet and exceed the state average by 2016-17, requiring a rate of increase of 6.68 per year.

(A) (4) (a) Performance on Summative Assessments (proficiency status and growth)								
Summative Assessments being used: Palmetto Assessment of State Standards (grades 3-8); High School Assessment Program (HSAP) administered in 10th grade in ELA and MATH; End-of-Course Examination in Biology and in U.S. History & Constitution								
Methodology for determining status: mean scale score. For grades 3-5, the state's target rate of growth is five points per year; CCEL will project an increase of seven points overall and nine points for subgroups so that achievement gaps can be closed; for grades 6-8, the state's projected rate of growth is four points per year; CCEL as established six points overall, with eight points for subgroups; for 10th grade HSAP, the state's projects a 3-4 point increase per year in each subject; CCEL projects a five-point increase over, with a seven-point increase for subgroups. The state's projected annual growth for the EOC in Biology is 1 point; CCEL projects a 2-point overall increase, with a four point increase for subgroups. For the EOC in US History, the state's annual rate of growth is 1-2 points; CCEL has established a two-point increase overall and a four-point increase for subgroups.								
Methodology for determining growth: meet or exceed state's projected rate of growth.								
Goal Area	Subgroup	Baselines		Goals				SY 2017-18 (Post Grant)
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	
Clarendon 2	OVERALL	643.3	632.4	639.4	646.4	653.4	660.4	667.4
	Male	641.0	627.7	634.7	641.7	648.7	655.7	662.7
	Female	645.4	638.1	645.1	652.1	659.1	666.1	673.1
	Hispanic		616.2	625.2	634.2	643.2	652.2	661.2
	African American	635.1	624.1	633.1	642.1	651.1	660.1	669.1
	White	663.4	658.8	665.8	672.8	679.8	686.8	693.8
	Disabled	606.6	605.5	614.5	623.5	632.5	641.5	650.5
	Subsidized	636.1	623.1	632.1	641.1	650.1	659.1	668.1
3rd Grade Math PASS	OVERALL	642.7	623.3	630.3	637.3	644.3	651.3	658.3
	Male	644.7	624.5	631.5	638.5	645.5	652.5	659.5
	Female	640.8	621.7	628.7	635.7	642.7	649.7	656.7
	Hispanic		632.8	641.8	650.8	659.8	668.8	677.8
	African American	635.7	609.4	618.4	627.4	636.4	645.4	654.4
	White	659.0	655.4	662.4	669.4	676.4	683.4	690.4
	Disabled	607.7	591.0	600.0	609.0	618.0	627.0	636.0
	Subsidized	636.6	612.0	621.0	630.0	639.0	648.0	657.0
3rd Grade Science PASS	Overall	599.5	595.0	602.0	609.0	616.0	623.0	630.0
	Male	606.6	600.4	607.4	614.4	621.4	628.4	635.4
	Female	592.8	588.9	595.9	602.9	609.9	616.9	623.9
	African American	589.4	590.7	599.7	608.7	617.7	626.7	635.7
	White	618.5	613.0	620.0	627.0	634.0	641.0	648.0
	Disabled	574.9	590.1	599.1	608.1	617.1	626.1	635.1
	Subsidized	594.3	585.4	594.4	603.4	612.4	621.4	630.4
3rd Grade	Overall	633.0	616.9	623.9	630.9	637.9	644.9	651.9
	Male	637.2	618.8	625.8	632.8	639.8	646.8	653.8
	Female	629.2	614.4	621.4	628.4	635.4	642.4	649.4

Goal Area	Subgroup	SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post Grant)
Social Studies PASS	African American	624.8	603.9	612.9	621.9	630.9	639.9	648.9
	White	659.0	640.4	647.4	654.4	661.4	668.4	675.4
	Disabled	615.9	592.4	601.4	610.4	619.4	628.4	637.4
	Subsidized	625.9	610.9	619.9	628.9	637.9	646.9	655.9
4th Grade ELA PASS	OVERALL	629.3	628.3	635.3	642.3	649.3	656.3	663.3
	Male	627.9	625.9	632.9	639.9	646.9	653.9	660.9
	Female	630.4	630.5	637.5	644.5	651.5	658.5	665.5
	African American	622.6	622.3	631.3	640.3	649.3	658.3	667.3
	White	645.5	647.1	654.1	661.1	668.1	675.1	682.1
	Disabled	590.9	597.8	606.8	615.8	624.8	633.8	642.8
	Subsidized	625.4	623.4	632.4	641.4	650.4	659.4	668.4
4th Grade Math PASS	Overall	642.4	649.4	656.4	663.4	670.4	677.4	684.4
	Male	641.6	652.9	659.9	666.9	673.9	680.9	687.9
	Female	643.0	646.4	653.4	660.4	667.4	674.4	681.4
	African American	632.2	640.6	649.6	658.6	667.6	676.6	685.6
	White	663.2	673.2	680.2	687.2	694.2	701.2	708.2
	Disabled	608.0	607.8	616.8	625.8	634.8	643.8	652.8
	Subsidized	637.5	644.1	653.1	662.1	671.1	680.1	689.1
4th Grade Science PASS	Overall	607.4	603.7	610.7	617.7	624.7	631.7	638.7
	Male	606.3	611.4	618.4	625.4	632.4	639.4	646.4
	Female	608.3	597.2	604.2	611.2	618.2	625.2	632.2
	African American	600.0	592.2	601.2	610.2	619.2	628.2	637.2
	White	623.7	633.0	640.0	647.0	654.0	661.0	668.0
	Disabled	582.3	575.5	584.5	593.5	602.5	611.5	620.5
	Subsidized	604.7	598.8	607.8	616.8	625.8	634.8	643.8
4th Grade Social Studies PASS	Overall	616.0	632.2	639.2	646.2	653.2	660.2	667.2
	Male	617.3	634.8	641.8	648.8	655.8	662.8	669.8
	Female	614.9	629.9	636.9	643.9	650.9	657.9	664.9
	African American	610.6	625.2	634.2	643.2	652.2	661.2	670.2
	White	624.8	645.1	652.1	659.1	666.1	673.1	680.1
	Disabled	590.8	609.3	618.3	627.3	636.3	645.3	654.3
	Subsidized	613.3	629.0	638.0	647.0	656.0	665.0	674.0
5th Grade ELA PASS	Overall	620.6	628.2	635.2	642.2	649.2	656.2	663.2
	Male	611.7	621.7	628.7	635.7	642.7	649.7	656.7
	Female	629.7	633.6	640.6	647.6	654.6	661.6	668.6
	African American	610.2	620.3	629.3	638.3	647.3	656.3	665.3
	White	654.8	644.0	651.0	658.0	665.0	672.0	679.0

Goal Area	Subgroup	SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post Grant)
Clarendon 2	Disabled	579.7	581.3	590.3	599.3	608.3	617.3	626.3
	Subsidized	613.6	625.2	634.2	643.2	652.2	661.2	670.2
5th Grade Math PASS	Overall	630.9	641.0	648.0	655.0	662.0	669.0	676.0
	Male	627.6	638.1	645.1	652.1	659.1	666.1	673.1
	Female	634.3	643.4	650.4	657.4	664.4	671.4	678.4
	African American	621.4	632.2	641.2	650.2	659.2	668.2	677.2
	White	661.0	660.1	667.1	674.1	681.1	688.1	695.1
	Disabled	594.9	586.4	595.4	604.4	613.4	622.4	631.4
	Subsidized	626.1	637.7	646.7	655.7	664.7	673.7	682.7
5th Grade Science PASS	Overall	598.6	605.5	612.5	619.5	626.5	633.5	640.5
	Male	600.5	607.8	614.8	621.8	628.8	635.8	642.8
	Female	595.8	603.8	610.8	617.8	624.8	631.8	638.8
	African American	584.8	597.3	606.3	615.3	624.3	633.3	642.3
	White	643.9	626.9	633.9	640.9	647.9	654.9	661.9
	Disabled	572.8	569.5	578.5	587.5	596.5	605.5	614.5
	Subsidized	593.7	602.2	611.2	620.2	629.2	638.2	647.2
5th Grade Social Studies PASS	Overall	602.1	594.9	601.9	608.9	615.9	622.9	629.9
	Male	594.2	593.8	600.8	607.8	614.8	621.8	628.8
	Female	607.8	595.9	602.9	609.9	616.9	623.9	630.9
	African American	592.5	585.4	594.4	603.4	612.4	621.4	630.4
	White	630.6	613.9	620.9	627.9	634.9	641.9	648.9
	Disabled	584.7	560.8	569.8	578.8	587.8	596.8	605.8
	Subsidized	597.9	592.5	601.5	610.5	619.5	628.5	637.5
6th Grade ELA PASS	Overall	619.2	618.9	624.9	630.9	636.9	642.9	649.9
	Male	612.5	612.3	618.3	624.3	630.3	636.3	643.3
	Female	625.4	626.1	632.1	638.1	644.1	650.1	657.1
	African American	610.5	606.1	614.1	622.1	630.1	638.1	646.1
	White	640.4	656.9	662.9	668.9	674.9	680.9	686.9
	Disabled	591.2	578.7	586.7	594.7	602.7	610.7	618.7
	Subsidized	613.3	611.4	619.4	627.4	635.4	643.4	651.4
6th Grade Math PASS	Overall	646.5	637.4	643.4	649.4	655.4	661.4	667.4
	Male	641.8	632.5	638.5	644.5	650.5	656.5	662.5
	Female	650.9	642.8	648.8	654.8	660.8	666.8	672.8
	African American	638.0	629.2	637.2	645.2	653.2	661.2	669.2
	White	668.0	664.6	670.6	676.6	682.6	688.6	694.6
	Disabled	606.5	597.6	605.6	613.6	621.6	629.6	637.6
	Subsidized	641.7	629.9	637.9	645.9	653.9	661.9	669.9

Goal Area	Subgroup	SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post Grant)
Clarendon 2	Overall	592.9	592.6	598.6	604.6	610.6	616.6	622.6
	Male	591.2	591.8	597.8	603.8	609.8	615.8	621.8
	Female	594.2	593.6	599.6	605.6	611.6	617.6	623.6
	African American	585.0	586.7	594.7	602.7	610.7	618.7	626.7
	White	617.5	610.8	616.8	622.8	628.8	634.8	640.8
	Disabled	566.0	561.1	569.1	577.1	585.1	593.1	601.1
	Subsidized	586.8	588.6	596.6	604.6	612.6	620.6	628.6
6th Grade Science PASS	Overall	608.4	626.0	632.0	638.0	644.0	650.0	656.0
	Male	609.0	620.4	626.4	632.4	638.4	644.4	650.4
	Female	607.7	631.8	637.8	643.8	649.8	655.8	661.8
	African American	601.5	615.6	623.6	631.6	639.6	647.6	655.6
	White	624.2	656.6	662.6	668.6	674.6	680.6	686.6
	Disabled	594.6	596.4	604.4	612.4	620.4	628.4	636.4
	Subsidized	603.5	619.8	627.8	635.8	643.8	651.8	659.8
6th Grade Social Studies PASS	Overall	623.5	617.6	623.6	629.6	635.6	641.6	647.6
	Male	622.7	618.7	624.7	630.7	636.7	642.7	648.7
	Female	624.4	616.7	622.7	628.7	634.7	640.7	646.7
	African American	615.9	610.3	618.3	626.3	634.3	642.3	650.3
	White	651.0	637.5	643.5	649.5	655.5	661.5	667.5
	Disabled	599.2	586.2	594.2	602.2	610.2	618.2	626.2
7th Grade ELA PASS	Overall	617.6	612.5	620.5	628.5	636.5	644.5	652.5
	Male	630.1	618.9	624.9	630.9	636.9	642.9	648.9
	Female	635.2	618.8	624.8	630.8	636.8	642.8	648.8
	African American	624.4	619.0	625.0	631.0	637.0	643.0	649.0
	White	621.0	609.3	617.3	625.3	633.3	641.3	649.3
	Disabled	663.1	645.9	651.9	657.9	663.9	669.9	675.9
7th Grade Math PASS	Disabled	605.7	587.2	595.2	603.2	611.2	619.2	627.2
	Subsidized	622.4	613.1	621.1	629.1	637.1	645.1	653.1
	Overall	628.5	626.3	632.3	638.3	644.3	650.3	656.3
	Male	628.2	625.1	631.1	637.1	643.1	649.1	655.1
	Female	628.8	627.2	633.2	639.2	645.2	651.2	657.2
	African American	621.4	619.4	627.4	635.4	643.4	651.4	659.4
7th Grade Science PASS	White	652.7	645.7	651.7	657.7	663.7	669.7	675.7
	Disabled	599.6	590.5	598.5	606.5	614.5	622.5	630.5
	Subsidized	622.0	621.3	629.3	637.3	645.3	653.3	661.3
	Overall	612.8	611.2	617.2	623.2	629.2	635.2	641.2
	Male	617.2	616.8	622.8	628.8	634.8	640.8	646.8

Goal Area	Subgroup	SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post Grant)
7th Grade Social Studies PASS	Female	608.0	607.2	613.2	619.2	625.2	631.2	637.2
	African American	608.6	603.5	611.5	619.5	627.5	635.5	643.5
	White	629.3	631.0	637.0	643.0	649.0	655.0	661.0
	Disabled	594.8	587.4	595.4	603.4	611.4	619.4	627.4
	Subsidized	609.3	605.6	613.6	621.6	629.6	637.6	645.6
8th Grade ELA PASS	OVERALL	625.1	610.8	616.8	622.8	628.8	634.8	640.8
	Male	614.5	606.8	612.8	618.8	624.8	630.8	636.8
	Female	632.8	615.5	621.5	627.5	633.5	639.5	645.5
	Hispanic		617.4	625.4	633.4	641.4	649.4	657.4
	African American	617.4	603.2	611.2	619.2	627.2	635.2	643.2
	White	640.5	635.4	641.4	647.4	653.4	659.4	665.4
	Disabled	587.9	572.4	580.4	588.4	596.4	604.4	610.4
	LEP		608.7	616.7	624.7	632.7	640.7	648.7
Subsidized	616.9	605.2	613.2	621.2	629.2	637.2	645.2	
8th Grade Math PASS	OVERALL	619.6	610.5	616.5	622.5	628.5	634.5	640.5
	Male	612.9	609.9	615.9	621.9	627.9	633.9	639.9
	Female	624.5	611.3	617.3	623.3	629.3	635.3	641.3
	Hispanic		618.4	626.4	634.4	642.4	650.4	658.4
	African American	612.4	606.0	614.0	622.0	630.0	638.0	646.0
	White	634.3	624.3	630.3	636.3	642.3	648.3	654.3
	Disabled	597.3	575.1	575.2	575.3	575.4	575.5	583.5
	LEP		608.9	608.10	608.11	608.12	608.13	616.1
Subsidized	613.4	606.4	606.5	606.6	606.7	606.8	614.8	
8th Grade Science PASS	Overall	616.7	605.4	611.4	617.4	623.4	629.4	635.4
	Male	617.2	607.8	609.3	609.4	609.5	609.6	609.7
	Female	616.4	602.3	602.4	602.5	602.6	602.7	602.8
	African American	609.7	601.7	601.8	601.9	601.10	601.11	601.12
	White	631.7	620.6	620.7	620.8	620.9	620.10	620.11
	Disabled	593.3	567.2	567.3	567.4	567.5	567.6	567.7
	Subsidized	610.7	603.7	603.8	603.9	603.10	603.11	603.12
8th Grade Social Studies PASS	Overall	624.5	620.7	626.7	632.7	638.7	644.7	650.7
	Male	626.6	623.9	629.9	635.9	641.9	647.9	653.9
	Female	622.9	616.2	622.2	628.2	634.2	640.2	646.2
	African American	619.9	615.1	601.8	601.9	601.10	601.11	601.12
	White	632.9	640.4	646.4	652.4	658.4	664.4	670.4
	Subsidized	621.9	611.3	601.8	601.9	601.10	601.11	601.12
	OVERALL	216.4	218.7	223.7	228.7	233.7	238.7	243.7

Goal Area	Subgroup	SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post Grant)
Clarendon 2								
10th Grade ELA HSAP	Male	214.8	215.1	220.1	225.1	230.1	235.1	240.1
	Female	217.4	223.0	228.0	233.0	238.0	243.0	248.0
	Hispanic		218.0	225.0	232.0	239.0	246.0	253.0
	African American	212.7	213.1	220.1	227.1	234.1	241.1	248.1
	White	222.4	231.6	236.6	241.6	246.6	251.6	256.6
	Disabled	201.8	195.5	202.5	209.5	216.5	223.5	230.5
	Subsidized	213.2	214.4	221.4	228.4	235.4	242.4	249.4
10th Grade Math HSAP	OVERALL	209.7	209.2	214.2	219.2	224.2	229.2	234.2
	Male	212.1	206.9	211.9	216.9	221.9	226.9	231.9
	Female	207.7	212.0	217.0	222.0	227.0	232.0	237.0
	Hispanic		217.2	224.2	231.2	238.2	245.2	252.2
	African American	204.2	203.5	210.5	217.5	224.5	231.5	238.5
	White	219.2	220.3	225.3	230.3	235.3	240.3	245.3
	Disabled	195.7	188.9	195.9	202.9	209.9	216.9	223.9
Subsidized	205.2	205.5	212.5	219.5	226.5	233.5	240.5	
<i>EOCEP Biology</i>	ALL	80.0	80.0	82.0	84.0	86.0	88.0	90.0
	<i>Male</i>	80.0	83.0	85.0	87.0	89.0	91.0	93.0
	<i>Female</i>	80.0	77.0	79.0	81.0	83.0	85.0	87.0
	<i>White</i>	84.0	82.0	84.0	86.0	88.0	90.0	92.0
	<i>African American</i>	77.0	77.0	81.0	85.0	89.0	93.0	97.0
	<i>Subsidized Meals</i>	77.0	77.0	81.0	85.0	89.0	93.0	97.0
<i>EOCEP U.S. History</i>	ALL	66.0	68.0	70.0	72.0	74.0	76.0	78.0
	<i>Male</i>	67.0	69.0	71.0	73.0	75.0	77.0	79.0
	<i>Female</i>	66.0	66.0	68.0	70.0	72.0	74.0	76.0
	<i>White</i>	71.0	71.0	73.0	75.0	77.0	79.0	81.0
	<i>African American</i>	64.0	66.0	70.0	74.0	78.0	82.0	86.0
	<i>Subsidized Meals</i>	66.0	66.0	70.0	74.0	78.0	82.0	86.0

A 4 a	Subgroup	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
Orangeburg Consolidated School District Five								
3 rd Grade ELA PASS	OVERALL	635.1	629.3	636.3	643.3	650.3	657.3	664.3
	<i>Male</i>	630.8	620.7	627.7	634.7	641.7	648.7	655.7
	<i>Female</i>	639.9	638.5	645.5	652.5	659.5	666.5	673.5
	<i>African-American</i>	632.5	628.5	637.5	646.5	655.5	664.5	673.5
	<i>White</i>	662.3	634.9	641.9	648.9	655.9	662.9	669.9
	<i>Disabled</i>	599.5	588.4	597.4	606.4	615.4	624.4	633.4
	<i>Subsidized Meals</i>	630.9	626.7	635.7	644.7	653.7	662.7	671.7
3 rd Grade Math PASS	OVERALL	618	611.2	618.2	625.2	632.2	639.2	646.2
	<i>Male</i>	615.5	603.8	610.8	617.8	624.8	631.8	638.8
	<i>Female</i>	620.8	619.1	626.1	633.1	640.1	647.1	654.1
	<i>African-American</i>	615.3	611.6	620.6	629.6	638.6	647.6	656.6
	<i>White</i>	636	606.9	613.9	620.9	627.9	634.9	641.9
	<i>Disabled</i>	580.1	564.8	573.8	582.8	591.8	600.8	609.8
	<i>Subsidized Meals</i>	615	609.3	618.3	627.3	636.3	645.3	654.3
3 rd Grade Science PASS	OVERALL	606.3	597.7	604.7	611.7	618.7	625.7	632.7
	<i>Male</i>	600.7	589	596	603	610	617	624
	<i>Female</i>	612.3	606.6	613.6	620.6	627.6	634.6	641.6
	<i>African-American</i>	604.6	596.5	605.5	614.5	623.5	632.5	641.5
	<i>White</i>	620.1	605.6	612.6	619.6	626.6	633.6	640.6
	<i>Disabled</i>	582.1	553.7	562.7	571.7	580.7	589.7	598.7
	<i>Subsidized Meals</i>	604	594.8	603.8	612.8	621.8	630.8	639.8
3 rd Grade Social Studies PASS	OVERALL	624.5	629.4	636.4	643.4	650.4	657.4	664.4
	<i>Male</i>	626.8	624.9	631.9	638.9	645.9	652.9	659.9
	<i>Female</i>	621.8	634.4	641.4	648.4	655.4	662.4	669.4
	<i>African-American</i>	622.6	628.8	637.8	646.8	655.8	664.8	673.8
	<i>White</i>	640.6	637.7	644.7	651.7	658.7	665.7	672.7

A 4 a	Subgroup	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
	<i>Disabled</i>	598.9	597.3	606.3	615.3	624.3	633.3	642.3
	<i>Subsidized Meals</i>	621.6	628.4	637.4	646.4	655.4	664.4	673.4
4 th Grade ELA PASS	OVERALL	619.5	622	629	636	643	650	657
	<i>Male</i>	615.4	614.1	621.1	628.1	635.1	642.1	649.1
	<i>Female</i>	623	631.7	638.7	645.7	652.7	659.7	666.7
	<i>African-American</i>	617.8	620.4	629.4	638.4	647.4	656.4	665.4
	<i>White</i>	629.3	633.8	640.8	647.8	654.8	661.8	668.8
	<i>Disabled</i>	588.6	580.6	589.6	598.6	607.6	616.6	625.6
	<i>Subsidized Meals</i>	614.9	619.6	628.6	637.6	646.6	655.6	664.6
4 th Grade Math PASS	OVERALL	623	624.2	631.2	638.2	645.2	652.2	659.2
	<i>Male</i>	623.1	619.4	626.4	633.4	640.4	647.4	654.4
	<i>Female</i>	622.9	630.4	637.4	644.4	651.4	658.4	665.4
	<i>African-American</i>	620.9	622.2	631.2	640.2	649.2	658.2	667.2
	<i>White</i>	630.2	629.1	636.1	643.1	650.1	657.1	664.1
	<i>Disabled</i>	593.5	580.3	589.3	598.3	607.3	616.3	625.3
	<i>Subsidized Meals</i>	617.6	622	631	640	649	658	667
4 th Grade Science PASS	OVERALL	617.5	621.4	628.4	635.4	642.4	649.4	656.4
	<i>Male</i>	618.2	616.2	623.2	630.2	637.2	644.2	651.2
	<i>Female</i>	616.9	628.1	635.1	642.1	649.1	656.1	663.1
	<i>African-American</i>	614.8	619.9	628.9	637.9	646.9	655.9	664.9
	<i>White</i>	632.6	628	635	642	649	656	663
	<i>Disabled</i>	592	578.4	587.4	596.4	605.4	614.4	623.4
	<i>Subsidized Meals</i>	612.9	619.1	628.1	637.1	646.1	655.1	664.1
4 th Grade Social Studies	OVERALL	630.7	641.5	648.5	655.5	662.5	669.5	676.5
	<i>Male</i>	629.4	638.6	645.6	652.6	659.6	666.6	673.6
	<i>Female</i>	631.8	645.2	652.2	659.2	666.2	673.2	680.2
	<i>African-American</i>	629	641.3	650.3	659.3	668.3	677.3	686.3

A 4 a	Subgroup	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
<i>PASS</i>	<i>White</i>	632.4	634.9	641.9	648.9	655.9	662.9	669.9
	<i>Disabled</i>	602.6	602.8	611.8	620.8	629.8	638.8	647.8
	<i>Subsidized Meals</i>	624.7	638.9	647.9	656.9	665.9	674.9	683.9
<i>5th Grade ELA PASS</i>	OVERALL	617.1	630.3	637.3	644.3	651.3	658.3	665.3
	<i>Male</i>	614.3	628	635	642	649	656	663
	<i>Female</i>	620	632.4	639.4	646.4	653.4	660.4	667.4
	<i>African-American</i>	613.8	625.1	634.1	643.1	652.1	661.1	670.1
	<i>White</i>	652.5	652.9	659.9	666.9	673.9	680.9	687.9
	<i>Disabled</i>	586.3	589.7	598.7	607.7	616.7	625.7	634.7
	<i>Subsidized Meals</i>	614.6	626.7	635.7	644.7	653.7	662.7	671.7
<i>5th Grade Math PASS</i>	OVERALL	612.5	621.5	628.5	635.5	642.5	649.5	656.5
	<i>Male</i>	611.9	620.3	627.3	634.3	641.3	648.3	655.3
	<i>Female</i>	613.1	622.5	629.5	636.5	643.5	650.5	657.5
	<i>African-American</i>	609.9	617.6	626.6	635.6	644.6	653.6	662.6
	<i>White</i>	633.1	636.4	643.4	650.4	657.4	664.4	671.4
	<i>Disabled</i>	574.3	576.2	585.2	594.2	603.2	612.2	621.2
	<i>Subsidized Meals</i>	610.2	617.7	626.7	635.7	644.7	653.7	662.7
<i>5th Grade Science PASS</i>	OVERALL	611.4	614.1	621.1	628.1	635.1	642.1	649.1
	<i>Male</i>	614.6	618.3	625.3	632.3	639.3	646.3	653.3
	<i>Female</i>	607.6	609.7	616.7	623.7	630.7	637.7	644.7
	<i>African-American</i>	609.5	608	617	626	635	644	653
	<i>White</i>	641.5	639.9	646.9	653.9	660.9	667.9	674.9
	<i>Disabled</i>	564.8	583.3	592.3	601.3	610.3	619.3	628.3
	<i>Subsidized Meals</i>	608.2	610.2	619.2	628.2	637.2	646.2	655.2
<i>5th Grade</i>	OVERALL	617.6	618.3	625.3	632.3	639.3	646.3	653.3
	<i>Male</i>	615.1	613.5	620.5	627.5	634.5	641.5	648.5
	<i>Female</i>	619.8	622.1	629.1	636.1	643.1	650.1	657.1

A 4 a	Subgroup	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
<i>Social Studies</i> <i>PASS</i>	<i>African-American</i>	614.8	616.3	625.3	634.3	643.3	652.3	661.3
	<i>White</i>	631.5	626.4	633.4	640.4	647.4	654.4	661.4
	<i>Disabled</i>	584.5	574.4	583.4	592.4	601.4	610.4	619.4
	<i>Subsidized Meals</i>	614.8	615.7	624.7	633.7	642.7	651.7	660.7
<i>6th Grade</i> <i>ELA</i> <i>PASS</i>	OVERALL	611.3	616.7	616.7	622.7	628.7	634.7	640.7
	<i>Male</i>	607	612.9	618.9	624.9	630.9	636.9	642.9
	<i>Female</i>	615.8	620.6	626.6	632.6	638.6	644.6	650.6
	<i>African-American</i>	609.3	615.1	623.1	631.1	639.1	647.1	655.1
	<i>White</i>	624.9	642.2	648.2	654.2	660.2	666.2	672.2
	<i>Disabled</i>	565.3	574.4	582.4	590.4	598.4	606.4	614.4
	<i>Subsidized Meals</i>	604.4	614.9	622.9	630.9	638.9	646.9	654.9
<i>6th Grade</i> <i>Math</i> <i>PASS</i>	OVERALL	619.5	604.9	610.9	616.9	622.9	628.9	634.9
	<i>Male</i>	616.7	601.3	607.3	613.3	619.3	625.3	631.3
	<i>Female</i>	622.4	608.7	614.7	620.7	626.7	632.7	638.7
	<i>African-American</i>	617.3	602.7	610.7	618.7	626.7	634.7	642.7
	<i>White</i>	632.7	630.1	636.1	642.1	648.1	654.1	660.1
	<i>Disabled</i>	584.9	575.2	583.2	591.2	599.2	607.2	615.2
	<i>Subsidized Meals</i>	614.1	602.3	610.3	618.3	626.3	634.3	642.3
<i>6th Grade</i> <i>Science</i> <i>PASS</i>	OVERALL	605.4	607.5	613.5	619.5	625.5	631.5	637.5
	<i>Male</i>	604.4	607.9	613.9	619.9	625.9	631.9	637.9
	<i>Female</i>	606.4	607.6	613.6	619.6	625.6	631.6	637.6
	<i>African-American</i>	603.2	605.9	613.9	621.9	629.9	637.9	645.9
	<i>White</i>	623.6	622.9	628.9	634.9	640.9	646.9	652.9
	<i>Disabled</i>	573.2	564.8	572.8	580.8	588.8	596.8	604.8
	<i>Subsidized Meals</i>	598.8	604.9	612.9	620.9	628.9	636.9	644.9
	OVERALL	621.7	638.7	644.7	650.7	656.7	662.7	668.7
	<i>Male</i>	623.8	639.8	645.8	651.8	657.8	663.8	669.8

A 4 a	Subgroup	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
<i>6th Grade Social Studies PASS</i>	<i>Female</i>	619.7	637.6	643.6	649.6	655.6	661.6	667.6
	<i>African-American</i>	619.9	637.7	645.7	653.7	661.7	669.7	677.7
	<i>White</i>	631.2	653.9	659.9	665.9	671.9	677.9	683.9
	<i>Disabled</i>	582.5	603.4	611.4	619.4	627.4	635.4	643.4
	<i>Subsidized Meals</i>	617	635	643	651	659	667	675
<i>7th Grade ELA PASS</i>	OVERALL	609.3	614.4	620.4	626.4	632.4	638.4	644.4
	<i>Male</i>	606.6	610.5	616.5	622.5	628.5	634.5	640.5
	<i>Female</i>	612	618.5	624.5	630.5	636.5	642.5	648.5
	<i>African-American</i>	608.7	612.9	620.9	628.9	636.9	644.9	652.9
	<i>White</i>	614.4	625	631	637	643	649	655
	<i>Disabled</i>	575.7	577.7	585.7	593.7	601.7	609.7	617.7
	<i>Subsidized Meals</i>	603.9	608.7	616.7	624.7	632.7	640.7	648.7
<i>7th Grade Math PASS</i>	OVERALL	613.3	611	617	623	629	635	641
	<i>Male</i>	613.5	608.7	614.7	620.7	626.7	632.7	638.7
	<i>Female</i>	613.2	613.4	619.4	625.4	631.4	637.4	643.4
	<i>African-American</i>	612.9	608.4	616.4	624.4	632.4	640.4	648.4
	<i>White</i>	609.1	625.2	631.2	637.2	643.2	649.2	655.2
	<i>Disabled</i>	579	579.4	587.4	595.4	603.4	611.4	619.4
	<i>Subsidized Meals</i>	607.9	603.4	611.4	619.4	627.4	635.4	643.4
<i>7th Grade Science PASS</i>	OVERALL	615.7	622.7	628.7	634.7	640.7	646.7	652.7
	<i>Male</i>	613.1	621.6	627.6	633.6	639.6	645.6	651.6
	<i>Female</i>	618.2	624	630	636	642	648	654
	<i>African-American</i>	615.1	621	629	637	645	653	661
	<i>White</i>	618.5	629.3	635.3	641.3	647.3	653.3	659.3
	<i>Disabled</i>	571.4	570.8	578.8	586.8	594.8	602.8	610.8
	<i>Subsidized Meals</i>	610.2	615.2	623.2	631.2	639.2	647.2	655.2
	OVERALL	616.7	624.4	630.4	636.4	642.4	648.4	654.4

A 4 a	Subgroup	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
<i>7th Grade Social Studies PASS</i>	<i>Male</i>	618.9	625.3	631.3	637.3	643.3	649.3	655.3
	<i>Female</i>	614.7	623.7	629.7	635.7	641.7	647.7	653.7
	<i>African-American</i>	616.9	622.9	630.9	638.9	646.9	654.9	662.9
	<i>White</i>	611.5	632.6	638.6	644.6	650.6	656.6	662.6
	<i>Disabled</i>	582.1	580.8	588.8	596.8	604.8	612.8	620.8
	<i>Subsidized Meals</i>	612.1	617.9	625.9	633.9	641.9	649.9	657.9
<i>8th Grade ELA PASS</i>	OVERALL	609.3	613.1	619.1	625.1	631.1	637.1	643.1
	<i>Male</i>	606.9	608	614	620	626	632	638
	<i>Female</i>	611.9	618.2	624.2	630.2	636.2	642.2	648.2
	<i>African-American</i>	609.8	612	620	628	636	644	652
	<i>White</i>	592.4	618.1	624.1	630.1	636.1	642.1	648.1
	<i>Disabled</i>	559.8	566.8	574.8	582.8	590.8	598.8	606.8
<i>8th Grade Math PASS</i>	OVERALL	607.7	615.8	621.8	627.8	633.8	639.8	645.8
	<i>Male</i>	606.9	611.2	617.2	623.2	629.2	635.2	641.2
	<i>Female</i>	608.6	620.4	626.4	632.4	638.4	644.4	650.4
	<i>African-American</i>	607.7	616.1	624.1	632.1	640.1	648.1	656.1
	<i>White</i>	599.7	601.1	607.1	613.1	619.1	625.1	631.1
	<i>Disabled</i>	580.2	579.7	587.7	595.7	603.7	611.7	619.7
<i>8th Grade Science PASS</i>	OVERALL	609.7	602.5	608.5	614.5	620.5	626.5	632.5
	<i>Male</i>	610.3	601.9	607.9	613.9	619.9	625.9	631.9
	<i>Female</i>	608.9	603.1	609.1	615.1	621.1	627.1	633.1
	<i>African-American</i>	609.3	601.9	609.9	617.9	625.9	633.9	641.9
	<i>White</i>	608.6	602.9	608.9	614.9	620.9	626.9	632.9
	<i>Disabled</i>	564.4	560	568	576	584	592	600
	<i>Subsidized Meals</i>	605.7	598.2	606.2	614.2	622.2	630.2	638.2

A 4 a	Subgroup	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
<i>8th Grade Social Studies PASS</i>	OVERALL	623.6	633.5	639.5	645.5	651.5	657.5	663.5
	<i>Male</i>	627.1	630.7	636.7	642.7	648.7	654.7	660.7
	<i>Female</i>	620.1	636.4	642.4	648.4	654.4	660.4	666.4
	<i>African-American</i>	621.9	631.9	639.9	647.9	655.9	663.9	671.9
	<i>White</i>	623.8	650.7	656.7	662.7	668.7	674.7	680.7
	<i>Disabled</i>	588.4	580.8	588.8	596.8	604.8	612.8	620.8
	<i>Subsidized Meals</i>	618.7	628.9	636.9	644.9	652.9	660.9	668.9
<i>10th Grade ELA HSAP</i>	OVERALL	220.1	220.4	224.4	228.4	232.4	236.4	240.4
	<i>Male</i>	217.6	218.4	222.4	226.4	230.4	234.4	238.4
	<i>Female</i>	222.3	222.4	226.4	230.4	234.4	238.4	242.4
	<i>African-American</i>	219.2	220	228	234	240	246	252
	<i>White</i>	230.8	225.5	229.5	233.5	237.5	241.5	245.5
	<i>Disabled</i>	195.5	195.2	201.2	207.2	213.2	219.2	225.2
	<i>Subsidized Meals</i>	217.9	218.2	224.2	230.2	236.2	242.2	248.2
<i>10th Grade Math HSAP</i>	OVERALL	215.4	214.6	219.6	224.6	229.6	234.6	239.6
	<i>Male</i>	214.2	214.5	219.5	224.5	229.5	234.5	239.5
	<i>Female</i>	216.5	214.7	219.7	224.7	229.7	234.7	239.7
	<i>African-American</i>	214.3	214	221	228	235	242	249
	<i>White</i>	226	220.4	225.4	230.4	235.4	240.4	245.4
	<i>Disabled</i>	188.5	189.4	196.4	203.4	210.4	217.4	224.4
	<i>Subsidized Meals</i>	212.6	212.5	219.5	226.5	233.5	240.5	247.5
<i>EOCEP Biology</i>	OVERALL	68.9	73.2	78.2	83.2	88.2	93.2	98.2
	<i>Male</i>	69.5	73.3	78.3	83.3	88.3	93.3	98.3
	<i>Female</i>	68.3	73	78	83	88	93	98
	<i>African-American</i>	68.1	72.9	79.9	86.9	93.9	100.9	107.9
	<i>White</i>	79.4	77.8	82.8	87.8	92.8	97.8	102.8
	<i>Disabled</i>	59.2	21.4	28.4	35.4	42.4	49.4	56.4

A 4 a	Subgroup	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
	<i>Subsidized Meals</i>	67.2	71.2	78.2	85.2	92.2	99.2	106.2
<i>EOCEP US History</i>	OVERALL	68.4	34	36	38	40	42	44
	<i>Male</i>	69.6	35.8	37.8	39.8	41.8	43.8	45.8
	<i>Female</i>	67.3	32.8	34.8	36.8	38.8	40.8	42.8
	<i>African-American</i>	67.8	33.7	37.7	41.7	45.7	49.7	53.7
	<i>White</i>	75.4	48.1	50.1	52.1	54.1	56.1	58.1
	<i>Disabled</i>	64.2	0	4	8	12	16	20
	<i>Subsidized Meals</i>	67.3	31.4	35.4	39.4	43.4	47.4	51.4

Goal area	Subgroup	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
Richland School District Two								
Grade 3 ELA PASS	OVERALL	655.1	653.2	660.2	667.2	674.2	681.2	688.2
	Male	647.2	648.8	655.8	662.8	669.8	676.8	683.8
	Female	663.8	657.9	664.9	671.9	678.9	685.9	692.9
	African-American	637.9	641.4	650.4	659.4	668.4	677.4	686.4
	White	668.8	675.7	682.7	689.7	696.7	703.7	710.7
	Disabled	616.9	618.6	627.6	636.6	645.6	654.6	663.6
	Subsidized Meals	635	636.1	645.1	654.1	663.1	672.1	681.1
Grade 3 Math PASS	OVERALL	627.8	626.9	633.9	640.9	647.9	654.9	661.9
	Male	625.7	626.5	633.5	640.5	647.5	654.5	661.5
	Female	630.2	627.4	634.4	641.4	648.4	655.4	662.4
	African-American	611.3	611.3	620.3	629.3	638.3	647.3	656.3
	White	659.2	654.5	661.5	668.5	675.5	682.5	689.5
	Disabled	595	596.3	605.3	614.3	623.3	632.3	641.3
	Subsidized Meals	610.3	608.5	617.5	626.5	635.5	644.5	653.5
Grade 3 Science PASS	OVERALL	613.8	619.6	626.6	633.6	640.6	647.6	654.6
	Male	609.6	616.3	623.3	630.3	637.3	644.3	651.3
	Female	618.4	623.1	630.1	637.1	644.1	651.1	658.1
	African-American	596.8	605.8	614.8	623.8	632.8	641.8	650.8
	White	646.4	641.1	648.1	655.1	662.1	669.1	676.1
	Disabled	590.2	595.9	604.9	613.9	622.9	631.9	640.9
	Subsidized Meals	597.5	603.7	612.7	621.7	630.7	639.7	648.7
Grade 3 Social Studies PASS	OVERALL	640.4	643.4	650.4	657.4	664.4	671.4	678.4
	Male	640.9	646.8	653.8	660.8	667.8	674.8	681.8
	Female	639.9	639.5	646.5	653.5	660.5	667.5	674.5
	African-American	626.7	632.7	641.7	650.7	659.7	668.7	677.7
	White	666.9	663.4	670.4	677.4	684.4	691.4	698.4
	Disabled	617.9	622.5	631.5	640.5	649.5	658.5	667.5
	Subsidized Meals	624	627.3	636.3	645.3	654.3	663.3	672.3
Grade 4 ELA PASS	OVERALL	644.8	640.2	647.2	654.2	661.2	668.2	675.2
	Male	639.9	635	642	649	656	663	670
	Female	650.2	645.9	652.9	659.9	666.9	673.9	680.9
	African-American	630.3	626.9	635.9	644.9	653.9	662.9	671.9
	White	671.9	667.8	674.8	681.8	688.8	695.8	702.8

Goal area	Subgroup	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
Richland School District Two								
	<i>Disabled</i>	603.2	600.7	609.7	618.7	627.7	636.7	645.7
	<i>Subsidized Meals</i>	627.4	622.9	631.9	640.9	649.9	658.9	667.9
Grade 4 Math PASS	OVERALL	643.5	644.1	651.1	658.1	665.1	672.1	679.1
	<i>Male</i>	645.5	644.1	651.1	658.1	665.1	672.1	679.1
	<i>Female</i>	641.4	644.1	651.1	658.1	665.1	672.1	679.1
	<i>African-American</i>	624.8	627.4	636.4	645.4	654.4	663.4	672.4
	<i>White</i>	675.4	674.4	681.4	688.4	695.4	702.4	709.4
	<i>Disabled</i>	599	607.5	616.5	625.5	634.5	643.5	652.5
	<i>Subsidized Meals</i>	623.1	625.5	634.5	643.5	652.5	661.5	670.5
	Grade 4 Science PASS	OVERALL	631.6	628.1	635.1	642.1	649.1	656.1
<i>Male</i>		633.3	628.5	635.5	642.5	649.5	656.5	663.5
<i>Female</i>		629.8	627.7	634.7	641.7	648.7	655.7	662.7
<i>African-American</i>		617	611.8	620.8	629.8	638.8	647.8	656.8
<i>White</i>		657.2	657.7	664.7	671.7	678.7	685.7	692.7
<i>Disabled</i>		597.8	596.7	605.7	614.7	623.7	632.7	641.7
<i>Subsidized Meals</i>		615.5	610.9	619.9	628.9	637.9	646.9	655.9
Grade 4 Social Studies PASS	OVERALL	650	654.7	661.7	668.7	675.7	682.7	689.7
	<i>Male</i>	651.4	656.6	663.6	670.6	677.6	684.6	691.6
	<i>Female</i>	648.5	652.7	659.7	666.7	673.7	680.7	687.7
	<i>African-American</i>	635.1	639.7	648.7	657.7	666.7	675.7	684.7
	<i>White</i>	675.6	683.3	690.3	697.3	704.3	711.3	718.3
	<i>Disabled</i>	614.8	627.5	636.5	645.5	654.5	663.5	672.5
	<i>Subsidized Meals</i>	632.7	636.8	645.8	654.8	663.8	672.8	681.8
Grade 5 ELA PASS	OVERALL	646.4	649.9	656.9	663.9	670.9	677.9	684.9
	<i>Male</i>	642.4	644	651	658	665	672	679
	<i>Female</i>	650.2	656.4	663.4	670.4	677.4	684.4	691.4
	<i>African-American</i>	631.6	636.3	645.3	654.3	663.3	672.3	681.3
	<i>White</i>	677.5	675.2	682.2	689.2	696.2	703.2	710.2
	<i>Disabled</i>	591.9	605.2	614.2	623.2	632.2	641.2	650.2
	<i>Subsidized Meals</i>	627.6	633.1	642.1	651.1	660.1	669.1	678.1
	OVERALL	645.1	640.4	647.4	654.4	661.4	668.4	675.4
	<i>Male</i>	655.3	639.1	646.1	653.1	660.1	667.1	674.1

Goal area	Subgroup	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
Richland School District Two								
Grade 5 Math PASS	<i>Female</i>	644.9	641.9	648.9	655.9	662.9	669.9	676.9
	<i>African-American</i>	630.5	626.4	635.4	644.4	653.4	662.4	671.4
	<i>White</i>	674.4	663.3	670.3	677.3	684.3	691.3	698.3
	<i>Disabled</i>	591	591.8	600.8	609.8	618.8	627.8	636.8
	<i>Subsidized Meals</i>	626.5	623.8	632.8	641.8	650.8	659.8	668.8
Grade 5 Science PASS	OVERALL	639.9	630.6	637.6	644.6	651.6	658.6	665.6
	<i>Male</i>	639.7	632.2	639.2	646.2	653.2	660.2	667.2
	<i>Female</i>	640.1	628.7	635.7	642.7	649.7	656.7	663.7
	<i>African-American</i>	623.7	618.6	627.6	636.6	645.6	654.6	663.6
	<i>White</i>	667.6	652	659	666	673	680	687
	<i>Disabled</i>	582.3	587.3	596.3	605.3	614.3	623.3	632.3
	<i>Subsidized Meals</i>	618.3	616.5	625.5	634.5	643.5	652.5	661.5
Grade 5 Social Studies PASS	OVERALL	640.1	643.5	650.5	657.5	664.5	671.5	678.5
	<i>Male</i>	645.5	645.4	652.4	659.4	666.4	673.4	680.4
	<i>Female</i>	635	641.9	648.9	655.9	662.9	669.9	676.9
	<i>African-American</i>	624.9	627.2	636.2	645.2	654.2	663.2	672.2
	<i>White</i>	667.8	675.4	682.4	689.4	696.4	703.4	710.4
	<i>Disabled</i>	593.2	611	620	629	638	647	656
	<i>Subsidized Meals</i>	622.6	625.9	634.9	643.9	652.9	661.9	670.9
Grade 6 ELA PASS	OVERALL	626.6	631.9	637.9	643.9	649.9	655.9	661.9
	<i>Male</i>	620.4	626.8	632.8	638.8	644.8	650.8	656.8
	<i>Female</i>	632.5	637	643	649	655	661	667
	<i>African-American</i>	613.3	619.2	627.2	635.2	643.2	651.2	659.2
	<i>White</i>	653.4	658.5	664.5	670.5	676.5	682.5	688.5
	<i>Disabled</i>	572.6	576.6	584.6	592.6	600.6	608.6	616.6
	<i>Subsidized Meals</i>	610.5	614.8	622.8	630.8	638.8	646.8	654.8
Grade 6 Math PASS	OVERALL	625.1	623.9	629.9	635.9	641.9	647.9	653.9
	<i>Male</i>	621.5	620.6	626.6	632.6	638.6	644.6	650.6
	<i>Female</i>	628.4	627.2	633.2	639.2	645.2	651.2	657.2
	<i>African-American</i>	611.1	608.1	616.1	624.1	632.1	640.1	648.1
	<i>White</i>	648.7	656.4	662.4	668.4	674.4	680.4	686.4
	<i>Disabled</i>	576.4	571.1	579.1	587.1	595.1	603.1	611.1

Goal area	Subgroup	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
Richland School District Two								
	<i>Subsidized Meals</i>	609.8	603.5	611.5	619.5	627.5	635.5	643.5
Grade 6 Science PASS	OVERALL	613.1	614.9	620.9	626.9	632.9	638.9	644.9
	Male	610.7	612.8	618.8	624.8	630.8	636.8	642.8
	Female	615.5	616.9	622.9	628.9	634.9	640.9	646.9
	African-American	599.2	601.3	609.3	617.3	625.3	633.3	641.3
	White	635.6	640.2	646.2	652.2	658.2	664.2	670.2
	Disabled	569.6	570.1	578.1	586.1	594.1	602.1	610.1
	<i>Subsidized Meals</i>	599.8	598.9	606.9	614.9	622.9	630.9	638.9
Grade 6 Social Studies PASS	OVERALL	642.7	643.4	649.4	655.4	661.4	667.4	673.4
	Male	644.1	645.3	651.3	657.3	663.3	669.3	675.3
	Female	641.3	641.7	647.7	653.7	659.7	665.7	671.7
	African-American	628.7	628.5	636.5	644.5	652.5	660.5	668.5
	White	668.6	673.5	679.5	685.5	691.5	697.5	703.5
	Disabled	603.3	598.4	606.4	614.4	622.4	630.4	638.4
	<i>Subsidized Meals</i>	625.7	624.4	632.4	640.4	648.4	656.4	664.4
Grade 7 ELA PASS	OVERALL	627.6	623.4	629.4	635.4	641.4	647.4	653.4
	Male	622.2	617	623	629	635	641	647
	Female	633.5	629.7	635.7	641.7	647.7	653.7	659.7
	African-American	613.7	612.2	620.2	628.2	636.2	644.2	652.2
	White	654.9	645.1	651.1	657.1	663.1	669.1	675.1
	Disabled	571.4	574.7	582.7	590.7	598.7	606.7	614.7
	<i>Subsidized Meals</i>	609.2	610.4	618.4	626.4	634.4	642.4	650.4
Grade 7 Math PASS	OVERALL	627.5	623.7	629.7	635.7	641.7	647.7	653.7
	Male	627.4	622.8	628.8	634.8	640.8	646.8	652.8
	Female	627.8	624.7	630.7	636.7	642.7	648.7	654.7
	African-American	611.4	609.7	617.7	625.7	633.7	641.7	649.7
	White	656.5	649.1	655.1	661.1	667.1	673.1	679.1
	Disabled	581.5	578.9	586.9	594.9	602.9	610.9	618.9
	<i>Subsidized Meals</i>	608	608.1	616.1	624.1	632.1	640.1	648.1
Grade 7	OVERALL	636	627.8	633.8	639.8	645.8	651.8	657.8
	Male	634.5	625.9	631.9	637.9	643.9	649.9	655.9
	Female	637.9	629.8	635.8	641.8	647.8	653.8	659.8

Goal area	Subgroup	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
Richland School District Two								
<i>Science PASS</i>	<i>African-American</i>	599.2	614.6	622.6	630.6	638.6	646.6	654.6
	<i>White</i>	667.6	651.5	657.5	663.5	669.5	675.5	681.5
	<i>Disabled</i>	580.6	581	589	597	605	613	621
	<i>Subsidized Meals</i>	616.1	614.8	622.8	630.8	638.8	646.8	654.8
<i>Grade 7 Social Studies PASS</i>	OVERALL	627.1	624.5	630.5	636.5	642.5	648.5	654.5
	<i>Male</i>	628.2	625	631	637	643	649	655
	<i>Female</i>	626.3	624.3	630.3	636.3	642.3	648.3	654.3
	<i>African-American</i>	613.1	612.1	620.1	628.1	636.1	644.1	652.1
	<i>White</i>	652.6	647.4	653.4	659.4	665.4	671.4	677.4
	<i>Disabled</i>	586.1	583.5	591.5	599.5	607.5	615.5	623.5
	<i>Subsidized Meals</i>	609.2	608.8	616.8	624.8	632.8	640.8	648.8
<i>Grade 8 ELA PASS</i>	OVERALL	624.3	626.3	632.3	638.3	644.3	650.3	656.3
	<i>Male</i>	614.7	616.6	622.6	628.6	634.6	640.6	646.6
	<i>Female</i>	634.4	636.1	642.1	648.1	654.1	660.1	666.1
	<i>African-American</i>	611	608.8	616.8	624.8	632.8	640.8	648.8
	<i>White</i>	652.3	659.7	665.7	671.7	677.7	683.7	689.7
	<i>Disabled</i>	562.6	559.5	567.5	575.5	583.5	591.5	599.5
	<i>Subsidized Meals</i>	604.7	604.2	612.2	620.2	628.2	636.2	644.2
<i>Grade 8 Math PASS</i>	OVERALL	622.2	624.5	630.5	636.5	642.5	648.5	654.5
	<i>Male</i>	619.9	621.5	627.5	633.5	639.5	645.5	651.5
	<i>Female</i>	624.7	627.6	633.6	639.6	645.6	651.6	657.6
	<i>African-American</i>	606.7	608.3	616.3	624.3	632.3	640.3	648.3
	<i>White</i>	656.5	652.1	658.1	664.1	670.1	676.1	682.1
	<i>Disabled</i>	579.7	577.6	585.6	593.6	601.6	609.6	617.6
	<i>Subsidized Meals</i>	604.4	604.4	612.4	620.4	628.4	636.4	644.4
<i>Grade 8 Science PASS</i>	OVERALL	628.2	623.5	629.5	635.5	641.5	647.5	653.5
	<i>Male</i>	628.5	621.2	627.2	633.2	639.2	645.2	651.2
	<i>Female</i>	628	626	632	638	644	650	656
	<i>African-American</i>	613	606	614	622	630	638	646
	<i>White</i>	655.7	654.3	660.3	666.3	672.3	678.3	684.3
	<i>Disabled</i>	589.4	578.1	586.1	594.1	602.1	610.1	618.1
	<i>Subsidized Meals</i>	611.7	604.3	612.3	620.3	628.3	636.3	644.3

Goal area	Subgroup	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
Richland School District Two								
Grade 8 Social Studies PASS	OVERALL	628.1	632.5	638.5	644.5	650.5	656.5	662.5
	Male	628.4	632.9	638.9	644.9	650.9	656.9	662.9
	Female	627.8	632.1	638.1	644.1	650.1	656.1	662.1
	African-American	615.3	617.1	625.1	633.1	641.1	649.1	657.1
	White	655.9	664.5	670.5	676.5	682.5	688.5	694.5
	Disabled	577.7	583.2	591.2	599.2	607.2	615.2	623.2
	Subsidized Meals	634	613.6	621.6	629.6	637.6	645.6	653.6
10th Grade ELA HSAP	OVERALL	228.2	229.3	234.3	239.3	244.3	249.3	254.3
	Male	225.4	226.2	231.2	236.2	241.2	246.2	251.2
	Female	231.2	232.8	237.8	242.8	247.8	252.8	257.8
	African-American	222.6	223.1	230.1	237.1	244.1	251.1	258.1
	White	239.2	243.2	248.2	253.2	258.2	263.2	268.2
	Disabled	202.9	203.1	210.1	217.1	224.1	231.1	238.1
	Subsidized Meals	219.8	221.2	228.2	235.2	242.2	249.2	256.2
10th Grade Math HSAP	OVERALL	228.4	223.7	228.7	233.7	238.7	243.7	248.7
	Male	227.5	222.9	227.9	232.9	237.9	242.9	247.9
	Female	229.4	224.7	229.7	234.7	239.7	244.7	249.7
	African-American	219.2	214.8	221.8	228.8	235.8	242.8	249.8
	White	244.8	241.1	246.1	251.1	256.1	261.1	266.1
	Disabled	194.9	197.2	204.2	211.2	218.2	225.2	232.2
	Subsidized Meals	217.4	213	220	227	234	241	248
EOCEP Biology	OVERALL	81.8	80.6	82.6	84.6	86.6	88.6	90.6
	Male	81.1	79.8	81.8	83.8	85.8	87.8	89.8
	Female	82.4	81.5	83.5	85.5	87.5	89.5	91.5
	African-American	78.3	76.7	80.7	84.7	88.7	92.7	96.7
	White	89.6	89.5	91.5	93.5	95.5	97.5	99.5
	Disabled	67.4	67.1	71.1	75.1	79.1	83.1	87.1
	Subsidized Meals	81.8	75.2	79.2	83.2	87.2	91.2	95.2
EOCEP US History	OVERALL	71.4	74	76	78	80	82	84
	Male	72.1	74.8	76.8	78.8	80.8	82.8	84.8
	Female	70.8	73.3	75.3	77.3	79.3	81.3	83.3
	African-American	69	71.2	75.2	79.2	83.2	87.2	91.2

Goal area	Subgroup	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
		(optional)						(Post-Grant)
	Richland School District Two							
<i>OS History</i>	<i>White</i>	76.3	79.2	81.2	83.2	85.2	87.2	89.2
	<i>Disabled</i>	65	67.2	71.2	75.2	79.2	83.2	87.2
	<i>Subsidized Meals</i>	76.7	70.2	74.2	78.2	82.2	86.2	90.2

(A)(4)(a) Performance on summative assessments (proficiency status and growth)								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Williamsburg County School District								
3rd Grade ELA PASS	OVERALL	623.1	626.4	633.4	640.4	647.4	654.4	661.4
	<i>Male</i>	620.2	624.5	631.5	638.5	645.5	652.5	659.5
	<i>Female</i>	626.1	628.4	635.4	642.4	649.4	656.4	663.4
	<i>Black</i>	622.7	626.1	635.1	644.1	653.1	662.1	671.1
	<i>White</i>	627.9	622	629	636	643	650	657
	<i>Disabled</i>	586.1	593.3	602.3	611.3	620.3	629.3	638.3
	<i>Subsidized Meals</i>	622	626.5	635.5	644.5	653.5	662.5	671.5
3rd Grade MATH PASS	OVERALL	602.4	605.3	612.3	619.3	626.3	633.3	640.3
	<i>Male</i>	599.1	604.8	611.8	618.8	625.8	632.8	639.8
	<i>Female</i>	605.7	605.9	612.9	619.9	626.9	633.9	640.9
	<i>Black</i>	601	604	613	622	631	640	649
	<i>White</i>	619.5	612.1	619.1	626.1	633.1	640.1	647.1
	<i>Disabled</i>	573.3	571.9	580.9	589.9	598.9	607.9	616.9
	<i>Subsidized Meals</i>	601.1	604.8	613.8	622.8	631.8	640.8	649.8
3rd Grade Science PASS	OVERALL	582.2	591.5	598.5	605.5	612.5	619.5	626.5
	<i>Male</i>	577	590.1	597.1	604.1	611.1	618.1	625.1
	<i>Female</i>	587.4	592.7	599.7	606.7	613.7	620.7	627.7
	<i>Black</i>	580.8	590.8	599.8	608.8	617.8	626.8	635.8
	<i>White</i>	609.1	595.9	602.9	609.9	616.9	623.9	630.9
	<i>Disabled</i>	560.1	562.3	571.3	580.3	589.3	598.3	607.3
	<i>Subsidized Meals</i>	581.4	591.6	600.6	609.6	618.6	627.6	636.6
3rd Grade Social Studies PASS	OVERALL	607.2	617.1	624.1	631.1	638.1	645.1	652.1
	<i>Male</i>	608.9	620	627	634	641	648	655
	<i>Female</i>	605.4	613.9	620.9	627.9	634.9	641.9	648.9
	<i>Black</i>	605	615.5	624.5	633.5	642.5	651.5	660.5
	<i>White</i>	625.5	622.8	629.8	636.8	643.8	650.8	657.8
	<i>Disabled</i>	586.8	599.3	608.3	617.3	626.3	635.3	644.3
	<i>Subsidized Meals</i>	607.4	617.4	626.4	635.4	644.4	653.4	662.4
4th Grade	OVERALL	616	613.3	620.3	627.3	634.3	641.3	648.3
	<i>Male</i>	610.8	608.6	615.6	622.6	629.6	636.6	643.6
	<i>Female</i>	621.7	618.4	625.4	632.4	639.4	646.4	653.4

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Williamsburg County School District								
ELA PASS	<i>Black</i>	613.9	612.1	621.1	630.1	639.1	648.1	657.1
	<i>White</i>	638.2	629.8	636.8	643.8	650.8	657.8	664.8
	<i>Disabled</i>	571.2	565.2	574.2	583.2	592.2	601.2	610.2
	<i>Subsidized Meals</i>	613.9	612.2	621.2	630.2	639.2	648.2	657.2
4th Grade Math PASS	OVERALL	605.3	613.9	620.9	627.9	634.9	641.9	648.9
	<i>Male</i>	603.4	610.6	617.6	624.6	631.6	638.6	645.6
	<i>Female</i>	607.3	617.5	624.5	631.5	638.5	645.5	652.5
	<i>Black</i>	602.7	602.7	611.7	620.7	629.7	638.7	647.7
	<i>White</i>	633.2	642.5	649.5	656.5	663.5	670.5	677.5
	<i>Disabled</i>	568.4	577.5	586.5	595.5	604.5	613.5	622.5
	<i>Subsidized Meals</i>	603.5	613.3	622.3	631.3	640.3	649.3	658.3
4th Grade Science PASS	OVERALL	598.1	592.9	599.9	606.9	613.9	620.9	627.9
	<i>Male</i>	594.2	592.9	599.9	606.9	613.9	620.9	627.9
	<i>Female</i>	602.2	593.1	600.1	607.1	614.1	621.1	628.1
	<i>Black</i>	596.2	591.2	600.2	609.2	618.2	627.2	636.2
	<i>White</i>	615.3	616.8	623.8	630.8	637.8	644.8	651.8
	<i>Disabled</i>	559.2	564.1	573.1	582.1	591.1	600.1	609.1
	<i>Subsidized Meals</i>	596	592.3	601.3	610.3	619.3	628.3	637.3
4th Grade Social Studies PASS	OVERALL	613.9	619.9	626.9	633.9	640.9	647.9	654.9
	<i>Male</i>	611.1	617.4	624.4	631.4	638.4	645.4	652.4
	<i>Female</i>	617	622.7	629.7	636.7	643.7	650.7	657.7
	<i>Black</i>	613.6	618.8	627.8	636.8	645.8	654.8	663.8
	<i>White</i>	618.7	631.9	638.9	645.9	652.9	659.9	666.9
	<i>Disabled</i>	584.1	596	605	614	623	632	641
	<i>Subsidized Meals</i>	612	619.4	628.4	637.4	646.4	655.4	664.4
5th Grade ELA PASS	OVERALL	619.7	630.6	637.6	644.6	651.6	658.6	665.6
	<i>Male</i>	611.7	625.2	632.2	639.2	646.2	653.2	660.2
	<i>Female</i>	629.8	636.8	643.8	650.8	657.8	664.8	671.8
	<i>Black</i>	619.1	628.4	637.4	646.4	655.4	664.4	673.4
	<i>White</i>	626.4	645.3	652.3	659.3	666.3	673.3	680.3
	<i>Disabled</i>	586.1	594.1	603.1	612.1	621.1	630.1	639.1
	<i>Subsidized Meals</i>	616.2	629.2	638.2	647.2	656.2	665.2	674.2

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Williamsburg County School District								
5th Grade MATH PASS	OVERALL	619.1	618.2	625.2	632.2	639.2	646.2	653.2
	<i>Male</i>	615	614.3	621.3	628.3	635.3	642.3	649.3
	<i>Female</i>	624.3	622.8	629.8	636.8	643.8	650.8	657.8
	<i>Black</i>	619.2	616.5	625.5	634.5	643.5	652.5	661.5
	<i>White</i>	612.6	631.9	638.9	645.9	652.9	659.9	666.9
	<i>Disabled</i>	572.6	567.9	576.9	585.9	594.9	603.9	612.9
	<i>Subsidized Meals</i>	615.6	617.3	626.3	635.3	644.3	653.3	662.3
5th Grade Science PASS	OVERALL	601.1	599.7	606.7	613.7	620.7	627.7	634.7
	<i>Male</i>	600.9	597.2	604.2	611.2	618.2	625.2	632.2
	<i>Female</i>	601.5	602.5	609.5	616.5	623.5	630.5	637.5
	<i>Black</i>	600.3	597.6	606.6	615.6	624.6	633.6	642.6
	<i>White</i>	611.8	616.4	623.4	630.4	637.4	644.4	651.4
	<i>Disabled</i>	554.5	562.4	571.4	580.4	589.4	598.4	607.4
	<i>Subsidized Meals</i>	599.9	597.8	606.8	615.8	624.8	633.8	642.8
5th Grade Social Studies PASS	OVERALL	602	606.1	613.1	620.1	627.1	634.1	641.1
	<i>Male</i>	599.7	606.5	613.5	620.5	627.5	634.5	641.5
	<i>Female</i>	604.5	605.6	612.6	619.6	626.6	633.6	640.6
	<i>Black</i>	601.5	602.6	611.6	620.6	629.6	638.6	647.6
	<i>White</i>	605.1	637	644	651	658	665	672
	<i>Disabled</i>	574.6	566.6	575.6	584.6	593.6	602.6	611.6
	<i>Subsidized Meals</i>	599.2	605.3	614.3	623.3	632.3	641.3	650.3
6th Grade ELA PASS	OVERALL	602.4	599.7	605.7	611.7	617.7	623.7	629.7
	<i>Male</i>	602.4	592.9	598.9	604.9	610.9	616.9	622.9
	<i>Female</i>	602.4	607.6	613.6	619.6	625.6	631.6	637.6
	<i>Black</i>	602.3	600.3	608.3	616.3	624.3	632.3	640.3
	<i>White</i>	615.3	599	605	611	617	623	629
	<i>Disabled</i>	571.1	556.1	564.1	572.1	580.1	588.1	596.1
	<i>Subsidized Meals</i>	600.6	597.6	605.6	613.6	621.6	629.6	637.6
6th Grade Math	OVERALL	606.9	600.7	606.7	612.7	618.7	624.7	630.7
	<i>Male</i>	604.3	594.3	600.3	606.3	612.3	618.3	624.3
	<i>Female</i>	609.6	608.5	614.5	620.5	626.5	632.5	638.5
	<i>Black</i>	607	601.1	609.1	617.1	625.1	633.1	641.1

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Williamsburg County School District								
PASS	<i>White</i>	610.4	600.6	606.6	612.6	618.6	624.6	630.6
	<i>Disabled</i>	575.1	562.8	570.8	578.8	586.8	594.8	602.8
	<i>Subsidized Meals</i>	605.9	597.9	605.9	613.9	621.9	629.9	637.9
PASS Science, 6th Grade	OVERALL	585.6	593.6	599.6	605.6	611.6	617.6	623.6
	<i>Male</i>	584.1	591.6	597.6	603.6	609.6	615.6	621.6
	<i>Female</i>	587.1	596.4	602.4	608.4	614.4	620.4	626.4
	<i>Black</i>	585	593.2	601.2	609.2	617.2	625.2	633.2
	<i>White</i>	-----	-----	-----	-----	-----	-----	-----
	<i>Disabled</i>	559.5	554.6	577.6	600.6	623.6	646.6	669.6
	<i>Subsidized Meals</i>	584.5	591.4	605.4	619.4	633.4	647.4	661.4
	OVERALL	616.2	608.2	614.2	620.2	626.2	632.2	638.2
PASS Social Studies, 6th Grade	<i>Male</i>	618.8	608.3	614.3	620.3	626.3	632.3	638.3
	<i>Female</i>	613.2	608	614	620	626	632	638
	<i>Black</i>	616.2	607.2	615.2	623.2	631.2	639.2	647.2
	<i>White</i>	-----	-----	-----	-----	-----	-----	-----
	<i>Disabled</i>	592.8	594	602	610	618	626	634
	<i>Subsidized Meals</i>	615.2	607.4	615.4	623.4	631.4	639.4	647.4
	OVERALL	598.1	603.6	609.6	615.6	621.6	627.6	633.6
PASS ELA, 7th Grade	<i>Male</i>	591.4	602.4	608.4	614.4	620.4	626.4	632.4
	<i>Female</i>	605.2	604.9	610.9	616.9	622.9	628.9	634.9
	<i>Black</i>	597.3	603	611	619	627	635	643
	<i>White</i>	627.5	622	628	634	640	646	652
	<i>Disabled</i>	561.5	565.4	573.4	581.4	589.4	597.4	605.4
	<i>Subsidized Meals</i>	595.5	602.5	610.5	618.5	626.5	634.5	642.5
	OVERALL	602.4	605	611	617	623	629	635
PASS Math, 7th Grade	<i>Male</i>	599.8	601.7	607.7	613.7	619.7	625.7	631.7
	<i>Female</i>	605.2	608.5	614.5	620.5	626.5	632.5	638.5
	<i>Black</i>	601.7	605.2	613.2	621.2	629.2	637.2	645.2
	<i>White</i>	625	609.5	615.5	621.5	627.5	633.5	639.5
	<i>Disabled</i>	565.3	573.5	581.5	589.5	597.5	605.5	613.5
	<i>Subsidized Meals</i>	600.9	603.5	611.5	619.5	627.5	635.5	643.5
	OVERALL	598.1	603.1	609.1	615.1	621.1	627.1	633.1

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Williamsburg County School District								
PASS Science, 7th Grade	<i>Male</i>	594.9	600.7	606.7	612.7	618.7	624.7	630.7
	<i>Female</i>	601.6	605.7	611.7	617.7	623.7	629.7	635.7
	<i>Black</i>	597.4	603.6	611.6	619.6	627.6	635.6	643.6
	<i>White</i>	616.9	601.6	607.6	613.6	619.6	625.6	631.6
	<i>Disabled</i>	551.5	559.7	567.7	575.7	583.7	591.7	599.7
	<i>Subsidized Meals</i>	596.3	601.5	609.5	617.5	625.5	633.5	641.5
PASS Social Studies, 7th Grade	OVERALL	589.7	595.7	601.7	607.7	613.7	619.7	625.7
	<i>Male</i>	587.1	595	601	607	613	619	625
	<i>Female</i>	592.5	596.4	602.4	608.4	614.4	620.4	626.4
	<i>Black</i>	589.4	595.7	603.7	611.7	619.7	627.7	635.7
	<i>White</i>	601.9	604.1	610.1	616.1	622.1	628.1	634.1
	<i>Disabled</i>	561.7	567.2	575.2	583.2	591.2	599.2	607.2
	<i>Subsidized Meals</i>	588.3	594.6	602.6	610.6	618.6	626.6	634.6
PASS ELA, 8th Grade	OVERALL	605.3	593.2	599.2	605.2	611.2	617.2	623.2
	<i>Male</i>	596.3	583	589	595	601	607	613
	<i>Female</i>	614.6	603.9	609.9	615.9	621.9	627.9	633.9
	<i>Black</i>	604.9	592.5	600.5	608.5	616.5	624.5	632.5
	<i>White</i>	605.4	614.7	620.7	626.7	632.7	638.7	644.7
	<i>Disabled</i>	564.7	551.4	559.4	567.4	575.4	583.4	591.4
PASS Math, 8th Grade	<i>Subsidized Meals</i>	604.8	591.5	599.5	607.5	615.5	623.5	631.5
	OVERALL	602	604	610	616	622	628	634
	<i>Male</i>	598.7	599	605	611	617	623	629
	<i>Female</i>	605.5	609.2	615.2	621.2	627.2	633.2	639.2
	<i>Black</i>	601.8	603	611	619	627	635	643
	<i>White</i>	568.7	632.9	638.9	644.9	650.9	656.9	662.9
	<i>Disabled</i>	574.5	569.6	577.6	585.6	593.6	601.6	609.6
<i>Subsidized Meals</i>	601.8	602.2	610.2	618.2	626.2	634.2	642.2	
PASS Science, 8th Grade	OVERALL	603.4	585.9	591.9	597.9	603.9	609.9	615.9
	<i>Male</i>	605	581.9	587.9	593.9	599.9	605.9	611.9
	<i>Female</i>	601.7	589.3	595.3	601.3	607.3	613.3	619.3
	<i>Black</i>	602.2	586	594	602	610	618	626
	<i>White</i>	-----	-----	-----	-----	-----	-----	-----

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Williamsburg County School District								
	<i>Disabled</i>	569.3	547.9	555.9	563.9	571.9	579.9	587.9
	<i>Subsidized Meals</i>	602.1	586.1	594.1	602.1	610.1	618.1	626.1
PASS Social Studies, 8th Grade	OVERALL	593.5	596.3	602.3	608.3	614.3	620.3	626.3
	<i>Male</i>	586.3	595.4	601.4	607.4	613.4	619.4	625.4
	<i>Female</i>	600.6	597.5	603.5	609.5	615.5	621.5	627.5
	<i>Black</i>	593.3	593.8	601.8	609.8	617.8	625.8	633.8
	<i>White</i>	-----	634.6	640.6	646.6	652.6	658.6	664.6
	<i>Disabled</i>	567	567.2	575.2	583.2	591.2	599.2	607.2
	<i>Subsidized Meals</i>	592.8	594.4	602.4	610.4	618.4	626.4	634.4
	HSAP ELA	OVERALL	213.3	217.1	222.1	227.1	232.1	237.1
<i>Male</i>		210.7	214.6	219.6	224.6	229.6	234.6	239.6
<i>Female</i>		216.1	220.1	225.1	230.1	235.1	240.1	245.1
<i>Black</i>		213.1	217.4	224.4	231.4	238.4	245.4	252.4
<i>White</i>		214.7	207.5	212.5	217.5	222.5	227.5	232.5
<i>Disabled</i>		191.9	192.7	199.7	206.7	213.7	220.7	227.7
<i>Subsidized Meals</i>		212.7	215.2	222.2	229.2	236.2	243.2	250.2
HSAP Math		OVERALL	208.4	208.7	213.7	218.7	223.7	228.7
	<i>Male</i>	206.1	207.5	212.5	217.5	222.5	227.5	232.5
	<i>Female</i>	210.9	210	215	220	225	230	235
	<i>Black</i>	207.9	208.9	215.9	222.9	229.9	236.9	243.9
	<i>White</i>	213.1	202.8	207.8	212.8	217.8	222.8	227.8
	<i>Disabled</i>	184.3	182.8	189.8	196.8	203.8	210.8	217.8
	<i>Subsidized Meals</i>	207.8	207.1	214.1	221.1	228.1	235.1	242.1
	End-of-Course Biology 1	OVERALL	71.4	74.4	76.4	78.4	80.4	82.4
<i>Male</i>		71.2	74.2	76.2	78.2	80.2	82.2	84.2
<i>Female</i>		71.1	74.7	76.7	78.7	80.7	82.7	84.7
<i>Black</i>		71.7	74.7	78.7	82.7	86.7	90.7	94.7
<i>White</i>		81.7	84.7	86.7	88.7	90.7	92.7	94.7
<i>Disabled</i>		58.5	64.5	68.5	72.5	76.5	80.5	84.5
<i>Subsidized Meals</i>		71	74	78	82	86	90	94
OVERALL		63.2	67.2	69.2	71.2	73.2	75.2	77.2
<i>Male</i>		63.9	67.9	69.9	71.9	73.9	75.9	77.9

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Williamsburg County School District								
<i>End-of-Course U.S. History & Constitution</i>	<i>Female</i>	62.3	66.3	68.3	70.3	72.3	74.3	76.3
	<i>Black</i>	63	67	71	75	79	83	87
	<i>White</i>	-----	-----	-----	-----	-----	-----	-----
	<i>Disabled</i>	59.1	65.1	69.1	73.1	77.1	81.1	85.1
	<i>Subsidized Meals</i>	63.2	67.2	71.2	75.2	79.2	83.2	87.2

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Specific methodology for determining achievement gap (as defined in this notice), specified for each assessed grade in reading or language arts and in mathematics: A projected decrease of 30% by end of the grant period is reasonable given the size of the gap existing among subgroups.

Clarendon Two A4 b Gap Chart

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					30.00%	(Post-Grant)
3rd Grade ELA PASS	African/American	White	28.30	34.70	31.7	28.7	25.7	24.3	21.3
	Subsidized	Non-subsidized	58.10	49.60	45.9	42.2	38.4	34.7	31.0
	Disabled	Non-disabled	44.40	32.60	30.2	27.7	25.3	22.8	20.4
3rd Grade Math PASS	African/American	White	23.30	46.00	42.6	39.1	35.7	32.2	28.8
	Subsidized	Non-subsidized	48.90	59.80	55.3	50.8	46.3	41.9	37.4
	Disabled	Non-disabled	42.30	39.00	36.1	33.2	30.2	27.3	24.4
4th Grade ELA PASS	African/American	White	22.90	24.80	22.9	21.1	19.2	17.4	15.5
	Subsidized	Non-subsidized	30.90	33.50	31.0	28.5	26.0	23.5	20.9
	Disabled	Non-disabled	44.10	37.00	34.2	31.5	28.7	25.9	23.1
4th Grade Math PASS	African/American	White	31.00	32.60	30.2	27.7	25.3	22.8	20.4
	Subsidized	Non-subsidized	39.00	35.40	32.7	30.1	27.4	24.8	22.1
	Disabled	Non-disabled	39.40	50.50	46.7	42.9	39.1	35.4	31.6
5th Grade ELA PASS	African/American	White	44.60	23.70	21.9	20.1	18.4	16.6	14.8
	Subsidized	Non-subsidized	43.50	19.60	18.1	16.7	15.2	13.7	12.2
	Disabled	Non-disabled	48.10	53.70	49.7	45.6	41.6	37.6	33.6
5th Grade Math PASS	African/American	White	39.60	27.90	25.8	23.7	21.6	19.5	17.4
	Subsidized	Non-subsidized	29.80	21.60	20.0	18.4	16.7	15.1	13.5
	Disabled	Non-disabled	42.30	62.50	57.8	53.1	48.4	43.8	39.1
6th Grade ELA PASS	African/American	White	29.90	50.80	47.0	43.2	39.4	35.6	31.8
	Subsidized	Non-subsidized	33.70	43.70	40.4	37.1	33.9	30.6	27.3
	Disabled	Non-disabled	34.10	47.60	44.0	40.5	36.9	33.3	29.7
6th Grade Math PASS	African/American	White	30.00	35.40	32.7	30.1	27.4	24.8	22.1
	Subsidized	Non-subsidized	27.50	43.20	40.0	36.7	33.5	30.2	27.0
	Disabled	Non-disabled	48.70	47.10	43.6	40.0	36.5	33.0	29.4
7th Grade ELA PASS	African/American	White	35.10	27.20	25.2	23.1	21.1	19.0	17.0
	Subsidized	Non-subsidized	35.30	29.00	26.8	24.7	22.5	20.3	18.1
	Disabled	Non-disabled	28.30	36.80	34.0	31.3	28.5	25.8	23.0

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					30.00%	(Post-Grant)
7th Grade Math PASS	African/American	White	42.10	36.60	33.9	31.1	28.4	25.6	22.9
	Subsidized	Non-subsidized	45.90	33.30	30.8	28.3	25.8	23.3	20.8
	Disabled	Non-disabled	28.40	37.20	34.4	31.6	28.8	26.0	23.3
8th Grade ELA PASS	African/American	White	23.10	32.20	29.8	27.4	25.0	22.5	20.1
	Subsidized	Non-subsidized	35.00	38.70	35.8	32.9	30.0	27.1	24.2
	Disabled	Non-disabled	41.70	42.80	39.6	36.4	33.2	30.0	26.8
8th Grade Math PASS	African/American	White	21.90	18.30	16.9	15.6	14.2	12.8	11.4
	Subsidized	Non-subsidized	26.60	28.60	26.5	24.3	22.2	20.0	17.9
	Disabled	Non-disabled	25.00	39.50	36.5	33.6	30.6	27.7	24.7
10th Grade ELA HSAP	African/American	White	12.00	19.00	17.6	16.2	14.7	13.3	11.9
	Subsidized	Non-subsidized	13.00	15.00	13.9	12.8	11.6	10.5	9.4
	Disabled	Non-disabled	21.00	28.00	25.9	23.8	21.7	19.6	17.5
10th Grade Math HSAP	African/American	White	17.00	17.00	15.7	14.5	13.2	11.9	10.6
	Subsidized	Non-subsidized	18.00	13.00	12.0	11.1	10.1	9.1	8.1
	Disabled	Non-disabled	19.00	24.00	22.2	20.4	18.6	16.8	15.0
EOCEP Biology PASS	African/American	White	12.00	11.00	10.2	9.4	8.5	7.7	6.9
	Subsidized	Non-subsidized	10.00	I/S	I/S	I/S	I/S	I/S	I/S
	Disabled	Non-disabled	13.00	14.00	13.0	11.9	10.9	9.8	8.8
EOCEP US History PASS	African/American	White	8.00	7.00	6.5	6.0	5.4	4.9	4.4
	Subsidized	Non-subsidized	7.00	I/S	I/S	I/S	I/S	I/S	I/S
	Disabled	Non-disabled	7.00	6.00	5.6	5.1	4.7	4.2	3.8

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Orangeburg Consolidated School District Five

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					0.30	(Post-Grant)
3rd Grade ELA PASS	African/American	White	29.80	6.40	5.92	5.44	4.96	4.48	4.00
	Subsidized	Non-subsidized	34.40	24.20	23.72	21.90	20.09	16.94	15.13
	Disabled	Non-disabled	41.00	47.90	47.42	43.83	40.24	33.53	29.94
3rd Grade Math PASS	African/American	White	20.70	-4.70	-5.18	-4.83	-4.48	-3.29	-2.94
	Subsidized	Non-subsidized	24.30	16.90	16.42	15.15	13.89	11.83	10.56
	Disabled	Non-disabled	44.10	54.60	54.12	50.03	45.93	38.22	34.13
4th Grade ELA PASS	African/American	White	11.50	13.40	12.92	11.92	10.91	9.38	8.37
	Subsidized	Non-subsidized	32.30	19.80	19.32	17.84	16.35	13.86	12.38
	Disabled	Non-disabled	37.50	48.00	47.52	43.92	40.32	33.60	30.00
4th Grade Math PASS	African/American	White	9.30	6.90	6.42	5.90	5.38	4.83	4.31
	Subsidized	Non-subsidized	38.30	18.00	17.52	16.17	14.82	12.60	11.25
	Disabled	Non-disabled	36.30	51.20	50.72	46.88	43.04	35.84	32.00
5th Grade ELA PASS	African/American	White	38.70	27.80	27.32	25.24	23.15	19.46	17.38
	Subsidized	Non-subsidized	22.80	30.70	30.22	27.92	25.61	21.49	19.19
	Disabled	Non-disabled	36.50	48.50	48.02	44.38	40.75	33.95	30.31
5th Grade Math PASS	African/American	White	23.20	18.80	18.32	16.91	15.50	13.16	11.75
	Subsidized	Non-subsidized	21.00	31.80	31.32	28.94	26.55	22.26	19.88
	Disabled	Non-disabled	45.30	54.10	53.62	49.56	45.50	37.87	33.81
6th Grade ELA PASS	African/American	White	15.60	I/S	I/S	I/S	I/S	I/S	I/S
	Subsidized	Non-subsidized	36.50	-1.80	-2.28	-2.15	-2.01	-1.26	-1.13
	Disabled	Non-disabled	52.40	-67.80	-68.28	-63.20	-58.11	-47.46	-42.38
6th Grade Math PASS	African/American	White	15.40	I/S	I/S	I/S	I/S	I/S	I/S
	Subsidized	Non-subsidized	28.30	-2.20	-2.68	-2.52	-2.35	-1.54	-1.38
	Disabled	Non-disabled	39.30	-54.90	-55.38	-51.26	-47.15	-38.43	-34.31
7th Grade ELA PASS	African/American	White	5.70	12.10	11.62	10.71	9.81	8.47	7.56
	Subsidized	Non-subsidized	34.30	27.70	27.22	25.14	23.06	19.39	17.31
	Disabled	Non-disabled	38.60	40.40	39.92	36.89	33.86	28.28	25.25
7th Grade Math	African/American	White	-3.80	16.80	16.32	15.06	13.80	11.76	10.50
	Subsidized	Non-subsidized	34.20	36.80	36.32	33.56	30.80	25.76	23.00

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					0.30	(Post-Grant)
PASS	Disabled	Non-disabled	39.30	34.70	34.22	31.62	29.02	24.29	21.69
8th Grade ELA	African/American	White	-17.40	6.10	5.62	5.16	4.71	4.27	3.81
	Subsidized	Non-subsidized	21.90	27.80	27.32	25.24	23.15	19.46	17.38
PASS	Disabled	Non-disabled	56.50	52.10	51.62	47.71	43.81	36.47	32.56
8th Grade Math	African/American	White	-8.00	-15.00	-15.48	-14.36	-13.23	-10.50	-9.38
	Subsidized	Non-subsidized	22.90	25.20	24.72	22.83	20.94	17.64	15.75
PASS	Disabled	Non-disabled	31.40	40.70	40.22	37.17	34.11	28.49	25.44
HSAP Grade ELA	African/American	White	11.60	5.50	5.02	4.61	4.20	3.85	3.44
	Subsidized	Non-subsidized	11.40	10.10	9.62	8.86	8.11	7.07	6.31
PASS	Disabled	Non-disabled	27.20	28.50	28.02	25.88	23.75	19.95	17.81
HSAP Grade Math	African/American	White	11.70	6.40	5.92	5.44	4.96	4.48	4.00
	Subsidized	Non-subsidized	14.50	7.50	7.02	6.46	5.90	5.25	4.69
PASS	Disabled	Non-disabled	30.00	28.40	27.92	25.79	23.66	19.88	17.75
EOCEP Biology	African/American	White	11.30	3.70	3.22	2.94	2.67	2.59	2.31
	Subsidized	Non-subsidized	7.10	I/S	I/S	I/S	I/S	I/S	I/S
PASS	Disabled	Non-disabled	10.80	13.70	13.22	12.19	11.17	9.59	8.56
EOCEP US History	African/American	White	7.60	4.08	3.60	3.29	2.99	2.86	2.55
	Subsidized	Non-subsidized	4.30	I/S	I/S	I/S	I/S	I/S	I/S
PASS	Disabled	Non-disabled	4.70	8.60	8.12	7.48	6.83	6.02	5.38

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)- Used Scale Scores and differentials

Specific methodology for determining achievement gap (as defined in this notice), specified for each assessed grade in reading or language arts and

Richland Two A4 b PASS gap chart

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					0.30	(Post-Grant)
3rd Grade ELA PASS	Male	Female	16.60	9.10	8.42	7.74	7.05	6.37	5.69
	African/American	White	45.10	34.30	31.73	29.16	24.01	24.01	21.44
	Asian	White	10.20	-10.70	-9.90	-9.10	-8.19	-7.49	-6.69
	Hispanic	White	43.70	36.40	33.67	30.94	27.85	25.48	22.75
	Subsidized	Non-subsidized	46.20	32.90	30.43	27.97	23.03	23.03	20.56
	Disabled	Non-disabled	56.60	39.30	36.35	33.41	27.51	27.51	24.56
3rd Grade Math PASS	Male	Female	4.50	0.90	0.83	0.77	0.69	0.63	0.56
	African/American	White	40.50	43.20	39.96	36.72	30.24	30.24	27.00
	Asian	White	0.70	17.40	16.10	14.79	13.31	12.18	10.88
	Hispanic	White	40.80	36.90	34.13	31.37	28.23	25.83	23.06
	Subsidized	Non-subsidized	39.60	35.30	32.65	30.01	24.71	24.71	22.06
	Disabled	Non-disabled	49.60	34.80	32.19	29.58	24.36	24.36	21.75
4th Grade ELA PASS	Male	Female	10.30	10.90	10.08	9.27	8.34	7.63	6.81
	African/American	White	50.90	40.90	37.83	34.77	31.29	28.63	25.56
	Asian	White	-6.60	10.20	9.44	8.67	7.80	7.14	6.38
	Hispanic	White	39.30	40.30	37.28	34.26	30.83	28.21	25.19
	Subsidized	Non-subsidized	38.20	34.80	32.19	29.58	24.36	24.36	21.75
	Disabled	Non-disabled	53.20	45.40	42.00	38.59	31.78	31.78	28.38
4th Grade Math PASS	Male	Female	-4.10	1.90	1.76	1.62	1.45	1.33	1.19
	African/American	White	43.90	47.00	43.48	39.95	32.90	32.90	29.38
	Asian	White	-22.60	-7.30	-6.75	-6.21	-5.58	-5.11	-4.56
	Hispanic	White	43.00	32.00	29.60	27.20	24.48	22.40	20.00
	Subsidized	Non-subsidized	42.20	37.40	34.60	31.79	26.18	26.18	23.38
	Disabled	Non-disabled	53.70	42.10	38.94	35.79	29.47	29.47	26.31
5th Grade ELA PASS	Male	Female	7.80	12.40	11.47	10.54	9.49	8.68	7.75
	African/American	White	40.50	38.90	35.98	33.07	27.23	27.23	24.31
	Asian	White	-5.80	-13.80	-12.77	-11.73	-10.56	-9.66	-8.63
	Hispanic	White	42.40	34.80	32.19	29.58	26.62	24.36	21.75

Richland Two A4 b PASS gap chart

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					0.30	(Post-Grant)
PASS	Subsidized	Non-subsidized	40.80	32.80	30.34	27.88	22.96	22.96	20.50
	Disabled	Non-disabled	55.90	50.00	46.25	42.50	35.00	35.00	31.25
5th Grade Math PASS	Male	Female	-0.40	2.80	2.59	2.38	2.14	1.96	1.75
	African/American	White	38.60	36.90	34.13	31.37	25.83	25.83	23.06
	Asian	White	-13.80	-37.00	-34.23	-31.45	-28.31	-25.90	-23.13
	Hispanic	White	39.30	33.00	30.53	28.05	25.25	23.10	20.63
	Subsidized	Non-subsidized	40.00	32.60	30.16	27.71	22.82	22.82	20.38
	Disabled	Non-disabled	57.80	54.40	50.32	46.24	38.08	38.08	34.00
6th Grade ELA PASS	Male	Female	12.10	10.20	9.44	8.67	7.80	7.14	6.38
	African/American	White	42.10	39.30	36.35	33.41	27.51	27.51	24.56
	Asian	White	-9.10	-8.80	-8.14	-7.48	-6.73	-6.16	-5.50
	Hispanic	White	41.40	39.80	36.82	33.83	30.45	27.86	24.88
	Subsidized	Non-subsidized	42.80	34.50	31.91	29.33	24.15	24.15	21.56
	Disabled	Non-disabled	61.80	62.00	57.35	52.70	43.40	43.40	38.75
6th Grade Math PASS	Male	Female	6.90	6.60	6.11	5.61	5.05	4.62	4.13
	African/American	White	39.60	48.30	44.68	41.06	33.81	33.81	30.19
	Asian	White	-38.10	-21.60	-19.98	-18.36	-16.52	-15.12	-13.50
	Hispanic	White	31.80	47.50	43.94	40.38	36.34	33.25	29.69
	Subsidized	Non-subsidized	41.20	41.10	38.02	34.94	28.77	28.77	25.69
	Disabled	Non-disabled	61.70	59.10	54.67	50.24	41.37	41.37	36.94
7th Grade ELA PASS	Male	Female	11.30	12.70	11.75	10.80	9.72	8.89	7.94
	African/American	White	37.20	32.90	30.43	27.97	23.03	23.03	20.56
	Asian	White	-16.60	-12.60	-11.66	-10.71	-9.64	-8.82	-7.88
	Hispanic	White	34.30	29.70	27.47	25.25	22.72	20.79	18.56
	Subsidized	Non-subsidized	37.40	26.20	24.24	22.27	18.34	18.34	16.38
	Disabled	Non-disabled	57.30	54.40	50.32	46.24	38.08	38.08	34.00
7th Grade Math PASS	Male	Female	0.40	1.90	1.76	1.62	1.45	1.33	1.19
	African/American	White	38.80	39.40	36.45	33.49	27.58	27.58	24.63
	Asian	White	-44.30	-28.80	-26.64	-24.48	-22.03	-20.16	-18.00
	Hispanic	White	36.00	29.30	27.10	24.91	22.41	20.51	18.31
	Subsidized	Non-subsidized	38.40	31.60	29.23	26.86	22.12	22.12	19.75
	Disabled	Non-disabled	53.90	50.10	46.34	42.59	35.07	35.07	31.31

Richland Two A4 b PASS gap chart

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					0.30	(Post-Grant)
8th Grade ELA PASS	Male	Female	19.70	19.50	18.04	16.58	14.92	13.65	12.19
	African/American	White	38.30	50.90	47.08	43.27	35.63	35.63	31.81
	Asian	White	1.00	-23.50	-21.74	-19.98	-17.98	-16.45	-14.69
	Hispanic	White	41.40	50.00	46.25	42.50	38.25	35.00	31.25
	Subsidized	Non-subsidized	39.10	41.00	37.93	34.85	28.70	28.70	25.63
	Disabled	Non-disabled	66.10	73.50	67.99	62.48	51.45	51.45	45.94
8th Grade Math PASS	Male	Female	4.80	6.10	5.64	5.19	4.67	4.27	3.81
	African/American	White	35.60	43.80	40.52	37.23	30.66	30.66	27.38
	Asian	White	-41.50	-51.30	-47.45	-43.61	-39.24	-35.91	-32.06
	Hispanic	White	32.60	36.80	34.04	31.28	28.15	25.76	23.00
	Subsidized	Non-subsidized	36.00	37.30	34.50	31.71	26.11	26.11	23.31
	Disabled	Non-disabled	51.00	51.50	47.64	43.78	36.05	36.05	32.19
10th Grade ELA HSAP	Male	Female	5.80	6.60	6.11	5.61	5.05	4.62	4.13
	African/American	White	16.60	20.10	18.59	17.09	14.07	14.07	12.56
	Asian	White	0.80	4.40	4.07	3.74	3.37	3.08	2.75
	Hispanic	White	14.00	19.50	18.04	16.58	14.92	13.65	12.19
	Subsidized	Non-subsidized	13.30	13.60	12.58	11.56	9.52	9.52	8.50
	Disabled	Non-disabled	27.80	29.10	26.92	24.74	20.37	20.37	18.19
10th Grade Math HSAP	Male	Female	1.90	1.80	1.67	1.53	1.38	1.26	1.13
	African/American	White	25.60	26.30	24.33	22.36	18.41	18.41	16.44
	Asian	White	-9.80	-16.50	-15.26	-14.03	-12.62	-11.55	-10.31
	Hispanic	White	17.10	22.10	20.44	18.79	16.91	15.47	13.81
	Subsidized	Non-subsidized	17.40	18.10	16.74	15.39	12.67	12.67	11.31
	Disabled	Non-disabled	36.90	29.40	27.20	24.99	20.58	20.58	18.38
EOCEP Biology	Male	Female	1.30	0.10	0.09	0.09	0.08	0.07	0.06
	African/American	White	11.30	12.80	11.84	10.88	8.96	8.96	8.00
	Asian	White	-2.00	-2.40	-2.22	-2.04	-1.84	-1.68	-1.50
	Hispanic	White	9.90	6.70	6.20	5.70	5.13	4.69	4.19
	Subsidized	Non-subsidized	15.80	14.70	13.60	12.50	10.29	10.29	9.19

Richland Two A4 b PASS gap chart

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					0.30	(Post-Grant)
	Disabled	Non-disabled	8.00	9.80	9.07	8.33	6.86	6.86	6.13
EOCEP US History	Male	Female	-1.30	-1.90	-1.76	-1.62	-1.45	-1.33	-1.19
	African/American	White	7.30	8.00	7.40	6.80	5.60	5.60	5.00
	Asian	White	-0.70	-1.70	-1.57	-1.45	-1.30	-1.19	-1.06
	Hispanic	White	5.00	3.80	3.52	3.23	2.91	2.66	2.38
	Subsidized	Non-subsidized	6.90	6.80	6.29	5.78	4.76	4.76	4.25
	Disabled	Non-disabled	5.00	6.00	5.55	5.10	4.20	4.20	3.75

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)-

Specific methodology for determining achievement gap (as defined in this notice), specified for each assessed grade in reading or language arts and in mathematics:

Williamsburg County School District

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					30%	(Post-Grant)
3rd Grade ELA PASS	African/American	White	5.2	4.1	3.79	3.49	3.18	2.87	(Post-Grant)
	Subsidized	Non-subsidized	23.4	0.6	0.56	0.51	0.47	0.42	0.38
	Disabled	Non-disabled	43	39.5	36.54	33.58	30.61	27.65	24.69
3rd Grade Math PASS	African/American	White	18.5	8.1	7.49	6.89	6.28	5.67	5.06
	Subsidized	Non-subsidized	25	6.2	5.74	5.27	4.81	4.34	3.88
	Disabled	Non-disabled	33.7	39.8	36.82	33.83	30.85	27.86	24.88
4th Grade ELA PASS	African/American	White	24.3	17.5	16.19	14.88	13.56	12.25	10.94
	Subsidized	Non-subsidized	24.9	21.6	19.98	18.36	16.74	15.12	13.50
	Disabled	Non-disabled	51.6	55.8	51.62	47.43	43.25	39.06	34.88
4th Grade Math PASS	African/American	White	30.5	30.5	28.21	25.93	23.64	21.35	19.06
	Subsidized	Non-subsidized	21.7	13.2	12.21	11.22	10.23	9.24	8.25
	Disabled	Non-disabled	41.6	42.2	39.04	35.87	32.71	29.54	26.38
5th Grade ELA PASS	African/American	White	7.3	16.9	15.63	14.37	13.10	11.83	10.56
	Subsidized	Non-subsidized	45.5	22.4	20.72	19.04	17.36	15.68	14.00
	Disabled	Non-disabled	40	41.5	38.39	35.28	32.16	29.05	25.94
5th Grade Math PASS	African/American	White	6.6	15.4	14.25	13.09	11.94	10.78	9.63
	Subsidized	Non-subsidized	44.9	14.7	13.60	12.50	11.39	10.29	9.19
	Disabled	Non-disabled	55.3	56	51.80	47.60	43.40	39.2	35.00
6th Grade ELA PASS	African/American	White	13	1.3	1.20	1.11	1.01	0.91	0.81
	Subsidized	Non-subsidized	23.6	31.2	28.86	26.52	24.18	21.84	19.50
	Disabled	Non-disabled	34.9	54.5	50.41	46.33	42.24	38.15	34.06

Goal area	Identify Subgroup	Identify Comparison Group	Baseline(s):	Baseline(s):	Goals:	Goals:	Goals:	Goals:	Goals:
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
			(optional)					30%	(Post-Grant)
6th Grade Math PASS	African/American	White	3.4	0.5	0.46	0.43	0.39	0.35	0.31
	Subsidized	Non-subsidized	12.8	40.2	37.19	34.17	31.16	28.14	25.13
	Disabled	Non-disabled	35.3	47.4	43.85	40.29	36.74	33.18	29.63
7th Grade ELA PASS	African/American	White	30.2	19	17.58	16.15	14.73	13.3	11.88
	Subsidized	Non-subsidized	40.3	12.4	11.47	10.54	9.61	8.68	7.75
	Disabled	Non-disabled	42.7	44.3	40.98	37.66	34.33	31.01	27.69
7th Grade Math PASS	African/American	White	23.3	4.3	3.98	3.66	3.33	3.01	2.69
	Subsidized	Non-subsidized	23.1	18.1	16.74	15.39	14.03	12.67	11.31
	Disabled	Non-disabled	43.3	36.6	33.86	31.11	28.37	25.62	22.88
8th Grade ELA PASS	African/American	White	0.5	22.2	20.54	18.87	17.21	15.54	13.88
	Subsidized	Non-subsidized	7.2	22.5	20.81	19.13	17.44	15.75	14.06
	Disabled	Non-disabled	48.4	49.9	46.16	42.42	38.67	34.93	31.19
8th Grade Math PASS	African/American	White	3.1	29.9	27.66	25.42	23.17	20.93	18.69
	Subsidized	Non-subsidized	2.9	24.5	22.66	20.83	18.99	17.15	15.31
	Disabled	Non-disabled	32.8	41.1	38.02	34.94	31.85	28.77	25.69
HSAP ELA10th Grade	African/American	White	1.6	9.9	9.16	8.42	7.67	6.93	6.19
	Subsidized	Non-subsidized	5.8	12.5	11.56	10.63	9.69	8.75	7.81
	Disabled	Non-disabled	28	29.7	27.47	25.25	23.02	20.79	18.56
HSAP Math 10th Grade	African/American	White	5.2	6.1	5.64	5.19	4.73	4.27	3.81
	Subsidized	Non-subsidized	5.6	10.4	9.62	8.84	8.06	7.28	6.50
	Disabled	Non-disabled	31.4	31.4	29.05	26.69	24.34	21.98	19.63
EOC Biology	African/American	White		10	9.25	8.50	7.75	7	6.25
	Subsidized	Non-subsidized		3.4	3.15	2.89	2.64	2.38	2.13
	Disabled	Non-disabled		15.8	14.62	13.43	12.25	11.06	9.88
EOC U. S. History	African/American	White		-----	I/S	I/S	I/S	#VALUE!	I/S
	Subsidized	Non-subsidized		0.1	0.09	0.09	0.08	0.07	0.06
	Disabled	Non-disabled		4.5	4.16	3.83	3.49	3.15	2.81

(A)(4)(c) Graduation rates (as defined in this notice)

In terms of graduation rates, Table (A)(4)(c), CCEL is using the state’s projected graduation rate by the end of the grant period as its target for meeting or exceeding the state’s overall graduation rate. South Carolina has set a 1.0 increase each year for overall as its Annual Measurable Objective. In 2012, the AMO was 73.1. In 2013, the AMO was 74.1. Each district has set its annual goals for overall graduation rate to meet or exceed the state’s overall graduation rate by the end of the grant period. In addition, each CCEL district has set higher rates of increase for targeted subgroups. This rate of increase will vary to ensure that the subgroup performance meets or exceeds the state’s overall graduation rate.

Goal area	Subgroup	Baseline(s)	Goals					SY 2017-18 (Post-Grant)
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	
Clarendon County School District Two	OVERALL	71	77	78.5	80.1	81.7	83.3	85.0
	Male	68	70	71.4	72.8	74.3	75.8	77.3
	Female	74	84	85.7	87.4	89.1	90.9	92.7
	White	75	77	78.5	80.1	81.7	83.3	85.0
	African American	71	78	81.1	84.4	87.7	91.2	94.9
	Hispanic	58		60.3	62.7	65.2	67.9	70.6
	Disabled	50	33	34.3	35.7	37.1	38.6	40.1
	Subsidized	70	76	79.0	82.2	85.5	88.9	92.5
Orangeburg Consolidated School District Five	OVERALL	70.4	73.5	75.0	76.5	78.0	79.6	81.1
	Male	61.9	66.7	68.0	69.4	70.8	72.2	73.6
	Female	78.8	81.2	82.8	84.5	86.2	87.9	89.7
	African American	71.2	73.7	76.6	79.7	82.9	86.2	89.7
	White	64.3	73.7	75.2	76.7	78.2	79.8	81.4
	Disabled	32.8	30.4	31.6	32.9	34.2	35.6	37.0
	Subsidized Meals	72.1	72.1	75.0	78.0	81.1	84.3	87.7
Richland County School District Two	OVERALL	80	74.1	75.6	77.1	78.6	80.2	81.8
	Male	75.2	74.3	75.8	77.3	78.8	80.4	82.0
	Female	84.8	83.2	84.9	86.6	88.3	90.1	91.9
	White	87.5	86	87.7	89.5	91.3	93.1	95.0
	African American	78	76.8	79.9	83.1	86.4	89.8	93.4
	Hispanic	61.3	61.1	63.5	66.1	68.7	71.5	74.3
	Disabled	41.6	41.3	43.0	44.7	46.5	48.3	50.2
	Subsidized	70.5	69.8	72.6	75.5	78.5	81.7	84.9
Williamsburg County School District	OVERALL	77.2	79.2	80.8	82.4	84.0	85.7	87.4
	Males	68.5	71.5	72.9	75.8	78.8	82.0	85.3
	Female	86.5	88.5	92.0	95.7	99.6	103.5	107.7
	White	64.7	68.7	70.1	71.5	72.9	74.4	75.9
	African American	77.9	79.9	83.1	86.4	89.9	93.5	97.2
	Disabled	33.8	42.8	44.5	46.3	48.1	50.1	52.1
	Subsidized Meals	77.9	79.9	83.1	86.4	89.9	93.5	97.2

(A)(4)(d) College enrollment (as defined in this notice) rates

NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2011-12, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- (College enrollment SY 2011-12) = Number of SY 2009-10 graduates enrolled in a higher-education institution during the 16 months after graduation
- (College enrollment rate) = (College enrollment SY 2011-12)÷(Cohort Population, e.g., total number of SY 2009-10 graduates)*100

Goal area	Subgroup	Baseline(s): SY 2011-12 (optional)	Baseline(s): SY 2012-13	Goals: SY 2013-14	Goals: SY 2014-15	Goals: SY 2015-16	Goals: SY 2016-17	Goals: SY 2017-18 (Post-Grant)
College enrollment rate	SC	66.0	66.1	66.2	66.3	66.4	66.5	66.6
	Manning High School (Clarendon 2)	50.5	50.5	54.5	58.5	62.5	66.5	70.5
	Orangeburg-Wilkinson High (Orangeburg 5)	52.3	52.3	55.85	59.4	62.95	66.5	70.05
	Richland Northeast HS (Richland 2)	61.7	61.7	65.25	68.8	72.35	75.9	79.45
	C.E. Murray (Williamsburg)	64.6	64.6	68.15	71.7	75.25	78.8	82.35
	Kingstree Senior High (Williamsburg)]	39.8	39.8	46.48	53.16	59.84	66.5	73.2
				Projected				
<p>The SC Department of Education provides a College Freshman Report each year to provide data on college enrollment; however this information is not disaggregated by subgroup (http://ed.sc.gov/agency/rda/CollegeFreshmanReport.cfm). CCEL examined the state’s average increase per year (using the previous three years of data) and determined that the state’s percentage is increasing .1 per year. Their most recent Freshman College Report provides a summary of high school completers who enrolled in</p>								

Goal area	Subgroup	Baseline(s): SY 2011-12 (optional)	Baseline(s): SY 2012-13	Goals: SY 2013-14	Goals: SY 2014-15	Goals: SY 2015-16	Goals: SY 2016-17	Goals: SY 2017-18 (Post-Grant)
								<p>2011-12 college freshman classes. This data is provided by school, not district. Data is not yet available for the freshman entering college in the fall 2012. Current data is incomplete because South Carolina’s statewide longitudinal data system, South Carolina Longitudinal Information Center for Education (SLICE), is not yet fully operational (opened for preview by districts in September 2013) and the linkages between the pre-K-12 data and the higher education data are currently being established and implemented. The SC Commission on Higher Education is coordinating the participation of institutions and has contracted with the National Student Clearinghouse to develop this component. Therefore, while the data relevant to college enrollment are incomplete for prior years, this project is scheduled to be fully implemented by late fall 2014, so that going forward, detailed and disaggregated college enrollment data, will be available.</p> <p>CCEL established goals and objectives for each high school so that they would meet or exceed the state’s projected growth of .1 per year. Based on the last three years, South Carolina’s average rate of growth for post-secondary enrollment is .1 per year. To meet or exceed the state average, CCEL has established the above goals for each high using the rates described below.</p> <p>Manning High School (Clarendon 2) has established a 4.0 increase per year to meet and exceed the state’s average rate.</p> <p>For Orangeburg-Wilkinson High School (Orangeburg 5), Richland Northeast High School (Richland 2), and C.E. Murray High School (Williamsburg), the consortium has established an increase of 3.55 per year so that these schools meet and exceed the projected state rate of increase.</p> <p>CCEL has set the goal for Kingstree Senior High (Williamsburg) to meet and exceed the state average by 2016-17, requiring a rate of increase of 5.05 per year.</p>

(B) PRIOR RECORD OF SUCCESS AND CONDITIONS FOR REFORM

(B)(1) Demonstrating a clear track record of success

(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant’s ability to—

(a) Improve student learning outcomes and close achievement gaps, including by raising student achievement, high school graduation rates, and college enrollment rates;

Clarendon County School District Two has made significant gains in the percentage of students graduating from high school in the last four years. All subgroups, except two, exceed the state’s average graduation rate of 74.1. This gain is evident across all subgroups except students with disabilities, and active steps are being implemented to address the needs and transition elements for these children.

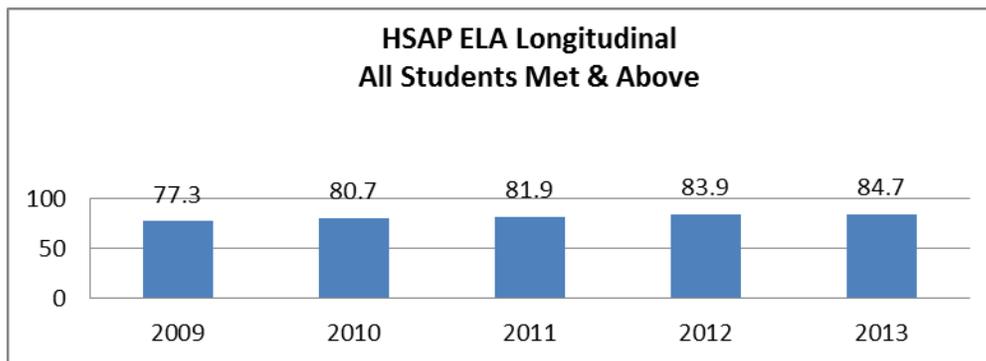
Graduation Rate	2010	2011	2012
OVERALL	77.8	71	77
<i>Male</i>	71.2	68	71
<i>Female</i>	83.5	74	84
<i>White</i>	76.6	75	77
<i>African American</i>	77.7	71	78
<i>Disabled</i>	11.1	50	33
<i>Subsidized</i>	75.3	70	76

To attain improvements in graduation rates, Clarendon Two addressed multiple issues: improved data-driven identification of at-risk students so that instructional and socio-emotional supports could be provided; the use of better formative assessments in high school classes to ensure that students were gaining mastery; career and college awareness and support, and extended learning supports for all students to ensure that they are able to meet standards on the High School Exit Examination (HSAP, see data below).

In addition, Manning High School has received a grant from Jobs for America’s Graduates for seven consecutive years. Jobs for America’s Graduates (JAG) is a state-based national non-profit organization dedicated to preventing dropouts and increasing graduation rates for at-risk youth. These grant funds have been used to support a full-time Job Specialist who teaches a course in on career preparation open to all students. At-risk students are recruited to enroll in the class. This course assists students with basic skills attainment, leadership and self-development skills, personal and life- coping-skills, and employability skills. This program

targets students who may need assistance to maintain their grades and encourages these students to consider college or career opportunities. This Job Specialist works with Guidance Counselors and Career Development Facilitators to provide technical assistance to students in exploring career programs of study, examining college admission requirements and applications, and completing FAFSA documents.

This focus on college and career readiness has helped students understand the connections between required coursework, electives, personal habits, and their career goals. In addition, the additional supports for struggling students helped increase student performance on the High School Assessment Program, the state’s mandatory examination for 10th graders in English language arts and math. As the chart below details, overall scores in English Language arts have steadily improved in the last five years, and are now at the highest ever.



While this growth has been steady, the performance among subgroups on HSAP ELA also indicates the support Clarendon Two has dedicated to all students and their mastery of essential skills. While the district is pleased with the increasing achievement of subgroups, clearly more instructional supports need to be provided to students with disabilities.

Clarendon Two Subgroup Longitudinal Performance on HSAP ELA (2009-2013)					
	2009	2010	2011	2012	2013
	Percentage (%) Scoring Met or Above				
All Students	77.3	80.7	81.9	83.9	84.7
Male	76.2	80.2	76.3	81.9	80.5
Female	78.3	81.1	87.3	85	90
African American	72.8	76.7	77.2	78.5	79.1
Disabled	26.1	48.1	36.8	55.9	46.7
Subsidized Meals	72.9	77.8	80	79.1	81.8

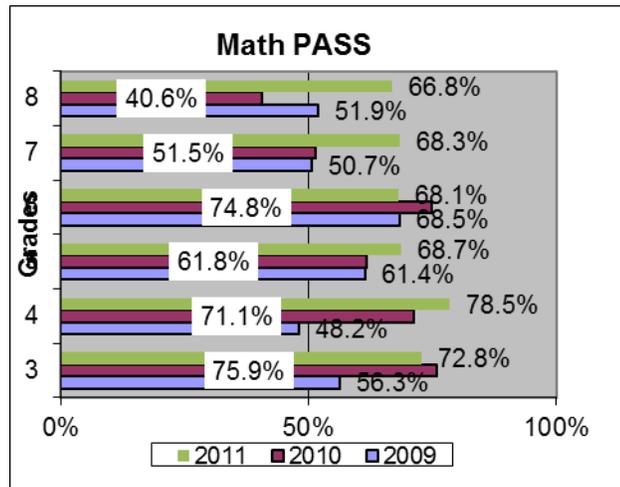
This achievement on HSAP is also the result of district-wide literacy initiatives. Such initiatives have included additional extended learning supports and digital curriculum,

Classworks and Study Island, to provide students with additional practice opportunities and differentiated instruction. Manning High School began using the MAP assessments to help identify struggling students at the earliest time and to gain measures of what strands were proving most difficult. The school hired a Math and ELA interventionist to assist struggling students in all grades. Students were identified by the classroom teacher and they met with the interventionist during elective classes. In addition to ensuring that teachers used a variety of instructional strategies and dedicated more time to some strands, the school implemented an afterschool support program. Afterschool tutoring by certified teachers was implemented to help students with ELA and math skills, as well as focused assistance with preparation for the HSAP or in areas tested by end-of-course examinations. Teachers are available for 90 minutes three days a week to provide additional instruction.

At all grade levels, the district uses STAR and MAP testing data to place students in groups for reading and math intervention. Certified teachers provide reinforcement of the material the students receive during the day. They also use Renaissance Learning, a web-based reading program that “meets” the child at a current reading level and gradually adds complexity. This program helps support gains in guided reading and fluency. In addition, the district uses math and reading interventionists to provide personalized support for struggling students. The interventionist uses diagnostic and formative assessment data to create a plan for differentiated instruction. In addition, Reading and Math coaches work with teachers daily in their classrooms to demonstrate techniques and strategies and to provide feedback to teachers based on observations and student performance data. The district has improved its use of formative assessments, and now student growth is monitored through shared assessments every two weeks to provide insight into student levels of mastery. As a result of these initiatives, the district has experienced increased achievement across grade levels. In 2013, 4th grades registered a five-year high, with 77% of students meeting or exceeding standard in PASS ELA.

The same instructional approaches have resulted in significant gains at the elementary and middle levels in math. Coaching for classroom teachers has improved the quality of differentiated instruction as well as the range of instructional strategies. The careful and focused attention on using formative and benchmark assessment performance data also helped teachers understand exactly what content needed reinforcement. Interventionists for math have been instrumental in providing support for struggling students so that they can master difficult content

and move forward. These strategies have helped attain significant improvements in achievement, as the chart below details.



Over the past five years, Orangeburg Consolidated School District Five (OCSD5) has demonstrated a clear record of success in advancing student learning and achievement. Since 2008-2009, OCSD5 has earned 32 Palmetto Gold and Silver Awards and the Technology Center earned a Blue Ribbon Lighthouse school award. A Blue Ribbon School of Excellence, Bethune Bowman High School has been twice honored by *U.S. News and World Report* as one of the best high schools in the nation. Since South Carolina began its state Palmetto Fellows Scholarship (which requires a minimum 1200 SAT score and 3.5 GPA), 67 students have qualified. In the last four years, 111 junior scholars and 22 Duke TIP students have been recognized, and OCSD5’s students have earned more than \$50 million in scholarships.

Such outstanding achievement results for our students have been the outcomes of deliberate work, data-driven decision-making, and the use of research-based best practices.

PASS Math- Percentage of Students Meeting Standard (OCSD5)					
Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
4	56.7	63.8	66.1	65.2	66.0
5	56.4	51	65.1	59.7	64.8
8	40.9	44.4	58	52.3	62.7

Since 2008-2009, OCSD5 has seen a 22-point increase in the percentage of 8th graders who are meeting standard in mathematics.

In 2008, the district realized that 8th grade students were not gaining competency in mathematics, a national dilemma. Keeping this research in mind, OCSD5 identified 10 problem-

solving strategies for students to use to gain clarity and mastery of mathematics. The district developed problem-solving mats that are used with the problem-solving strategies identified above to foster deeper understanding of math. A sample mat is included in Appendix B1.1. The mats serve as a visual structural processor for students. All math teachers now use the mats, and administrators check for their usage during classroom observations. The mat requires students to choose a strategy, identify what they know about the problem, identify what they do not know about the problem, apply the strategy, give their final answer in a complete statement, and justify their answer. Each component of the problem-solving mat has been aligned with a NCTM recommendation (See Teaching and Learning Framework included in Appendix B1.2).

Success in mathematics has been complemented by equal attention to science mastery. As Table 4 below shows, in 2013, OCSD5 registered its highest ever percentage of students meeting standard. These results then fed into the dramatic increase in the number of students meeting standard on the Biology End-of-Course examination required by the State. The percentage of students meeting standard in biology has increased more than 25-percentage points in just three years.

PASS Science- Percentage of Students Meeting Standard				
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
50.2%	52.8%	56.2%	59.4%	63.6%

End-Of-Course Examination Biology- Percentage of Students Passing		
2010-2011	2011-2012	2012-2013
45.6%	47.0%	73.52%

To improve science instruction and student mastery, OCSD5 emphasized the 5Es Instructional Model, developed by the Biological Science Curriculum Study. The five components of the model are Engage, Explore, Explain, Extend, and Evaluate. Teachers learned the model and its application in the district’s Science University, a district-developed intensive professional development institute to improve instructional quality and delivery.

Teachers whose students are not performing at expected levels are required to spend a week at Science University, which is taught by Dr. Rona Ellis, the district’s science specialist. During the week, each science standard is “unpacked” and strategies for content instruction and mastery are explored. Dr. Ellis models lessons and instructional delivery, and teachers practice

instructional strategies. After Science University, Dr. Ellis provides follow-up support through observations and classroom demonstrations to ensure that teachers are translating professional development into classroom practice. The instructor also conducted workshops focused on mastery indicators so that all biology teachers became more proficient at identifying superficial mastery and cultivating deeper knowledge.

PASS ELA- Percentage of Students Meeting Standard					
Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
6	59.7	61.2	53	53.4	63.7
7	47.0	56.5	56.1	56.6	64.3

OCSD5 is also addressing significant increases in mastery of standards in English language arts (ELA). In English language arts (ELA), the percentage of students (66.7%) demonstrating mastery on the exam is at its highest since the inception of the testing program.

After implementing the Voyager Programs in grades 3-12, we determined, based on readiness data and early childhood education programming, to intervene much earlier. Thus, Read Well became our core reading program in kindergarten. Read Well is a mastery-based curriculum that delivers explicit and systematic instruction with a strategic blend of differentiated small group and whole class activities. It covers the five essential components in reading: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. First and second grades use this program as part of reading intervention.

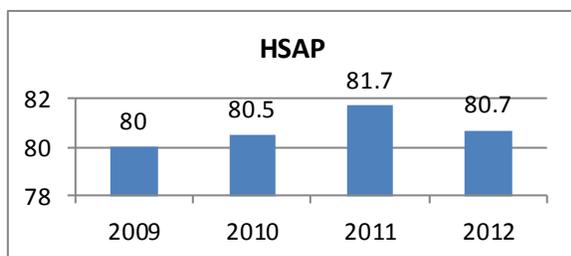
Data and dialogue also revealed that our students across grade levels needed practice with the mechanics of English. To address this need, all teachers used Daily Oral Language books to begin English instruction. In addition, the district now emphasizes instructional imperatives for English Language Arts. One of the imperatives is the use of the “Quinn” essential reading log. The log, named for and developed by our Deputy Superintendent, Dr. Sharon Berry-Quinn, requires students to use higher-order thinking as they read a piece of literature. Teachers give students a question at each level of the taxonomy. The log contains verb stems to assist teachers as they develop questions. The log also requires students to identify relevant vocabulary, setting, characters, conflict/problem, sequence of event/information, and the resolution/outcome. The logs build reading and writing competencies for each child.

Richland County School District Two (RSD2) has a long established history of academic quality through its diverse programs and services in in 39 locations: 18 elementary schools,

seven middle schools, five high schools, four magnet centers, two district-wide child development centers, and two alternative schools. The district maintains a variety of choice options to meet the unique educational needs of all students. In 1991, Richland Two introduced its first magnet, and the magnet offerings have grown to 34 magnet schools and centers to provide the best option for students and their families. Our schools are among the best in the nation. Spring Valley High School has been named by *The Washington Post* as one of America’s Most Challenging High Schools for academic rigor, and a faculty member there was honored with the 2011 Presidential Award for Excellence in Mathematics and Science Teaching. RSD2’s participating high school, Richland Northeast, has won the International Model UN Association’s first place Award of Distinction for a record 24 years. Of AP exams taken in 2013, 71% had passing scores of three (3) or higher compared to 55% state and 56% national levels. The Class of 2012 earned \$70.7 million in college scholarships. Richland Two ranks 1st in the state for the number (654) of National Board Certified teachers. Such distinctions are the result of hard work and a commitment to offering our students the best academic, social, and leadership opportunities.

RSD2 continues to stress the importance of graduating from high school, and high schools have taken steps to ensure that students are engaged in learning by providing many workshops and trainings on project-based learning. Most high schools have afterschool tutoring in core content classes so that students who are struggling with the material may receive additional help outside of classroom hours. We have combined strategies to improve results on the High School Exit Examination, reduce dropout, and improve graduation rates.

Richland School District Two has improved learning outcomes, as noted by the scores on the high school exit examination, the High School Assessment Program (HSAP), over the past five years. Students take the assessment in grade 10, and all students must pass the HSAP to



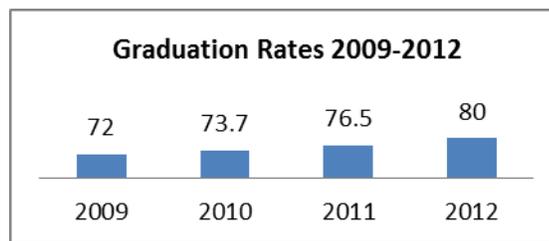
graduate from high school. As noted below, the student scores progressed steadily. Only in 2012 did they fall by one percentage point.

To address the various learning styles of our learners, students may take courses in the traditional classroom or takes courses on-line.

Students that have difficulty mastering content may participate in after-school tutoring or credit-

recovery on-line classes. High school guidance counselors track student progress carefully to make sure they meet graduation requirements and are ready for post-secondary work. In addition, the district participates in High Schools That Work (HSTW), a nationally recognized school improvement initiative known for its effectiveness and using a “late start” Wednesday where teachers met for one hour weekly to discuss curriculum, pre-and post-assessments, effective instructional strategies, and other methods to engage students in the classroom.

As a result of these initiatives, graduation rates in Richland 2 have slowly increased. We view this increase as a major accomplishment given recent downward trends across the nation. As noted below, our graduation rates have increase by a full eight points since 2009, and are now six points above the state average.



In addition, the district is also taking steps to ensure that our students not only graduate, but enroll in post-secondary education. The district realizes that planning to gain a post-secondary degree is time-intensive for students and parents alike. One of the strategies we implemented was creating a K-12 College Access Coordinator. The coordinator developed an action plan to increase graduation rates and college entrance rates. This plan includes the senior tracking form, which is updated each month by a school counselor. The senior tracking form requires counselors to indicate a student’s class rank, whether they have passed both portions of the HSAP, if the student is enrolled in any 9th, 10th, or 11th grade classes, if the student is enrolled in credit recovery, if the student has a current graduation plan, the student ACT and or SAT scores, scholarships applied for and awarded, and the student’s post-secondary commitments. This form enables all school personnel to stay informed concerning a student’s status so that any indicators of regression or problem can be immediately identified and interventions provided. The K-12 College Access Coordinator also oversees the creation and maintenance of GO Centers in each high school. The GO Center is a place where students can go to get assistance with filling our college applications, writing college entrance essays, and filling out FAFSA forms. High schools schedule many training workshops to assist families in

this process. They offer financial aid workshops including how to complete the FAFSA, college trips and invite college freshman who are alumni of the high schools to return and share their experiences with the graduating Seniors.

Williamsburg County School District has demonstrated a clear and consistent record of success in the area of graduation rate for the school district. Through full implementation of the common core standards, WCSD expects to continue increasing graduation rates at ambitious and achievable goal of 2% for each of the coming years.

Graduation Rate, Williamsburg County School District				
School Year	2008-2009	2009-2010	2010-2011	2011-2012
Rate	68.7%	71.7%	73.0%	77.2%

To increase the percentage of students graduating on time within the district, district and school leaders established a system for efficiently tracking and monitoring students' progress throughout their four years of high school. The system is based on effective identification of At-Risk students during the middle schools and careful tracking with the use of Graduation Coaches provided by the state of South Carolina Gear-Up Grant. Targeted grade levels are given additional support through consultation, college preparation workshops, and academic experiences through field trips. The tracking system also provide opportunities for district administrator to identify those students who need additional support passing the state High School Assessment Program (HSAP) exams in the areas of mathematics, ELA and writing. These students receive additional support through individualized instruction during or after school. Students who failed the exam on their first attempt are scheduled in additional content courses to receive additional instruction and preparation before taking the exam.

District high school principals and leadership team recognized a need for high school students to earn additional and unearned credits toward graduation. To fulfill this need, WCSD provided opportunities for students to participate in online courses with the supervision of district teachers. Students' progress is constantly monitored by the supervising teacher and school lab proctor. The guidance departments along with school administrator establish a course offering and master schedule to accommodate students' individual needs. The results of online course offering have assisted in the increase of the district graduation rate listed in the table above.

Williamsburg County high schools entered an intense partnership with the district’s Adult Education Program to provide additional support for students to stay on track for graduation with summer programs. Adult education instructors assist district principals by providing instruction in core content classes to students who failed one but less than two courses during the regular school year. Adult education instructors also assist with HSAP preparation and administration to those graduating senior who need to take the exam one final time during the summer months. The partnership with adult education has led to a prosperous relationship where students’ are given additional opportunities to graduate on time.

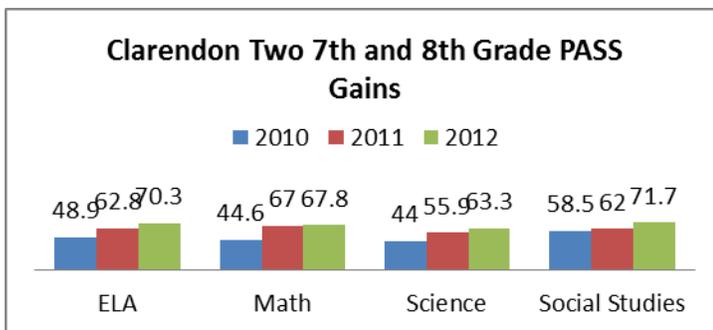
PASS Writing				
School Year	2008-09	2009-10	2010-11	2011-12
% Met or above	60.8	64.7	66.7	71.7

WCSD has demonstrated a clear record of success in the past four years in advancing student learning and achievement in writing. In terms of the SC PASS Writing Examination for the district, in 2009 the percentage of students making Met or Exemplary was 60.8% percent rising to 71.7% percent of students making Met or Exemplary in 2012. This success stems from a major writing initiative including writing across the curriculum, student portfolios, and professional development for all teachers, including coaching and writing exercises. Through classroom observation and conferences, teachers receive feedback and suggestion on their efforts in implementing writing in their lessons. As a result of the professional development, teachers and students have become more confident in their writing. District schools participate in “Mock Writing” simulations where all schools administer a sample writing prompt along with a multiple choice assessment that focuses on standards-based writing skills to students. The sample writings and multiple choice assessments are collected and graded by district personnel and English/Language Arts teachers. The results with feedback are shared with principals and their teachers. Each principal participates in an individual conference where the district coordinator provides recommendations to improve students’ writing and highlight students’ strengths. To ensure that our students to continue to show growth in this area, the district coordinator and school administrators will continue to implement effective strategies that were instrumental to the success of writing over the last past four years.

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools or in its low-performing schools

Clarendon Two. In 2010, Clarendon Two initiated the process to turn-around Manning Junior High School through the School Improvement Grant. The principal was replaced, teaching staff changes were made (many teachers left), the class length increased (both English and math have increased to 90 minutes), and instructional coaches were hired. The district created a weekly professional development platform and meeting time to improve instruction and to foster a collaborative, shared sense of responsibility for student learning. Instructional coaches meet with clusters and individual teachers to examine student data, class data, and school data for content areas. Data became the nexus of the school’s operational and instructional plan. These initiatives help filtered into current Cluster Meetings for all content areas. During this time, teachers deconstruct CCSS relevant to their subjects so that instructional planning is more effective. Data is also used by teachers and school leaders in identifying (and tracking) struggling students so that extra help can be provided for mastery. Data from common assessments are used to design instruction for pull-out classes with the Curriculum Acceleration Teacher (C.A.T.). Data from common assessments for students with IEP's are used to design instruction for these students by their resource teachers. Direct Instruction classes for ELA and Math continue to be implemented as a Response to Intervention for struggling students.

As a result, achievement at the school, which serves 7th and 8th grade students, rapidly improved. From the “F” in 2010, Manning Junior High met all but one objective in 2011 and earned an “A” in the first ESEA waiver year, with 96.1 points. A new principal and a change in the state’s SIG implemented interrupted the progress, and the school earned a “C” on the 2013 ESEA waiver. In every subject area, students have radically improved achievement.



Clarendon Two will continue to empower teachers with innovative, engaging and standards driven instruction through ongoing embedded professional development provided on-

site by our Literacy Coach, Math Coach and Technology Coach. The coaches and teachers will create the common assessments that will 1) identify areas of concern for the students and 2) identify teachers who are consistently not reaching school and district goals. Coaches will assist the principal and the Turnaround Specialist with teacher evaluation using a common evaluation tool.

Manning Junior High School will focus on two professional development topics each year of the grant. Professional development topic will include but will not be limited to: differentiated instruction, cultural diversity, formative and summative assessments using Flanagan’s Test Bank, and interactive technologies. By focusing heavily on specific topics, the staff will have an opportunity to have continued follow up, a chance to put into practice what they have learned, and learn from different facilitators various ways of implementing the same strategies.

Orangeburg 5 has successfully turned-around three schools. To create this transformation, Orangeburg 5 placed instructional coaches in each school to help each teacher improve effectiveness and adopt continuous improvement processes. The district-developed pacing guides filled with instructional strategies were integrated into instruction, and the schools administered common assessments. Teachers participated in PASS (the statewide assessment) Roundtables to develop viable instructional strategies to address the lowest indicators on benchmarks. Additional interventionists were hired to provide supplemental support (Response to Intervention) to students. During 2012-2013, in 10 out of the 24 test areas of the Palmetto Assessment of State Standards exam, the district achieved its highest scores in five years. In many other areas, the district posted gains as compared to the 2011-2012 school year. As the chart below details, the strategies translated into high levels of performance.

ESEA Results				
School	2011-2012 ESEA Points Earned	2011-2012 ESEA Grade	2012-2013 ESEA Points Earned	2012-2013 ESEA Grade
Bethune-Bowman Elementary	32.4	F	96	A
Brookdale Elementary	27.1	F	95.9	A
Mellichamp Elementary	31.5	F	94.5	A
Whittaker Elementary	88.2	B	100	A

To address the instructional needs of our schools, in particular, our lowest performing schools, it was determined that our district needed to institute significant, ambitious reforms that

would provide *Common Knowledge, Common Language, And Common Practices* to school leaders and teachers. The Teaching and Learning Framework was our attempt to answer that need (See Appendix B1.2). In its second year of implementation, the framework revolves around five I's: Instruct, Inform, Improve, Intervene, and Include. Specifically, the Instruct domain asks the question, "What do we want our students to know, understand and be able to do?" Within that section of framework are the tools that will assist teachers in providing effective classroom instruction. The number of standards that must be taught for every grade and core content area is provided so that teachers can see exactly how many indicators must be taught throughout the course of the school year. Information regarding the Common Core State Standards is included in the document along with the six major shifts in English Language Arts and mathematics. The Instruct domain also contains a plethora of research-based best practices such as Marzano's Nine Instructional High Yield Strategies and the Five E Instructional Model for teaching science.

The framework emphasizes provides an example for model instruction. A major component of the Instruct Domain is the lesson cycle. All teachers in the district are expected to deliver instruction according to the lesson cycle. The lesson cycle contains the following components: homework review/daily orals, anticipatory set, objective and purpose, direct instruction, guided practice, independent practice, and closure. Throughout our schools, these components are posted on whiteboards as a part of a teacher's daily agenda. In particular, our teachers are expected to utilize the lesson cycle and post an agenda daily. The components of the lesson cycle are research-based and proven. The framework has components that address best practices for each content area. These practices have had profound effects on our test results.

The District also developed pacing guides for the core content areas. The pacing guides delineate which standards will be taught each week along with strategies for teaching the standards. In addition, on the desktop of a teacher's computer is a shared resources folder that contains all pacing guides. To assess mastery of indicators, the district administers benchmarks four times a year. The first and last benchmarks are diagnostic; the second and third benchmarks are comprehensive benchmarks used to gauge readiness for state assessments.

The Voyager Program was implemented in the district to provide intervention for our students who do not demonstrate mastery of the academic standards. The program was implemented as the beginning step in our Response to Intervention Model. Tier 2 and Tier 3

students are served in the various reading and math programs such as Passport Reading, VMath, Language!, and TransMath. After we implemented the Voyager Programs in grades 3-12, it was determined that we needed to intervene much earlier. Our younger students needed to receive more explicit direct instruction in reading. Our students and teachers needed more support with phonemic awareness, phonics attainment, orthography, comprehension, automaticity, and fluency. Thus, Read Well became our core reading program in kindergarten. Read Well is a mastery-based curriculum that delivers explicit and systematic instruction with a strategic blend of differentiated small group and whole class activities. It covers the five essential components in reading: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. It used in grades first and second as an intervention program.

In order for the aforementioned reforms to be implemented with fidelity, educators were provided intensive professional development and one to one classroom coaching and support. The District made the decision, to place five of the ten required professional development days at the beginning of the school year. At the beginning of the 2011-2012 school year, teachers received three days of professional development on the new Teaching and Learning Framework. The District also instituted early dismissal every Tuesday so that teachers could participate in professional development at least once a week. The second and fourth Tuesdays of the month are designated for District professional development sessions. During the 2011-2012, the sessions focused on various components of the Teaching and Learning Framework. During 2012-2013, the sessions focused on classroom management, Common Core State Standards, and the Teaching and Learning Framework. For the current year, professional development will focus heavily on the Common Core state standards.

Richland Two includes 33 schools, and, until the last two years, no school in the district has been deemed low-performing or failing. In 2012, Windsor Elementary received an “F” on the ESEA waiver system, the only school in the district to receive this designation. In 2013, four schools—Joseph Keels Elementary, Killian Elementary, Windsor Elementary, and Richland Northeast High School—received a grade of “F” on the ESEA waiver system. In 2013, a new interim superintendent, with an established record of academic leadership, was appointed, and systems have been put in place to affect turnaround. Richland 2 has worked closely with principals of these schools and their administrative teams to identify specific areas that may be improved leading to increased academic achievement. Strategies for turnaround currently

include providing extended supports to students, including response-to intervention, extended learning opportunities, and afterschool programs. The district is taking active steps to ensuring teachers (in teams and individually) are examining formative and benchmark data to identify and address the needs of struggling students, and implementing school wide literacy initiatives (that include read-aloud, shared reading, guided reading and independent reading), writing and numeracy across all curriculum areas.. Literacy and math coaches have been placed in the schools to work with teachers on instruction and assessment. After-school tutoring support has been provided. Teachers have also participated in intensive training at the elementary level as part of the district's role out of CCSS. Given that Conder Elementary received an "A," and Dent Middle received a "C" on ESEA Waiver 2013, the district is using CCEL strategies to effect the turnaround at Richland Northeast High School.

Williamsburg County School District has achieved ambitious and significant reforms in its persistently lowest achieving schools. There are three district level schools that have been identified as either School Improvement Grant (SIG) schools or Palmetto Priority Schools. However, our proposal is only focusing on two of the three, Kingstree Middle School and Kingstree Senior High School. Kingstree Middle School has been identified as a School Improvement Grant school. External consultants have been used to make classroom observations, co-teach lessons, give feedback, and provide instructional assistance to promote student achievement. Other reform efforts include the hiring of a Transformation Specialist, the utilization of a Task Force made up of district and state level personnel, and the implementation of the Corrective Reading Program to close the reading gap that exists between African American female and male students. As an additional reform method, the district reassigned the middle school principal and one school level curriculum coordinator and hired a veteran principal whose previous scores in a now closed elementary school was commendable. Other reform efforts such as incorporating more structured learning time and ongoing teacher observations with feedback have also been implemented at this SIG school.

In the last four years, Greeleyville Elementary School (GES) went from an AYP rating of "Not Met" in 2011 to an "A" in 2013 on ESEA Waiver. The school conducted intense school wide professional development in all the core areas. Consultants and curriculum specialists conducted ongoing and follow-up professional development through observations, coaching, and team teaching.

Kingstree Senior High School, a SC Priority School, has implemented significant reform strategies. To achieve ambitious and significant reform, the district hired a new principal to establish and maintain the implementation of a Freshmen Academy. Reform measures include a component to partner with Williamsburg Technical College to assist students with gaining college credits to further its goal of promoting college and career readiness; the school has hired an experienced counselor consultant to work with two guidance counselors to help improve their effectiveness and efficiency (scheduling students in college and career ready courses, assisting students in applying for applicable scholarships, including WCSD's college scholarship, and guiding students toward college attendance or community college training for the workplace). In addition to district support, the plan includes support from consultants from the SC Department of Education who will serve as liaisons to assist in improving student achievement by making classroom observations, co-teaching lessons, giving feedback, and providing instructional assistance as determined by existing data.

WCSD's recent initiatives have resulted in significant achievement (more are highlighted in B1). W. M. Anderson Primary School has moved in the past four years from an AYP rating of "Not Met" in 2011 to an "A" in 2013 on ESEA Waiver. The school implemented the Explicit Direct Instruction Model school wide and formed a Professional Learning Community Collaboration Partnership with Kenneth Gardner Elementary School.

Kenneth Gardner Elementary School (KGES) has moved in the past four years from "At Risk" in 2009 to "Average" in 2011. They went from "Not Met" with AYP in 2011 to an ESEA Waiver "C" in 2012. The school implemented Explicit Direct Instruction Model (EDI) school wide, and the principal reassigned ineffective teachers at different grade levels and subjects. Additional professional development through personalized consultations and coaching help elevate the quality of instruction. The school provided additional instruction for remediation during and after school hours.

Williamsburg utilizes a robust and highly-effective school improvement system, grounded in data-based diagnosis, equipped with proven reform strategies and protocols, and executed by highly trained instructional team members. The district reviewed student performance results and provided ongoing professional development for teachers and administrators in both the content areas that were identified as weaknesses, and in best instructional practices strategies. To provide site-based assistance for capacity building, the

district retained a Data Consultant, Content-area consultants, SC State Department of Education consultants, and Computer-Assisted Instruction consultants.

This district-level support was offered both onsite for the staff at individual schools and for entire content areas in the school district. WCSD hired a Reading Recovery Specialist and an Explicit Direct Instruction Observer/Trainer. Classroom observations were conducted, and feedback was provided to teachers and building-level administrators as a means of providing data that could be used to improve instruction. Response to Intervention strategies such as small group and one-on-one targeted assistance in mathematics and reading, computer-assisted instruction for all K-8 students through Classworks labs, and Reading Recovery and reading academies for first-grade struggling readers. Furthermore, WCSD actively is establishing a collaborative partnership with the Southwest Educational Development Laboratory to extend capacity building efforts and to sustain our path toward excellence.

c) Make student performance available to students, educators, and parents in ways that inform and improve participation, instruction, and services.

All CCEL districts use diverse strategies to make student performance data available to students, educators, and parents as a means to improve participation, instruction and services.

These strategies include

- Enrich Assess and PowerSchool systems that provide teachers with immediate access to a broad range of student performance data.
- Parent/Teacher conferences in each participating school provide a face-to-face opportunity for teachers and parents to confer about a student's performance by reviewing data.
- PowerSchool has provided a continuous link among educators, students, and parents to stay informed about a student's performance. In every CCEL district and school, teachers, students and parents may access student performance data, attendance, and comments through PowerSchool. Upon entry, parents can see the child's current and archived data, attendance and tardiness, and can email the teacher. In addition, PowerSchool settings in ParentPortal enable parents to have reports emailed to them on a regular schedule so that they can track their child's academic profile.
- Teacher Web pages include student resources, daily agendas, homework assignments, and teacher contact information. CCEL teachers will have extra support throughout

the grant period to make the web pages are current, complete, and helpful to parents.

- School and district web pages also provide critical links for parents to help their child. For example, Clarendon Two's district site has links to MAP practice guides and strategies for parents to use to support ELA and math learning.

Clarendon Two. At Manning Junior High School, instructional coaches and staff hold a MAP Workshop for parents to explain the test, why it is used, and how to understand scores. Instructional Coaches provide MAP tracking sheets for parents that show students targets and how they have performed on the three assessments

Orangeburg 5. In order for the data that is gathered from multiple assessments to drive instruction, the results must be shared with teachers, students, parents, and the community. As data files are received from the state, the files are sent to principals so that the data can be shared with teachers. Palmetto Assessment of State Standards (PASS) and High School Assessment Program (HSAP) results contain information pertaining to how each student scored in each strand. To determine which areas need a targeted focus, current teachers then use this information. During the 2013-2014 school year, school profile sheets were developed that summarize various data sources in a way that is easily understood by all stakeholders. The profile sheets provide student achievement data in relation to the various subgroups that a school serves. In addition, strand level data is provided so that teachers and administrators can identify focus areas for PASS and HSAP. Campus coaches and teachers look at the areas of weakness to determine how much time teachers need to focus on problem areas and to determine the sequence of the standards and indicators. At the end of the first nine weeks, on parent conference day, test results are shared with parents. Teachers are also learning to access various benchmark reports through the Learning Station Software Program. The program provides data for each indicator that was assessed. There is also a student report that can be shared with parents. Data is shared with community members through the Annual Report to the Public that contains all test data. The Annual Report is available on the District's website. Data is also shared with the community via board meetings.

Richland School District Two has strong established systems and processes for making student performance data available to students, educators, and parents throughout the year. The district uses PowerSchool, a Pearson product. PowerSchool allows the district to make timely decisions that impact student performance while creating a collaborative environment for

parents, teachers and students to work together in preparing 21st century learners. Also, PowerSchool provides the full range of features needed by administrators at the district and school level in addition to portals for teachers, parents, and students. These features are helpful:

- Attendance management, tracking, and notification
- Access via iPhone® or Android® compatible phones
- Optional seating chart formats with student photos
- Discipline management and reporting
- Centralized enrollment
- Administrator dashboard
- Assessment reporting
- Robust reporting tools.

The district and each school's website has a parent portal link whereby parents may access student information in real-time, including grades, attendance, teacher comments, and class registration information.

All Williamsburg County School District schools are Title I schools, and the student performance data is presented at Title I Parent Information meetings at each of the district's schools. In addition, curriculum specialists and principals share information at the School Improvement Council meetings; students receive individual student reports (state assessment data), which is explained to them by their guidance counselors. Teachers receive student assessment data through the schools' guidance counselors and curriculum specialists and principals assists teachers in understanding the data so that they can effectively create long range plans to meet the instructional needs of the students. Teachers and administrators schedule and conduct individual Measure of Academic Progress (MAP) data conferences with parents and students. During the conferences, teachers and administrators provide parents and students with their academic content strengths and weaknesses, academic plans for improvement, and suggested academic activities such as "Providing a quiet study area for student to do home" to parent. Teachers, parents, and students sign "Goal Setting Worksheets" as validation to students' learning plans. Throughout the school year, teachers and students revisit their "Goal Setting Worksheets" to monitor their progress.

WCSD shares data through media outlets such as our local newspapers. Williamsburg County School District held five community forum meetings wherein the ESEA Waiver process and the district's ESEA Waiver report card grade were explained to all stakeholders. The

announcement of these meetings came in the form of newspaper announcements, the parent Connect 5 System, and emails to stakeholders from the superintendent. The announcement was also placed on the district's website. Four of the five sessions were videotaped and copies of the video have been made available to all stakeholders. The district also uses the Connect 5 System, district website, and news media to announce services such as SAT and ACT preparatory courses and any parent meetings held at the district level.

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

The extent to which each LEA has demonstrated evidence of—A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

- (a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances (information on the survey can be found at <http://nces.ed.gov/ccd/f33agency.asp>);
- (b) Actual personnel salaries at the school level for instructional staff only;
- (c) Actual personnel salaries at the school level for teachers only; and
- (d) Actual non-personnel expenditures at the school level (if available).

CCEL districts have taken active steps toward transparency to ensure that all stakeholders have access to critical information about school expenditures to assess the alignment between student achievement goals and actual resource allocation. This commitment to transparency is part of each district's public information and communication strategies to build community trust and a collective shared vision. CCEL districts post salary schedules, transparency information, procurement codes and manuals, and audit reports.

Each district posts on their web site monthly expenditures and the district budget which includes: 1) actual personnel salaries at the school level for all school-level instructional and support staff; 2) Actual personnel salaries at the school level for instructional staff only; 3) actual personnel salaries at the school level for teachers only, and 4) actual non-personnel expenditures at the school level. The links to this information are provided in the table on the next page.

Each district also follows the guidelines from the SC Department of Education in making documents available to the public. Each month, the Accounts Payable documents are loaded to

the district website and are accessible there. In addition, each district provides for public access a monthly transparency report that provides details concerning transactions over \$100. Such transparency reporting provides click-access to expenditure reports include Checking Accounts, Credit Card Accounts and Purchasing Card Accounts. Samples of the three types of accounts are located in Appendix B2.1.

District Transparency Links
Clarendon Two
<i>Salary Information:</i> http://www.clarendon2.k12.sc.us/group_profile_view.aspx?id=b85e26f1-ef7d-42c8-9a35-279b53a3b701 <i>Transparency Reports:</i> http://www.clarendon2.k12.sc.us/www/clarendon2/site/hosting/july%20transparency.pdf
Orangeburg 5
<i>Salary Information</i> http://www.ocsd5schools.org/res_view_folder.aspx?id=5d430fe1-4310-43aa-8c48-5de0d8f1e01c&userGroupId=4e7325b9-4427-4284-a584-6f22c08db27a&userGroupType=G <i>Transparency Reports:</i> http://www.ocsd5schools.org/res_view_folder.aspx?id=b49563ec-fbd1-4d9f-a5aa-aaef8371dd12&userGroupId=32c39fe7-a7e1-46ac-8d05-08e4cb184087&userGroupType=G
Richland 2
<i>Salary information</i> https://www.richland2.org/Departments/businessservices/Pages/FiscalTransparency.aspx <i>Transparency Reports:</i> https://www.richland2.org/Departments/businessservices/Pages/FiscalTransparency.aspx
Williamsburg
<i>Salary information</i> http://www.wcsd.k12.sc.us/pages/WCSD/Department/730715849012321970 <i>Transparency Reports</i> http://www.wcsd.k12.sc.us/pages/WCSD/Department/730715849012321970/Transparency_Act

Clarendon Two, Orangeburg 5 and Richland Two produce a Comprehensive Annual Financial Report (CAFR) annually, and these reports are also posted on each district’s website with open access to all. All districts also participate in annual audits. The document presents a comprehensive report of all expenditures, including school-level expenditures for K-12 instruction, instructional support, pupil support, and school administration. In addition to its public reporting process as outlined above, Williamsburg County School District posts all auditing and Finance documents to its website. Richland Two’s Business Services division has received awards from both the Association of School Business Officials (ASBO) and the

Governmental Finance Officer's Association's (GFOA) for excellence in financial reporting for 25 consecutive years. Richland School District Two is the only district in South Carolina to receive the highest bond rating, "AA," from the three national bond rating firms. Richland Two also has an established track record of large federal grant management, which is why the CCEL districts chose Richland Two to serve as fiscal agent.

Each district presents their annual budget to their Board of Trustees during an open meeting so that all interested stakeholders can participate in the budgeting processes. Expenditure information for actual personnel salaries for each school staff member are reviewed by district and school staff as well as interested stakeholders during the budget process for the coming year to project accurately the cost of personnel and non-personnel expenditures for all funding sources. This information is then used to complete the district-wide budget for personnel and non-personnel expenditures.

Each district also participates in state and federal transparency and accountability measures including the state's In\$ite report produced by the SC Department of Education. Using audited expenditures from each district, In\$ite reports expenditure information in categories such as instruction, instructional support, operations and leadership. These categories are further broken down into subgroups that outline the expenditures for the district. This report is available at the district level as well as for each school within the district. It breaks down exactly where the funds are spent within the district and further reports this on a per-pupil basis. In\$ite can be found at <http://ed.sc.gov/agency/cfo/finance/Insite.cfm>, and copies of the most recent report for each district are included in Appendix B2.2. Financial data, including salary information, are also provided to the U.S. Census Bureau and used to generate the U.S. Department of Education's annual *Revenues and Expenditures for Public Elementary and Secondary School Districts*.

(B)(3) State context for implementation

The extent to which each LEA has demonstrated evidence of Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

Each district member of CCEL has the authority and autonomy to implement the plan to develop Enterprise Learners through a personalized learning approach as described in this proposal. In fact, South Carolina 43 SC Reg. 234 mandates: "Each school district must offer a standards-based academic curriculum organized around a career cluster system that provides

students with individualized education choices,” thereby paving the way for the CCEL program, personalized learning, and college and career readiness.

Federal Legal Requirements. In the fall of 2012, the U.S. Department of Education approved South Carolina’s request for flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001. This exchange was designed to improve educational outcomes for all students including closing achievement gaps, increasing equity, and improving the quality of instruction. The approved flexibility was based on South Carolina’s prior ground work in meeting the four major principles of the ESEA Flexibility Waiver Request. In particular, South Carolina had: (1) demonstrated that it has college-and career-ready expectations for all students; (2) developed and has a high-quality plan to implement a system of differentiated recognition, accountability, and support for all Title I districts and schools in the State; (3) committed to developing, adopting, piloting, and implementing teacher and principal evaluation and support systems that support student achievement; and (4) provided an assurance that it will evaluate and, based on that evaluation, revise its administrative requirements to reduce duplication and unnecessary burden on districts and schools. South Carolina provided evidence that the state has fulfilled this requirement in 2010 when the State Board of Education and the Education Oversight Committee adopted the Common Core State Standards (CCSS) in English Language Arts and Mathematics. The US Department of Education identified CCSS as college and career ready standards. A copy of South Carolina’s approved request for ESEA flexibility is posted on the South Carolina State Department of Education’s website at: <http://www.ed.gov/esea/flexibility/requests>.

State Legal Requirements. The Early Childhood Development and Academic Assistance Act (1993), referred to as Act 135, set in motion the requirements for transparency, strategic planning, accountability, and call for college and career readiness. One of the critical elements of Act 135 is the requirement that every school and district complete a long-term planning process, with documented parental involvement and engagement. Additional South Carolina legislation—the Education Improvement Act (1984), the Charter School Act (1996), the Education Accountability Act (1998), the Education and Economic Development Act (2005), and the South Carolina Virtual School Program (2006)—advances the premise of personalized learning environments for students, embedded in standards and assessment systems, and requires each district to hold each of its schools accountable for results. Each district has acted upon this

authority and mandate to implement programs to accelerate learning and expand learning options for students, though such programs as charter schools, learning communities and schools within schools, magnet schools, early childhood education programs, and early college programs.

South Carolina current laws and regulations allow for districts and schools to go beyond the minimum and create innovative courses and programs that are either approved by the local school board, the SC Department of Education or the SC State Board of Education (e.g., 43 SC Reg. 234.) For example, CCEL districts use existing statutory and regulatory authority to provide opportunities for personalized learning beyond the scope of the traditional classroom. In Williamsburg, high school students have the option to use online course programs such as APEX to take initial courses in addition to using them for unit and credit recovery processes. This authority enables Williamsburg to offer a wider range of courses than can be offered onsite by classroom teachers. In addition to the use of the APEX program, the students also have the option of enrolling in the SC Virtual School for additional course offerings.

Seat Time: CCEL districts will work with other districts and groups (such as Transform SC, South Carolina’s Council on Competitiveness, and Charleston County School District, a Race to the Top District grantee) to address diploma requirements that are currently in place. South Carolina now requires each student to earn 24 Carnegie units of credits in 11 subject areas to earn a South Carolina High School Diploma (43 SC Code Reg. 234). A unit is earned through “an academic standards-based course that requires a minimum of 120 hours of instruction” which the state and districts translate to mean 120 hours of seat time. Immediately following this requirement, however, is the following statement: “A school may award one unit of credit for a course that has been approved by the State Department of Education in a proficiency-based system.” The SC Department of Education has posted on its site the application with the specific requirements for approval. This application is due in July of each year, and the CCEL districts, with support from their Board of Trustees, will apply for proficiency-based credit approval. A copy of the State’s application is included in Appendix B3.1.

End of Course Examinations: 43 SC Code Reg 262.4 governs and defines the scope and purposes of End-of-Course Examinations:

- A. The tests shall promote instruction in the specific academic standards for the courses, encourage student achievement, and *document the level of students' mastery of the*

academic standards. [italics ours]

B. The tests shall serve as indicators of program, school, and school district effectiveness in the manner prescribed by the Education Oversight Committee in accordance with the provisions of the Education Accountability Act of 1998 (EAA).

C. The tests shall be weighted 20 percent in the determination of students' final grades in the gateway courses.

If the End-of-Course Examination is meant to document “mastery” of standards and content, CCEL districts will propose to use it as such, without requiring a student to complete the seat-time requirement. For example, a student (and parent and teacher) may believe that she or he has already mastered the content and standards for English 1. CCEL envisions a system in which the student can take the End-of-Course examination prior to the beginning of school or, if enrolled in the course, prior to the end of the first semester. If the student passes the test, that student would “opt out” of the class and still earn the credit or be able to move to a different semester-long class in the spring. In this way, CCEL will truly enable a student to demonstrate mastery and accelerate progress toward graduation and readiness for college and careers. Such use of the End-of-Course Examination will require approval by the SC Department of Education’s State Superintendent and the State Board of Education.

In late June 2013, the South Carolina General Assembly furthered its position on innovation and competency-based learning by passing the following amendment in the General Appropriations Bill for fiscal year 2013-2014:

1A.55. (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student academic success based on evidence-based models. These funds may also focus on creating public-private literacy partnerships

utilizing a 2:1 matching funds provision when the initiative employs research-based methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty schools and districts. The committee will work to expand the engagement of stakeholders including state agencies and boards like the Educational Television Commission, businesses, and higher education institutions. The committee shall annually report to the General Assembly on the measurement results.

The Education Oversight Committee is working with the New Carolina, South Carolina's Council on Competitiveness, to propel innovation across the state through TransformSC, its education arm. This group, comprised of business, industry, government, and education leaders, has created an Innovation Network of schools who are piloting new ways and approaches to personalize education and ensure college and career readiness. One of the networks is devoted to testing and piloting new assessments that would apply to proficiency- or competency-based learning.

As is clear, other than the seat time requirement and issues concerning the use of end-of-course examinations, the CCEL districts have the autonomy and authority to implement Enterprise Learning as proposed. We also anticipate that stakeholders and districts across the state will begin to create momentum toward the amendment of seat time and the development of proficiency assessments. The current State Superintendent of Education for South Carolina promotes flexibility and encourages schools and districts to act upon what they know to be best for student learning and progress (<http://ed.sc.gov/agency/programs-services/195/>). The SCDE is currently working with district leaders to build the framework for proficiency-based systems (rather than by individual courses) and expand the opportunities for districts to provide for personalized learning with the ultimate goal of keeping students in school and graduating with a SC High School Diploma.

(B)(4) Stakeholder engagement and support

The extent to which each LEA has demonstrated evidence of meaningful stakeholder engagement throughout the development of the proposal and meaningful stakeholder support for the proposal, including—

- (a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as

appropriate, how the proposal was revised based on their engagement and feedback, including—

(i) (N/A)

(ii) *For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools support the proposal*

Overview: The process for stakeholder engagement has been ongoing as district representatives and Superintendents began meeting together in August 2013 to discuss what has emerged as the CCEL vision, each district's particular strengths and needs, and the needs of students. During weekly meetings and constant electronic communication during August and September, the planning team refined the plan based on regularly occurring feedback. Discussions with district staff, especially those in curriculum and instruction and technology, helped shape the plan. The inclusion of early childhood to create a continuum of Enterprise Learners and to address readiness and was a decision made by the district staff. Richland Two's rapidly increasing ELL/LEP population brought up the need for translation programs to ensure full access for students. As a consequence, we also agreed that the e-STEP and the CCEL web site will need to be available in Spanish.

Engagement and Support of Teachers: Because South Carolina is a right-to-work state, no district's teacher corps in the state has collective bargaining representation. All districts met with schools and teachers to present the plan, garner input, field questions, and determine support for the plan and the consortium. In each of the 19 participating schools, more than 70% of teachers committed to CCEL. Signed statements of support from classroom teachers, instructional staff, and other staff from each school are included in Appendix B4.1.

Teachers also expressed a desire for meaningful, sustained professional development and technical assistance—opportunities to learn, practice and reflect without being overwhelmed by multiple initiatives at once. Their input directed the focus of the initial six months of the grant period (January-July) on professional development, technology training, and support strategies for preparing students for “ownership” of their education. With the support of the technology personnel (and district instructional support staff) in Clarendon Two, Orangeburg 5, and Williamsburg, teachers expressed the need to have the technology first so that they can have the time to be trained, learn how to use it the hardware and software, and incorporate materials into

lessons. Based on advice from Richland 2, the decision was made to roll-out the hardware in phases. In addition, teachers expressed a concern over implementation of CCSS during this time; they felt they needed more time to develop units, lesson, and formative assessments aligned with CCSS. This input led to the inclusion of MasteryConnect so that teachers would have access to lessons, units (tracks), and assessments already developed by teachers across the nation to align with CCSS.

Clarendon Two: The RTTTD application information was presented to the teachers at staff meetings and through one-one-meetings with the district’s Director of Special Projects. The teachers were able to ask questions and make suggestions during staff and individual meetings. The narrative draft was made available to teachers for response and feedback.

Clarendon County School District Two	Total # of teachers	Number who Signed Statement of Support
Manning High School	100%	47/47
Manning Junior High School	70%	23/33
Manning Elementary School	84%	37/44
Manning Primary School	85%	29/34
Manning Early Childhood Center	83%	48/58

Orangeburg 5. OCSD5 realized that in order for the project to be successful, the support of personnel responsible for implementation at the classroom and school levels would be imperative. Therefore, throughout the planning process, principals have provided feedback and offered suggestions for initiatives that would increase student engagement and achievement at their sites. The district grant team representative met with principals on several occasions to discuss sections of the grant and to gain their support. When the topic of assessment was discussed, principals were excited to at the prospect of bringing the Measures of Academic Progress (MAP) Assessment program to their schools. They also were excited at having mobile devices for their students. However, they stressed the importance of teachers receiving training and support with for use of the devices in the classroom. Consequently, the consortium decided to hire Technology Coaches to assist teachers with the use and integration of the mobile devices.

Our principals are committed to the grant and then shared the proposal with staff members at their site. They stated that it was important for them to share the program with their staff members so they the entire school would see that they as the instructional leaders of their schools fully support CCEL. Each principal presented a project overview at a faculty meeting.

During the meetings teachers were able to ask questions, provide feedback, and offer suggestions. At the conclusion of the meeting, teachers signed the letter of support. A draft of the proposal was posted on the district’s website for the entire district to view the application.

To make the idea of personalized learning work, OCSD5 understands the extreme importance of involving teachers in program planning the created CCEL. Teachers were informed of the CCEL components through teacher meetings and on the district website. Once all of this data was gathered, the grant-writing team was provided with the comments and consideration was given to the feedback and revisions were made as was deemed necessary. During meetings, teachers expressed that they wanted intensive training prior to the implementation of grant initiatives. The planning team took their concern into consideration and developed a summer institute where teachers receive training during the summer prior to implementation. They also stated that they need on-going support throughout the school year. To address this concern, each school in the consortium will receive an Enterprise Learning Coach and a CCEL Technology Coach who will provide daily support in implementing personalized learning.

Whittaker Elementary had 30 out of 37 educators to sign the form, giving a buy in percentage of 81.1%. All teachers at Howard Middle School signed the form, giving them a buy-in percentage of 100%. In addition, to teachers, custodians and the secretarial staff all signed the support statement. The entire school is committed to this effort. Orangeburg-Wilkinson had 71 out of 82 educators to sign the support statement, giving them a buy-in percentage of 86.6%.

Orangeburg School District Five	% of Signatures	Number who Signed/Total Number of Teachers
Orangeburg-Wilkinson High School	86.6%	71/82
Howard Middle	100%	18/18
Whittaker Elementary	81.1%	30/37

Richland Two met with school principals on August 28, 2013, to inquire about their interest. All principals and the Lead Teacher for Clemson Road Child Development Center were highly excited about the possibilities for their schools. Principals discussed their ideas with their faculty in the hallways and during faculty meetings. They brought these ideas back to district consortium leaders. Once the CCEL plan had been tentatively identified, the principals once again met with their staff and school improvement councils to seek feedback and gain additional

input. As noted in the attached “Support for the Race to the Top Grant Application” signature pages, all four schools are highly motivated and eager to begin the CCEL project.

Richland County School District Two	% of Signatures	Number who Signed Statement of Support
Richland Northeast High School	100%	97/97
Dent Middle School	75%	72/96
Conder Elementary School	85%	49/58
Clemson Road Child Development Center	100%	21/21

Williamsburg. District CCEL representative attended faculty meetings to present the plan, address concerns, and garner feedback. At the initial meeting, each teacher responded by signature whether they agreed or disagreed to the district’s participation in the consortium and the plan for implementation. An additional signature sheet was generated to show teacher support of the plan after the initial draft was complete and made available for review. As a result of the process, over 90% percent of the educators and personnel agreed that plan as presented. District teams also met with the WCSD Teacher Forum group, the WCSD Retired Teachers Association, and representatives from WCSD’s SCEA.

Williamsburg County School District	% of Signatures	Number who Signed/total Number of Teachers
C. E. Murray High	100%	34/34
Kingstree Senior High	94%	28/30
Kingstree Middle	100%	26/26
Magnet School for the Arts	92%	23/25
Greeleyville Elementary	100%	23/23
Kenneth Gardner Elementary	100%	26/26
W. M. Anderson Primary	100%	28/28

Student Engagement

Clarendon Two. The District Representatives met with the high school Student Government Councils. The students were able to ask questions and offer suggestions on activities and strategies that they would like to see implemented. During the meeting, students were given a chance to review the Executive Summary that listed the goals and standards of the application. The President of the Student Government Association provided a letter of support.

Orangeburg 5. The feedback from the students was of utmost importance because this grant focuses on them and their achievement. The principal of Orangeburg-Wilkinson High School met with the elected Student Government officers. The link to the proposal was placed

on the district's website. The results of the student responses to the proposal are reflected in the final draft of the proposal. The opportunity to increase the technology used in the instructional process proved to be of extreme importance to the district's students across the board and their excitement was evidenced in their responses. The Student council president from Orangeburg-Wilkinson High School provided a letter of support.

Richland 2. District personnel met with each student council at each school or grade level at the targeted schools to discuss the project and RTTT-D funding. Because Richland 2 is currently only 1:1 in grades 3-12, upper grade students were excited about placing personal electronic devices in the younger grades (many have siblings in K-2). They also asked about the timeframe for implementation because they thought the technology would be available next month. Richland 2 personnel explained that CCEL would be phased in, just like the 1:1 was done in three phases. We also discussed the topic of the grant application and actually calculated with them the percentage of how many schools districts are applying verses the approximate number of grants to be awarded.

Williamsburg. District teams visited each of the identified schools and met with student representatives. The students were engaged in informational sessions wherein they discussed the purpose and rationale behind an application for Race to the Top-District proposal. The students completed surveys. Some of the concerns centered around students having access to digital technology regardless of the socio-economics of their homes, the need for access to more books, and having greater access to college and career ready material and preparation. (see the agenda, sign in sheets, and comments from students in Appendix B4.2). These items were addressed in this proposal. After the draft of the proposal was written, a final meeting was held at one of the feeder high schools for students to reassemble and review the overall scope of services.

Parent Engagement

Clarendon Two. District and school staff discussed the application with parents and visitors during Open House meetings at each of the schools. Parents were directed to contact appropriate district personnel to ask questions, voice concerns, or offer suggestions. Our School Improvement Councils have not been chosen for the 2013-14 school year; however, we met with the presidents of the Councils from last year and allowed them the opportunity to review the Executive Summary and ask questions.

Orangeburg 5. OCSD5 made provisions to include stakeholder thoughts in our CCEL program. Students, parents/families, teachers, principals, civic leaders, business leaders, and community leaders formed the stakeholder groups. Each group provided feedback that was used in the development of this proposal.

Family/parental support for the proposal was attained through the Parent Teacher Associations and School Improvement Councils at each school. The presidents of the organizations submitted letters of support that can be found in Appendix B4.4). In addition, drafts of the proposal were posted on the district website for parental feedback. Comments from OCSD5 parents and families were provided to the grant-writing team and appropriate revisions were made to the grant based on the feedback provided. Parents and families, like our students, were very interested in the personalized learning that the grant would provide and the opportunities for achievement it would provide for their children.

Richland Two. Community outreach has been at the forefront of the design of the CCEL project. Families participate in a number of activities, including PTO/SIC groups—which act as powerful advocacy groups for our schools. At the district level, we host Parent Summits where parents, community members, and businesses come together to discuss the profile of the district (student achievement, homelessness, etc.) and offer ways to support the schools. Volunteer parents also speak at civic clubs, such as Rotary and Kiwanis, to further share the district’s vision, mission, and profile. The CCEL project aligns clearly with the district’s purpose of increasing technology equitably across all grade level and increasing student engagement leading to increased academic achievement. Because access to technology has been a concern of our parent groups for many years, this project was welcomed warmly.

Williamsburg. Because of the rural nature of the system, parents were sent a Connect-5 telephone message that informed them about the process for developing the CCEL plan and the RTT-D application. Parents were invited to informational and discussion sessions that were held in the locations that would be targeted within the grant. During the public input process for application for the CCEL plan, stakeholders expressed strong support for the Race to the Top-District proposal via parent surveys. (see the agenda, sign in sheets, and comments from parents in Appendix B4.2).

In addition, invitation for comment was issued, along with a draft of this proposal and an executive summary, to the following stakeholders on Tuesday, September 17, 2013. Copies of

transmittal emails to these individuals and any responses from them are included in Appendix B4.3.

State Level Education Stakeholder: State Superintendent of Education, Dr. Mick Zais. Dr. Zais responded by letter on Monday, September 30. His response is included in Appendix B4.3. Both Williamsburg and Clarendon Two are currently participating in the statewide pilot for the statewide evaluation system for teachers, and Orangeburg 5 and Richland 2 will participate in the statewide implementation of the newly revised ADEPT system. Dr. Zais also expressed concern over using federal funds to support personnel and fringe benefits. However, a project of this scope requires intensive job-embedded professional development and support at each site. Dedicating personnel to each site is actually far less costly than the cost of substitutes that would be required if teachers had to be out of their classrooms to attend training. In addition, established research in school turnaround supports the use of additional personnel to elevate a school's instructional quality and to build capacity at the instructional level. Studies consistently show the benefits of school-based, job-embedded professional development in transforming instructional quality. Over the four-year period, we believe CCEL will enable teachers at each site to assume control over and responsibility for superior levels of instruction, and to provide collective peer support to ensure that instruction remains responsive and personalized. The sustainability of Professional Learning Communities and the transformation of school cultures will extend far beyond the grant period. Building capacity at the school site will mean that the Enterprise Learning Coaches and Digital Resource Coaches will not be necessary beyond the grant period.

Clarendon County School District Two (no responses were received)

The Honorable Julia Nelson, Mayor, Manning, SC
The Honorable Chair Dwight Stewart, Chairman, County Council, Clarendon County

Orangeburg Consolidated School District Five (no responses were received)

The Honorable Paul Miller, Mayor, Orangeburg

Richland County School District Two (no responses were received)

The Honorable Kelvin Washington, Chair, Richland County Council
The Honorable Mike Ross, Mayor of Blythewood

Williamsburg County School District (no responses were received)

The Honorable Stanley S. Pasley, County Supervisor
The Honorable Ricky Burrows, Mayor, Kingstree
The Honorable German Glasscho, Mayor, Greeleyville

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

The four districts in CCEL have worked with their community and statewide organizations to engender support for the vision and plan to help our students and school communities become Enterprise Learners. All Letters of Support can be found in Appendix B4.4.

U.S. Senate: The Honorable Lindsey Graham (While Senator Graham is extremely supportive of this application, he chooses to send his letter separately)

U.S. House of Representatives: The Honorable James Clyburn

Statewide and National Partners

Molly Spearman, Executive Director, South Carolina Association of School Administrators
Erin Capone, Overcoming Obstacles, Community for Education Foundation
Moryah Jackson, Education Director, New Carolina, South Carolina's Council on Competitiveness

Clarendon Two Key Stakeholder Letters of Support

Mrs. Sharon Williams, Executive Director, Clarendon County First Steps
Mr. John Truluck, Development Board Director, Clarendon County Development Board
Dr. Tim Hardee, President, Central Carolina Technical College
Senator Kevin Johnson, South Carolina Senate
Ms. Monica Griffen-Twine, Chair, Parent Advisory Council, Manning Primary School

Orangeburg 5 Stakeholder Support

The mayor of Orangeburg received a copy of the grant proposal and was asked for feedback and suggestions (See Appendix B4.3). The feedback and suggestions were taken into consideration by the district's grant writing team. Orangeburg Consolidated School District Five endeavored to leave no stone unturned as it sought feedback from the entire community on its

grant proposal because the district believes in its vision “Working Together to Build a World-Class School System.” As a result, Orangeburg Consolidated School District Five received letters of support from:

Whittaker Elementary PTA Chair
Howard Middle School PTA Chair
Orangeburg-Wilkinson PTA Letter
Garrick King, President, Student Council, Orangeburg Wilkinson High School

Senator John Matthews, South Carolina General Assembly
Dr. Henry Tisdale, President, Claflin University
Dr. Walt A. Tobin, President of Orangeburg-Calhoun Technical College
Mayor-Elect Michael Butler, City of Orangeburg
Outgoing Mayor Paul Miller, City of Orangeburg
Earl Jeffcoat, Mayor, Town of North
Jeffrey L. Broeker, Operations Manager, Albemarle Corporation
C. Gregory Robinson, Executive Director, Orangeburg County Development Commission
Sheriff Leroy Ravenell, Orangeburg County
Bishop Michael C. Butler, Victory Tabernacle Church, (Faith-Based Organization that will provide Computer Labs in the Community)
Thomas C. Dandridge, President and CEO, Regional Medical Center Hospital

Richland 2 Stakeholder Support

Richland 2 works closely with a number of non-profit organizations and businesses to ensure that our students receive additional supportive services. Google also has a close working relationship with the district, given the district’s advanced technological status. Google has been very helpful in rolling out the 1:1 technology across the district. They will continue to assist with the CCEL project as we implement technology in grades K-2.

IT-oLogy, a nonprofit collaboration of businesses, academic institutions and organizations dedicated to growing the IT talent pipeline, fostering economic development and advancing the IT profession, is the perfect partner to help advance technological awareness for CCEL. They are located in downtown Columbia. IT-oLogy has three main initiatives: Promote IT (K-12); Teach IT (Higher Education); Grow IT (Professionals). Richland 2 will work with It-oLogy to encourage students, educators and parents to learn more about the IT profession.

The Boys & Girls Clubs of the Midlands is an afterschool service provider at many of our Richland 2 schools. Specifically, they have an afterschool program at Dent Middle School. This nonprofit will participate in CCEL as students will be working on their personalized learning

plan during the afterschool program. Their staff will attend training workshops to ensure that they are aware of the goals and objectives of the project.

Clemson Road CDC Title I Advisory Council
Conder Elementary School Parent Teacher Organization
Conder Elementary School Improvement Council
Dent School Improvement Council
Richland Northeast School Improvement Council
EdVenture Children's Museum
Google
Boys & Girls Clubs of the Midlands
IT-oLogy

Williamsburg County School District Key Stakeholders Letters of Support

During stakeholder meetings, Williamsburg County shared the concept and strategies to be included in CCEL. Williamsburg Technical College indicated the increasing costs for dual enrollment and that the South Carolina Education Lottery funds were not meeting full coverage of course costs. In response, Williamsburg included funds in their budget to provide books for students. In addition, First Steps indicated a need to expand Countdown to Kindergarten, a very successful early learning initiative. These costs are also included in Williamsburg's budget.

Representative Ronnie A. Sabb, SC House of Representative-District No. 1-Williamsburg County
Mr. Stanley Pasley, County Supervisor-Williamsburg County
Mrs. Virginia L. Moore, Mayor Pro Tempore-Town of Greeleyville
Mr. Ricky Burrows, Mayor-Town of Kingstree
Dr. Yvonne Jefferson-Barnes, Superintendent-Williamsburg County School District
Mrs. Barbara McKenzie, Chair-Williamsburg County School Board of Trustees
Dr. Teresa H. Wright, Principal-W. M. Anderson Primary School
Dr. Jennifer G. Gardner, Principal-Kenneth Gardner Elementary School
Mr. Sam Giles, Principal-Greeleyville Elementary School
Mr. Lee Roy Campbell, Jr., Principal-Kingstree Middle School
Dr. Janice Gamble, Principal-C. E. Murray High School
Mr. Willie Frazier, Principal-Kingstree Senior High School
Mrs. Sarah Boyd, Principal-WC Magnet School of the Arts
Dr. Jackie Hicks, President-S. C. Education Association
Mr. Alex L. Montgomery, Sr., Executive Director/President-Williamsburg Regional Boys to Men Club, Inc.
Mrs. Carletta Israel, Executive Director-Williamsburg County Office of First Steps
Dr. Patricia A. Lee, President-Williamsburg Technical College
Mrs. Leslie D. Spivey-Williamsburg Home Town Chamber
Dr. Shirley Carr Bausmith, Dean, School of Education-Francis Marion University

Dr. Tammy Pawloski, Director-Francis Marion University Center of Excellence to
Prepare Teachers of Children of Poverty
Rev. David Ruth, Pastor-Williamsburg Presbyterian Church
Mr. Robert Welch, Executive Director-Vital Aging of Williamsburg County, Inc.
Mr. Chip Chase, Public Relations Director-Farmers Telephone Corporative
Mrs. Debra S. Keels, School Improvement Council-C. E. Murray High School
Mrs. Brandi Phipps, PTO President-WC Magnet School of the Arts
Rev. William Boggon, PTA President-W. M. Anderson Primary School
Mrs. Ivy Jordan, School Improvement Council President-W. M. Anderson Primary
School
Mrs. Marquerite Gourdine, President-National Council of Negro Women (Williamsburg
County)

C. PREPARING STUDENTS FOR COLLEGE AND CAREERS

(C)(1) Learning

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements and accelerate his or her learning through support of his or her needs. This includes the extent to which the applicant proposes an approach that includes the following:

Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:

The goal of our Carolina Consortium for Enterprise Learning (CCEL) is to systemically transform from a traditional teacher-centered instructional model to a highly engaging, student-centered learning model. Building on a core set of standards-based concepts and competencies that have been instituted by each consortium district, the State of South Carolina, and the Common Core initiative, the CCEL program will empower students to develop customized learning plans that will best help them prepare for their college and career objectives.

To help accomplish this goal, the consortium will leverage best practices across our districts to further the education and opportunities for all of our students. Individually, all districts have implemented different learning and teaching rubrics. We recognized that each district already has tried or is implementing various components of our overall strategy. Our goal as a consortium is to share these experiences, incorporate the key learnings, and quickly expand best practices that further every child's education without waiting years to see the results. By sharing expertise, training, and resources, each district participating in CCEL will be able to more rapidly implement a high-quality plan to personalize the learning environment for all students to help them achieve college- and career-readiness. We will use Race to the Top District funds to help all of our consortium districts:

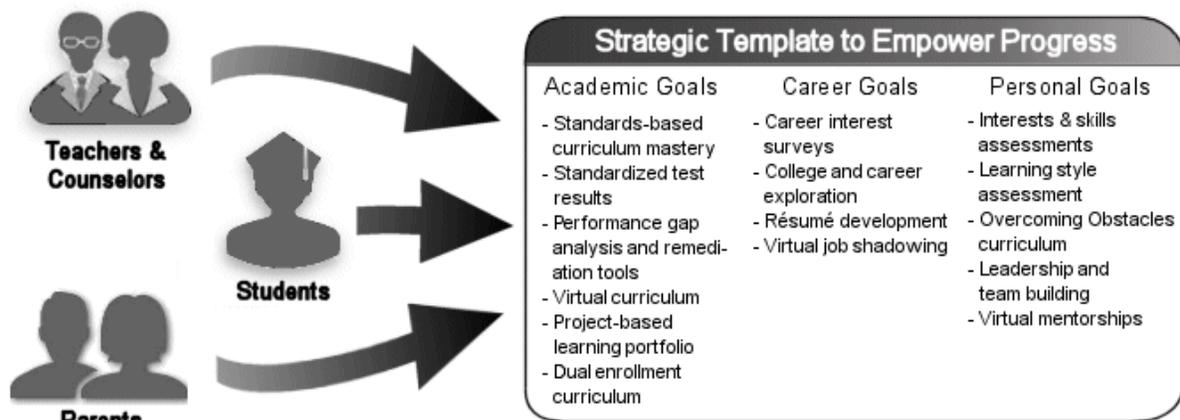
- obtain the technology needed to implement personalized learning;
- implement the training required to utilize the technology for students, teachers, parents, and school community;
- share experiences and best practices between districts and across schools;
- leverage expertise across districts and provide additional learning opportunities for students.

Funding the CCEL project will broaden the impact of the RTTD grant and enable the smaller, more rural consortium members to implement transformational personal learning

programs in a way that they would never be able to accomplish on their own. This program will literally bring state-of-the-art learning platforms to some of South Carolina's most high-need areas along with a shared support structure to help ensure all constituents – educators, students parents, and the school community, have the knowledge and training on how to successfully employ this type of learning system.

Recognizing that students learn in different ways, CCEL's education program implements a comprehensive and well-developed learning system that aligns with the four core educational reform areas in the RTT-D program. To augment the typical classroom lecture, students will have the opportunity to participate in structured activities that are aligned with CCSS/state standards. These activities include project-based learning initiatives, the use of web-based digital content and increased dual-enrollment options for both college credit and career training. Greater flexibility will be introduced into the learning environment where students can learn individually, in small collaborative groups, and in larger cross-grade level and cross-consortium teams. As a result of SC's Education and Economic Development Act (EEDA), a large volume of college and career-readiness materials are contained in course content and linked to standards. CCEL's program will expand on this content and through on-line resources, provide students access to additional content and learning tools, virtual classes and lectures, virtual mentorships, and virtual job-shadowing opportunities. The flexibility of the web-based tools will enable students to explore opportunities that they may never have imagined in a standard school setting.

To truly personalize the learning experience, each student will have an electronic Strategic Template to Empower Progress (e-STEP). With the support of teachers, school counselors and parents or guardians, e-STEP is a formal plan and process that empowers students to set goals based on personal, academic and career interests. It will highlight gaps in achievement and progress toward meeting education standards. The e-STEP will be part of a web-based guidance system so that students will have access to expanded curriculum, career assessment tools, and college preparation requirements. The web-based system will also allow students the flexibility to complete activities outside of the classroom and allow parents to monitor and encourage their progress from home.



The template will incorporate academic goals and curriculum standards and provide a visual representation of a student’s progress in content mastery. The career planning area of the template will allow career exploration and include planning for achieving goals. The template incorporates a personal development plan that includes interest and skills assessments, learning style assessments and activities to help students build the interpersonal and social skills required for long-term success. The CCEL plan will utilize nationally recognized curriculum like the Overcoming Obstacles Life Skills Program from the Community for Education Foundation that will further personal development for students across the consortium. The e-STEP will help students become aware of their individual learning needs, provide them options for achieving their goals and help teachers and parents identify and apply learning strategies that work best for each child.

To help illustrate how CCEL’s personalized environment will support and improve learning for individual students, we would like to describe how two children, Alicia and Joey, will be empowered to achieve their college- and career-ready goals.

ABOUT ALICIA	ABOUT JOEY
Alicia is growing up on a farm outside of Greeleyville, SC (pop. 423) with her brother who is two years older. She spends her days tagging along behind her older brother since there aren’t many other children close by. In many ways, she is advanced for her age because of the strong connection with her older sibling. She wants to do everything that he is doing and often plays with puzzles and games that are beyond her age level. Alicia has tested high in math skills, and	Joey lives in a large suburb of Columbia, SC, the state’s capital. His neighborhood alone has over 500 families and he has many children his age with whom to play and interact. With his proximity to the city, his parents continually take him to different attractions, like Edventure - the children’s museum, the zoo, and a variety of concerts and family-friendly events around town. Joey has been going to the public library for years for story hour and enjoys the

<p>her activities around the farm have reinforced her math comprehension. Her parents have encouraged her by asking her to count the chickens and the number of eggs they lay, make change for customers at their road-side vegetable stand and convert weights & measures. As advanced as she is in math, her ELA skills are lagging. She just hasn't had the exposure to a variety of reading materials and her parents often don't have time to practice these skills with her after a long day on the farm.</p>	<p>wide selection of children's books that are available. He also uses many of the interactive learning games that the library offers. At home, his mom keeps a list of chores and activities on a big dry erase board and she encourages Joey to arrange letter tiles into words on her board. They always have a word-of-the-day to practice that may come from the grocery list – like "tomato" or "potato" or current events. Joey has tested above average in ELA but his math skills need work. He is easily distracted and doesn't like to sit down and concentrate on his numbers.</p>
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The objective of CCEL's program is to identify the strengths and needs that are unique to Alicia and Joey and with the support of educators and their parents, provide them with a variety of learning opportunities to excel. We recognize that placing Alicia and Joey side-by-side in a traditional classroom setting with a lecture-based instructional model would not be the best fit for either student given their different skills and experiences. However, by augmenting the lecture model with personalized content that can address deficit areas; small group, project-based activities where students can learn from each other; and on-line content where students can pursue areas of strength and interest beyond the confines of the standard curriculum, Alicia and Joey will have much greater success. By deploying this model across the consortium, both Alicia and Joey will benefit – whether living on a farm outside of Greeleyville, or in a major suburb of Columbia.

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

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

With assistance from educators and parents, each student will develop an electronic Strategic Template to Empower Progress (e-STEP) that will outline their Academic, Career, and Personal growth goals, and the courses and skills required to achieve them. This template will build on the Individual Graduation Plan (IGP) that South Carolina is already implementing across the state. SC's Education and Economic Development Act (EEDA) mandates an individual graduation plan (IGP) for every student in Grades 8 –12. Students declare a major within one of 16 federally-aligned career clusters and focus their high school studies on preparing for higher education and that career. Students develop their IGP with their parent or

guardian and a school counselor to define talents, interests, and skills needed to earn a diploma on time and pursue higher education and career interests. More than 90% of members of the classes of 2013 and 2014 have completed electronic IGP in which they identify their academic and career goals and plan the coursework to meet those goals.

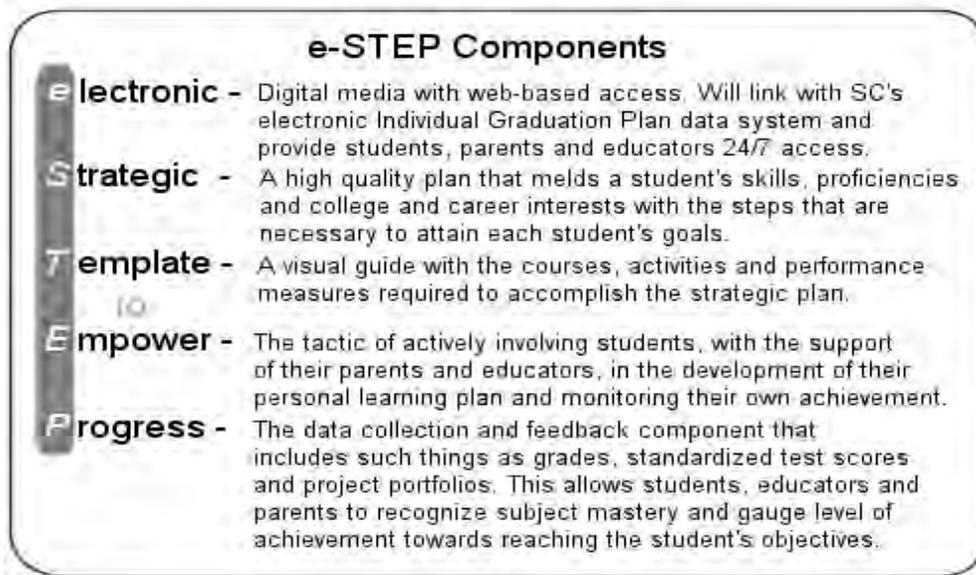
The e-STEP will take the existing IGP a “step” further by implementing this personalized learning tool from the beginning of a student’s educational career. In this way, students will start understanding much earlier how what they are learning is critical to their success. They will also be able to begin taking an active role in their own education. By the time they reach the 8th grade and formulate an IGP, the concept will not be foreign to them and they will naturally know how to use the tool to monitor their mastery of curriculum and to help them achieve their goals.

Whereas the EEDA sets a student-to-guidance personnel ratio of 300:1 and provides funding for career specialists to assist and support the guidance counselors, CCEL’s program will again go a step further to assure that each student understands that what he/she is learning is key to their success. Teachers will use a portion of each day to help students review their e-STEP progress, provide additional learning opportunities, and empower students to reach their own goals.

Let’s see how this looks in practice with our student, Alicia. Pre-school testing highlighted her deficit in ELA skills. With Alicia’s parents, her teacher added activities to her e-STEP to overcome her ELA performance gap. She was given a tablet computer and access to a wide variety of age-appropriate reading materials and ELA learning programs. She could work at home with her parents to gain extra practice and as she mastered each task, she could see the progress that she was making in her e-STEP. Since she has always liked to do everything that her big brother is doing, she started noticing some of the ELA activities that he was doing for his e-STEP and would try some of these tasks as well. Even though her brother’s curriculum was two years more advanced, she would add those tasks to her e-STEP goals as things that she wanted to be able to achieve also. Her teacher helped her map out the steps that she needed to complete to reach her new goals; which kept her motivated and involved as she worked on her own proficiency.

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

Included in e-STEP are a core set of standards-based concepts and competencies that form the basis of what all students need to learn. With this base identified, CCEL's plan adds personal interest and skills assessments, career interest surveys and college and career exploration tools that help students further identify the knowledge and development that they will require to achieve their goals. e-STEP is not just an acronym, but a process that allows a student to understand how to structure their learning to achieve the outcome they desire.



e-STEP will enable students to consider career options beyond those that they may have traditionally thought were possible. With the assistance of educators and parents, the components required to achieve these career goals will be clearly defined and listed in the students e-STEP plan. The student will actively participate in the development of his/her personal learning plan, tailoring it to accommodate individual interests and talents, as well as addressing needs and deficits. With this involvement, students will see how the work that they are doing fits into their overall educational plan. As students master a component, that accomplishment will be reflected in the e-STEP so that everyone can see the progress and the next steps required to achieve the ultimate end result. With the use of digital resources, feedback from teachers and counselors will be timely, and in some cases, instantaneous. On-line curriculum will give students unlimited access to multiple components of their plan, thus keeping them engaged beyond the traditional

school day. Teachers and parents can also easily monitor the quality of work and provide guidance on how to improve.

For Joey, our student from suburban Columbia, SC, his deficit in math skills was highlighted in MAP test results and his teacher incorporated specialized on-line math remediation applications into his e-STEP plan to help address the gap. Joey could see what tasks he needed to successfully complete in order to gain mastery of the subject. Because Joey has a lot of friends from his neighborhood in his class, he easily gets distracted and when he gets behind in math, he becomes embarrassed and shuts down. The on-line apps allow him to concentrate on the material and provide him instant feedback on his achievement in a safe, non-embarrassing manner. Even though he is still in elementary school, Joey has been able to complete some initial career interest surveys, which show how important math will be to achieve his goals. When his teacher saw from his e-STEP that one of his interests was to be a musician, she found a Math & Music virtual tool to help teach Joey the concepts that he needed to learn in a way that interested him. As he successfully completed modules, his performance was noted in his e-STEP plan and both Joey and his parents could monitor his progress in closing his gap in achievement in math.

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

This is an area where the strength of our consortium approach truly has an impact on the quality of education that we can offer our students. CCEL's plan includes two major attributes that will deepen learning experiences for all students in their area of academic interest. First, curriculum will be opened across the districts so that classes that may have only been offered by one, will now be available to students in all. Our consortium ranges from Clarendon 2, the smallest with an enrollment just over 3000 students to the largest, Richland 2 with 27,450 students. As can be imagined, the resources available to offer students a wide range of learning opportunities varies greatly among the districts. For example, Orangeburg 5 and Richland 2 have 19-24% of their students participating in AP classes where Williamsburg and Clarendon 2 have less than 1%. For the smaller districts, often the issue is not the capability of their students to master the content, it is a question of the availability of teachers to provide the courses.

CCEL's plan will alleviate this problem and close the Achievement Gap, by leveraging resources across the districts to enable all students to have a deeper learning experience. All participating schools will have open access to courses offered by the SC Virtual School, which

include topics, and more in-depth content, that is not currently available on an individual school basis. Richland 2 has also developed a series of rigorous and specialized virtual courses that will be shared across the consortium. An example of this is curriculum in biomedical and medical terminology, created by Richland 2, that deepens the learning experience for students who are interested in careers ranging from nursing, to becoming a veterinarian, a doctor, an EMT, a medical technician, or a cancer researcher. The benefits of this course will now be open to all students in the consortium; offering specialized learning opportunities that couldn't be supported by each district on its own.

The second attribute of the CCEL plan is to expand the variety of learning experiences that are available to all district students. With the expanded use of technology, students will have access to a much broader array of on-line learning materials and the ability to go much further in-depth into subjects that spark their interest. Through the RTT-D grant, every student will have a tablet computer and internet access to assist them in achieving their learning goals. They will no longer be limited by what is contained in a standard textbook but will have access to high-quality on-line curriculum to complement what is currently available in their individual schools, thus helping them master concepts in a manner that works best for their personal learning needs. At this point, only Richland 2 offers full one-to-one computer access to all of their students in grades 3-12. To deepen the learning opportunity for all students in the consortium, this technology will be expanded across the districts.

In addition to online curriculum and virtual courses, each school will expand dual enrollment opportunities with local colleges and technical schools. Dual enrollment will go beyond traditional academic offerings like College English and Calculus, but will include skill training in fields like Welding, Auto-mechanics or HVAC. A 2010 survey by the U.S. Department of Labor Statistics showed that the 20 fastest growing occupations in South Carolina included: Biomedical Engineers, Brick- and Block-masons, Interpreters & Translators, Reinforcing Iron & Rebar workers, and Home Health Aides. Through dual enrollment, students can pursue their interests in these fields by taking classes (such as brick masonry) that would not be offered at their school, or taking advanced courses (such as college Spanish) that enable them to be better prepared for the fastest growing careers in the state.

For our student, Alicia, even though she had a knack for arithmetic from her childhood experiences on her farm (counting eggs, making change, etc.), she was getting bored in her

traditional math classes. She could pick up the concepts quickly and felt frustrated as she sat in lectures waiting for everyone else to catch up. Her school had a computer lab where she had access to some on-line content, but she would often have to wait her turn and the curriculum that was available often was more practice on the concepts that she already understood, not something new or more challenging that would deepen her learning.

Once her school transitioned to the CCEL personalized learning plan, Alicia's world of learning opportunities opened dramatically. With her own tablet, she had access to a greater variety of math curriculum, plus the time to explore her interests on a much deeper level. Her teachers encouraged her progress by including more challenging coursework in her e-STEP learning plan – the focus for Alicia moved from just providing “more work” to keep her busy, to providing “more challenging work” to keep her progressing. She once again felt that excitement about math that she once had and math class was no longer a boring period that she had to endure.

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

As the consortium members began work on the proposal, the question was asked about what were the key factors that determined student achievement. One of the answers was simply, “exposure.” Students in our more rural districts, some of which do not even have a movie theater, just do not have the same exposure to the world as students in our largest consortium district that serves the state's capital city. Furthermore, even students in South Carolina's largest metropolitan area do not always have great exposure to area attractions due to poverty or family situations – a single parent who must work all of the time or the lack of financial ability to pay entrance fees to the museum, etc. Though just 60-90 minutes away, many students in poverty have never seen the ocean. With this in mind, a key feature of our personalized learning plan is to offer virtual and interactive learning opportunities that will give every child in the participating schools a greater range of educational choices and exposure to the multitude of possibilities that exist in the world. Through our plan, students will gain experiences beyond their farm or small town, beyond their city, and beyond our state.

With the expansion of digital learning tools across the districts, a wide range of content will become available to all of our students. Teachers will employ a variety of educational techniques, such as project-based learning, small group manipulatives, and individualized subject investigations to encourage students to explore the variety of resources that will literally be “at

their fingertips” on their tablet computers. An individual research paper will no longer be a trip to the library that relies solely on the books that may be available. On-line access will allow students to visit the libraries and resources of the world – something that is not widely available to all of our students today. As part of our education transformation plan, CCEL will use virtual tools like Edmodo, a digital platform that connects all learners with the people and resources needed to help them reach their full potential. For example, Edmodo can offer engaging, easy-to-use apps that personalize learning and help teachers amplify their lesson plans.

With planned professional training from the Buck Institute, teachers will implement project-based learning methods to enhance what, and how students learn. The virtual technology will allow the projects to go beyond the classroom and include team members from across the consortium and across the world, allowing communication with others from diverse cultures. E-project portfolios will expand their ability to share perspectives and learn from each other. Time zones will even become less of a barrier. Students from a CCEL school will be able to upload their research and analysis to an e-project portfolio during their school day and have a team member in Singapore view it and add their research, analysis and perspective to the e-portfolio over night. They can then “meet” virtually via Skype to collaboratively develop their conclusions. RTT-D grant funds will enable CCEL to offer this type of access and exposure to deeper learning experiences, and varied contexts, for all district students.

For Joey and Alicia, how would this look in practice? As part of a consortium-wide social studies project to understand South Carolina’s heritage and economy, our student Joey became a member of a team to study the history and impact of agriculture in the state. As a Columbia suburbanite, Joey had very little knowledge of farm life or how a farm community functions. He may have read about SC farm history in a textbook, but that really did not help him get a true understanding of the culture. With the advent of CCEL’s personal learning program, schools begin utilizing cross-consortium projects to help their students see things from various contexts and to analyze problems from different perspectives. On the first day of the project, Joey meets Alicia, a member of his virtual project team from the farm community of Greeleyville.

In their project, the students were asked to describe how farming has evolved in Williamsburg County, including crop choices and the influence of large “corporate” farming versus traditional family farming. As part of their project, Alicia and others on the team from farming areas used flip cameras and voice recorders to interview local farmers to gain an in-

depth understanding of their topic. Joey was tasked with gathering statistics from the State's Department of Agriculture database about crop production and export markets. He even conducted an interview with a state Ag Department official who lived in his neighborhood about crop subsidies and state farm policies. Both he and Alicia posted their flip camera interviews in the team's e-project portfolio for all to reference. With her advanced math skills, Alicia worked with Joey and the statistics that he had gathered to create graphs to illustrate what they had learned about crop production. Even though he had always struggled in math, Joey found the subject more exciting with Alicia's guidance – somehow she explained things in a way that really clicked for him. The team then produced a five-minute digital report that used facts, images and video footage about SC farming that was shared with others in their classes across the districts. By the students connecting with the community, they were able to tap into untold stories of farming, taking a topic of SC's economic history that they might usually find tiresome and turning it into a highlight where each team member's diverse perspective helped all to gain a deeper understanding of the subject.

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

A part of each student's e-STEP personal learning plan will be an outline of critical content that he/she is expected to master. The outline will include standards-based objectives that the student will need to accomplish in order to demonstrate mastery. These objectives will include Common Core State Standards, as well as SC Standards in subject areas not covered by Common Core. The e-STEP will also show student progress towards mastery and, with the help of educators, show necessary steps and tasks that the students can undertake to help them achieve their goal. The emphasis will be on content mastery – not seat time in a class. Each student will be given the flexibility to work more on a topic in which they are struggling and to move on in a subject once they have demonstrated mastery of the academic content. By emphasizing the “Empower” concept of the e-STEP plan, with the help of their teachers and parents, student will develop goal-setting skills and traits that will enable them to succeed.

In addition, CCEL will introduce curriculum like the Overcoming Obstacles Life Skills Program from the Community for Education Foundation that includes engaging activity-based lessons, extension activities, stimulating discussion prompts, activity sheets, and journal writing assignments for students to master skills beyond their core academic content requirements.

Overcoming Obstacles curriculum covers over 20 important topics, including:

- Communication
- Decision Making
- Goal Setting
- Confidence Building
- Teamwork
- Problem Solving
- Conflict Resolution
- Study Skills
- Service Learning
- Respect & Tolerance

Students in the high school program also research scholarship and job opportunities, learn how to select colleges, develop financial responsibility, prepare for job interviews, and develop on-the-job skills. Overcoming Obstacles provides students with hands-on activities, technology connections, service learning projects, and opportunities to form relationships with their teachers and each other. The curriculum is also aligned with Common Core State Standards (See Appendix C1.1 for an example). This program, in conjunction with the skills that students will develop by participating in project-based learning initiatives, will help them build the teamwork, perseverance, critical thinking, communication, creativity, and problem-solving traits that are necessary for them to achieve their college- and career-ready goals.

Returning to Alicia and Joey, we can see how this portion of the personalized learning plan may look in practice. Growing up with just her older brother on the farm in Greeleyville made Alicia a bit shy and unsure of herself when her brother was not around. At times, she felt lost and she definitely felt uncomfortable in large group settings. She just did not have much experience in interacting with such a diverse group of people. Joey, on the other hand, was perfectly comfortable in large groups and different people. His neighborhood included families from around the country who were stationed at Ft. Jackson and from around the world who were international professors or studying at the University of South Carolina. He felt perfectly comfortable interacting with others of diverse backgrounds.

After their farm project was completed, Alicia and Joey stayed in touch. They found themselves comparing their career goals from their e-STEP and sharing learning experiences that each would have in their individual schools. When Joey entered 8th grade and struggled with Algebra, he contacted Alicia for helpful hints because he remembered that “that farm girl from Greeleyville” really knew her numbers and had a good way of explaining concepts. Once she started the Overcoming Obstacles modules, Alicia would Skype with Joey about Teamwork and Conflict Resolution. He just seemed to have an inherent knack in these areas that helped in her own navigation of the topics. By high school, they were once again able to team up together on a

cross-consortium Service Learning project to encourage rural farmers to participate in urban farmer's markets and develop an online listing of restaurants that wanted to source locally. The project caused them to think critically about what barriers existed for farmers, how to communicate the program to all constituencies, and the perseverance to see their plan put into action. They also learned the importance of respect and tolerance of different views. They could see that the best answer for their project didn't come from the restaurants in the city or from the farmers; it came from balancing both of their needs and including ideas from both perspectives. With the success of their service-learning project, Alicia and Joey vowed to stay friends and help each other as they continue their academic journey.

(b) With the support of parents and educators, each student has access to—

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

As mentioned at the beginning of Section C-1, each student will have an electronic Strategic Template to Empower Progress (e-STEP) that will be available on the web. With the support of teachers, school counselors, parents and guardians, e-STEP is a formal plan that outlines the courses and skills that must be mastered for the student to achieve his/her individual learning goals. Students will be provided with a one-to-one interactive device, such as a tablet computer, that will enable them to have 24/7 on-line access to their e-STEP plan and monitor their progress in reaching their goals. With the tablet computer, parents and guardians will also have access from home so they can help support, guide and encourage each student's progress.

Every student's e-STEP will begin with fundamental standards based instructional content that must be mastered to progress. This will include curriculum required to meet CCSS and SC State Standards in subject areas not covered by Common Core. Added to this, will be courses and skill development projects that address each student's individual needs and interests. These will include: activities to help students overcome educational deficits; specialized activities for students with learning disabilities; customized curriculum for English as a second language students; and advanced curriculum that allows a student to go further and deeper into a specific topic of interest. Since each student's needs and interests will be different, with the help of teachers and guidance counselors, each student's e-STEP will have different components that best help them achieve their goals.

Information pertaining to a child's college or career interest, preparation, and readiness will be augmented by on-line career interest inventories and college preparation/application trackers available free at the South Carolina Career Information System and the SC Occupational Information System (SCOIS), the state's official career resource. As a state program authorized by the SC Education and Economic Development Act (EEDA) of 2005, SCOIS is mandated to provide a vast array of career development products and services including the State's Computerized Career Information System. SCOIS is used in all grades K-12 as well as post-secondary institutions. Laudably, all data will interface with a child's e-STEP, making this a powerful tool.

The portal offers career assessments, major information on colleges, occupational information, and career clusters, along with school subjects matched to careers. Information on financial aid, private trade schools, career videos, building and posting résumés, career electronic portfolios, and salary and outlook information for different careers is also available on the portal. A Learning Express Library offers more detailed information about college preparation and workplace skills, and provides practice tests and software tutorials. Students, teachers and parents will be able to create profiles and logon to the on-line system in order to truly personalize the instructional content that is required to achieve their objectives.

Even though much of this information is available today, it is not used to the greatest extent possible, either due to a lack of access or a lack of resources to truly incorporate these tools into a student's learning plan. With the help of a guidance counselor, a career assessment may be done once a year then filed away, becoming stagnant. Parents or guardians may have little or no input and, due to economic circumstances, may not even have access to these on-line tools. With the benefit of RTT-D grant funds, CCEL's program will address and fix these issues. The one-to-one learning device will not only allow every student to have 24/7 access to their e-STEP and systems like SCOIS, but it will ensure that their parent's and/or guardians will have ongoing access as well and can work with their child at home to explore a myriad of opportunities and select a path that is best for him or her. With increased access to planning tools and a personalized focus, each student's career plan will become a dynamic sequence of learning objectives versus a stagnant once a year updated document.

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

A core focus of CCEL's program is to recognize the individual learning needs of each student and expand beyond a teacher-centered, lecture-based education model to a model that incorporates individual and small group activities, on-line curriculum, virtual classrooms, project-based learning initiatives and enhance dual enrollment opportunities. Many of these approaches are not new and many have been piloted within our districts and have demonstrated success. However, through a combination of a lack of resources (financial and talent), a lack of access (technology), a lack of experience, or a lack of awareness of what is available, all of these high-quality instructional approaches have never been used together to their full potential.

Again, CCEL's goal is to change this with the assistance of the RTTT-D grant to help implement our plan. A major component of our plan is our consortium approach that will encourage the districts to freely share experiences and best practices as well as leverage resources in a way that will help everyone improve and advance. Our plan calls for implementing a web-based learning platform and provide the technology tools for every student, teacher and parent/guardian to gain access. Currently, this capability is not deployed by all districts. Richland 2, our largest consortium partner is the furthest along with a web-based learning platform and has issued tablet computers to all students in grades 3-12, uses virtual curriculum and has developed virtual classes. Through the consortium approach, our smaller, rural districts like Williamsburg and Clarendon 2 will learn and benefit from Richland 2's experience as they deploy their own web-based learning platform. They won't have to "re-invent the wheel." This will help them, as well as Orangeburg 5, get quickly up to speed by leveraging the knowledge and expertise of their larger consortium partner. With the implementation of the web-based learning platform, all students across the consortium will be able to use virtual curriculum that can be customized to their individual needs.

The web-based platform will also allow all students to have access to virtual classes offered by Richland 2 and by the SC Virtual School. In many cases this will include curriculum that is not offered on a local level due to resource constraints. For example, students will be able to take AP classes or certain language classes virtually even if the course is not offered at their local school. With greater use of the web-based platform, teachers will have access to an expanded variety of lesson plans and a broader set of activities to engage and empower students to learn. They will have access to manipulatives that allow them to move from a lecture-centered

lesson plan to a plan that incorporates small group work and project-based learning. Teachers will be able to read the reviews and recommendations of other teachers on specific education materials and methods and select those that they feel will work best to meet each of their student's individual learning needs.

Teachers will be able to expand the use of learning environments like Edmodo, where they can use on-line interactions to deepen content inquiry, instantaneously provide and receive feedback, and provide customized learning tools to help each student progress. Edmodo offers an expanding variety of educational apps such as *Sokikom* and *Flat Stanley*. *Sokikom* is a learning game that aligns with Fractions Common Core Math Standards and engages students by offering both single and multi-player activities that are personalized to address individual student needs in an exciting format. *Flat Stanley* is an application where students improve their writing through creative and meaningful ways as they learn about other countries and cultures while meeting new friends along the way. With our consortium approach, teachers will be able to share their experiences with these tools and help each other quickly select content that works best for their students.

By leveraging resources, the consortium plans to incorporate training from the Buck Institute on project-based learning so that this nationally recognized high-quality instructional method can be implemented for all students across the districts. Without the support of the RTT-D grant and our consortium approach, this training would never be achievable by all the districts.

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

The launch of the web-based learning platform will instantly expand access to high-quality content for students across the consortium. Students in our smaller districts have limited access today due to a lack of resources. The CCEL will rapidly bring their technology up-to-date so that they can quickly expand access to digital curriculum and on-line college and career planning systems like SCOIS. The variety of tools available through SCOIS includes planning rubrics that identify subject requirements based on a student's college and career preferences. Once identified, students will have expanded access to content through the consortium's web-based learning platform. If a topic is not physically taught at the student's school, or included in the basic curriculum, they will have access to it virtually.

All consortium districts will offer access to the SC Virtual School Program (SCVSP) offered by the SC Department of Education. One of the goals of the SCVSP is to develop and deliver standards-based, student-centered, online instruction to expand educational opportunities for South Carolina students and improve the state's on-time graduation rate. At the present time, the SCVSP offers courses for high school credit to students in grades 7-12. In addition, courses are offered at the Advanced Placement (AP), Honors (H) and College Preparatory (CP) levels. Students may also take courses to recover content they did not master in courses they failed. This will help students get back on track to meet career- and college-ready graduation requirements on time – an option that would not be easily available without the CCEL project. Through the SCVSP, students can take courses like Architectural Design, Forensic Science, Mandarin Chinese, Statistics, Web Design, and Personal Finance, that may never be offered at their home school due to limited resources.

Beyond the SCVSP, students will have access to a variety of high-quality digital content on the web. For example, if a student in an English Literature class in Orangeburg 5 finds that they want to explore the work of Byron in more depth, his or her teacher will be able recommend additional curriculum and on-line resources to help the student satisfy this goal. Sources like Edmodo also offer a variety of digital learning applications – especially for elementary school students that help build the basics in ELA and Math. This content will be available to all.

In the arena of personal skill development, CCEL will use curriculum like Botvin's Life Skills for elementary school students and the Overcoming Obstacles Life Skills Program for middle and high school students to help round out each child's educational experience. The Community for Education Foundation has aligned their high-quality Overcoming Obstacles content modules with Common Core Standards. Districts that have used the program have reported that it helped students experience many improvements, including stronger leadership skills, increased self-confidence, and better time management skills.

Finally, dual enrollment opportunities will be expanded for all students across the consortium. The districts have already developed agreements with Central Carolina Technical College, Claflin University, Midlands Technical College, Orangeburg-Calhoun Technical College, Voorhees College and Williamsburg Technical College that will allow advanced students to take dual credit courses. These courses will offer both academic and career field options. With this multi-faceted approach, the CCEL program will significantly expand the

availability of high-quality content, including digital learning materials, to all students across our consortium.

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

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

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

Each student's e-STEP will provide feedback data to help guide their personalized learning plan. The "P" in e-STEP is for "Progress" and incorporates the data collection and feedback component that includes grades, standardized test scores and project portfolios. Available 24/7 through the on-line, web-based education platform, both students, educators and parents/guardians will be able to continuously monitor progress towards subject mastery and gauge a student's level of achievement towards reaching his or her goals.

We have already described the variety of resources that will be employed from South Carolina's Occupational Information System (SCOIS), the state's official career resource. The portal offers career assessments, college and college major information, occupational information, and career clusters, along with school subjects matched to careers. This data will interface with each student's e-STEP to provide personalized learning recommendations based on the student's interests and skills. Teachers and counselors will add content and supports based on each child's current knowledge and progress towards subject mastery.

With the expansion of access to on-line curriculum and virtual manipulatives, in many instances students will receive instantaneous feedback on their work and how to improve it. Gone will be the days of handing in an assignment or test and waiting days for it to be graded and returned. On-line learning tools will provide a student with quick feedback and offer additional review for concepts that are missed. The use of education platforms like Edmodo will allow a teacher to award badges to individual students based on performance or behavior. It also allows teachers give polls to check for student understanding and get the pulse of their classrooms through student reactions to quizzes, assignments, and discussion posts that capture understanding, confusion, or frustration. With this feedback loop, methods can be modified to assure that each student masters the material required for them to progress.

Results from the variety of SC State standardized testing programs will also be included in students' e-STEP so that they can monitor their progress and performance. These include:

- Measures of Academic Progress (MAP), a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions. Students in grades 1-9 are tested three times per year in math, reading, and language usage;
- The Palmetto Assessment of State Standards (PASS), taken in grades 3-8, testing English language arts, mathematics, writing, social studies, and science skills;
- The High School Assessment Program (HSAP) that assesses selected South Carolina academic standards in English language arts and mathematics that students have learned by the end of the tenth grade. Every student must pass the HSAP to graduate from high school unless they meet the qualifications for alternative assessment;
- The End-of-Course Examination Program (EOCEP) that provides tests in high school core courses and for courses taken in middle school for high school credit;
- The SC-Alternate Assessment for students with significant cognitive disabilities, who are assessed against alternate achievement standards, as they are unable to participate in the general assessment program even with accommodations;
- National assessments including the SAT, ACT, IB, AP, and NAEP.

Through CCEL's program, each student will have ongoing and frequently updated feedback on their performance through a variety of mechanisms. Student data and personalized learning recommendations will be readily available on-line through the e-STEP dashboard so that students, educators, and parents can all gauge progress and make adjustments to attain college- and career-ready standards and graduation requirements.

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

The expansion of a web-based technology platform, plus the introduction of the e-STEP personal learning plan, and a variety of learning methods, will enable CCEL to provide accommodations and high-quality strategies for high-need students to help ensure that they are on track. Our approach to learning will shift from a required seat time model to an approach that focuses on personal mastery. This will not only benefit high-need students who will get the extra

supports they may require to succeed, but it will also benefit all students, including gifted and talented, who will not be held back and will have the opportunity to grow as much as possible. An advantage of the e-STEP personal learning plan is that each student will have input (thus greater buy-in and sense of responsibility) and will be able to work on mastering rigorous content standards, at their own pace, with a variety of flexible learning strategies and environments.

Many aspects of CCEL's approach were specifically designed with our high-needs students in mind. By providing every student a one-to-one learning device such as a tablet computer and enabling all schools in the consortium to expand internet access, many of our students living in poverty or attending high-minority rural schools without the resources for this technology will immediately benefit. The increased availability of a variety of virtual learning manipulatives will provide educators with more resources to help students who are far below grade level. Their e-STEP plan will provide guidance to both the student and their parent/guardians on what can be done to enable them to catch up. The technology will also enable access to the SC Virtual School Program where students can take courses to recover content they did not master in courses they failed, thus lowering their risk of not graduating with a diploma on time. Because of the high-quality content available on the web, our plan will be able to better accommodate English learners with specialized lessons that could not be provided in the traditional school environment. Technology will also be deployed to assist those with disabilities so they will be able to progress along with everyone else.

For high-needs students, the added flexibility of the learning environment will be especially beneficial. Everyone will be able to take their computer home and work on projects individually or in small groups. Frequent and formative assessments will allow educators to continually update each student's learning plan to assure that they master the skills needed for success.

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

A key attribute of the CCEL project is the implementation of a consortium-wide Digital Resource Team, which provides Digital Resource Coaches to each school district to lead training for students, their parents, and teachers on the digital tools and resources that are being introduced. As the program is rolled-out at each school, a Digital Resource Coach will conduct multiple training sessions for students on how to use the new one-to-one learning devices and how to access the new learning systems. This training will already have been completed for all

educators during the Summer Institute for professional development so that each student's teachers will be able to support the student's use of the new technology resources as well. After the initial training, the Digital Resource Coach will remain embedded at his/her assigned schools (maximum of two schools/coach) for the first two years of the project to assist with further training and one-on-one support for students. The DR Coach will work within a school to build student-mentoring networks where students can share their experiences and help each other understand how to use the technology tools well.

Beyond the technology tools, the consortium is also launching an Enterprise Learning Team, which provides Enterprise Learning Coaches that will be embedded in each school. A part of their responsibility is to train teachers on how to incorporate personal learning components into their curriculum. Specifically, they will coach teachers on how to select content that will best fit each individual student's needs. They will train teachers on how to include this curriculum in each student's e-STEP personal learning plan and how to monitor progress and make content modifications as needed. The EL Coaches will conduct professional development sessions on personalized learning and will work with teachers one-on-one in their classrooms as they implement the program. With this level of assistance, all teachers will in turn be able to guide and support their students in structuring their e-STEP plans and successfully using the tools available to help them attain their college and career goals.

The CCEL program will use virtual tools, like Edmodo, that allow teachers to get the pulse of their classrooms through student reactions to quizzes, assignments, and discussion posts that capture understanding, confusion, or frustration. This extra level of interaction will provide teachers with valuable insights on how to further support individual student's needs and address individual concerns. This tool also allows students to engage and share knowledge and experience with their classmates so all can support each other in a collaborative learning environment.

In addition, many of the virtual systems include on-line tutorials, demonstration videos, expert blogs, and virtual Help Desks where all stakeholders – students, educators, and parents and guardians, can go for assistance. The Digital Resource Coaches will help inform students of these resources so they will know where to turn if questions arise when a DR Coach or teacher is not available to assist. Following is an overview of student training and support that is planned to

ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

CCEL Training and Supports for Students			
Year 1	Year 2	Year 3	Year 4
<p>Summer Institute <i>Audience:</i> Educators <i>Responsibility:</i> DR & EL Coaches</p> <p><i>Task:</i> Provide training for educators on the new technology and systems to be introduced to foster personalized learning so that they are prepared to assist students when the program is introduced.</p>	<p>Summer Institute <i>Audience:</i> Educators <i>Responsibility:</i> DR & EL Coaches</p> <p><i>Task:</i> Lead continuous improvement sessions to incorporate best practices across the consortium for supporting students' use of the technology platforms and ongoing development of their personal learning plans.</p>	<p>Teacher PLC's <i>Audience:</i> Educators <i>Responsibility:</i> DR & EL Coaches</p> <p><i>Task:</i> Continue to incorporate best practices across the consortium for supporting students by helping teachers build collaborative learning capacity within their professional learning communities.</p>	<p>Teacher PLC's <i>Audience:</i> Educators <i>Responsibility:</i> DR & EL Coaches</p> <p><i>Task:</i> Continue to incorporate best practices across the consortium for supporting students by helping teachers build collaborative learning capacity within their professional learning communities.</p>
<p>Student Workshops <i>Audience:</i> Students <i>Responsibility:</i> DR Coaches & Teachers</p> <p><i>Task:</i> Orientation & training to introduce students to the technology, both hardware and systems, that they will be using to develop and manage their personal learning plans. Explains e-STEP, the SCOIS system for college and career planning, available virtual curriculum and how to monitor progress using the available Student dashboards.</p>	<p>Student Workshops <i>Audience:</i> Students <i>Responsibility:</i> DR Coaches & Teachers</p> <p><i>Task:</i> Ongoing continuous improvement sessions to review technology tools, garner student feedback on systems, and address any issues or questions.</p> <p>Facilitate student leadership in collaborative learning projects that help students learn from each other how to best use the tools and resources that are available.</p>	<p>Student Workshops <i>Audience:</i> Students <i>Responsibility:</i> DR Coaches & Teachers</p> <p><i>Task:</i> Continue capacity building among the student population, allowing students to take leadership roles in furthering the development of the personalized learning framework for their school.</p>	<p>Student Workshops <i>Audience:</i> Students <i>Responsibility:</i> DR Coaches & Teachers</p> <p><i>Task:</i> Continue capacity building among the student population, expanding student roles to a consortium-wide level where best practices can be shared across districts to raise everyone's ability to best use the tools and resources available.</p>
<p>Parent University <i>Audience:</i> Parents <i>Responsibility:</i> DR & EL Coaches and Teachers</p> <p><i>Task:</i> Orientation & training for parents on the new technology and systems to be introduced to foster personalized learning so that they are</p>	<p>Parent University <i>Audience:</i> Parents <i>Responsibility:</i> DR & EL Coaches and Teachers</p> <p><i>Task:</i> Ongoing continuous improvement sessions to review technology tools, garner parent feedback on systems, and address any</p>	<p>Parent University <i>Audience:</i> Parents <i>Responsibility:</i> DR & EL Coaches and Teachers</p> <p><i>Task:</i> Continue continuous improvement sessions to review technology tools, garner parent feedback on systems, and address any</p>	<p>Parent University <i>Audience:</i> Parents <i>Responsibility:</i> DR & EL Coaches and Teachers</p> <p><i>Task:</i> Continue continuous improvement sessions to review technology tools, garner parent feedback on systems, and address</p>

<p>prepared to assist students when the program is introduced. Parents will be shown how to access their student's e-STEP, PowerSchool and SCOIS. They will also receive information on how the one-to-one mobile devices work, who to call for assistance and how to access on-line services from home. Orientation is aimed to enable parents to provide students needed support when they are out of the classroom.</p>	<p>issues or questions</p> <p>Refresh training on the technology and systems and assess parental knowledge of their student's personalized learning path.</p> <p>Share best practices and provide tips to parents on how to support their student's college and career readiness plan using the tools & resources that have been made available.</p>	<p>issues or questions</p> <p>Refresh training on the technology and systems and assess parental knowledge of their student's personalized learning path.</p> <p>Share best practices and provide tips to parents on how to support their student's college and career readiness plan using the tools & resources that have been made available.</p>	<p>any issues or questions</p> <p>Refresh training on the technology and systems and assess parental knowledge of their student's personalized learning path.</p> <p>Share best practices and provide tips to parents on how to support their student's college and career readiness plan using the tools & resources that have been made available.</p>
<p>Resources <i>Audience:</i> All</p> <ul style="list-style-type: none"> • DR & EL Coaches to provide one-on- one support. • Help desks • On-line tutorials and expert blogs. 	<p>Resources <i>Audience:</i> All</p> <ul style="list-style-type: none"> • DR & EL Coaches to provide one-on- one support. • Help desks • On-line tutorials and expert blogs. 	<p>Resources <i>Audience:</i> All</p> <ul style="list-style-type: none"> • DR & EL Coaches to provide one-on- one support. • Help desks • On-line tutorials and expert blogs. 	<p>Resources <i>Audience:</i> All</p> <ul style="list-style-type: none"> • DR & EL Coaches to provide one-on- one support. • Help desks • On-line tutorials and expert blogs.

(C)(2) Teaching and Leading

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements and accelerate his or her learning through support of his or her needs. This includes the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students, in particular high-need students, such that:

Enterprise Learning is not just for students but for all members of the school community. As an Enterprise Learner, a teacher must be able to assess, with support from mentors and peers, her/his instructional strengths and weaknesses, develop a plan action toward improvement; work with others in the acquisition of learning and knowledge; translation of learning into classroom practice; and incorporation of continuous improvement strategies into his/her own learning and instruction. Enterprise instruction is the daily ability to develop and deliver curriculum, lesson

plans, and formative assessments that enable an individual student or a group of students to gain knowledge and application mastery of single-subject, interdisciplinary, or cross-grade-level academic content and life skills. Enterprise teachers hone instruction individually and collectively *based on data*; provide multiple meaningful practice and feedback opportunities through activities that are engaging, authentic, relevant and delete “that” integrate a variety of sound instructional methods and tools into content and instructional delivery. Becoming an effective Enterprise teacher and school leader requires becoming an enterprise learner in every sense of the term, and CCEL educators are eager to begin the journey.

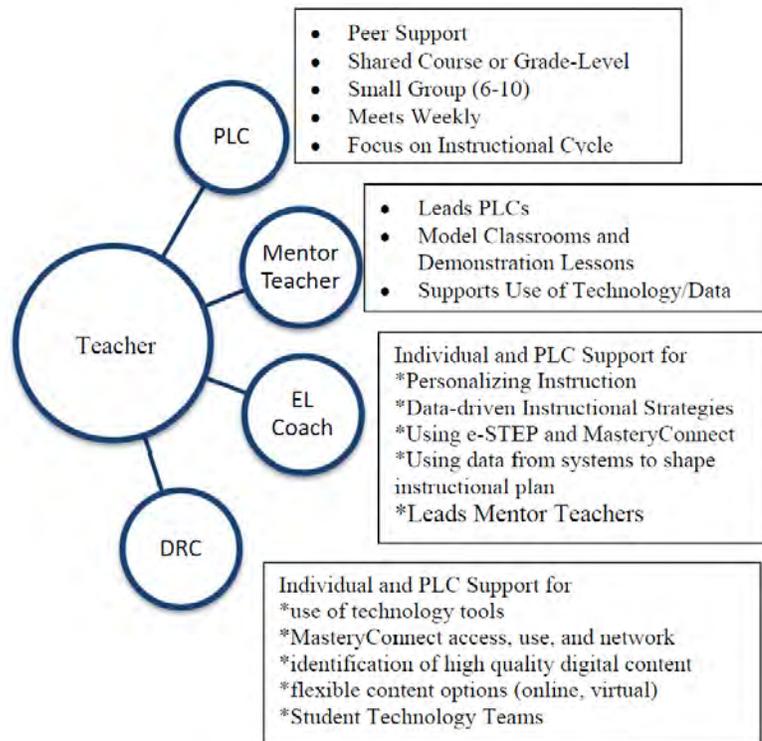
The Carolina Consortium for Enterprise Learning (CCEL) is dedicated to ensuring that all educators are able to do what we expect our students to do: design and implement personal learning paths; invest in and take responsibility for their learning; establish clear goals with specified outcomes; work individually and collectively toward those goals and outcomes; respect and support their colleagues and peers; take risks and learn from results; and take ownership of the process. By empowering all individuals in a school to participate and lead, we can transform school cultures and embark on a journey of high achievement for all.

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

To support individual and collective instructional proficiency, CCEL incorporates intensive training, professional development, and onsite support through coaching, technical assistance, and professional learning communities for all instructional and administrative staffs at each school. All instructional staff at participating schools will participate in training and in learning teams to help them develop skills, capacities, and resources to actively engage in a personalized learning continuum of study based on assessment and in a genuine collaborative community dedicated to excellence.

The graphic below represents the range of strategies to support teachers and leaders as they endeavor to become enterprise learners and teachers and school leaders. We will also use diverse delivery methods for professional learning that can be accessed individually and collectively and that are available across the consortium: peer support, online professional development courses, webinars, direct training and technical assistance, train-the-trainer approaches, and coaching. A critical feature of CCEL is its focus on job-embedded professional development that does not require a classroom teacher to be out of her classroom. CCEL strategies as depicted on the page below are focused on instruction (and the

instructional/continuous improvement cycle) and collaborative in nature (Yoon et al, 2007; Guskey, 2002b, Reeves, 2010; Fullan & Miles, 1992; Fullan).



One of the most powerful tools to create an effective learning environment is a **Professional Learning Community**, and CCEL has used research and best practices to structure its PLCs. A professional learning community must have as its essential foundations a shared vision, a commitment to improving performance, a belief that performance can change, and a shared responsibility for enacting change. Supporting the work and tenor of each PLC is crucial, and all CCEL schools will commit, with clear district support, to preserving and protecting the time and effort of the PLCs as they meet weekly to “reimagine” instruction in their classrooms and schools. CCEL schools will to adapt school schedules to ensure common work time for the PLCs. Principals will participate fully in the PLC. The collegial environment will richly encourage other leaders in their school to rise to the challenge of leadership and reform. Schools will embrace PLCs on the school, district, consortium, and national levels.

Teachers will work primarily in school-based **Shared Course (or Grade-level depending on school structure) PLCs** to provide “a laser focus on instruction” within a personalized and enterprise learning framework and embed sound instructional practices and continuous improvement processes. Teachers without shared course colleagues will work with

other PLCs at the school site and participate in a district CCEL PLC or CCEL Network teachers to create a Shared Course PLC. For example, an art teacher in Manning Elementary might work with the 4th grade teachers, the other art teachers in the district's CCEL schools, or the elementary arts teachers in the CCEL consortium. These Shared Course PLCs will meet weekly during departmental or grade-level meetings or through virtual connections provided by MasteryConnect.

During the Summers of Years 1 and 2, CCEL will hold a week-long summit for educators. This summit will take each teacher through the essentials of personalized Enterprise learning; how to ensure effective integration of the digital tools and the learning platform; and how to empower students to take responsibility for their own work, and how to create and sustain genuinely effective collaborative learning environments for teachers and students. This summit will take place at each school. Each summit will provide focused time and attention on technology and digital training, the e-STEP, project-based learning, the life skills curriculum (Overcoming Obstacles) for middle and high school teachers, and the instructional cycle. These training sessions will be conducted by the school's mentor teachers, Enterprise Learning Coaches and the Digital Resource Coach, as well as the CCEL Coordinators.

The PLC will have its foundation the philosophies and tenets of **Critical Friends**. All too often, teachers and administrators are not trained in how to be productive and effective members of PLCs. While intentions are excellent, without a formal process, PLCs often lapse into general discussions about teaching. Created by the National School Reform Faculty®, Critical Friends is a professional development initiative that focuses on increasing student achievement through skillful use of collaborative professional learning communities. Enabling productive, effective communication, problem-solving, and learning focused on student learning, Critical Friends provides protocols, structures, and activities to support high functionality of PLCs through Facilitated Leadership and Critical Friendship. All Enterprise Learning Coaches and Principals will be trained in early 2014, and each year, CCEL will bring Critical Friends to South Carolina to conduct training for school leadership teams. We will also adopt practices and procedures in Critical Friends to help teach our students how to work collectively in project-based and community activities.

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready;

Ensuring that each student and each teacher can fully participate in a personalized learning environment is essential to successfully creating and sustaining Enterprise Learners who are ready and able to transition to college and/or careers and to be engaged citizens. The implementation of personalized learning environments will require teachers to

- Understand each child's interests, learning styles, skills, and path
- Collaborate with each student in developing, refining, and monitoring progress as reflected in the E-STEP
- Determine the most appropriate content, activities, and resources to meet that child's needs and interests and long-term goals
- Be able to assess the child's progress effectively (formatively)
- Be able to provide meaningful feedback to the student (and parents) about mastery and progress and to help the student and parents understand barriers and advanceders to progress
- Be able to use assessments to shape learning path (reteach, use different materials and resources).
- Be able to incorporate college and career relevant materials into instruction
- Shape curriculum that incorporates diverse resources (digital, print, graphic) or identify other delivery options (online, blended, flipped)
- Understand how to use digital resources in effective instruction

The school-based and CCEL-based Professional Learning Communities, led by Master Teachers, will provide each teacher with the support and structures necessary to succeed as Enterprise Learning teachers. Through the coaching and the PLCs, teachers will begin to see instruction as a collective responsibility and a collaborative effort. The PLCs and the Enterprise Coach will work to create a "penalty free" climate that will encourage creativity and practice of new instructional approaches.

CCEL schools will use student advisory periods or homeroom periods to support the development and monitoring of the e-STEP, and teachers will conference with individual students on a weekly basis (using diverse technology tools or face-to-face time) to review progress and share feedback.

One of the unique features of CCEL is the sharing of resources to provide access to more courses for students. Teachers will have access through their PLCs to a range of strategies to provide extra learning opportunities for students who are struggling with mastery or who need accelerated Enterprise Teachers will be able to identify a student's need for additional rigor or extra help and provide flexible 24/7 learning through online course delivery, dual enrollment, or extra help online supports such as Khan Academy.

The **Buck Institute for Education** will engage with CCEL in a capacity building program to ensure that all teachers and schools are implementing a high quality project based learning approach to personalized learning. A train the trainer approach will be used with Buck in the initial years, and CCEL will build capacity by training more individuals to serve as trainers each year. Initial train-the-trainer e of this training will occur during the Summit with followup during the school year. The Shared Course PLCs will work on using this training to develop appropriate projects.

The ability of a teacher to connect with and develop a positive relationship with a student can often be more important to a child's life than the academic content offered. Socio-emotional supports and strategies will be embedded in our professional development to enable teachers to guide and teach students HOW to set goals, develop personal action plans, explore options, make wise decisions, and contribute to a healthy school culture. **Overcoming Obstacles** will conduct a train-the-trainer program for participating schools and districts.

All CCEL schools serve students who live in poverty, and CCEL will contract with the Francis Marion University **Center of Excellence to Prepare Teachers of Children of Poverty** to provide training to teachers (through rotations of PLCs) ensure that teachers understand and have resources to increase the achievement of children of poverty. Sessions will focus on research-based classroom strategies and best practices in the following areas as they relate to the needs and abilities of children of poverty: Culture of Poverty, Language and Literacy, Family and Community Partnerships; The Classroom Community, Classroom Management & Student Motivation; Curriculum Design, Instructional Strategies & Assessment; Differentiated Instruction; Metacognition: Strategies that Promote Thinking Skills, and School Leadership.

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);

Differentiated instruction is essential in a personalized Enterprise Learning environment. CCEL will use a variety of instructional approaches to help ensure that all students are able to progress along their learning path as depicted in E-STEP, and we will include a systemic, coherent program of training to equip all teachers to adapt content and instruction for all students. The Shared Course or grade-level PLCs and the Enterprise Learning Coach will focus on instruction so that all teachers will have a direct support network for guidance, models, practice (solo and team), and reflection opportunities. Teachers will use a variety of approaches that integrate digital tools and manipulatives, including explicit direct instruction, response-to-intervention, accelerated learning, indirect instruction (project-based learning, experiential learning), and directed and open discussion.

The primary tasks of the Shared Course PLCs is to develop diagnostics for their course, assess diagnostic and background data to shape curriculum; develop curriculum maps; create shared common units and assessments; incorporate college and career information and relevance into the unit; and reinforce instructional effectiveness through the examination and interpretation of data. Teachers will engage in deliberate practice by conducting and recording micro-lesson in front of students (short mini-lessons administrators including the principal will also participate in micro-lessons); and use small group and whole group feedback systems that focus on improvement (asset based training) rather than deficits. Micro-lessons will feature one-on-one student/teacher conferences, initiating and working with an individual student and student groups on project-based learning assignments, teams, small group instruction, and whole class instruction. The feedback system inherent in the PLCs will enable teachers to include more differentiation and more strategies to ensure student mastery.

The Enterprise Learning Coach will provide one-to-one support for teachers as they become Enterprise Learners and Teachers and serve as the formative assessment resource for effective instruction. The EL Coach will help teachers plan for and prepare their micro-lesson and ensure that the lesson is observed and properly recorded for review. The Coach will then collect the feedback forms from observers and review them with the teacher to develop an action plan for improvement.

Project-based learning will become a primary means to involve students in highly engaging and authentic work that leads to academic mastery and college and career readiness. CCEL will work with the Buck Institute for Education’s Capacity Building Program to ensure that every school and every teacher has access to best practices and strategies to implement project-based learning. Projects will include both individual and group tasks to ensure individual engagement and collaboration. Significantly, MasteryConnect will enable each teacher or groups of teachers to share resources and to connect to a consortium-level and national network of lessons, resources, and peer-reviewed assessments. Teachers can create their own focus groups to target particular standards, create joint multi-grade level projects, and create/evaluate formative assessments throughout the process. Teachers across the consortium will form such groups to address different needs. For example, 6th grade science teachers across the consortium will have their own group so that they can work collectively to create and refine units of study, develop curriculum, lesson plans, resources and activities, and assessments.

In Years 2-4, the CCEL schools will also launch interdisciplinary project-based PLCS to assist in creating standards-based instruction and support for project-based learning so that student-centered work can meet multiple content standards across subjects. These PLCs will be flexible in nature and will develop from the work of the Shared Course PLCs as well as the professional development and capacity building technical assistance provided by the Buck Institute. MasteryConnect will also enable teachers of different grades or subjects (art, history, and chemistry) to create a track to work with a particular cluster of students on a project that addresses academic standards from each subject.

Animals and their Habitats

Mr. Olson and Mrs. Fergusson teach 3rd grade at Whittaker Elementary in Orangeburg. Using MasteryConnect, they worked with the art teacher at the school to create a project on animals that enables students to meet standards in both ELA, science, and art pertaining to informational text. Mr. Olson like teaching math and science, Mrs. Fergusson is more proficient at English language arts, and the art teacher is comfortable with both subjects and uses them to teach her students. Their unit track in MasteryConnect includes standards from all subjects that will be addressed, lessons to address the standards, digital resource pins to use in the lesson, learning and task rubrics to share with students as they begin their projects, and formative assessments to check student learning and understanding.

Students will pick their favorite animal and conduct research about that animal, using text, online, and visual resources. Digital resources include videos from National Geographics KIDS site or the *Jason Project*. Once the research is complete, students will write an informative narrative about the animal and conduct a multimedia presentation, including their own drawing of the animal, for their peers.

Students will then work to “group” the animals into clusters based on their natural habitats: water, jungle, desert, forest, etc. Students will be assigned to groups based on the cluster of their favorite animal. In their groups and during class time, students will create a diorama of the habitat first using a collaborative space such as EdModo and then build the diorama (including labels) and place their animals in it.

After this research investigation into the animal, students will then write an imaginative story or poem with illustrations or digital images about the animal that includes some of the salient points about the animal’s habitat, feeding habits, history, and temperament (interaction with other animals in the natural habitat. The project culminates in a field trip to Riverbanks Zoo and a virtual question-and-answer session with a zookeeper, a veterinarian, and a marine biologist.

CCEL will also feature **cross-consortium projects** that enable students to take a project from conception to completion and that target multiple grade-level content standards. Such projects will require collaboration among teachers of different subjects and grades to work together to create the project goals, learning activities, rubrics, and evaluations. Ultimately, by year 3, CCEL schools will be creating cross-consortium projects so that students in different CCEL schools use technology to collaborate, create documents, complete studies, share ideas, and “produce” demonstrations of their learning.

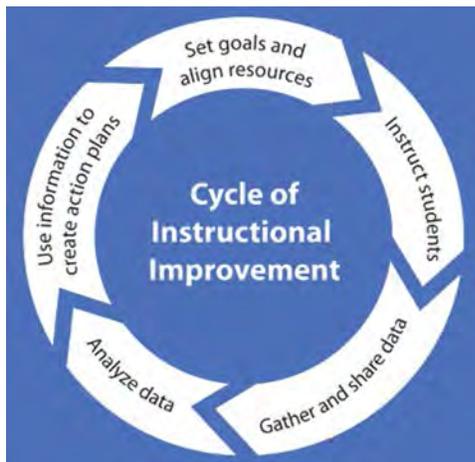
Projects throughout CCEL require students to collaborate in person and thorough technology on learning tasks, and CCEL will ensure that all teachers understand and implement the elements to **create conducive collaborative learning environments**. Overcoming Obstacles is an effective, research-based program for middle and high school that all school staff will use to help students learn life skills such as communication, decision making, goal setting, confidence building, teamwork, problem solving, conflict resolution, study skills, service learning, and respect and tolerance. This curriculum will facilitate student success as Enterprise Learning partners and leaders.

These Shared Course PLCs will work on understanding diagnostic, formative, benchmark, and summative data; creating curriculum and lessons that are aligned to CCSS and state content standards and college/career readiness standards; delivering complex and relevant lessons in a variety of modalities to engage all learners; providing multiple opportunities for students to learn and to demonstrate learning. These Shared Course (or grade-level) PLCs will target the instructional cycle: collectively examine data; plan and develop relevant, personalized, standards-based lessons within a coherent curriculum infused or delivered through technology, complete formative lessons, and use data to refine instruction) as its continuous improvement vehicle. In addition, the PLC will serve as the deliberate practice and preliminary microlesson

audience and feedback system. All teachers will share their student assignments, assessment scores, and instructional resources to garner peer feedback, insight, and improvement strategies. Such a PLC will reduce isolation and create a collaborative culture focused on student achievement and mastery. Through multiple opportunities to practice instructional strategies and gain peer feedback, teachers will become informed enterprise instructors.

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

The professional learning communities and specific training in place for CCEL will ensure the individual and collective ability of teachers to frequently measure student progress and use the data to inform instruction and instructional practice. Measurement is embedded into the instructional cycle and continuous improvement processes (PLAN-DO-CHECK-ACT) that each school will adopt and that the CCEL network of schools will reinforce as core component of effective learning and instruction. A fundamental premise of CCEL is that the quality of instruction and rate of student progress are collective responsibilities.



Each CCEL district and all participating schools will continue their work with data teaming to shape and tailor instruction to meet student needs and to measure student progress. However, the tasks and nature of the work of the existing data teams within each school will be refocused into the PLC structure to ensure inclusiveness of instructional and administrative staff. The Professional Learning Communities, CCEL Coaching, and CCEL-wide activities will support a teacher's ability to

understand the rationale behind frequent and differing formative assessment; how to create (or evaluate) effective formative assessment tools that align with actual instruction and standards; and ultimately, how to use data to refine and reshape instruction to increase understanding and mastery.

Each teacher will include multiple, diverse, and flexible classroom-based formative assessments that a student can take using paper/pen or their personal learning devices. Through MasteryConnect, teachers will have immediate access to a bank of formative assessment tools, including NWEA's formative assessment item bank for CCSS. Currently, MasteryConnect

contains 70,000 formative assessment items, with peer reviewers and comments by teachers on each. These items are accessible by standard.

The school-based PLCs will draw examples from the MasteryConnect item bank to review, amend as needed, administer, and refine as data warrants. Access to effective and useful formative assessments exponentially increases through MasteryConnect, but the CCEL PLCs will provide hands-on engaging and learning for each teacher. Ultimately, teachers will understand how to measure student understanding through a variety of practice opportunities that measure growth in multiple ways and at multiple times. PLCs will work to create common assessments for standards that will enable more collective information about instruction to be gathered. PLCs will also work together to create joint project assessments and rubrics that can be provided to students as they begin their collaborative learning.

In addition, all participating CCEL elementary and middle schools will use NWEA's Measures of Academic Progress® (MAP) to as a benchmark assessment in English language arts, math, and science. This assessment will be administered in the early fall, in January, and again in late Spring to help guide a teacher and a student through instruction. MAP for Science covers specific science concepts within the three major domains of science: Life sciences, earth and space sciences, and physical sciences. MAP results can be immediately uploaded into MasteryConnect to reveal a student's progress or areas to be redressed, and MAP data will be uploaded into the e-STEP so that each student can "see" his or her current level of mastery.

In addition, through E-STEP and MasteryConnect, teachers will have real-time results on formative and benchmark assessments to identify a student's learning status (remedial, near mastery, or mastery). Students who have mastered concepts and learning may move on to more complex practice tasks or to a new learning opportunity. Students near mastery may need additional lateral level practice opportunities using different examples and tasks to gain mastery. Students struggling with the lesson and mastery may need reteaching of initial concepts using different instructional strategies and diverse opportunities that appeal to all learning style preferences to practice for mastery. Critical to this process is an understanding of a child's learning styles, interests, and preferences.

Teachers in every CCEL school will participate in micro-lesson, and schoolwide PLC teams will serve as observers and feedback providers. This microteaching must include a formative assessment to gauge individual and collective student learning. The observing and

feedback teams will have access to the assessment prior to the lesson to assess alignment with instruction (and standards) and to provide critical feedback about the alignment between standard-instruction-assessment. Peer-reviewed and approved school-based items will be shared with other schools in the districts and used to create a CCEL formative assessment bank.

Coaching in each CCEL school will advance the work of the PLCs in ensuring each teacher and the collective group become proficient in deploying the complete instructional cycle. A coach may work with an individual teacher who is struggling how to measure student learning as part of project-based learning, with students in a team working on different skill sets at different times. This situation would call for the student and teacher (or teams of teachers) to establish in the learning plan to timeline for each standard. Such measurement will be flexible, meaning that students could take the formative assessment as they reached that part of their learning plan.

As CCEL progresses over the project period, CCEL will create webinars and demonstration videos by CCEL PLCs and individual teachers (and students) highlighting different components of formative assessments including how to find, how to align, how to evaluate, and how to use the assessment data in the classroom. Students will participate in webinars about using formative assessments to guide their e-E-STEP development and refinement. We will also identify currently existing free resources or create resources to help our communities and parents understand formative assessments. These resources will be posted on the CCEL webpage to provide 24/7 access to the entire CCEL community and the public.

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

The Coaches, School Leadership Teams, and Professional Learning Communities will ensure that feedback from both the teacher and principal evaluation systems are incorporated into and used to refine a teacher's personalized professional learning path.

All CCEL members participate in South Carolina's statewide system for supporting and evaluating teacher performance, ADEPT (Assisting, Developing, and Evaluating Professional Teaching). The South Carolina General Assembly and State Board of Education enacted legislation and regulations to set the framework for ADEPT (S.C. Code Ann. §§ 59-26-30 and 59-26-40; S.C. Code Ann. Regs. 43-205.1) and PADEPP (S.C. Code Ann. § 59-24-40; S.C.

Code Ann. Regs. 43-165.1) and require all public schools/LEAs in the state to use these systems. (Information about ADEPT is included in Appendix C2.1). The state also mandates ADEPT for school guidance counselors, library media specialists, and speech-language therapists.

The Summative ADEPT Formal Evaluation of Teachers (SAFE-T) is one of the major components of ADEPT. As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all of them occur throughout each phase of a teacher's career continuum. However, the emphasis placed on each process differs according to the needs and the career stage of the particular teacher. SAFE-T includes the following six measures:

- the teacher's long-range plan(s);
- one or more unit work samples to demonstrate student learning;
- classroom observations (a minimum of four unannounced visits per year that must each include an entire lesson, or at least 50 minutes if the lesson exceeds that length of time. Additional walk-through observations are permitted.);
- teacher reflections following each classroom observation;
- professional performance review, completed by the principal (or designee) and other supervisors; and
- professional self-assessment, completed by the teacher as the first step to developing the teacher's professional growth and development plan.

The guide to SAFE-T for teachers and evaluators is included in Appendix C2.2. Significantly, SAFE-T emphasizes the teacher's ability to obtain and use student growth data. The Unit Work Sample, adapted from the work of the nationally recognized Renaissance Teacher Work Sample Consortium¹ requires teachers to use formative assessments to measure and report student learning gains and to use the results to guide future instruction.

ADEPT and SAFE-T adhere to model core teaching standards. These standards outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards also outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement: APS 1 Long-Range

¹ The work of the Renaissance Teacher Work Sample Consortium is fully described on the following Web site: <http://edtech.wku.edu/rtwsc/index.htm>.

Planning; APS 2 Short-Range Planning of Instruction; APS 3 Planning Assessments and Using Data; APS 4 Establishing and Maintaining High Expectations for Learners; APS 5 Using Instructional Strategies to Facilitate Learning; APS 6 Providing Content for Learners; APS 7 Monitoring, Assessing, and Enhancing Learning; APS 8 Maintaining an Environment That Promotes Learning; APS 9 Managing the Classroom; APS 10 Fulfilling Professional Responsibilities.

While we want to ensure that all teachers are formally evaluated each year to document their progress at becoming Enterprise Learners and teachers, we also want to construct collaborative *supportive* learning environments for teachers to grow. Each CCEL teacher and administrator will develop (by Dec 2014) a **Personalized Professional Learning Plan** that incorporates established data-driven goals, clear objectives, action steps to develop those objectives, how the learning translates into improved and effective instruction or school leadership, and rubrics/methods to evaluate progress on a periodic basis. The format for the plan will use the ADEPT/SAFE-T standards and forms so that teachers become familiar with the process and learn how to use the formal evaluation as a learning and improvement tool. For this reason, the PPDP will serve as a formative assessment tool for educators. Evaluation of periodic progress will come from internal supports (Coaches, PLC mentors, and the School Leadership Team). Student feedback will be included in the PPDP. This plan will be used to monitor progress and provide formative and benchmarking information for the teacher.

The Professional Learning Communities, which will include micro-lesson, mentoring, book studies, and data teaming, will provide a safe network for teachers to conduct deliberate practice *without fear of failure* and with the “safety net” of help from peers. Risk taking in a personalizing learning environment should be encouraged as a means to tap and refine the talent and creativity necessary to be an effective teacher.

In addition, each school will have a Student Support PLC including school counselors, the school nurse or health coordinators, attendance officers, registrars, and the administrator in charge of school discipline. This PLC will meet weekly to review student data, schoolwide cultural events, and develop support interventions for particular students. This Student Support PLC will provide support to classroom teachers who identify at-risk learners or a student who is having difficulty working with other students. Do not all schools have these already? Isn't this the IAT (intervention assistance teams) now?

Each school will also have a School Leadership Team PLC that will focus on school turnaround strategies that are embedded in CCEL core values. These SLT PLCs will meet at least twice a month to 1) review whole school data 2) review shared course data and performance 3) identify teachers and students who may need intervention and additional supports 4) identify barriers to and facilitators of progress toward objectives, goals, and the vision 5) review taped/recorded micro-lesson to reward effective instruction and provide feedback to Shared Course PLCs; 6) integrate information from the Student Support PLC and the Shared Course PLC to identify issues that need immediate attention.

To complement and expand the reach of and vertical alignment among the collaborative work, the school PLC will work on a bi-monthly basis with the collective district PLC of CCEL schools. These meetings will feature progress moment, continuing challenges, and highlight innovative and effective classroom strategies that harness vertical alignment and project-based learning that can be continued across grade levels with increasing degrees of complexity and interdisciplinary skills. One of the outcomes of the district-level PLC of CCEL schools is enhanced vertical alignment and the development of high interest projects that increase in complexity as a student progresses through grade levels and subject mastery.

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

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

The Shared Course or grade-level PLCs will enable teachers to become proficient in accessing and using information to tailor instruction to individual student needs and interests. Diagnostics at the beginning of each year will help teachers understand each student's academic needs. Each student's e-STEP will provide invaluable information such as learning styles, academic performance and interests, and career/college interests and readiness levels for a teacher to use. For example, Joey's teacher was able to see on his e-STEP that he liked music, and so she was able to talk to the music teacher to learn more about his interest and then found a program, with the support of the Digital Integration Specialist and the music teacher, that used music to elevate math achievement.

A junior at Orangeburg-Wilkinson High School, Diane, is struggling with her physics class. Science just does not interest her—it never has, and she’s never been good at it. Diane’s physics teacher, Dr. Fulton, knows that Diane is a fabulous dance student; her e-STEP indicates that she takes every possible dance class, does fairly well in most of her classes, and is committed to becoming a ballerina. She is already building a portfolio for her application to Julliard Dance. Dr. Fulton determines to use dance to teach Diane physics through dance. He begins by showing her a You-Tube video, the Physics of Dance, which appeals to her, and he explains that the physics of dance is a well-established scholarly field and “something” every dancer should know. He then questions her about dance moves and the techniques to generate high jumps and spins. Her answers result in his reply: “You know more about physics than you think.” Diane decides to complete her project on the topic, but she needs extra help to get the basic concepts under her belt. He offers to work with her afterschool and he provides her with a list of print resources and online tutorial help that she can access anywhere, anytime. Her project plan includes completing the basic help and basic calculation exercises, using videos and still-shots of her own performances to calculate velocity, momentum, and force, and creating a multimedia presentation for her peers. She is amazed that she actually enjoys working on the project, and, in doing so, realizes that she does know more about physics than she thought. Physics can be fun. She is delighted when Dr. Fulton asks if he can post her presentation on the CCEL website.

In addition to the PLCs, each school will have an **Enterprise Learning Coach** to help teachers access, understand, and use tools, data, and resources effectively to meet student needs and accelerate student achievement. The Enterprise Learning Coach who will provide guidance, conduct demonstration lessons, work with teachers on customizing instruction and in ensuring a high quality of instruction, and work with teams to develop relevant projects for student study, and meaningful assessments of those projects. The Enterprise Learning (EL) Coach will tap a cluster of highly effective teachers across subject areas to serve as mentors to other teachers so that every teacher as multiple avenues for onsite support. The EL Coach will work closely with the Digital Resource Coach at each school to ensure proficiency with using currently available resources and ultimately the e-STEP to gain insight and design customized instruction and approaches.

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

The Enterprise Learning Coach and the Digital Resource Coach will ensure that teachers understand how to access, evaluate, and use learning resources. Through MasteryConnect, the

PLC structure, and mentor teachers, each educator will have the support necessary to learn how to assess the quality of resources used to support instruction and guide students on their personal paths.

PLC structure, with the support of the Digital Resource Coach, will enable every CCEL teacher to have access to and gain proficiency with a range of high-quality learning resources. In addition, the Project Director and the CCEL Instructional Resource Specialist will provide additional assistance in identifying standards-based materials and resources or those that can be refined to work within a standards-based lesson.

Upon creating a profile in MasteryConnect, a teacher has the ability to access a full range of tracks (unit plans) and lessons that align with CCSS and South Carolina State Standards across all subjects. This web-based portal for teachers facilitates standards-based unit and lessons development, resource identification and incorporation, meaningful assessment, and real-time use of assessments to identify levels of mastery within a class or cluster. Each CCEL classroom teacher will use MasteryConnect, and each school's Shared Course or grade-level PLC will establish a community on MasteryConnect and, ultimately, each school's Shared Course PLC will connect with all other CCEL Shared Course PLCs. The group will share resources, identify effective content materials, tools, and digital resources. Through MasteryConnect, the power of one PLC is magnified, and the availability of additional resources and advice and feedback concerning lessons is immediate. More than 90,000 educators currently participate in MasteryConnect, enabling a teacher to have peer support and standards-based materials from across the nation.

MasteryConnect will aid in the infusion and alignment of curriculum and daily lessons with CCSS and South Carolina's academic standards, help teachers identify and incorporate content print and digital resources into lessons; identify and administer formative assessments; and gain immediate feedback on assessments that can be used to shape instruction. As teachers create a unit (track), both CCSS and state standards load immediately so that a teacher can select the standards that will be addressed. The Shared Course PLCs will use units to augment their designed curriculum map.

The plethora of digital resources In addition, MasteryConnect also provides more than 4,000 resource items ("pins") that can be accessed and incorporated into a lesson, enabling creative, effective, engaging strategies that facilitate enterprise learning and student achievement.

A teacher can also access a bank of assessments developed by teachers and those developed by NWEA for formative assessments related to CCSS. Again, PLCs will evaluate the assessments prior to use: some will be used as they are; others refined; and still others will be generated by the team. Simple formative assessments can be administered by paper/pencil or digitally, with a gradecam that immediately records status and levels of performance as determined by the teacher (mastery, near mastery, and remediation). Such immediate information will enable a teacher to know rapidly who needs extra help and who has mastered this practice opportunity. More importantly, common formative assessment can help identify teachers who are struggling with instruction to meet a particular standard.

The collective and individual work of the CCEL school and consortium PLCs will also be available through MasteryConnect, expanding the reach of CCEL across the nation. In addition, PLCs will be encouraged to create U-tube videos documenting their process and work that can be shared across districts and the state.

Many teachers, especially teachers in rural and in high-poverty areas, do not have access to the ever-increasing range of digital resources and tools. Many do not trust these resources and many are not comfortable with truly integrating technology into the classroom (or in their own lesson development processes). Each CCEL school will have a **Digital Resource Coach** to help all school staff (and students) become proficient in using technology to identify, create, and incorporate high quality content resources into course instruction and projects. This Specialist will work closely with the School Library Media Specialist and school and district technology personnel to ensure that all teachers become proficient with the hardware and the software, troubleshoot problems, and identify high quality resources (and low quality resources).

Training and technical assistance will be available on the E-STEP, SLICe, MasteryConnect, EdModo, and open resource learning through online tutorials, PLC group sessions for peer support, and direct vendor assistance throughout the grant period. Teacher PLCs will explore Wiki, podcasts, webinars, sopathways.org online courses, open resources to find a range of resources to meet the differentiated needs of students.

As resources are identified, they will be “tested”, assessed, coded and labeled to ensure broad access and application. The Digital Resource Coordinator at the CCEL level will use existing clearinghouses to vet digital resources and content. These clearinghouses, such as edshelf, Graphit, PowerMyLearning, will save time in identifying digital content. In addition,

CCEL will create a clearinghouse on its website to ensure teachers have access to high quality content resources and extended learning options for students. Such access to resources will enable a teacher to provide in “real time” different practice opportunities so that a student can “interact” with the content in a different way, refresh skills, or advance to the next level of mastery. This clearinghouse will be identified by content and grade level as appropriate. A preliminary list may look like the following for Algebra and Pre-Algebra:

- **Free online Algebra Resources for Teachers and Students**
- <http://www.purplemath.com/modules/> (better suited for teachers than for direct student access)
- <http://www.coolmath.com/algebra/> (an interesting site with materials for both teachers and students)
- <http://alison.com/courses/Pre-Algebra-Mathematics> (pre-algebra)
- <http://ocw.mit.edu/courses/mathematics/18-701-algebra-i-fall-2010/> (actual online Algebra I course taught at MIT)
- <http://www.free-ed.net/free-ed/math/prealg01/> (pre-algebra, will soon be aligned with CCSS)
- <http://www.freemathhelp.com/introduction-to-algebra.html> (great resource for struggling students)
- http://www.wtamu.edu/academic/anns/mps/math/mathlab/beg_algebra/ (complete online course for beginning algebra)
- <http://www.algebra.com/> (volunteer generated site, no correlation with CCSS)
- <http://www.shmoop.com/> (wealth of information and resources available to teacher (and some student use).
- <https://www.khanacademy.org/math/algebra> (free tutorial)
- http://learning.blogs.nytimes.com/2012/09/26/n-ways-to-apply-algebra-with-the-new-york-times/?_r=0 (applying algebra to “real” life)
- http://www.ipracticemath.com/Learn/Algebra/Algebra_In_Daily_Life (practice problems that use daily life examples)

All CCEL schools will also have 24/7 access to a shared bank of CCEL-developed web-based tutorials created by CCEL teachers and students. We anticipate that CCEL teachers will work together to create project-based learning materials (curriculum, standards, rubrics, and assessments) and online materials to help parents support student learning. CCEL students will be able to post products related to project-based learning, particularly cross-consortium projects, on the CCEL website in the student gallery for public access (with student and parent permission).

*(iii) **Processes and tools** to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources **and approaches** (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.*

Enterprise Teachers use data first and foremost to guide and personalize a student's learning path within a class or subject area. While current longitudinal performance data, at-risk identifiers, and college/career readiness and preparation (through uploaded Individual Graduation Plan data) are currently available through SLICE and PowerSchool, many teachers are not well trained in how to access and use this information to tailor instruction in their classrooms. The Shared Course PLCs will provide a supportive environment for teachers to work with technology and data specialists to learn how to pull, understand, and use data from PowerSchool and SLICE to shape personalized instruction. Ultimately, this information will be accessed through the student e-STEP.

While SLICE also tracks college and career readiness through various components (college and career credit history, credit accumulation, and performance on national assessments such as SAT and ACT), many classroom teachers need additional instructional resources pertaining to careers. The PLCs will be assisted by the School Counselors, the Career Development Facilitators, and the Technology Specialist in accessing available college and career information. Information pertaining to a child's college or career interest, preparation, and readiness will be augmented by online career interest inventories and college preparation/application trackers available free at the South Carolina Career Information System and the SCOIS (S.C. Occupational Information System), the state's official career resource. As a State Program authorized by the SC Education and Economic Development Act (EEDA) of 2005, SCOIS is authorized by both Federal and State Law and is mandated to provide a vast array of Career Development products and services including the State's Computerized Career Information System. SCOIS is used in all grades K-12 as well as post secondary institutions, and the data can interface with a child's e-STEP.

Students and Teachers can create profiles and logon to the online system. The portal offers Career Assessments, College Information, Occupational Information, College Major Information, Career Clusters, School Subjects matched to careers, Financial Aid Information, Private Trade Schools, Career Videos, Building and Posting Resumes, Career Electronic Portfolios, Salary and Outlook information on Careers, Lesson Plans for Teachers, Career Guidance Tools for Parents, and Accountability Reports for Administrators. The Learning

Express Library offers more detailed information about college preparation and workplace skills, and offers practice tests and software tutorials. In this way, teachers can access career related information that can be incorporated into instruction and student-driven projects.

As designed, the e-STEP will also help generate potential resources and approaches to match student needs. A critical component of a personal learning path is the capacity of the E-STEP to incorporate diverse materials and resources and recommend resources for the student and teacher to integrate into the student's learning path. For example, for a student who selects astronomy as a possible career interest, e-STEP will generate possible resources for inclusion. These resources might include National Geographic sites (available at all grade levels), the Stellarium (a personalized web-based planetarium), astronomyonline, Astronomy magazine, and information about NASA's SpaceCamp. Students will be encouraged to help teachers identify potential resources for inclusion in curriculum and for extended learning.

As PLCs identify and use resources and approaches, they will record and "evaluate" the resource's impact and usefulness in promoting student learning. MasteryConnect enables teachers to comment on lessons, tracks, and assessments. This record, which will include the class level, subject, and a description of how the resource was used, will be available across the consortium schools (and ultimately all schools in the districts). In addition, student and parents can use the CCEL web site and the e-STEP feedback forms to provide information about the resources used in instruction and extended learning.

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

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

Each CCEL principal and School Leadership Team will meet bi-weekly to examine information and data pertaining to student achievement, teacher effectiveness, and overall school culture. Such information may include schoolwide or class attendance, on-track for graduation information, behavior, formative or benchmark data, summative assessment data, achievement gap, and special needs data. In addition, the School Leadership Team will review information

and school policies as well as district policies that affect or influence the focus on instruction and instruction. Such policies may include school scheduling, use of professional development in-service days, teacher absences, use of online courses, or communication with parents about a child’s coursework. Annually, each CCEL school will carefully examine its school performance as seen through federal and state accountability systems, as well as benchmark MAP data. Understanding student achievement and its effect on school culture will generate renewed focus on learning and help CCEL schools identify and refine their action plan for the year.

In addition, all CCEL School Leadership Teams will use results from the South Carolina School Climate Survey to gauge progress in transforming the learning environment. The survey obtains feedback from students, teachers, and parents in assessing the school’s learning environment, parent-school relationships, and social and physical factors related to the school. While only three items from each survey are included on school and district report cards, the surveys contain many items that could yield significant insight into progress and lingering issues. Results from the entire survey will be shared with the CCEL school leadership teams. Staff from the South Carolina Educational Policy Center will help the CCEL schools understand the data so that they can use it to refine goals and action steps toward school improvement. Please see a sample report on the data in Appendix A1.4.

Principals and the School Leadership Team will use results from the teacher’s personalized professional development plan and the district’s (state’s) teacher evaluation system—The Summative ADEPT Formal Evaluation of Teachers (SAFE-T)—to provide individual guidance to improve the instructional prowess of each teacher. All teachers, even the most effective, have room to grow, and CCEL wants each teacher to stretch.

The teacher’s personalized professional development plan (PPDP) will serve as a formative version to support the summative SAFE-T. This plan will align with personalized learning requirements and the SAFE-T forms and standards, so that progress on the PPDP will result in a satisfactory result on the SAFE-T. The Shared Course or grade-level PLCs will serve as the primary assistant in each teacher’s self-assessment and development of the plan, and the Enterprise Learning Coach and Mentor teachers will serve as the monitor and observers to provide “third-party” feedback for demonstrations and micro-lessons. The Principal and School leadership team can view results from these sessions or the recording of the micro-lesson as

preparation for classroom observations, which will then be used to provide feedback and guidance on how to improve instructional practice.

The Shared-Course PLC and the EL coach have recorded that informal observations have indicated that a teacher is struggling with managing and monitoring the numerous activities and projects that are occurring in a class. They have noted (and she laments) that she gets sidetracked and spends the whole class period with one group. They have talked with her about how to manage her monitoring and conferencing time, and that she should provide more feedback using the students' project e-portfolio. When the principal reads this information, she knows to conduct informal walkthroughs multiple times during one day to see how the teacher is managing class project time. Ultimately, the principal also sees how the teacher is getting derailed because students are asking good questions and the teacher is trying to help everyone engage. The principal suggests that she provide brief 10-minute checks with groups, a longer 20 minute conference once a week, take advantage of the portfolio technology to provide written or recorded feedback, and use a timer during class to help her pay attention to the time she spends with each group. He provides this information not only to the teacher but to the PLC so that they can help her (and others struggling with the same issue) implement and sustain the change.

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

To build capacity at the school level, All CCEL principals and administrative staff will develop a Personalized Professional Development Plan and participate in the School Leadership Team PLC, CCEL training and professional development opportunities, and specialized training.

Most current school leaders did not emerge from personalized learning environments and most of them did not work in personalized learning environments. To become an effective leader in a personalized Enterprise Learning environment requires leaders to understand what it takes to create and implement a personalized learning plan. Each administrator will also create, with the assistance of the PLC, a **Personalized Professional Development Plan** that uses self-assessments and professional evaluations to chart a clear path toward becoming an Enterprise Learning Leader. This plan will identify strategic goals and objectives for each year with action plans for attainment. The plan must address knowledge base, instructional leadership, management style, vision/strategic planning and implementation, interpersonal and collaborative skills, and ethics. This plan will be reviewed by the Superintendent, the Project Director, and the SLT so that resources and supports for the individual can be identified and tapped. Each member of the SLT will participate in a quarterly formative assessment to determine progress and identify areas for extra help. Again, by enabling individual school leaders to become more

effective learners and leaders, the entire leadership team will improve its capacity to focus on the primary mission of advancing student achievement.

This School Leadership Team will serve as a **SLT PLC** so that all members of the SLT have time to study and learn best practices in creating and sustaining a high achieving school. The core tasks of the SLT PLC will be building capacity and embedding continuous improvement processes into the fabric and culture of the school so that the collective energy of the school advances student achievement and the instructional and support needs to ensure that each student achieves to potential.

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

“The whole is greater than the sum of its parts.” Aristotle

CCEL’s vision is to ensure at each child is taught by a cadre of highly effective teachers who collaborate to advance a personalized education plan for each child. Highly functioning PLCs, continual deliberate creative practice, professional development and training, collaborative curriculum and lesson planning, access to a range of digital materials to bring the world and relevance to the classroom, and support from school leaders will ensure that CCEL educators become Enterprise Learners and Teachers. Our success will help these districts recruit and retain highly effective teachers and school leaders: Why wouldn’t a great teacher want to be in a CCEL school?

As part of Lean training and application, CCEL school leadership teams will examine how teachers are assigned to schools; how teachers are assigned to courses; and expectations and support for success for each teacher. In the initial two years of the grant, we expect to see some staff turnover as teachers retire or other “opt out” of the CCEL vision. CCEL Superintendents will work with principals across their district to identify critical need highly effective teachers, especially in high-performing schools. The CCEL schools will have the flexibility to hire their own personnel. In some cases, an existing CCEL teacher may be transferred to another school.

Access to highly effective teachers will also be providing through CCEL’s use of online courses (Richland 2 or the South Carolina Virtual School). These courses are taught by highly effective teachers who are trained in online course delivery. These courses will expand a student’s access to interesting content and enable a school to meet student needs without expending scarce staff resources. In addition, including all instructional staff (including arts,

special education, physical education) into the PLCs, team teaching through CCEL-wide projects, and project-based learning will enable the pairing of educators to create, deliver, and evaluate student-driven projects. Each CCEL school will also identify a pool of highly effective Enterprise teachers in each content area who can mentor new/induction teachers, serve as participating teacher for student teachers, and help ensure that CCEL PLCs are functioning at high levels. This pool of teachers will work with the Enterprise Learning coach to provide one-to-one mentoring and assistance to a teacher whose instructional skills need strengthening. These strategies and exposure to effective practice will elevate the instructional standard for each teacher so that the school's instructional culture is transformed and all teachers are able to meet highly qualified standards.

D. LEA POLICY AND INFRASTRUCTURE

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with the support and resources they need, when and where they are needed.

The Carolina Consortium for Enterprise Learning (CCEL) will be managed by a Consortium Board that consists of the Superintendents (or their designee) of each participating district. The role of the CCEL Board will be to support the implementation of the program, share and leverage best practices across the districts and ensure that individual district policies are aligned with CCEL goals to assure successful implementation of the plan. CCEL will hire a full-time Project Director who will have day-to-day responsibility for implementing the plan. The Project Director will report to the CCEL Board. In addition to the CCEL Project Director, each district will have a District Director who will be responsible for assuring that individual district practices and policies support implementation of the CCEL personalized learning plan.

The participating schools will be supported by a consortium-wide Digital Resource Team and an Enterprise Learning Team that will train educators, parents & guardians, and students on the attributes of the new student empowered personal learning system.

The Digital Resource Team – To truly develop a personal learning plan for each student and enable him/her to access a myriad of educational materials, career and college planning resources, and to monitor progress, we are introducing a variety of technology tools into the learning environment. We will leverage a multitude of web-based systems, like the SC Occupational Information System for career planning; Edmodo for virtual classroom exercises; SC's PowerSchool System for tracking assessment and performance data; and the recently activated South Carolina Longitudinal Information Center for Education (SLICE), a longitudinal data warehouse that provides access to historical, timely, and predictive information on all students in South Carolina to assist with managing and understanding their academic performance. While designing the Enterprise Learning initiative, we found that use of these technology tools was inconsistent across the districts and in many cases, it hasn't been clearly understood what these systems can do or how to access and best use much of the information they contain. The task of the Digital Resource Team will be to help remedy this problem by providing in-depth training for all stakeholders (educators, students & parents) on what is available and how it can be used to further learning. Since these information systems are all web-

based, as are many of the new curriculum alternatives for students – APEX Learning, the SC Virtual School, etc., each student will be provided with a laptop or tablet computer to assure that they and their families have full access to these digital materials. Members of the Digital Resource Team will help familiarize stakeholders with how to use the hardware as well.

Enterprise Learning Team – This team will be focused on providing the training and coaching required to help teachers and School Leadership teams transition to a student-centered personal learning model. For example, we will be introducing such tools as MasteryConnect, a nation-wide network that teachers can tap for lessons and content resources; Critical Friends, a professional development initiative that focuses on increasing student achievement through skillful use of collaborative professional learning communities; and the Buck Institute’s Project-based Learning methodology so that all teachers and schools are implementing a high quality project based learning approach to personalized learning. Each school will have an Enterprise Learning Coach who will focus on instruction so that all teachers will have a direct support network for guidance, models, practice (solo and team), and reflection opportunities.

A strength of our consortium approach is that we will be leveraging experiences and sharing best practices across districts and learn from each other in order to guarantee the greatest possibility of project success. Several of the features of our plan have been, or are being piloted at different schools within the consortium. For example, everyone has access to PowerSchool, SC’s student performance data system that, through the Parent Portal, provides real-time access to parents for their child's grades, attendance, assignments, and more. However, the full utilization of this tool varies across districts, as well as the level of parent training provided on how to access their student’s data. Certain schools have pioneered parent education techniques that have been highly successful – these will be shared and spread quickly across the consortium.

Other schools in our consortium have already begun distributing individual laptops or tablets to enable greater access to digital content and education systems. They will share their wisdom on the type of device that works best to encourage deeper learning with the schools that have not taken this step yet. With this consortium-wide approach, we will be able to get everyone up to speed quickly on the technology and virtual systems that we are deploying to support our personalized learning strategy. Even after the grant period, the districts will continue to share best practices through consortium-wide professional learning communities that will ensure sustainability of the effort.

(D)(1) LEA practices, policies, and rules

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure, to provide support and services to all participating schools;

Reporting to the CCEL Director at the consortium level will be a Digital Resource Coordinator, responsible for the successful deployment of personalized learning technology – both in hardware and systems; and an Enterprise Learning Coordinator, responsible for overseeing professional development activities and supports for all participating schools.

The Digital Resource Coordinator will manage the consortium-wide deployment of the digital learning platform and provide technical support, oversee the introduction of virtual systems, serve as a liaison with technology vendors and each district’s IT department, and coordinate the activities of the Digital Resource Coaches that will be assigned to each school. The Digital Resource Coaches will provide support and training for teachers and administrators, at the school level, to maximize the use of the various technology tools and systems. They will assist in technical troubleshooting and virtual curriculum development and will provide outreach sessions to parents and guardians on how to access and utilize the information systems that are being introduced.

The Enterprise Learning Coordinator will supervise and coordinate the professional development activities for the school-based Enterprise Learning Coaches. Teachers at each school will have the support of an embedded Enterprise Learning Coach who will help guide them as they implement personalized learning into their classrooms. This will include assisting teachers to analyze and use student data to help define each student’s needs for his/her individual learning plan. It will help teachers select a technique from the variety of instructional methods that will be available, both traditional and virtual, that will work best to enable each student to achieve. These coaches will have a strong instructional background, as well as extensive experience integrating technology into the classroom.

Beyond the support that will be provided on a consortium-wide basis, each member LEA will institute structural supports within their central offices to provide the services required for the participating schools to successfully implement our Enterprise Learning program. Each LEA will have a District Director who will coordinate the modification of district policies and the provision of required assistance from the existing district departments, such as Academics, Instructional Technology, Special Education, Teacher Certification & Professional Development,

and Parent Services. The District Director will report directly to the Head of Instruction or Instructional Services for each LEA, participate in all senior leadership meetings, and will establish working groups with representatives from all supporting departments and the participating schools to facilitate the rollout of the CCEL plan. This structure assures that the District Director has the authority and license to: 1) ensure, create, and extend operational flexibility; 2) scale-up and replicate practices piloted in the grant; 3) enable each school to focus on the activities, professional development and training as outlined in the grant.

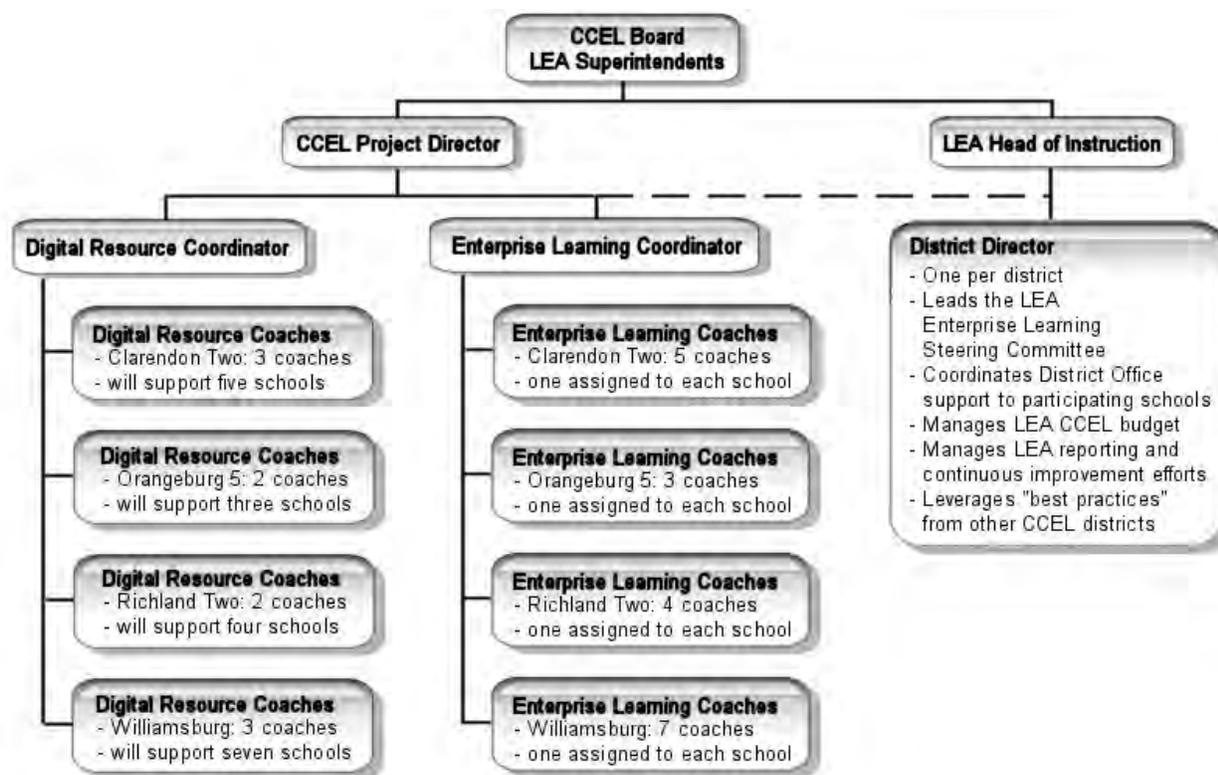
The District Director will also provide routine progress reports to the Office of the Superintendent and to the CCEL Project Director to assure that the schools are getting the resources and services required for successful institutionalization of our personal learning strategy. Each District Director will help share and leverage best practices and successful policies from other consortium districts within his/her home district to expedite implementation and drive continuous improvement of the plan.

Each LEA will have an Enterprise Learning Steering Committee to guide the vision, monitor success and help overcome any issues. It will be comprised of:

- Head of Instruction (Chief Instructional Service Officer, Assoc. Superintendent for Instruction, etc. – title varies by district)
- District Director
- Principals from participating schools
- District Educational Technology, IT, Early Childhood, and Outreach & Communications Directors who will help the schools implement the program.

To administer the project, the District Director will oversee all grant activities, including reporting, budgeting, and progress toward meeting benchmarks, objectives, and goals. He/she will work with an external evaluation contractor (to be determined using the consortium's procurement processes) to put in place rubrics to determine the fidelity of implementation. The District Director will have the assistance of a Data Analyst to ensure the accurate collection and analysis of student data occurs in a timely manner.

Each district's central office will be structured to house key administrative personnel who focus on supporting classroom-based instruction and support each participating school. The graphic below illustrates the consortium/district level organization that will provide services to all participating schools:



(b) Providing school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets;

All consortium districts currently provide school leadership teams with a high degree of autonomy and flexibility in the areas of school schedules, personnel decisions, roles and responsibilities and school-level budgets. Principals and leadership teams have the flexibility to modify schedules to achieve certain learning objectives. For example, they can double-block periods to provide for interdisciplinary project-based activities such as a study on water quality and its impact on the community, which may incorporate science and social studies curriculum standards. Student career and college-readiness planning periods can be incorporated into school day schedules by each school's leadership team to assist students in developing and analyzing their e-STEP personal learning strategies. Each school also has the flexibility to allow a student to go to a virtual learning classroom to complete online curriculum versus sitting in the traditional classroom. In consultation with the district's Academics office, all teachers have the flexibility (and are encouraged) to find and introduce high-quality education materials for their classrooms – above and beyond standard materials that are recommended by the district.

Principals have hiring authority for their schools and have the flexibility to assign personnel as needed. They also play a central role in re-assigning or removing an instructor if he/she is not meeting expectations. In addition, South Carolina does not have teacher unions so districts are not engaged in negotiated collective bargaining agreements. This allows greater latitude in the assignment of teaching and non-teaching roles at the school level.

The principal and school leadership team has input in the budget process for their school and flexibility on how it is spent. As part of the CCEL program, we are recommending LEAN management training that will provide school leadership teams with even greater responsibility for the efficient use of their resources. Within the consortium districts, School Leadership teams at each school will have significant control over their own budgets and personnel. Principals will have a highly effective degree of autonomy with full access to district-wide instructional resources, professional development, and school-based operational resources.

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

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

Additionally, other schools may also receive flexibility status:

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

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

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

The central concept of our Enterprise Learning model is the focus on subject mastery – not seat time. The introduction of the e-STEP personal learning plan will highlight the content that each student needs to learn and his/her progress towards mastering it. Once mastery in a topic is demonstrated, the student is free to move on to the next step in their plan. When a student struggles with a subject, he/she will have additional learning opportunities and supports to help them build their proficiency. Students will no longer be “passed on” because they have spent the requisite amount of time in a class, nor will they be “held back” if they can demonstrate mastery without meeting the standard seat time allotted to the subject.

To facilitate this approach, teachers can use digital content and personalized learning pathways to support students with content before and beyond their assigned grade level. Students’ progress will not be measured or regulated by meeting seat time requirements, but by mastery. To further support our plan to give students the opportunity to progress and earn credit based on demonstrated mastery, CCEL is requesting the State Board of Education for permission to waive the current 120-hour seat-time requirement now in place for graduation for those students who are earning Carnegie units required for graduation.

A good example of how CCEL will allow students the opportunity to progress and earn credit based on demonstrated mastery, not amount of time spent on a topic, is our planned expansion of virtual curriculum alternatives along with the provision of laptops/tablets to each student to guarantee access to these tools. This will greatly increase the opportunity for students to demonstrate mastery of standards at multiple times and in multiple comparable ways without having to focus on traditional hour/day class schedules. Currently, schools within the consortium use various virtual programs to allow students to earn credit in a non-traditional classroom setting. Students can complete virtual course work from nationally accredited providers like

APEX Learning and E2020 who provide personalized learning programs tailored to address individual learning objectives, learning styles, interests, and content for each student. The programs allow students to progress at their individual pace. Earned credit is based on mastery of the content with timely feedback. The E2020 Program, is a research-based video course curriculum that offers more than 125 semester-equivalent on-line courses. APEX Learning, which is used broadly across the consortium, is discussed further below. The districts will also recognize work completed through the SC Virtual School, Richland Two’s Virtual Classes and other nationally accredited curriculum such as MIT’s Open Courseware, providing students with a variety of methods to master required material and move forward. These can be accessed at home or at school providing more choices and flexibility for students to achieve their college- and career-ready goals.

“In 2009, the U.S. Department of Education conducted a meta-analysis of research on online learning [that] found that students engaged in online learning performed better than students who received traditional instruction, a result that is consistent with considerable anecdotal evidence from teachers and administrators. Moreover, the differences in outcomes between the traditional classroom and online were even greater when the online students participated in blended instruction.” (Flora, 2011, p 9.)

Virtual Curriculum Example: Apex Learning

Apex Learning is a leading national provider of standards-based digital curriculum in math, science, ELA, social studies, world languages, and Advanced Placement subject areas. Their digital content is used for remediation, credit & unit recovery, drop-out intervention, original credit and for providing accelerated learning opportunities to students. Students can complete course work at the time and place that fits with each individual’s schedule. The pace to complete a course can be accelerated as needed to meet deadlines. Flexible course selections, individualized pacing, and customizable schedules are well-known benefits of online learning.

Apex Learning Curriculum allows schools to offer:

- Blended learning classrooms that vary in the amount of integration of traditional and digital learning, creating a spectrum of classroom models. At one end, primary instruction is traditional and digital learning supplements or provides remediation. Teachers can enhance their lessons, complementing teacher-directed activities, replacing entire units, and using Apex Learning digital curriculum in many ways to supplement

classroom instruction. The combination of face-to-face classroom methods with the online delivery of instructional content, forms an integrated, instructional approach resulting in increased student outcomes.

- Primary online instruction options, where course work and assessment are delivered online, allowing students to self-pace through the material. It also allows the classroom teacher to engage one-to-one with each student, using real-time data to monitor student progress and performance to determine the best way to help each student achieve. The teacher provides support as needed through activities such as small-group instruction, group projects, enrichment, and targeted intervention.
- The flipped classroom that inverts traditional teaching methods, delivering direct instruction outside of the classroom. Time at home is used for initial direct-instruction and time in class with a teacher is spent applying learning and clarifying concepts through meaningful activities. Student understanding deepens as they think critically, collaborate with peers and solve problems. This option may be especially beneficial for students who can't attend a traditional class due to a medical issue – they can still complete required content without the risk of falling behind or dropping out. (Excerpts from <http://apexlearning.com/blended-learning/classroom-models>)

APEX Learning is successfully being used in various degrees throughout the consortium. It is particularly beneficial in rural Williamsburg County where it enables students to have the opportunity to take AP classes that wouldn't typically be offered due to a lack of resources. With the introduction of laptops/tablets for all students, the use of APEX and similar accredited virtual curriculum resources will be expanded.

Beyond what is offered in their high school classroom, all students will be able to participate in dual-credit opportunities offered by local colleges. The districts currently have agreements in place with the following schools to provide this option for our students: Central Carolina Technical College, Claflin University, Midlands Technical College, Orangeburg-Calhoun Technical College, Voorhees College and Williamsburg Technical College.

All of the options listed above are designed to give students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic. The variety of approaches also enables each student to find the method that is best for them to master the material, thus increasing his/her ability to succeed and to progress.

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways

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

Students are offered multiple methods to demonstrate mastery of standards. For example, all schools in Orangeburg 5 offer extended day programs to provide the opportunity for students to attend after-school programs to receive additional instruction and assistance on content standards. This allows students to review standards in numerous settings. Schools also offer Saturday Academies that provide students additional instruction on the grade level standards in order for mastery to occur. In the 2011-2012 school year, the district initiated a "Re-Teach/Re-Do" policy. This policy grants students multiple opportunities to master the grade level content if they are not successful during the initial instruction. The policy stresses that during the re-teaching process the content is presented using a different teaching method and should match the student's learning style.

Mastery of content is monitored through state-required assessments, district initiatives, and classroom measures. The State of South Carolina requires that all students in grades 3-8 take the state-mandated assessment, Palmetto Assessment of State Standards (PASS) each spring to demonstrate mastery of state standards. PASS includes tests in reading/research, writing, mathematics, science, and social studies. The state also requires high school students enrolled in English 1, Algebra 1, Biology, and United States History to take an End of Course test. In addition, all high school students must take and pass the High School Assessment Program

(HSAP) test in both English/Language Arts and mathematics as a requirement for high school graduation. Students initially take this assessment in their second year of high school and have multiple subsequent opportunities to take and pass it.

Each consortium district will also administer Measures of Academic Progress (MAP) in reading and mathematics three times per year, allowing multiple opportunities for students to demonstrate their learning. Teachers receive MAP reports that provide valuable information about each student's strengths and weaknesses. This data and instructional recommendations that result from MAP allow teachers to customize learning for a student to ensure rigor, challenge, and support. Multiple administrations during the year allow all stakeholders to monitor student growth and adjust instruction to truly tailor the learning plan for each student based on the most current data. Teachers will use the MAP results in goal-setting conferences with students.

Common assessments and quarterly benchmark tests in the core academic areas and in End-of-Course-tested subjects are administered to provide further information about each student's progress toward mastery of the standards. Students will have the flexibility to take assessments like End-of-Course exams, when they have successfully completed the content standards for each subject, versus waiting until a predetermined time in the school year. This will give them the opportunity to move on to more challenging work once they demonstrate mastery in the current topic.

As discussed section D-1c above, the expansion of virtual curriculum alternatives along with the provision of laptops/tablets to each student to guarantee access to these tools will greatly increase the opportunity for students to demonstrate mastery of standards at multiple times and in multiple comparable ways. Through the Enterprise Learning initiative, students will have the choice of a variety of options to learn a topic, including through a traditional classroom setting, an online course, or with dual enrollment at a partner college. Each of these platforms also allows students to demonstrate their knowledge in multiple ways – via summative assessments, on-line testing, project completion, and oral & written exams. On-line curriculum will allow students to work at their own pace and complete coursework on a schedule that works for them.

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

CCEL's plan is to provide exemplary educational programs for all students including students with disabilities or other hardships that prevent them from participating in the traditional classroom, to students who do not speak English as their first language (ESOL). With our

Enterprise Learning approach, the curriculum, as well as the teaching and learning process, is student centered, personalized, and achievement-based. Meeting the needs of students with disabilities and ESOL (English Speakers of Other Languages) students is an integral part of the total education plan. Major practices for meeting those students' needs are:

- 1) All students with disabilities have access to the general education curriculum. Students with more challenging cognitive disabilities are given access to the general curriculum through the use of the S.C. Extended State Standards in the special education classrooms as well as in inclusive classrooms. Students with disabilities are served in the least restrictive environment based on individual needs.
- 2) Accommodations and/or modifications are provided during instruction and assessments to provide access to curriculum based on each student's individual needs. All students with disabilities are included in testing and are provided with appropriate, individualized testing accommodations and modifications on standardized assessments like PASS. Students with more challenging cognitive disabilities are tested using SC-Alt assessment.
- 3) implementing individualized interventions; and
- 4) Multiple learning environments are used to assist students with disabilities and ESOL students, including small group and/or individualized instruction.

All schools within the consortium currently provide a variety of learning resources and instructional practices specifically designed to assist students with disabilities. The chart below shows a partial list of resources deployed.

Resources for Students with Disabilities

Boardmaker – communication software used to create a variety of line-drawings and symbolic representations of ideas that are frequently used in communication. In classrooms, they can be used to help students understand basic concepts and communicate their needs and wants.

Bookport – audio textbook players with audio textbooks from the American Printing House for the Blind (APH).

Kurzweil – text-to-speech software tool that enables those with dyslexia, dysgraphia, attention deficit disorder (ADD), and other reading disabilities and those who are blind or vision impaired to learn and succeed alongside their peers.

MAGic Screen Magnification software to enable computer use for low vision learners and JAWS screen reader, developed for computer users whose vision loss prevents them from seeing screen content. JAWS reads aloud what's on the PC screen and gives the user a unique set of intelligent tools for navigating and accesses Web pages and all screen content.

A variety of assistive learning devices such as Intellikeys & Big Keys keyboards, Forte and Fusion (writing keyboards), Magic Touch screens, TAP-it (interactive boards for students in wheelchairs), Big Mac & Talk Box Communicators, Optilec Compact Plus & Transformer for CCTV, Dome 4 x 80 & Bright magnifiers, Ablenet Step-by-Step & Go Talk (12 frame) Communicators, hearing devices (boots/batteries for hearing aids), along with large print dictionaries & textbooks.

For both students with learning disabilities and English Speakers of Other Languages (ESOL), the schools employ a variety of resources like the suite of Voyager programs that include:

- Voyager Passport – early intervention to accelerate learning for students who need supplemental instruction to master priority reading skills and strategies. This blended solution includes targeted instruction in word study, fluency, comprehension, vocabulary, writing, listening, and speaking; differentiation for diverse student populations, including English language learners; integrated progress monitoring, re-teaching procedures, correction support, and online data management.
- *LANGUAGE!* – a comprehensive literacy program that provides intensive intervention. It integrates reading, writing, spelling, vocabulary, grammar, and spoken English, rapidly advancing students (grades 3–12) who score below the 40th percentile on standardized tests. Its parallel curriculum, *LANGUAGE! Focus on English Learning*[®] is specifically designed for English learners.

Beyond what is currently in place, as Enterprise Learning is launched, a much wider suite of tools will be available to differentiate, expand, and enrich learning for all students (and their families), both from within and outside the general education classroom. The provision of laptops/tablets for every student will enhance their access to specialized and language assistive curriculum while in school and at home, greatly expanding every student's opportunity to learn. We will work with vendors to ensure that materials are available in a variety of languages, that assistive technologies can be used so all learners can interact with the digital resources that are being introduced, and that all measures are taken to include all disabled parents, students, and teachers in project activities.

For students with disabilities, personalized learning captures the essence of special education services and will directly align with Individualized Education Programs (IEPs) that are

already developed for these students to target areas of weakness for focused, specialized interventions and support in academic and functional areas. Each student will have his/her IEP incorporated into his/her overall e-STEP plan. By implementing personalized learning strategies and supports, CCEL will increase opportunities for students with disabilities to receive learning targeted for their individual needs, and will allow students flexibility with instructional pacing to achieve their learning goals. Instructional methods will be adapted based on each student's IEP. The districts will continue to use online data management systems to monitor the performance of students with disabilities and provide curriculum supports. Some personalized education strategies, such as blended learning, will allow students with disabilities to modify pace and content of instruction, while also offering differentiated learning approaches to accommodate for individual learning styles and strengths. Assistive technology will continue to be reviewed individually for students with disabilities and provided as needed through Individuals with Disabilities Education Improvement Act (IDEA) 2004 funding. Any support identified for use with all students will be available to students with disabilities, including personalized devices.

The districts' 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. Our program addresses the needs of ESOL students and their families in a multitude of ways. Linguistically and culturally diverse students face many challenges in order to achieve to their maximum potential. Sheltered instruction, in which students learn English through content-based lessons, is widely used across the consortium at all grade levels. In this approach lessons are content based, but the content and strategies are modified to meet the instructional level of the students. This approach also enables ESOL's to develop the academic learning strategies they need to be able to access the curriculum in all mainstream classes. As part of their e-STEP learning plan, every ESOL student will have an individualized accommodations plan that is revisited and adjusted throughout the year after benchmark testing, progress reports, and report cards. The consortium'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. Teachers are able to adapt the curricula to the level of the student's language proficiency, developmental level, cultural background and literacy in their first language. Student data is collected and reviewed throughout the year to ensure we are following the best plan for each student to reach maximum potential.

Resources for ESOL students include such tools as Rosetta Stone, in school and at home, to use with their parents to improve literacy skills for the entire family. Consortium districts use services like TransACT, a translation service, to communicate with parents in their native language. We offer English as a Second Language classes for parents, and for all CCEL staff we offer “Spanish for Educators” to assist in supporting the majority Hispanic population among our ESOL students. The majority of CCEL documents are currently translated into Spanish to better serve this group. We have bilingual teacher assistants who work with students and parents and, a bilingual parent advocate who attends meetings and conferences to interpret for all schools.

(D)(2) LEA and School Infrastructure

The LEA and school infrastructure supports personalized learning by—

(a) Ensuring that all participating students, parents, educators, and other stakeholders, regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant’s proposal;

As the consortium schools move to cloud climate computing, the use of virtual curriculum will increase access to student data, and personal learning plans will be web-based. Teachers and educators will use online tools like MasteryConnect for lesson planning and the SC Occupation Information System (SCOIS) for guidance counseling and college and career planning. Access to this plethora of virtual tools and data is critical. Today, all teachers and educators have computers and internet access and all students have access to a computer at their school, though the rollout of one-to-one devices for students has just gotten underway. Parents can access student data through existing web-based portals for many of our systems.

To realize the full potential of our Enterprise Learning project, we have developed a high-quality technology implementation plan that leverages existing resources and shares best-practices across the consortium to assure that all stakeholders have the access necessary. A key requirement to achieve the access needed will be accomplished by one-to-one learning devices (laptops/tablets), provided to all students, to allow them to interact with their e-STEP personal learning plan as well as career and college planning tools and virtual content. Although personalizing learning can take place without technology, having this device allows a student from any location to access and progress efficiently through their learning targets. Our plan also assures that each school’s infrastructure is sufficient to support full access to virtual information. All of the CCEL consortium districts have been moving in this direction and will continue with the rollout of technology to support our Enterprise Learning approach. Our consortium’s largest

district, Richland Two, has taken the lead for piloting and building out the technology components that will be deployed by all schools in the consortium. Following is a description of their current status and progress towards ensuring that all participating students, parents, educators, and other stakeholders, regardless of income, have access to necessary content, tools, and other learning resources.

- All classrooms in Richland Two have access to instructional technologies. K-2 classrooms have technology in varying degrees but all have interactive whiteboards, computers, and some tablets, along with access to virtual curriculum. All students in grades 3-12 have been provided with 1:1 computers, regardless of income.
- The infrastructure for all schools has already been upgraded. All classrooms have wireless access with wireless routers in each classroom. Infrastructure upgrades to support 1:1 computing included:
 - All wireless infrastructure – upgraded in 2011 to the latest 802.11n standards, the design is very dense with access points installed in every instructional space and classroom and configured with low output power to localize load as much as possible;
 - Upgrading bandwidth to 700 mpbs, this will be monitored and increased as needed;
 - District servers are upgraded on a regular schedule and the equipment receives regular maintenance.
- Per user bandwidth allocations is not restricted – either at the wireless overlay, local area or wide area network layers. Internal bandwidth far exceeds the demands of the program, with highly dense 802.11n wireless and 10 Gigabit closet uplinks and wan connections.
- Internet bandwidth is monitored and increased as appropriate based on actual utilization. At present, Richland Two has a 700Mbps shared Internet connection with plenty of headroom for growth. A Packet Shaper is utilized to manage certain types of traffic to limit the impact on overall service. Additionally, URL and protocol filtering is used from Websense to maintain some level of control over the types of sites and applications that are allowed to function.

Additionally, the IT department has a Technical Advisory Committee with key IT personnel from local businesses, including Blue Cross/Blue Shield and Palmetto Health. The members of the committee meet quarterly and provide advice on next steps needed to maintain a

robust infrastructure. Richland Two plans to upgrade bandwidth to 2 GB this school year and a request for funding for this project has already been submitted.

To improve software, Richland Two is implementing VDI (virtual desktop infrastructure). VDI allows the schools to provide software applications to mobile devices. Students are able to access NWEA Map testing and legacy software applications on their mobile devices. Richland Two is monitoring VDI usage and will be able to provide 12,000 concurrent sessions during the 2012-13 school year. By hosting data and software on the VDI servers (in the “cloud”), they are able to avoid costly and time-consuming upgrades to operating systems and software on desktops, laptops, and mobile devices. With the rollout of this technology platform, and one-to-one access devices, all students, educators and families (students can take their 1:1 device home) have access to virtual curriculum and web-based tools like:

- PowerSchool – South Carolina’s student information system that provides access to student data, formative and summative assessment data, performance on completed assignments and calendar of upcoming assignments and tests.
- SLICE – the South Carolina Longitudinal Information Center for Education which aggregates student data from sources like PowerSchool and provides access to historical, timely, and predictive information on South Carolina's students to assist with managing and understanding their academic performance.
- APEX Learning, E2020, Khan Academy, SC Virtual School, Voyager and other nationally accredited curriculum – provides students with relevant course content, as well as independent and personalized support for multiple subject areas. Access to web-based curriculum also greatly expands the resources available to help our ESOL students and students with disabilities progress at a more rapid pace.
- MasteryConnect – Curriculum planning and assessment system where teachers can develop curriculum maps, match content with standards and student needs, provide students with tiered interventions, and administer multi-standard benchmark assessments.
- Edmodo - allows teachers to communicate with students and parents in a secure social learning environment; students can collaborate, create, and exchange work with other group members, and their teachers and parents can monitor their child’s assignments, due dates, group activities, grades, and communicate with teachers at any time.

All districts in the consortium are in the process of implementing these strategies to ensure universal access for stakeholders in each participating school and are at various stages of progress. A strength of the CCEL plan is that we will leverage the knowledge and best practices from partnering districts like Richland Two to help our smaller, more rural districts quickly get up to speed. Funds are included in our consortium budget to provide the technology pieces for the rural districts that they are lacking. For our high-poverty schools, we will leverage the E-Rate Discount Program that provides discounts for telecommunications, Internet access, and network equipment to K-12 public schools across the nation. With E-Rate, districts can claim discounts for ordinary telephone service to schools, building wiring for computer networks, file servers, and network operating system software. The discounts are calculated based on the number of students eligible for free and reduced price lunches at each school and district in the state and can range from 20% to 90%. We will also leverage existing district funding that has been allocated for technology upgrades to support this project. Following is a list of technology projects underway in the consortium:

- The Orangeburg 5 Board has allocated \$4.5 million over three years to be used to purchase additional whiteboards, laptops, document cameras, and printers.
- Richland Two is planning to upgrade bandwidth to 2 GB and upgrade school media centers. Richland Northeast HS, a CCEL participating school has just completed this project.

CCEL consortium districts have taken, and will continue to take multiple steps to ensure that all students, parents, educators, and other stakeholders, regardless of income, have access to necessary content, tools, and other learning resources out of school as well. By warehousing student data and performance information electronically, stakeholders have 24-hour access to the information through web-based portals. For example, parents and guardians are provided login access to PowerSchool where they can monitor their student's grades and assignments from home or office. SLICE provides web-based login access to State, District, School, Teacher and Student level dashboards that display aggregated data appropriate to each level. Orientation and awareness sessions will be provided to families to help them understand how to view the information and to provide them with login protocols.

A majority of the virtual curriculum that will be available to students is on-line and can be accessed from anywhere at anytime through the internet. By providing mobile devices to all

students, the consortium will expand opportunities for students to use these learning resources both at school and off campus. They will no longer be required to go to a computer lab to access these tools – each student will be able to work on virtual content when out of class as well. Many applications can also be downloaded to a student’s computer so they can complete work even when internet access is not available (i.e. during the bus ride home).

Teachers and educators in all of our schools currently have computer and internet access and will be able to use the cloud-based tools like MasteryConnect to design curriculum that helps students achieve their college and career-ready goals. Teachers will also have access to web-based, login access to systems like PowerSchool and Edmodo where they can post student data and assignments and interact with students and their parents even if they are not on campus.

Moving data and resources to cloud-based systems with online access and providing each student and educator with a computer able to go online are the first two steps in our plan to ensure all stakeholders have access to content. The final step is addressing the needs of students and families who do not have internet access from home. In May, 2013, Richland Two conducted a survey and found that home internet access ranged from 80-95% depending on the school and poverty level of its students. The districts are addressing this issue in a variety of ways and will share and leverage best practices across the consortium. Strategies employed to date include:

- Opening school media centers before and after school for increased access by students.
- Partnering with public libraries, community centers and faith-based organizations to host internet centers for families to access materials at locations near their particular homes.
- Partnering with local service providers like AT&T, Comcast and TimeWarner Cable to make available low cost internet packages for families that are eligible for free or reduced-price meals. For example, Comcast has an Internet Essentials program that offers a deeply discounted rate for home high-speed internet and a low-cost laptop computer.

Details of these programs will be presented to families during technology orientation sessions to help them know how to sign-up.

(b) Ensuring that students, parents, educators, and other stakeholders have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);

Currently, each district in the consortium has an IT Department with technology specialists that support the schools with the implementation and ongoing maintenance of hardware and systems. Maintenance requests and trouble reports can be submitted online and the technician can respond virtually or in person, depending on the need, to solve the problem. Training manuals and reference materials for systems like eChalk and PowerSchool are provided online through the districts' websites. Blogs with quick demonstrations on how to use various technology tools are available for all stakeholders. Teachers also receive technology training during professional development sessions. Schools will often have a lead teacher with greater expertise in a technology or system who will train and assist his/her peers when needed. For parents, the districts employ a variety of approaches including a Parent University that provides one-on-one and small group information sessions. To keep parents and guardians informed, schools use orientations and workshops, as well as handout flyers that are sent home with descriptions and tutorials for systems like the PowerSchool Parent Portal. Principals and AP's are trained in systems like PowerSchool and Enrich/Assess and data review is a constant at all curriculum meetings to note trends, red flags, and other situations that may be observed through disaggregating the data.

As CCEL launches the Enterprise Learning initiative, all of these strategies will be leveraged and expanded to ensure that all stakeholders know how to best use the technology that is being introduced. The consortium will have a Digital Resource Team whose primary task is to provide in-depth training for all stakeholders (educators, students & parents) on the technology that is being introduced and how it can be used to further learning. A Digital Resource Coordinator, who will work with the IT Departments in each district and ensure that the planned technology is deployed effectively, will lead the team. Each school will be assigned a Digital Resource Coach who will work within the school to train educators, students and parents on the new systems. Districts will expand Help Desks where users can gain assistance with technical issues they are having with any end-user technology or the district network. The Help Desk troubleshoots by phone and can provide appropriate contacts for direct assistance, if needed. For hardware issues, each district will provide support from the IT department or through contracts with outside vendors to repair mobile devices, SMART Boards, LCD projectors and document cameras. For technical support involving the digital learning platform, and other district-wide web-based software, stakeholders can contact the Help Desk or the school's Digital Resource

Coach for one-on-one assistance. The coach will conduct training sessions for students, parents, and educators, on how to operate the hardware and navigate the variety of virtual tools that will be available. He/she will be an onsite resource to provide guidance and answer questions as they arise. We will leverage existing resources like PowerSchool Specialists, Technology Integration Facilitators and Data Clerks to help provide training sessions for teachers and parents as well.

As the Enterprise Learning plan rolls out, personalized learning orientation sessions will be conducted for parents and students to provide families with information on how education will be enhanced as a result the transition to a personalized mastery system. These orientation sessions will include: technology training, troubleshooting tips and device care, free Wi-Fi locations, information on acquiring discounted Internet service at home, cyber-bullying and digital citizenship, expectations and discipline procedures, and the school's Technology Usage Agreement. The agreement will include the topics covered in the orientation. The Digital Resource Coach will address any questions and issues that arise during the orientation sessions. Multiple sessions will be offered at each school during the day and in the evening to best accommodate the schedules of parents and guardians.

Once Enterprise Learning has been launched, technology support groups will be established and use tools like Edmodo that allow students and teachers to post questions, concerns, ideas, accomplishments, requests, problems and solutions related to the technology. Teachers and the Digital Resource Coach will monitor these groups to ensure that issues are addressed appropriately and best practices can be quickly shared with others in the consortium. The Digital Resource Coach will also encourage the creation of mentoring relationships among teachers, students and parents. Virtual tools like Edmodo group pages and blogs, will allow mentors to share insights and allow mentees to reflect on the support offered and knowledge gained. Students will be encouraged to be active participants in this process and it is anticipated that many students will take leadership roles in helping their peers understand and learn how to use the variety of technology and systems.

In addition to onsite support for hardware technologies and systems, all stakeholders will have access to web-based resources that include instruction manuals, demonstration videos and training materials. Nation-wide systems like MasteryConnect provide additional support from professional learning communities that will give stakeholders an added resource to ensure that any technology issue is satisfactorily resolved.

(c) Using information technology systems that allow parents and students to export their information in an open data format and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records);

CCEL's plan for personalized learning will ensure that technology systems will allow parents and students to export information from various reports available through web-based portals. All of the information can be downloaded in an open data format using standard XML protocols. As an example, the PowerSchool system that contains student data including attendance, grades and detailed assignment descriptions, school bulletins, lunch menus and even personal messages from the teacher can be accessed through the PowerSchool Parent Portal. This gives parents and students access to real-time information so students can stay on top of assignments, and parents are able to participate more fully in their student's progress. The portal also provides the functionality to have information such as student's grades, attendance, and assignment scores, automatically sent to parents via e-mail. Parents can specify which information they would like to receive, how often they would like to receive the information, and how often they would like to receive e-mail. Parents and students may then use the data in other electronic learning systems as they choose.

The CCEL consortium plans to assure that all systems that are used within our project comply with the U.S. Department of Education's Common Education Data Standards (CEDS). These standards are developed in conjunction with such groups as the Schools Interoperability Framework (SIF) Association and the IMS Global Learning Consortium.

The SIF Association is a nonprofit organization, which includes as members local and state K-12 education agencies, software vendors, and others in the education community. The organization has created and continues to enhance a vendor-neutral "technical blueprint" for exchanging K-12 data. SIF defines suggested standards for naming, defining, and formatting data elements, as well as the technical specifications to facilitate interaction between software applications to enable applications from different developers to easily interact and exchange data. SIF also includes a data model, depicting the relationships among the data. SIF includes data elements in various areas such as student information, assessment, facilities, finances, food services, transportation, and professional development. Over 90% of the K12-specific portions of CEDS V3 align with the SIF Implementation Specification version 2.6.

IMS Global Learning Consortium's influential community of educational institutions, suppliers, and government organizations develops open interoperability standards, supports adoption with technical services, and encourages adoption through programs that highlight effective practices. IMS has approved and published some 20 standards that are the most widely used learning technology standards in the

world, including standards for meta-data, content packaging, common cartridge, enterprise services, question & test, sequencing, competencies, access for all, ePortfolio, learner information, tools interoperability, resource list, sharable state persistence, vocabulary definition, and learning design. These standards have been used widely in higher education, K-12 education, and corporate education.

By assuring that our CCEL information technology systems comply with CEDS standards, all parents and students will be allowed to export their information in an open data format and to easily use the data in other electronic learning systems, especially if they are also CEDS compliant.

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

All districts in the consortium use integrated systems to manage student, human resource, and instructional improvement data. PowerSchool and Enrich/Assess contain student data like assignments, course grades and all available test scores. This data along with information from the state’s Department of School Effectiveness, which collects educator evaluations in a system called ADEPT (assisting, developing, and evaluating professional teaching), are aggregated at the state level into the South Carolina Longitudinal Information Center for Education (SLICE). This system also pulls in data from external agencies like the Commission on Higher Education, the Department of Employment and Workforce, First Steps and BabyNet to provide a longitudinal overview of the education system from pre-K through higher education and into the workforce.



SLICE depends on the Schools' Interoperability Framework (SIF) to enable efficient and accurate management of core data throughout the state. The SLICE data warehouse enables the linking of disparate data sources to provide SC educators with a holistic picture of student achievement. Information from SLICE is available through a web-based portal that includes state, district, school, teacher and student level dashboards that make it very easy to view and use education data to support both school and district level planning and coaching activities.

CCEL will assure that any additional data systems used in the project, such as MasteryConnect for curriculum and instructional improvement, are interoperable and meet data sharing standards required to seamlessly interact with other data systems currently in place.

E. CONTINUOUS IMPROVEMENT PROCESS

E(1) Continuous improvement process

A high-quality plan for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The plan must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

All of the CCEL districts employ a rigorous continuous improvement process to help their schools move forward. District Strategic Plans and School Renewal Plans are required by State Board of Education Regulation 43-261 (District and School Planning) to be developed every five years by each school and district using the most current research-based practices designed to increase student achievement. The plans, which are approved by the District School Board, must be submitted to the South Carolina Department of Education. District Strategic Plan and School Renewal Plans are updated annually.

Beginning with the 2010–11 school year, the South Carolina Department of Education (SCDE) released an online application on the SCDE’s Web site for the submission of initial five-year District Strategic Plans (DSP), District Strategic Plan Annual Updates (DSPU), new initial five-year School Renewal Plans (SRP), and School Annual Updates (SAU). The online application process simplified the development and submission process, as well as provided electronic access to district and school plans at the local and state levels.

The mandated components of the five-year planning process derive from the S.C. Code Ann. § 59-159-10 (Act 135) and the State Board of Education Regulation 43-261. The mandated components are as follows:

- Stakeholders Engagement in Developing, Implementing, and Monitoring the Plan
- Assurances concerning resource allocation and use of funds
- Comprehensive Needs Assessment with data for support
- Performance Goals
- Interim Performance Goals
- Action Plans with clear strategies to address need
- Timelines for Implementation, with personnel responsible
- Performance Measures
- Evaluation Plan
- Budget for Action Plan and Source of Funds

Each district also uses tools from AdvancEd as part of their accreditation process. On the right is AdvancEd’s life cycle of improvement as shown, recognizing that both strategic and operational essential components must be in place for a school to truly address comprehensive school improvement. “A school must be able to collect and analyze data, set goals, plan, implement, and evaluate. The realization that none of these components are independent of each other along with the continuous review and evaluation of activities leading to improved results is what leads to authentic school improvement” (<http://www.advanc-ed.org/school-improvement-life-cycle>).



Source: AdvancEd (<http://www.advanc-ed.org>)

Continuous improvement for a school or district must use the same processes as a student who is developing, implementing, and monitoring a personalized learning plan, the same processes as a teacher in using data to define the problem or scope and using data to refine the plan on a constant basis. The AdvanceEd chart above is not that different from SEDL’s

Professional Learning and Teaching Cycle seen to the left.

Both are fundamentally continuous improvement process necessary for growth, change, progress, and success.

Both also echo the “enterprise process” which is defined as the capacity to identify a need or want; generate ideas about how to meet this need; plan the approach and identify and organize useful resources; implement the plan; gather



information about the plan's outcomes and successfulness; reflect and refine the plan as needed (Horne, 2000, p. 8). Enterprise Learning applied to a school or district structure and climate can transform that entity into what is known as a "high-impact learning organization." These are the types of schools and districts CCEL wants to become. A High Impact Learning Organization is defined by

"the whole set of processes, behaviors and investments that support the individual's and organization's ability to learn. Organizations that strongly value learning have excellent development planning processes; they commit high levels of funding to [learning and development] over many years, they fund programs for coaching and other forms of informal training and they empower employees and organizations to make mistakes and put in place formal processes to learn from these mistakes — without necessarily punishing errors. Such openness to learning drives organizational flexibility and adaptability and creates what we call an enduring organization"

http://clomedia.com/articles/view/today_s_high_impact_learning_organization/print:1

These characteristics parallel the strategies of school transformation and turnaround, the very strategies that serve as the foundation for CCEL. Continuous improvement structures and components are embedded in every feature and every level of CCEL.

To be successful, CCEL is prepared to commit to a disciplined process for implementing the various strategies that define continuous improvement. This includes assigning staff to accomplish the tasks, establishing timelines, and allocating equitable resources. As a consortium, we will use this same fundamental approach as part of our rigorous continuous improvement process. The Project Director will lead a consortium-wide Steering Committee that will meet monthly in year 1 and year 2 and quarterly in years 3 and 4 to collectively review successes, challenges, and needs. The external evaluator will also meet with the CCEL team and each school to review current data and information.

With the implementation of the Enterprise Learning plan, CCEL expects to expand targeted continuous improvement checks into an ongoing analysis and response to each district's progress towards our goals and targets. Beginning with a monthly review at the start of the project, progress towards student achievement targets and accomplishments in the area of each

strategic priority will be gathered, assessed, and used to alter the timeline, resources, or action plan to keep movement towards the targets on track for success. This process, expected to be embedded soon after the grant is approved, will strengthen each district's capacity to analyze evidence and make mid-course corrections. In particular, this process will include:

- 1) Hiring an evaluator to help us refine the project and gain insight into the implementation and benchmarks;
- 2) Using internal processes and teams (school leadership, cross-functional work groups, and Steering Committee) to engage “trench-level” feedback and observations and to identify obstacles and solutions;
- 3) Clear internal communications and authority to address any problems and make adjustments;
- 4) Creation of project manuals and documentation of implementation for review and replication;
- 5) Frequent and clear engagement of community members and all stakeholders to gauge satisfaction and to garner new creative ideas.

This continuous process will be aligned vertically from the consortium level to the district, school, and classroom levels to assure that the anticipated progress is achieved and that systemic improvements will continue beyond the period of the grant.

As with the instructional cycle and personalized learning, access to relevant data and understanding of that data are essential to identifying needs and planning appropriate courses of action. Each CCEL School Leadership Team will monitor student, classroom, grade-level, and whole school data as part of an ongoing needs assessment. The Enterprise Learning Coach and Digital Resource Coaches will provide meaningful input into the data review. A critical part of a periodic review of data is the external independent evaluator who will meet quarterly with the Project Director and District Directors to review interim data for each site. This data will be shared with each school so that progress can be celebrated and problems can be addressed.

Another level of “data” developed through CCEL is through fidelity of implementation. Because of the scope of CCEL and its intense focus on instruction, these implementation rubrics will serve as a guide for all participants. Implementation fatigue, lapse, and detours are common in long-term projects, especially when the initial excitement wears off and the “real work” begins. All participants in CCEL will receive a refresher each year on the necessary action steps

to ensure fidelity of implementation. These rubrics can prevent a situation where outcomes are not sustained or achieved and no one knows why. Implementation rubrics, as well as student outcomes and school survey results, can help us track the “return on investment” of the following CCEL components:

- a. Technology investments and rollout
- b. Effects of Professional Development on instructional quality
- c. Effects of Professional Development on instructional leadership
- d. Effects of technology and digital resources on student learning and engagement.

A data warehouse will keep up to date records regarding our progress on each measure required by the grant. At any given point in time, stakeholders will be able to view reports on our district’s website regarding student performance data. Race to Top Annual Reports will be created and disseminated to stakeholders as a means of keeping everyone informed of the grant’s progress in meeting its objectives.

Week 1 of the Summit will bring all consortium districts together for a “shared agenda.” That will include a motivational speaker on personalized learning, school turnaround, or college/career readiness; a refresher and update on the project’s vision, goals, objectives, and progress; a “fidelity” refresher on model components and practices; core common issues (teaching children from poverty, technology training and refreshers, new free vetted resources); (re) introductions of key project staff and roles and responsibilities; vehicles for feedback and input; a celebration of successes on the student, teacher, and school levels. In addition, Week 1 of the Summit will enable cross-consortium PLCs to meet and work together

In Orangeburg 5, continuous improvement process will feature incremental gains in student achievement. Subject and grade level data was analyzed. From the analysis, targets were established for each subgroup. By the end of the grant, we expect that each subgroup will surpass proficiency levels established by the state. In order to realize these gains, it was necessary to create action plans for each content area.

The action plans addressed the specific needs of our subgroups along academic deficiencies. The components of the action plan are: strategy/activity, data source, purpose, expected outcome, person (s) responsible, monitoring process, measuring process, resources needed, timeline, and sustainability. Action plans are created at the district and school levels. At

the principals' retreat, which was held at the beginning of August, the planning process was shared with principals so that all instructional leaders would be familiar the strategic planning process. Schools then began the process of revising their school improvement plans to reflect newly acquired data such as PASS 2013 scores. Schools were divided into groups and a district leader was assigned to each group to act as a facilitator. The district will develop a Race to The Top Oversight committee that will be charged to assist with monitoring the implementation of the grant along with the grant's director and project director. The oversight committee with consist of the deputy superintendents, chiefs of staff, selected principals, selected teachers, IT director, business and community members.

E(2) Ongoing communication and engagement

A high-quality plan for ongoing communication and engagement with internal and external stakeholders;

“Whatever process a school employs for its continuous improvement cycle, it is important that the whole school is engaged in the discussion and is accountable for the results. School improvement is not the sole responsibility of the principal or the School Improvement Team. It is an initiative and a process that is owned by everyone involved in the life of the school.” (AdvanceEd, <http://www.advanc-ed.org/school-improvement-life-cycle>).

One of the most important features of continuous improvement is stakeholder engagement. CCEL is built on data and stakeholder engagement. Current research on effective school climate is emphasizing the tremendous role of trust in improving student, teacher, and school performance. The consortium's planning team has created strategies to gain consistent investment by a range of stakeholders: students, parents, teachers, administrators, school staff, district leaders, community partners, and community leaders. CCEL seeks to transform engagement into investment through multiple strategies:

- At the CCEL level, all project documents and resources will be available on the CCEL website for public access. A confidential feedback mechanism will also be available on that site to ensure that all communities served through CCEL are able to respond to its strategies.
- Each CCEL district and school will create an advisory board that include representatives from all constituencies. This board will have immediate local insight and input into the implementation, and the board will provide guidance to

the District Director (and ultimately CCEL staff) in identifying problems that arise.

- Communication, Communication, Communication. One of the fundamental issues in school turnaround is the lack of sustained, meaningful communication throughout the school/district structures. The monthly project meetings, the Governing Board, community-building events, and the Professional Learning Communities will enable feedback and communication mechanisms throughout the project at all sites.
- CCEL ensures a transparency in practice and policy that will enable all stakeholders to understand the program, its rationale, and its current effects. The Project Director and District Director will present regular updates to the Governing Board, School Boards, school staff, families, partners, and community stakeholders.
- Annual reports (including expenditures) and progress updates will be made available to the public through the CCEL web site.

CCEL recognizes that the process to reform the learning environment for optimum achievement gains requires buy-in from the teachers, administrators, students, parents, and community-based stakeholders to develop and support program implementation and long-term sustainability. Working in partnership with stakeholder groups will ensure opportunities to take advantage of different ideas, practices, and thinking to achieve the common goal of launching Enterprise Learning within our districts. We will be leveraging existing communication and engagement channels that each district currently employs to forge an overall CCEL Stakeholder Communication and Engagement Plan that will include collaboration among various stakeholder groups. These groups include the superintendent, members of each district's School Board, parents, parent organizations, students, student organizations, business community, civil rights organizations, advocacy groups, local civic and community-based organizations, local government agencies and local institutions of higher education.

As part of each district's existing performance management process, we will continue to get feedback through annual School Climate Surveys administered to students, parents, and teachers. These surveys provide insight into the attitudes and perceptions of primary stakeholders. Such insights will be invaluable as these schools seek to become high performing

schools, as they will provide an annual index of perceived improvements and learning conditions.

CCEL will establish an Enterprise Learning Task Force comprised of stakeholders to review transparent data and budgets; to engage ongoing discussions; and to promote genuine input and feedback for progress and implementation. To promote current, extensive and transparent communications, the consortium will create a page for each district's website to make current information widely available and accessible at all times. This page will include videos of the town hall meetings; written materials such as frequently asked questions, live data dashboards, survey results; and customized forms to allow for interactive feedback and input.

A critical component of our personalized learning framework, a "shared vision," deliberately engages the community to become an integral element of the process with the goal of creating a critical mass of ownership that will ensure the effectiveness and sustainability of our personalized learning plan. The partnership of all stakeholders is important, but parent support is absolutely critical. Each district's Enterprise Learning Steering Team will use all resources available to keep parents and guardians informed and engaged in the process. Our shared vision will encompass a set of goals for focus areas including students' academic achievement, life skills and college- and career-ready planning and preparation.

The shared vision will have specific action steps that capture the perspective of stakeholders' views of how to best educate students, increase student achievement, and close achievement gaps. Engaging the public whole-heartedly will build capacity and unify the community to work together for the sake of the students. CCEL will take a number of steps to assure that an ongoing shared vision is built and can grow among our stakeholders. These include:

- 1) Meetings – The districts will schedule numerous opportunities for discussion and sharing perspectives among stakeholders of all backgrounds, interests, and professions. Superintendent's and CCEL District Directors will conduct monthly roundtables with specific focused groups such as teachers, principals, students, parents, and the business community.
- 2) Sharing – Information (research and data) about the Enterprise Learning initiative, its rollout status, and progress will be shared with all stakeholders through multiple channels, including town hall meetings that include parents, students, and community

members at each targeted school outlining key elements and reforms to build stakeholder engagement.

- 3) Questions and Input – All stakeholders will have the opportunity to ask questions and to start conversations to promote critical thinking about student achievement and the course of implementation of the program.
- 4) Plan Adjustments – Ideas from stakeholder meetings will be synthesized and appropriate adjustments to the implementation plan will be made to resolve issues and ensure progress is made towards meeting our Enterprise Learning program goals.
- 5) Demonstrating Value – Feedback from stakeholders will become part of our written assessments and reports and also will be shared, as appropriate in further communications to emphasize to stakeholders that their continued input is valued.
- 6) Systemic Alignment – CCEL will assure that improvement plans are aligned across all system levels and that they reflect the input and best thinking from a broad diversity of stakeholder groups.

Ultimately, CCEL has used stakeholder engagement and input to create our proposal, and this level of communication will continue throughout our Enterprise Learning implementation.

In Orangeburg 5, internal communications begin at the District level with the Office of Public Relations guided by the leadership of the District’s Board of Trustees and Superintendent. General information can be accessed via the District’s website using numerous hyperlinks on various topics. More current information is disbursed monthly through E-Blast Newsletters. The same process is used by each of their 15 schools all of whom strive to create an atmosphere of open dialogue with an ongoing effort to establish a reciprocal process for effective two-way communication. First and foremost, all schools, like the District have a Comprehensive School Improvement Plan (CSIP), updated annually.

Every school has an official website link off of the district’s official website. The school’s home page has links for Directory, Mission Statement, Teacher Class Pages, School Resources, Faculty /Staff Handbook, Resources for Parents, Curriculum Documents, Health & Fitness, Instructional Technology, Professional Educator Resources, and the annual School Calendar all of which are designed to keep the school’s primary stakeholders informed and

vested in the success of the school’s most valuable asset, its students. In addition to these resources, schools publish monthly school newsletters, conduct monthly grade level PTA meetings, schedule bi-annual parent/teacher report card conferences, and have a School Improvement Advisory Council. Schools conduct weekly staff meetings. All schools have established external partnerships with local business owners who have become their adoptive benefactor, and schools also respond in kind by choosing a non-profit community organization that they can provide assistance to.

OCSD5 has had long-standing relationships with local non-profit organizations, institutions of higher education, law enforcement, the faith-based community, private and public businesses and governmental agencies. These relationships and collaborative partnerships remain current and have allowed the school district to use the expertise and resources of those relationships to increase and enhance the services provided to our students and meeting their social and psycho-emotional needs as well. As you will see from the numerous support letters and description of extended learning experiences that have been designed to meet the needs of our students, our efforts to communicate with and involve those outside of our organizations will continue and increase tremendously the efforts we engage to prepare our students for academic success, college and careers. So, as we move toward our vision of establishing that World Class School System, ensuring that all stakeholders are part of the activities that support and sustain school improvement is critical to our success.

(E) (3) Performance Measures

Note: Bolded performance measures are required for all funded projects. We will need to add a note that PASS, HSAP, and the EOCs will be changing when SC adopts new assessments to measure the Common Core standards.

Population	Performance Measure
ALL	<p>a) By the end of the project, 80% of all students by subgroup will be taught by highly effective teachers of record and led by highly effective principals.</p> <p>b) By the end of the project, 90% of all students by subgroup will be taught by effective teachers of record and led by effective principals.</p>
PreK-3	<p>a) The total percentile score on the DIAL-4 for participating kindergarten students by subgroup will improve by 5 percentile points per year by language and concept areas.</p> <p>b) The average ELA and math scale scores of 3rd graders by subgroup on the PASS will meet or exceed the state's targeted rate of growth (five points) each year of the project.</p>

	c) The total percentile score on the DIAL-4 for participating kindergarten students by subgroup will improve by 5 percentile points per year for motor area, self-help development, and social development areas.
4 - 8	<p>a) The average scale scores for ELA and math of 6th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year of the project.</p> <p>b) The average ELA and math scale scores of 8th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year of the project.</p> <p>c) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.</p>
9 - 12	<p>a) By the end of the project, 90% of participating students will complete and submit the Free Application for Federal Student Aid (FAFSA) form.</p> <p>b) By the end of the project, 85% of participating 10th graders will pass both subtests (English Language Arts and Mathematics) of the HSAP.</p> <p>c) By the end of the project, participating high school students will average a composite score of 22 on the ACT in order to meet college readiness standards established by ACT.</p> <p>d) The four-year graduation rate for participating high school students will exceed the state's rate of increase for graduation rate each year of the project.</p> <p>e) 90% of students in participating high schools will score career ready on the WorkKeys assessment (level of at least Bronze)</p> <p>f) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.</p>

Performance Measure (All Applicants – a)				Applicable Population: All participating students in CCEL																
(A) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).																				
Subgroup	Highly Effective Teacher and Principal	Baseline (Provide Year): A: # Participating Students with Highly Effective Teacher/Principal	Baseline (Provide Year): B: Total # of Participating Students	Baseline (Provide Year): C: % with Highly Effective Teacher/Principal (A/B)*100	Target SY 2013-14: D: # Participating Students with Highly Effective Teacher/Principal	Target SY 2013-14: E: Total # of Participating Students	Target SY 2013-14: F: % with Highly Effective Teacher/Principal (D/E)*100	Target SY 2014-15: G: # Participating Students with Highly Effective Teacher/Principal	Target SY 2014-15: H: Total # of Participating Students	Target SY 2014-15: I: % with Highly Effective Teacher/Principal (G/H)*100	Target SY 2015-16: J: # Participating Students with Highly Effective Teacher/Principal	Target SY 2015-16: K: Total # of Participating Students	Target SY 2015-16: L: % with Highly Effective Teacher/Principal (J/K)*100	Target SY 2016-17: M: # Participating Students with Highly Effective Teacher/Principal	Target SY 2016-17: N: Total # of Participating Students	Target SY 2016-17: O: % with Highly Effective Teacher/Principal (M/N)*100	Target SY 2017-18 (Post-Grant): P: # Participating Students with Highly Effective Teacher/Principal	Target SY 2017-18 (Post-Grant): Q: Total # of Participating Students	Target SY 2017-18 (Post-Grant): R: % with Highly Effective Teacher/Principal (P/Q)*100	
MHS - All participating students	Teacher	873	873	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	873	873	100%	873	873	100%	873	873	100%	873	873	100%	873	873	100%	873	873	100%	
Disabled	Teacher	39	39	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	39	39	100%	39	39	100%	39	39	100%	39	39	100%	39	39	100%	39	39	100%	
MJHS - All participating students	Teacher	437	437	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	437	437	100%	437	437	100%	437	437	100%	437	437	100%	437	437	100%	437	437	100%	
Disabled	Teacher	11	11	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	11	11	100%	11	11	100%	11	11	100%	11	11	100%	11	11	100%	11	11	100%	
MES - All participating students	Teacher	632	632	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	632	632	100%	632	632	100%	632	632	100%	632	632	100%	632	632	100%	632	632	100%	
Disabled	Teacher	36	36	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	36	36	100%	36	36	100%	36	36	100%	36	36	100%	36	36	100%	36	36	100%	
MPS - All participating students	Teacher	462	462	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	462	462	100%	462	462	100%	462	462	100%	462	462	100%	462	462	100%	462	462	100%	
Disabled	Teacher	13	13	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	13	13	100%	13	13	100%	13	13	100%	13	13	100%	13	13	100%	13	13	100%	
MECC - All participating students	Teacher	610	610	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	610	610	100%	610	610	100%	610	610	100%	610	610	100%	610	610	100%	610	610	100%	
Disabled	Teacher	23	23	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	23	23	100%	23	23	100%	23	23	100%	23	23	100%	23	23	100%	23	23	100%	
Whittaker - All participating students	Teacher	663	663	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	663	663	100%	663	663	100%	663	663	100%	663	663	100%	663	663	100%	663	663	100%	
Disabled	Teacher	59	59	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above															
	Principal	59	59	100%	59	59	100%	59	59	100%	59	59	100%	59	59	100%	59	59	100%	

Howard Middle School - All participating students	Teacher	407	407	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	407	407	100%	407	407	100%	407	407	100%	407	407	100%	407	407	100%	407	407	100%
Disabled	Teacher	34	34	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	34	34	100%	34	34	100%	34	34	100%	34	34	100%	34	34	100%	34	34	100%
OW - All participating students	Teacher	1196	1196	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	1196	1196	100%	1196	1196	100%	1196	1196	100%	1196	1196	100%	1196	1196	100%	1196	1196	100%
Disabled	Teacher	152	152	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	152	152	100%	152	152	100%	152	152	100%	152	152	100%	152	152	100%	152	152	100%
CRCDC - All participating students	Teacher	0	108	0%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	0	0	0%	The principal of Clemson Road Child Development Center is a Lead Teacher and therefore does not fall under principal evaluation.														
Elementary School All participating students	Teacher	0	801	0%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	0	0	0%	The principal of Conder Elementary is a new principal and, as such, has not been evaluated yet. She is participating in the statewide Principal Induction Program.														
Dent Middle School-All participating students	Teacher	0	1275	0%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	0	0	0%	The principal of Dent Middle School is new to the district. While he has nine years of experience, Richland Two does not have his most current effectiveness rating.														
Northeast High School-All participating students	Teacher	0	1485	0%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	0	0	0%	The principal of RNE is in the second-year of principalship and is therefore just beginning the formal process of evaluation.														
C. E. Murray- All participating students	Teacher	379	379	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	379	379	100%	379	379	100%	379	379	100%	379	379	100%	379	379	100%	379	379	100%
Disabled	Teacher	57	57	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	57	57	100%	57	57	100%	57	57	100%	57	57	100%	57	57	100%	57	57	100%
Kingstree Senior High	Teacher	579	579	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	579	579	100%	579	579	100%	579	579	100%	579	579	100%	579	579	100%	579	579	100%
Disabled	Teacher	159	159	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	159	159	100%	159	159	100%	159	159	100%	159	159	100%	159	159	100%	159	159	100%
Kingstree Middle	Teacher	489	489	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	489	489	100%	489	489	100%	489	489	100%	489	489	100%	489	489	100%	489	489	100%
Disabled	Teacher	96	96	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	96	96	100%	96	96	100%	96	96	100%	96	96	100%	96	96	100%	96	96	100%
Williamsburg County Magnet	Teacher	302	302	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	302	302	100%	302	302	100%	302	302	100%	302	302	100%	302	302	100%	302	302	100%
Disabled	Teacher	63	63	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	63	63	100%	63	63	100%	63	63	100%	63	63	100%	63	63	100%	63	63	100%
Kingstree Gardner	Teacher	353	353	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	353	353	100%	353	353	100%	353	353	100%	353	353	100%	353	353	100%	353	353	100%
Disabled	Teacher	85	85	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%
W.M. Anderson	Teacher	401	401	100%	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	401	401	100%	401	401	100%	401	401	100%	401	401	100%	401	401	100%	401	401	100%
Disabled	Teacher	Principal	85	85	Data is not available currently in South Carolina to distinguish between Highly Effective and Effective Teachers. Please see explanation above														
	Principal	Principal	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85

Subgroup		Highly Effective Teacher and Principal	Baseline (Provide Year):	Baseline (Provide Year):	Baseline (Provide Year):	Target SY 2012-16	Target SY 2013-16	Target SY 2013-16	Target SY 2014-18	Target SY 2014-18	Target SY 2014-18	Target SY 2015-16	Target SY 2015-16	Target SY 2016-17	Target SY 2016-17	Target SY 2016-17	Target SY 2017-18 (Post-Grant) F: # Participating Students with Highly Effective Teacher/Principal	Target SY 2017-18 (Post-Grant) G: Total # of Participating Students	Target SY 2017-18 (Post-Grant) H: % with Highly Effective Teacher/Principal (G/H)*100
			A: # Participating Students with Highly Effective Teacher/Principal	B: Total # of Participating Students	C: % with Highly Effective Teacher/Principal (A/B)*100	D: # Participating Students with Highly Effective Teacher/Principal	E: Total # of Participating Students	F: % with Highly Effective Teacher/Principal (D/E)*100	G: Participating Students with Highly Effective Teacher/Principal	H: Total # of Participating Students	I: % with Highly Effective Teacher/Principal (G/H)*100	J: # Participating Students with Highly Effective Teacher/Principal	K: Total # of Participating Students	L: % with Highly Effective Teacher/Principal (J/K)*100	M: # Participating Students with Highly Effective Teacher/Principal	N: Total # of Participating Students	O: % with Highly Effective Teacher/Principal (M/N)*100	P: # Participating Students with Highly Effective Teacher/Principal	Q: Total # of Participating Students
MHS - All participating students	Teacher	873	873	100%	873	873	100%	873	873	100%	873	873	100%	873	873	100%	873	873	100%
	Principal	873	873	100%	873	873	100%	873	873	100%	873	873	100%	873	873	100%	873	873	100%
Disabled	Teacher	39	39	100%	39	39	100%	39	39	100%	39	39	100%	39	39	100%	39	39	100%
	Principal	39	39	100%	39	39	100%	39	39	100%	39	39	100%	39	39	100%	39	39	100%
MJHS - All participating students	Teacher	437	437	100%	437	437	100%	437	437	100%	437	437	100%	437	437	100%	437	437	100%
	Principal	437	437	100%	437	437	100%	437	437	100%	437	437	100%	437	437	100%	437	437	100%
Disabled	Teacher	11	11	100%	11	11	100%	11	11	100%	11	11	100%	11	11	100%	11	11	100%
	Principal	11	11	100%	11	11	100%	11	11	100%	11	11	100%	11	11	100%	11	11	100%
MES - All participating students	Teacher	632	632	100%	632	632	100%	632	632	100%	632	632	100%	632	632	100%	632	632	100%
	Principal	632	632	100%	632	632	100%	632	632	100%	632	632	100%	632	632	100%	632	632	100%
Disabled	Teacher	36	36	100%	36	36	100%	36	36	100%	36	36	100%	36	36	100%	36	36	100%
	Principal	36	36	100%	36	36	100%	36	36	100%	36	36	100%	36	36	100%	36	36	100%
MPS - All participating students	Teacher	462	462	100%	462	462	100%	462	462	100%	462	462	100%	462	462	100%	462	462	100%
	Principal	462	462	100%	462	462	100%	462	462	100%	462	462	100%	462	462	100%	462	462	100%
Disabled	Teacher	13	13	100%	13	13	100%	13	13	100%	13	13	100%	13	13	100%	13	13	100%
	Principal	13	13	100%	13	13	100%	13	13	100%	13	13	100%	13	13	100%	13	13	100%
MECC - All participating students	Teacher	610	610	100%	610	610	100%	610	610	100%	610	610	100%	610	610	100%	610	610	100%
	Principal	610	610	100%	610	610	100%	610	610	100%	610	610	100%	610	610	100%	610	610	100%
Whittaker - All participating students	Teacher	663	663	100 %	663	663	100 %	663	663	100 %	663	663	100 %	663	663	100 %	663	663	100 %
	Principal	663	663	100%	663	663	100%	663	663	100%	663	663	100%	663	663	100%	663	663	100%
Disabled	Teacher	59	59	100%	59	59	100%	59	59	100%	59	59	100%	59	59	100%	59	59	100%
	Principal	59	59	100%	59	59	100%	59	59	100%	59	59	100%	59	59	100%	59	59	100%
Howard Middle School - All participating students	Teacher	407	407	100%	407	407	100%	407	407	100%	407	407	100%	407	407	100%	407	407	100%
	Principal	407	407	100%	407	407	100%	407	407	100%	407	407	100%	407	407	100%	407	407	100%
Disabled	Teacher	34	34	100%	34	34	100%	34	34	100%	34	34	100%	34	34	100%	34	34	100%
	Principal	34	34	100%	34	34	100%	34	34	100%	34	34	100%	34	34	100%	34	34	100%
OW - All participating students	Teacher	1196	1196	100%	1196	1196	100%	1196	1196	100%	1196	1196	100%	1196	1196	100%	1196	1196	100%
	Principal	1196	1196	100%	1196	1196	100%	1196	1196	100%	1196	1196	100%	1196	1196	100%	1196	1196	100%
Disabled	Teacher	152	152	100%	152	152	100%	152	152	100%	152	152	100%	152	152	100%	152	152	100%
	Principal	152	152	0%	152	152	0%	152	152	0%	152	152	0%	152	152	0%	152	152	0%
CRCDC - All participating	Teacher	103	103	100%	103	103	100%	103	103	100%	103	103	100%	103	103	100%	103	103	100%
	Principal	103	103	100%	103	103	100%	103	103	100%	103	103	100%	103	103	100%	103	103	100%
Conder Elementary School-All	Teacher	801	801	100%	801	801	100%	801	801	100%	801	801	100%	801	801	100%	801	801	100%
	Principal	801	801	100%	801	801	100%	801	801	100%	801	801	100%	801	801	100%	801	801	100%

Dent Middle School	Teacher	1275	1275	100%	1275	1275	100%	1275	1275	100%	1275	1275	100%	1275	1275	100%	1275	1275	100%
All participating	Principal	1275	1275	100%	1275	1275	100%	1275	1275	100%	1275	1275	100%	1275	1275	100%	1275	1275	100%
Richland Northeast	Teacher	1485	1485	100%	1485	1485	100%	1485	1485	100%	1485	1485	100%	1485	1485	100%	1485	1485	100%
High School-All	Principal	1485	1485	100%	1485	1485	100%	1485	1485	100%	1485	1485	100%	1485	1485	100%	1485	1485	100%
C. E. Murray- All participating students	Teacher	379	379	100%	379	379	100%	379	379	100%	379	379	100%	379	379	100%	379	379	100%
	Principal	379	379	100%	379	379	100%	379	379	100%	379	379	100%	379	379	100%	379	379	100%
<i>Disabled</i>	Teacher	57	57	100%	57	57	100%	57	57	100%	57	57	100%	57	57	100%	57	57	100%
	Principal	57	57	100%	57	57	100%	57	57	100%	57	57	100%	57	57	100%	57	57	100%
Kingstree Senior High	Teacher	579	579	100%	579	579	100%	579	579	100%	579	579	100%	579	579	100%	579	579	100%
	Principal	579	579	100%	579	579	100%	579	579	100%	579	579	100%	579	579	100%	579	579	100%
<i>Disabled</i>	Teacher	159	159	100%	159	159	100%	159	159	100%	159	159	100%	159	159	100%	159	159	100%
	Principal	159	159	100%	159	159	100%	159	159	100%	159	159	100%	159	159	100%	159	159	100%
Kingstree Middle	Teacher	489	489	100%	489	489	100%	489	489	100%	489	489	100%	489	489	100%	489	489	100%
	Principal	489	489	100%	489	489	100%	489	489	100%	489	489	100%	489	489	100%	489	489	100%
<i>Disabled</i>	Teacher	96	96	100%	96	96	100%	96	96	100%	96	96	100%	96	96	100%	96	96	100%
	Principal	96	96	100%	96	96	100%	96	96	100%	96	96	100%	96	96	100%	96	96	100%
Williamsburg County Magnet	Teacher	302	302	100%	302	302	100%	302	302	100%	302	302	100%	302	302	100%	302	302	100%
	Principal	302	302	100%	302	302	100%	302	302	100%	302	302	100%	302	302	100%	302	302	100%
<i>Disabled</i>	Teacher	63	63	100%	63	63	100%	63	63	100%	63	63	100%	63	63	100%	63	63	100%
	Principal	63	63	100%	63	63	100%	63	63	100%	63	63	100%	63	63	100%	63	63	100%
Kingstree Gardner	Teacher	353	353	100%	353	353	100%	353	353	100%	353	353	100%	353	353	100%	353	353	100%
	Principal	353	353	100%	353	353	100%	353	353	100%	353	353	100%	353	353	100%	353	353	100%
<i>Disabled</i>	Teacher	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%
	Principal	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%
W.M. Anderson	Teacher	401	401	100%	401	401	100%	401	401	100%	401	401	100%	401	401	100%	401	401	100%
	Principal	401	401	100%	401	401	100%	401	401	100%	401	401	100%	401	401	100%	401	401	100%
<i>Disabled</i>	Teacher	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%
	Principal	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%	85	85	100%

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline [Provide Year]	Clarendon County School District Two				
			2012-2013	SY 2013- 14	SY 2014- 15	SY 2015- 16	SY 2016- 17	SY 2017- 18 (Post- Grant)
Clarendon County School District Two								
a) The total percentile score on the DIAL-3 for participating kindergarten students by subgroup will improve by 5 percentile points	<i>K5 Dial 3, Clarendon School District Two</i>	All participating students	40	45	50	55	60	65
b) The total percentile score on the DIAL-3 for participating kindergarten students by	<i>K5 Dial 3, Clarendon School District Two</i>	All participating students	40	45	50	55	60	65
b) The average ELA scale scores of 3rd graders by subgroup on the PASS will meet or exceed the state's Annual Measurable Objectives (AMOs) by the end of the project period.	<i>3rd Grade ELA PASS (Manning Primary School, Clarendon School District Two)</i>	All participating students	632.4	639.4	646.4	653.4	660.4	667.4
		<i>Male</i>	627.7	634.7	641.7	648.7	655.7	662.7
		<i>Female</i>	638.1	645.1	652.1	659.1	666.1	673.1
		<i>AfricanAmerican</i>	624.1	633.1	642.1	651.1	660.1	669.1
		<i>Hispanic</i>	616.2	625.2	634.2	643.2	652.2	661.2
		<i>White</i>	658.8	665.8	672.8	679.8	686.8	693.8
		<i>Disabled</i>	605.5	614.5	623.5	632.5	641.5	650.5
		<i>Non Disabled</i>	638.1	645.1	652.1	659.1	666.1	673.1
		<i>Subsidized</i>	623.1	632.1	641.1	650.1	659.1	668.1
		<i>Non Subsidized</i>	672.7	679.7	686.7	693.7	700.7	707.7
		All participating students	623.3	630.3	637.3	644.3	651.3	658.3

b) The average math scale scores of 3rd graders by subgroup on the PASS will meet or exceed the state's Annual Measurable Objectives (AMOs) by the end of the project period.	<i>3rd Grade Math PASS (Manning Primary School, Clarendon School District Two)</i>	<i>Male</i>	624.5	631.5	638.5	645.5	652.5	659.5
		<i>Female</i>	621.7	628.7	635.7	642.7	649.7	656.7
		<i>AfricanAmerican</i>	609.4	618.4	627.4	636.4	645.4	654.4
		<i>Hispanic</i>	632.8	641.8	650.8	659.8	668.8	677.8
		<i>White</i>	655.4	662.4	669.4	676.4	683.4	690.4
		<i>Disabled</i>	591	600	609	618	627	636
		<i>Non Disabled</i>	630	637	644	651	658	665
		<i>Subsidized</i>	612	621	630	639	648	657
		<i>Non Subsidized</i>	671.8	678.8	685.8	692.8	699.8	706.8

Performance Measure (Grades PreK-3 – a, b)	Applicable Population	Subgroup	Baseline [Provide Year]	Target: Orangeburg 5				
2012-2013			SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18	
[Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]								
a-1) The total percentile score on the DIAL-4 for participating kindergarten students by subgroup will improve by 5 percentile points per year by language and concept areas.	<i>Whittaker: Kindergarten</i>	All participating students	The school did not administer Dial 4 during the 2012-13 school year but will administer the assessment as a part of grant requirements and meet the targeted rate of growth aligned with CCEL standards.					
a-2) The total percentile score on the DIAL-4 for participating kindergarten students by subgroup will improve by 5 percentile points per year for motor area, self-help development, and social development areas.	<i>Whittaker: Kindergarten</i>	All participating students	The school did not administer Dial 4 during the 2012-13 school year but will administer the assessment as a part of grant requirements and will establish and meet the targeted rate of growth established by CCEL.					
b-1)The average ELA scale scores of 3rd graders by subgroup on the PASS will meet or exceed the state's targeted annual rate of growth (five points) each year.	<i>Whittaker 3rd Grade ELA PASS--OCSD5</i>	All participating students	637.8	644.8	651.8	658.8	665.8	672.8
		<i>Male</i>	624.8	631.8	638.8	645.8	652.8	659.8
		<i>Female</i>	647.7	654.7	661.7	668.7	675.7	682.7
		<i>African-American</i>	637.8	646.8	655.8	664.8	673.8	682.8
		<i>Subsidized Meals</i>	635.1	644.1	653.1	662.1	671.1	680.1
b-2)The average math scale scores of 3rd graders by subgroup on the PASS will meet or exceed the state's targeted annual rate of growth (five points) each year.	<i>Whittaker 3rd Grade Math PASS--OCSD5</i>	All participating students	640.4	647.4	654.4	661.4	668.4	675.4
		<i>Male</i>	627.8	634.8	641.8	648.8	655.8	662.8
		<i>Female</i>	649.9	656.9	663.9	670.9	677.9	684.9
		<i>African-American</i>	640.4	649.4	658.4	667.4	676.4	685.4
		<i>Subsidized Meals</i>	637.8	646.8	655.8	664.8	673.8	682.8

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline [Provide Year] 2012-2013	Target Richland County School District Two				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
a) The total percentile score on the DIAL-4 for participating kindergarten students by subgroup will improve by 5 percentile points per year by language and concept area.	<i>Clemson Road Child Development Center Language</i>	All participating students	48.9	53.9	58.9	63.9	68.9	73.9
		<i>Males</i>	48.5	53.5	58.5	63.5	68.5	73.5
		<i>Females</i>	49.3	54.3	59.3	64.3	69.3	74.3
b) The total percentile score on the DIAL-4 for participating kindergarten students by subgroup will improve by 5 percentile points per year for motor area, self-help development, and social development areas.	<i>Clemson Road Child Development Center</i>	All participating students	71.7	76.7	81.7	86.7	91.7	96.7
		<i>Males</i>	70.5	75.5	80.5	85.5	90.5	95.5
		<i>Females</i>	73.1	78.1	83.1	88.1	93.1	98.1
b) The average ELA scale scores of 3rd graders by subgroup on the PASS will meet or exceed the state's Annual Measurable Objectives (AMOs) by the end of the project period.	<i>3rd Grade ELA PASS LW Conder Elementary Richland School District Two</i>	All participating students	640.9	648	655	662	669	676
		<i>Male</i>	631.6	639	646	653	660	667
		<i>Female</i>	650.4	657	664	671	678	685
		<i>African-American</i>	640.5	650	659	668	677	686
		<i>Hispanic</i>	637.6	647	656	665	674	683
		<i>Disabled</i>	592.4	601	610	619	628	637
		<i>LEP</i>	622.6	632	641	650	659	668
<i>Subsidized</i>	637	646	655	664	673	682		

Performance Measure	Applicable Population	Subgroup	Baseline	Williamsburg				
(Grades PreK-3 – a, b)								
[Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]			2012-2013	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
								(Post-Grant)
Williamsburg County School District								
a) Northwest Education Association Measures of Academic Progress, Mean RIT Scores	Anderson Primary School, Kindergarten, Primary Reading	All Students	154.6	159.6	164.6	169.6	174.6	179.6
		Males	152.2	157.2	162.2	167.2	172.2	177.2
		Females	157	162	167	172	177	182
		Black	154.7	159.7	164.7	169.7	174.7	179.7
		White	152	157	162	167	172	177
a) Northwest Education Association Measures of Academic Progress, Mean RIT Scores	Greeleyvill Elementary, Kindergarten, Primary Reading	All Students	150.8	155.8	160.8	165.8	170.8	175.8
		Males	148.6	153.6	158.6	163.6	168.6	173.6
		Females	153.3	158.3	163.3	168.3	173.3	178.3
		Black	151.3	156.3	161.3	166.3	171.3	176.3
		White	147.2	152.2	157.2	162.2	167.2	172.2
a) Northwest Education Association Measures of Academic Progress, Mean RIT Scores	Williamsburg Magnet Elementary, Kindergarten, Primary Reading	All Students	146.8	151.8	156.8	161.8	166.8	171.8
		Males	146.5	151.5	156.5	161.5	166.5	171.5
		Females	147.3	152.3	157.3	162.3	167.3	172.3
		Black	145.5	150.5	155.5	160.5	165.5	170.5
		White	150.7	155.7	160.7	165.7	170.7	175.7
a) Northwest Education Association Measures of Academic Progress, Mean RIT Scores	Anderson Primary School, Kindergarten, Primary	All Students	158.7	163.7	168.7	173.7	178.7	183.7
		Males	155.1	160.1	165.1	170.1	175.1	180.1
		Females	162.3	167.3	172.3	177.3	182.3	187.3
		Black	159.9	164.9	169.9	174.9	179.9	184.9

	<i>Mathematics</i>	White	151.8	156.8	161.8	166.8	171.8	176.8
a) Northwest Education Association Measures of Academic Progress, Mean RIT Scores	Greeleyville Elementary Kindergarten, Primary Mathematics	All Students	153.5	158.5	163.5	168.5	173.5	178.5
		<i>Males</i>	151.2	156.2	161.2	166.2	171.2	176.2
		<i>Females</i>	156.2	161.2	166.2	171.2	176.2	181.2
		Black	154.6	159.6	164.6	169.6	174.6	179.6
		White	149	154	159	164	169	174
a) Northwest Education Association Measures of Academic Progress, Mean RIT Scores	Williamsburg Magnet Elementary Kindergarten, Primary Mathematics	All Students	149.9	154.9	159.9	164.9	169.9	174.9
		<i>Males</i>	149.2	154.2	159.2	164.2	169.2	174.2
		<i>Females</i>	150.9	155.9	160.9	165.9	170.9	175.9
		Black	148.6	153.6	158.6	163.6	168.6	173.6
		White	153.8	158.8	163.8	168.8	173.8	178.8
a) ELA PASS Scale Scores	Greeleyville Elementary 3rd Grade	All Students	639.2	644.2	649.2	654.2	659.2	664.2
		<i>Males</i>	626.5	633.5	640.5	647.5	654.5	661.5
		<i>Females</i>	652.9	659.9	666.9	673.9	680.9	687.9
		Black	640.9	649.9	658.9	667.9	676.9	685.9
		Subsidized Meals	639	648	657	666	675	684
a) ELA PASS Scale Scores	Kenneth Gardner Elementary 3rd Grade	All Students	627	634	641	648	655	662
		<i>Males</i>	631.1	638.1	645.1	652.1	659.1	666.1
		<i>Females</i>	623	630	637	644	651	658
		Black	628.6	637.6	646.6	655.6	664.6	673.6
		Disabled Subsidized Meals	627.1	636.1	645.1	654.1	663.1	672.1
a) ELA PASS Scale Scores	Williamsburg Magnet Elementary 3rd Grade	All Students	631.8	638.8	645.8	652.8	659.8	666.8
		<i>Males</i>	629.9	636.9	643.9	650.9	657.9	664.9
		<i>Females</i>	633.9	640.9	647.9	654.9	661.9	668.9
		Black	626.7	635.7	644.7	653.7	662.7	671.7
		Subsidized Meals	630.9	639.9	648.9	657.9	666.9	675.9
a) Math PASS Scale Scores	Greeleyville Elementary 3rd Grade	All Students	622.6	629.6	636.6	643.6	650.6	657.6
		<i>Males</i>	612.2	619.2	626.2	633.2	640.2	647.2
		<i>Females</i>	633.7	640.7	647.7	654.7	661.7	668.7
		Black	624.2	633.2	642.2	651.2	660.2	669.2
		Subsidized Meals	621.7	630.7	639.7	648.7	657.7	666.7

a) Math PASS Scale Scores	Kenneth Gardner Elementary 3rd Grade	All Students	611.1	618.1	625.1	632.1	639.1	646.1
		<i>Males</i>	615.3	622.3	629.3	636.3	643.3	650.3
		<i>Females</i>	607	614	621	628	635	642
		Black	610.7	619.7	628.7	637.7	646.7	655.7
		Disabled	575.9	584.9	593.9	602.9	611.9	620.9
		Subsidized Meals	609.9	618.9	627.9	636.9	645.9	654.9
a) Math PASS Scale Scores	Williamsburg Magnet Elementary 3rd Grade	All Students	611.3	618.3	625.3	632.3	639.3	646.3
		<i>Males</i>	608.8	615.8	622.8	629.8	636.8	643.8
		<i>Females</i>	613.9	620.9	627.9	634.9	641.9	648.9
		Black	604.3	613.3	622.3	631.3	640.3	649.3
		Subsidized Meals	609.8	618.8	627.8	636.8	645.8	654.8

Performance Measure (Grades 4-8 –b, c)	Applicable Population--	Subgroup	Baseline 2012-13	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Clarendon School District								
a-1) The average scale scores for ELA of 6th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	<i>6th grade ELA (PASS) Manning Elementary School, Clarendon District Two</i>	OVERALL	618.9	624.9	630.9	636.9	642.9	648.9
		Male	612.3	618.3	624.3	630.3	636.3	642.3
		Female	626.1	632.1	638.1	644.1	650.1	656.1
		African American	606.1	614.1	622.1	630.1	638.1	646.1
		Hispanic	I/S					
		White	664.6	670.6	676.6	682.6	688.6	694.6
		Disabled	597.6	603.6	609.6	615.6	621.6	627.6
		Non Disabled	644.7	650.7	656.7	662.7	668.7	674.7
		Subsidized	629.9	637.9	645.9	653.9	661.9	669.9
		Non Subsidized	673.1	679.1	685.1	691.1	697.1	703.1
a-2) The average scale scores for Math of 6th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	<i>6th grade Math (PASS) Manning Elementary School, Clarendon School District Two</i>	OVERALL	637.4	643.4	649.4	655.4	661.4	667.4
		Male	632.5	638.5	644.5	650.5	656.5	662.5
		Female	642.8	648.8	654.8	660.8	666.8	672.8
		African American	629.2	637.2	645.2	653.2	661.2	669.2
		Hispanic	I/S					
		White	664.6	670.6	676.6	682.6	688.6	694.6
		Disabled	597.6	605.6	613.6	621.6	629.6	637.6
		Non Disabled	644.7	650.7	656.7	662.7	668.7	674.7
		Subsidized	629.9	637.9	645.9	653.9	661.9	669.9
		Non Subsidized	673.1	679.1	685.1	691.1	697.1	703.1
[b-1) The average ELA scale scores of 8th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	<i>8th grade ELA (PASS) Manning Junior High School, Clarendon School District Two</i>	OVERALL	610.8	616.8	622.8	628.8	634.8	640.8
		Male	606.8	612.8	618.8	624.8	630.8	636.8
		Female	615.5	621.5	627.5	633.5	639.5	645.5
		African American	603.2	611.2	617.2	623.2	629.2	635.2
		Hispanic	617.4	625.4	631.4	637.4	643.4	649.4
		White	635.4	641.4	647.4	653.4	659.4	665.4
		Disabled	572.4	580.4	588.4	596.4	604.4	612.4
		Non Disabled	615.2	621.2	627.2	633.2	639.2	645.2
		LEP	608.7	616.7	624.7	632.7	640.7	648.7
		NLEP	610.9	616.9	622.9	628.9	634.9	640.9
Subsidized	605.2	613.2	621.2	629.2	637.2	645.2		
Non Subsidized	643.9	649.9	655.9	661.9	667.9	673.9		

[b-1) The average math scale scores of 8th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	<i>8th grade Math (Pass) Manning Junior High School, Clarendon School District Two</i>	OVERALL	610.5	616.5	622.5	628.5	634.5	640.5
		<i>Male</i>	609.9	615.9	621.9	627.9	633.9	639.9
		<i>Female</i>	611.3	617.3	623.3	629.3	635.3	641.3
		<i>African American</i>	606	614	622	630	638	646
		<i>Hispanic</i>	618.4	626.4	634.4	642.4	650.4	658.4
		<i>White</i>	624.3	630.3	636.3	642.3	648.3	654.3
		<i>Disabled</i>	575.1	583.1	591.1	599.1	607.1	615.1
		<i>Non Disabled</i>	614.6	620.6	626.6	632.6	638.6	644.6
		<i>LEP</i>	608.9	616.9	624.9	632.9	640.9	648.9
		<i>NLEP</i>	610.9	616.9	622.9	628.9	634.9	640.9
		<i>Subsidized</i>	606.4	614.4	622.4	630.4	638.4	646.4
		<i>Non Subsidized</i>	635	641	647	653	659	665
d-1) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>4th Grade - what school? What district?</i>	OVERALL	6.0	5.4	4.9	4.4	3.9	3.5
		<i>African American</i>	6.0	5.4	4.9	4.4	3.9	3.5
		<i>Male</i>	5.0	4.5	4.1	3.6	3.3	3.0
		<i>Female</i>	1.0	0.9	0.8	0.7	0.7	0.6
		Subsidized	6.0	5.4	4.9	4.4	3.9	3.5
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>5th grade - Manning Elementary School</i>	OVERALL	9.0	8.1	7.3	6.6	5.9	5.3
		<i>African American</i>	9.0	8.1	7.3	6.6	5.9	5.3
		<i>Male</i>	7.0	6.3	5.7	5.1	4.6	4.1
		<i>Female</i>	2.0	1.8	1.6	1.5	1.3	1.2
		Subsidized	9.0	8.1	7.3	6.6	5.9	5.3
d-3) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>6th grade - Manning Elementary School</i>	OVERALL	9.0	8.1	7.3	6.6	5.9	5.3
		<i>African American</i>	9.0	8.1	7.3	6.6	5.9	5.3
		<i>Male</i>	8.0	7.2	6.5	5.8	5.2	4.7
		<i>Female</i>	1.0	0.9	0.8	0.7	0.7	0.6
		Subsidized	9.0	8.1	7.3	6.6	5.9	5.3
dd-4) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>7th Grade Manning Junior High School</i>	OVERALL	32.0	28.8	25.9	23.3	21.0	18.9
		<i>African American</i>	32.0	28.8	25.9	23.3	21.0	18.9
		<i>Male</i>	21.0	18.9	17.0	15.3	13.8	12.4
		<i>Female</i>	11.0	9.9	8.9	8.0	7.2	6.5
		Subsidized	32.0	28.8	25.9	23.3	21.0	18.9
d-5) Suspension (includes in-school and out of school suspensions)and Expulsion rates for students will decrease by 10% each year.	<i>8th grade Manning Junior High School</i>	OVERALL	23.0	20.7	18.6	16.8	15.1	13.6
		<i>African American</i>	20.0	18.0	16.2	14.6	13.1	11.8
		<i>Male</i>	17.0	15.3	13.8	12.4	11.2	10.0
		<i>Female</i>	3.0	2.7	2.4	2.2	2.0	1.8
		Subsidized	23	20.7	18.63	16.767	15.0903	13.58127

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline [Provide Year]	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Orangeburg Consolidated School District Five								
a-1) The average scale scores for ELA of 6th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	Howard 6th grade ELA (PASS) OCSD5	OVERALL	610	616	622	628	634	640
		Male	602.4	608.4	614.4	620.4	626.4	632.4
		Female	615.9	621.9	627.9	633.9	639.9	645.9
		African-American	610.3	618.3	626.3	634.3	642.3	650.3
		Disabled	570.4	578.4	586.4	594.4	602.4	610.4
		Subsidized Meals	610.6	618.6	626.6	634.6	642.6	650.6
a-2) The average scale scores for Math of 6th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	Howard 6th grade Math (PASS) OCSD5	OVERALL	593.1	599.1	605.1	611.1	617.1	623.1
		Male	588.4	594.4	600.4	606.4	612.4	618.4
		Female	596.9	602.9	608.9	614.9	620.9	626.9
		African-American	593.7	601.7	609.7	617.7	625.7	633.7
		Disabled	562.4	570.4	578.4	586.4	594.4	602.4
		Subsidized Meals	593.5	601.5	609.5	617.5	625.5	633.5
[b-1) The average ELA scale scores of 8th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	Howard 8th grade ELA (PASS) OCSD5	OVERALL	608.6	614.6	620.6	626.6	632.6	638.6
		Male	611.3	617.3	623.3	629.3	635.3	641.3
		Female	605.9	611.9	617.9	623.9	629.9	635.9
		African-American	607.2	615.2	623.2	631.2	639.2	647.2
		Disabled	558.5	566.5	574.5	582.5	590.5	598.5
		Subsidized Meals	607.8	615.8	623.8	631.8	639.8	647.8
[b-1) The average math scale scores of 8th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	Howard 8th grade Math (Pass) OCSD5	OVERALL	598.6	604.6	610.6	616.6	622.6	628.6
		Male	596.1	602.1	608.1	614.1	620.1	626.1
		Female	601	607	613	619	625	631
		African-American	598.3	606.3	614.3	622.3	630.3	638.3
		Disabled	574.4	582.4	590.4	598.4	606.4	614.4
		Subsidized Meals	598.5	606.5	614.5	622.5	630.5	638.5
d-1) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Whittaker 4th Grade - OCSD5	OVERALL	8.0	7.2	6.5	5.8	5.2	4.7
		Male	6.0	5.4	4.9	4.4	3.9	3.5
		Female	2.0	1.8	1.6	1.5	1.3	1.2
		African-American	8.0	7.2	6.5	5.8	5.2	4.7
		Disabled	8.0	7.2	6.5	5.8	5.2	4.7
		Subsidized Meals	8.0	7.2	6.5	5.8	5.2	4.7
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Whittaker 5th Grade - OCSD5	OVERALL	10.0	9.0	8.1	7.3	6.6	5.9
		Male	7.0	6.3	5.7	5.1	4.6	4.1
		Female	3.0	2.7	2.4	2.2	2.0	1.8
		African-American	10.0	9.0	8.1	7.3	6.6	5.9
		Disabled	10.0	9.0	8.1	7.3	6.6	5.9
		Subsidized Meals	10.0	9.0	8.1	7.3	6.6	5.9
d-3) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Howard 6th Grade - OCSD5	OVERALL	83.0	74.7	67.2	60.5	54.5	49.0
		Male	52.0	46.8	42.1	37.9	34.1	30.7
		Female	31.0	27.9	25.1	22.6	20.3	18.3
		African-American	82.0	73.8	66.4	59.8	53.8	48.4
		Disabled	8.0	7.2	6.5	5.8	5.2	4.7
		Subsidized Meals	83.0	74.7	67.2	60.5	54.5	49.0
d-4) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Howard 7th Grade - OCSD5	OVERALL	84.0	75.6	68.0	61.2	55.1	49.6
		Male	44.0	39.6	35.6	32.1	28.9	26.0
		Female	40.0	36.0	32.4	29.2	26.2	23.6
		African-American	84.0	75.6	68.0	61.2	55.1	49.6
		Disabled	11.0	9.9	8.9	8.0	7.2	6.5
		Subsidized Meals	84.0	75.6	68.0	61.2	55.1	49.6
d-5) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Howard 8th Grade - OCSD5	OVERALL	72.0	64.8	58.3	52.5	47.2	42.5
		Male	30.0	27.0	24.3	21.9	19.7	17.7
		Female	42.0	37.8	34.0	30.6	27.6	24.8
		African-American	71.0	63.9	57.5	51.8	46.6	41.9
		Disabled	9.0	8.1	7.3	6.6	5.9	5.3
		Subsidized Meals	72.0	64.8	58.3	52.5	47.2	42.5

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline 2012- 2013	Target				
				SY 2013- 14	SY 2014- 15	SY 2015- 16	SY 2016- 17	SY 2017- 18 (Post- Grant)
Richland County School District Two								
a-1) The average scale scores for ELA of 6th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	<i>6th grade ELA (PASS) Dent Middle School Richland School District Two</i>	OVERALL	636.9	642.9	648.9	654.9	660.9	666.9
		<i>Male</i>	628.9	634.9	640.9	646.9	652.9	658.9
		<i>Female</i>	643.7	649.7	655.7	661.7	667.7	673.7
		<i>White</i>	682.8	688.8	694.8	700.8	706.8	712.8
		<i>African-American</i>	620.3	628.3	636.3	644.3	652.3	660.3
		<i>Asian/Pacific Islander</i>	673.5	681.5	689.5	697.5	705.5	713.5
		<i>Hispanic</i>	619.5	627.5	635.5	643.5	651.5	659.5
		<i>Disabled</i>	569.2	577.2	585.2	593.2	601.2	609.2
		<i>LEP</i>	637	645	653	661	669	677
		<i>Subsidized Meals</i>	615.7	623.7	631.7	639.7	647.7	655.7
a-2) The average scale scores for Math of 6th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	<i>6th grade Math (PASS) Dent Middle School Richland School District Two</i>	OVERALL	629.8	635.8	641.8	647.8	653.8	659.8
		<i>Male</i>	621.5	627.5	633.5	639.5	645.5	651.5
		<i>Female</i>	637.2	643.2	649.2	655.2	661.2	667.2
		<i>White</i>	691.2	697.2	703.2	709.2	715.2	721.2
		<i>African-American</i>	606.6	614.6	622.6	630.6	638.6	646.6
		<i>Asian/Pacific Islander</i>	696.6	704.6	712.6	720.6	728.6	736.6
		<i>Hispanic</i>	610.6	618.6	626.6	634.6	642.6	650.6
		<i>Disabled</i>	562.1	570.1	578.1	586.1	594.1	602.1
		<i>LEP</i>	635.3	643.3	651.3	659.3	667.3	675.3
		<i>Subsidized Meals</i>	602.7	610.7	618.7	626.7	634.7	642.7
		OVERALL	623.6	629.6	635.6	641.6	647.6	653.6
		<i>Male</i>	616.1	622.1	628.1	634.1	640.1	646.1
		<i>Female</i>	630.8	636.8	642.8	648.8	654.8	660.8

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline 2012- 2013	Target				
				SY 2013- 14	SY 2014- 15	SY 2015- 16	SY 2016- 17	SY 2017- 18 (Post- Grant)
[b-1) The average ELA scale scores of 8th graders by subgroup will meet or exceed the state's AMO by the end of 2017-2018.	8th grade ELA (PASS) Dent Middle School Richland School District Two	White	675.3	681.3	687.3	693.3	699.3	705.3
		African-American	601.1	609.1	617.1	625.1	633.1	641.1
		Asian/Pacific Islander	699.6	707.6	715.6	723.6	731.6	739.6
		Hispanic	597.9	605.9	613.9	621.9	629.9	637.9
		Disabled	540	548	556	564	572	580
		LEP	614.7	622.7	630.7	638.7	646.7	654.7
		Subsidized Meals	594.7	602.7	610.7	618.7	626.7	634.7
[b-1) The average math scale scores of 8th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	8th grade Math (Pass) Dent Middle School Richland School District Two	OVERALL	630.5	636.5	642.5	648.5	654.5	660.5
		Male	628.6	634.6	640.6	646.6	652.6	658.6
		Female	632.4	638.4	644.4	650.4	656.4	662.4
		White	676.2	682.2	688.2	694.2	700.2	706.2
		African-American	606.5	614.5	622.5	630.5	638.5	646.5
		Asian/Pacific Islander	749.4	757.4	765.4	773.4	781.4	789.4
		Hispanic	608.3	616.3	624.3	632.3	640.3	648.3
		Disabled	567.1	575.1	583.1	591.1	599.1	607.1
		LEP	635.5	643.5	651.5	659.5	667.5	675.5
Subsidized Meals	601.5	609.5	617.5	625.5	633.5	641.5		
d-1) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each	4th Grade - L.W. Conder Elementary, Richland School District Two	OVERALL	9	8	7	7	6	5
		Male	4	4	3	3	3	2
		Female	5	5	4	4	3	3
		African-American	8	7	6	6	5	5
		Hispanic	1	1	1	1	1	1

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline 2012- 2013	Target				
				SY 2013- 14	SY 2014- 15	SY 2015- 16	SY 2016- 17	SY 2017- 18 (Post- Grant)
year.		<i>LEP</i>	1	1	1	1	1	1
		<i>Subsidized Meals</i>	7	6	6	5	5	4
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>5th grade - L.W. Conder Elementary, Richland School District Two</i>	OVERALL	10	9	8	7	7	6
		<i>Male</i>	4	4	3	3	3	2
		<i>Female</i>	6	5	5	4	4	4
		<i>African-American</i>	7	6	6	5	5	4
		<i>Hispanic</i>	0	0	0	0	0	0
		<i>LEP</i>	1	1	1	1	1	1
		<i>Subsidized Meals</i>	10	9	8	7	7	6

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline 2012- 2013	Target				
				SY 2013- 14	SY 2014- 15	SY 2015- 16	SY 2016- 17	SY 2017- 18 (Post- Grant)
d-3) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>6th Grade - Dent Middle School, Richland School District Two</i>	OVERALL	80	72	65	58	52	47
		<i>Male</i>	52	47	42	38	34	31
		<i>Female</i>	28	25	23	20	18	17
		<i>White</i>	3	3	2	2	2	2
		<i>African-American</i>	72	65	58	52	47	43
		<i>Asian/Pacific Islander</i>	2	2	2	1	1	1
		<i>Hispanic</i>	3	3	2	2	2	2
		<i>Disabled</i>	3	3	2	2	2	2
		<i>LEP</i>	2	2	2	1	1	1
		<i>Subsidized Meals</i>	70	63	57	51	46	41
d-4) Suspension (includes in-school and out of school suspensions)and Expulsion rates for students will decrease by 10% each year.	<i>7th grade - Dent Middle School, Richland School District Two</i>	OVERALL	174	157	141	127	114	103
		<i>Male</i>	101	91	82	74	66	60
		<i>Female</i>	73	66	59	53	48	43
		<i>White</i>	14	13	11	10	9	8
		<i>African-American</i>	150	135	122	109	98	89
		<i>Asian/Pacific Islander</i>	2	2	2	1	1	1
		<i>Hispanic</i>	4	4	3	3	3	2
		<i>Disabled</i>	27	24	22	20	18	16
		<i>LEP</i>	5	5	4	4	3	3

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline 2012- 2013	Target				
				SY 2013- 14	SY 2014- 15	SY 2015- 16	SY 2016- 17	SY 2017- 18 (Post- Grant)
		<i>Subsidized Meals</i>	143	129	116	104	94	84
d-5) Suspension (includes in-school and out of school suspensions)and Expulsion rates for students will decrease by 10% each year.	<i>8th grade - Dent Middle School, Richland School District Two</i>	OVERALL	185	167	150	135	121	109
		<i>Male</i>	118	106	96	86	77	70
		<i>Female</i>	67	60	54	49	44	40
		<i>White</i>	13	12	11	9	9	8
		<i>African-American</i>	158	142	128	115	104	93
		<i>Asian/Pacific Islander</i>	0	0	0	0	0	0
		<i>Hispanic</i>	10	9	8	7	7	6
		<i>Disabled</i>	32	29	26	23	21	19
		<i>LEP</i>	11	10	9	8	7	6
		<i>Subsidized Meals</i>	151	136	122	110	99	89

Performance Measure	Applicable Population-- Williamsburg CSD	Subgroup	Baseline	Target					
(Grades 4-8 –b, c)			[Provide Year]	SY 2013- 14	SY 2014- 15	SY 2015- 16	SY 2016- 17	SY 2017- 18 (Post- Grant)	
Williamsburg County School District									
a-1) The average scale scores for ELA of 6th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	Greeleyville Elementary Williamsburg County School District	OVERALL	602.8	608.8	614.8	620.8	626.8	632.8	
		Black	606.3	614.3	622.3	630.3	638.3	646.3	
		Subsidized	601.6	609.6	617.6	625.6	633.6	641.6	
	Kingstree Middle School Williamsburg County School District	OVERALL	601.9	607.9	613.9	619.9	625.9	631.9	
		Male	587.7	593.7	599.7	605.7	611.7	617.7	
		Female	620.5	626.5	632.5	638.5	644.5	650.5	
		Black	601.6	609.6	617.6	625.6	633.6	641.6	
		Disabled	557.9	565.9	573.9	581.9	589.9	597.9	
		Subsidized	600	608	616	624	632	640	
	Williamsburg County Magnet Williamsburg County School District	OVERALL	609.4	615.4	621.4	627.4	633.4	639.4	
		Male	611.1	617.1	623.1	629.1	635.1	641.1	
		Female	607.1	613.1	619.1	625.1	631.1	637.1	
		Black	608.6	616.6	624.6	632.6	640.6	648.6	
	a-2) The average scale scores for Math of 6th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.	Greeleyville Elementary Williamsburg County School District	OVERALL	622.6	628.6	634.6	640.6	646.6	652.6
			Black	624.2	632.2	640.2	648.2	656.2	664.2
Subsidized			621.7	629.7	637.7	645.7	653.7	661.7	
Kingstree Middle School Williamsburg County School District		OVERALL	600.4	606.4	612.4	618.4	624.4	630.4	
		Male	588.6	594.6	600.6	606.6	612.6	618.6	
		Female	616.5	622.5	628.5	634.5	640.5	646.5	
		Black	600.7	608.7	616.7	624.7	632.7	640.7	
		Disabled	558.8	566.8	574.8	582.8	590.8	598.8	
Williamsburg County Magnet Williamsburg County School District		Subsidized	597.1	605.1	613.1	621.1	629.1	637.1	
		OVERALL	605.7	611.7	617.7	623.7	629.7	635.7	
		Male	605.3	611.3	617.3	623.3	629.3	635.3	
		Female	606.1	612.1	618.1	624.1	630.1	636.1	
		Black	603	611	619	627	635	643	
[b-1) The average ELA scale scores of 8th graders by subgroup will meet or exceed the state's targeted rate of growth (four points) each year.		C. E. Murray High School Williamsburg County	Subsidized	603.4	611.4	619.4	627.4	635.4	643.4
			OVERALL	601	607	613	619	625	631
	Male		591.6	597.6	603.6	609.6	615.6	621.6	
	Female		610.4	616.4	622.4	628.4	634.4	640.4	
	Black		599.8	607.8	615.8	623.8	631.8	639.8	
	Kingstree Middle School Williamsburg County School District	Subsidized	598.1	606.1	614.1	622.1	630.1	638.1	
		OVERALL	585.2	591.2	597.2	603.2	609.2	615.2	
		Male	576.4	582.4	588.4	594.4	600.4	606.4	
		Female	594.6	600.6	606.6	612.6	618.6	624.6	
		Black	585.6	593.6	601.6	609.6	617.6	625.6	
		Disabled	553	559	565	571	577	583	
		Subsidized	584.6	592.6	600.6	608.6	616.6	624.6	
		C. E. Murray High School Williamsburg County	OVERALL	599.7	605.7	611.7	617.7	623.7	629.7
			Male	591.2	597.2	603.2	609.2	615.2	621.2
	Female		608.1	614.1	620.1	626.1	632.1	638.1	
Black	599.2		607.2	615.2	623.2	631.2	639.2		
Subsidized	596.7		604.7	612.7	620.7	628.7	636.7		
Kingstree Middle School Williamsburg County School District	OVERALL	602.9	608.9	614.9	620.9	626.9	632.9		
	Male	598.5	604.5	610.5	616.5	622.5	628.5		
	Female	607.5	613.5	619.5	625.5	631.5	637.5		
	Black	602.4	610.4	618.4	626.4	634.4	642.4		
	Disabled	569.7	575.7	581.7	587.7	593.7	599.7		
	Subsidized	602	610	618	626	634	642		
Greeleyville Elementary School Williamsburg County School District	All Students	29.4	26.5	23.8	21.4	19.3	17.4		
	Males	23.5	21.2	19.0	17.1	15.4	13.9		
	Female	5.9	5.3	4.8	4.3	3.9	3.5		
	Black	29.4	26.5	23.8	21.4	19.3	17.4		

d-1) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Kenneth Gardner Elementary	<i>White</i>	0.0	0.0	0.0	0.0	0.0	0.0
		All Students	7.4	6.7	6.0	5.4	4.9	4.4
		<i>Males</i>	5.9	5.3	4.8	4.3	3.9	3.5
		<i>Female</i>	1.4	1.3	1.1	1.0	0.9	0.8
		<i>Black</i>	7.4	6.7	6.0	5.4	4.9	4.4
	Williamsburg County Magnet School Williamsburg County School District	<i>White</i>	0.0	0.0	0.0	0.0	0.0	0.0
		All Students	21.1	19.0	17.1	15.4	13.8	12.5
		<i>Males</i>	13.5	12.2	10.9	9.8	8.9	8.0
		<i>Female</i>	7.7	6.9	6.2	5.6	5.1	4.5
		<i>Black</i>	17.3	15.6	14.0	12.6	11.4	10.2
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Greeleyville Elementary School Williamsburg County School District	<i>White</i>	3.8	3.4	3.1	2.8	2.5	2.2
		All Students	30.0	27.0	24.3	21.9	19.7	17.7
		<i>Males</i>	16.0	14.4	13.0	11.7	10.5	9.4
		<i>Female</i>	14.0	12.6	11.3	10.2	9.2	8.3
		<i>Black</i>	30.0	27.0	24.3	21.9	19.7	17.7
	Kenneth Gardner Elementary	<i>White</i>	0.0	0.0	0.0	0.0	0.0	0.0
		All Students	13.7	12.3	11.1	10.0	9.0	8.1
		<i>Males</i>	10.8	9.7	8.7	7.9	7.1	6.4
		<i>Female</i>	2.9	2.6	2.3	2.1	1.9	1.7
		<i>Black</i>	12.9	11.6	10.4	9.4	8.5	7.6
Williamsburg County Magnet School Williamsburg County School District	<i>White</i>	0.7	0.6	0.6	0.5	0.5	0.4	
	All Students	26.7	24.0	21.6	19.5	17.5	15.8	
	<i>Males</i>	16.7	15.0	13.5	12.2	11.0	9.9	
	<i>Female</i>	10.0	9.0	8.1	7.3	6.6	5.9	
	<i>Black</i>	23.3	21.0	18.9	17.0	15.3	13.8	
d-3) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Greeleyville Elementary School Williamsburg County School District	<i>White</i>	3.3	3.0	2.7	2.4	2.2	1.9
		All Students	9.5	8.6	7.7	6.9	6.2	5.6
		<i>Males</i>	17.1	15.4	13.9	12.5	11.2	10.1
		<i>Female</i>	2.4	2.2	1.9	1.7	1.6	1.4
		<i>Black</i>	9.5	8.6	7.7	6.9	6.2	5.6
	Kingstree Middle School Williamsburg County School District	<i>White</i>	0.0	0.0	0.0	0.0	0.0	0.0
		All Students	3.6	3.2	2.9	2.6	2.4	2.1
		<i>Males</i>	2.9	2.6	2.3	2.1	1.9	1.7
		<i>Female</i>	1.0	0.9	0.8	0.7	0.7	0.6
		<i>Black</i>	3.6	3.2	2.9	2.6	2.4	2.1
Williamsburg County Magnet School Williamsburg County School District	<i>White</i>	0.0	0.0	0.0	0.0	0.0	0.0	
	All Students	17.0	15.3	13.8	12.4	11.2	10.0	
	<i>Males</i>	14.3	12.9	11.6	10.4	9.4	8.4	
	<i>Female</i>	2.8	2.5	2.3	2.0	1.8	1.7	
	<i>Black</i>	14.3	12.9	11.6	10.4	9.4	8.4	
d-4) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Kingstree Middle School Williamsburg County School District	<i>White</i>	2.8	2.5	2.3	2.0	1.8	1.7
		All Students	14.3	12.9	11.6	10.4	9.4	8.4
		<i>Males</i>	8.7	7.8	7.0	6.3	5.7	5.1
		<i>Female</i>	5.6	5.0	4.5	4.1	3.7	3.3
		<i>Black</i>	14.3	12.9	11.6	10.4	9.4	8.4
d-5) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	Kingstree Middle School Williamsburg County School District	<i>White</i>	0.0	0.0	0.0	0.0	0.0	0.0
		All Students	9.8	8.8	7.9	7.1	6.4	5.8
		<i>Males</i>	6.5	5.9	5.3	4.7	4.3	3.8
		<i>Female</i>	3.2	2.9	2.6	2.3	2.1	1.9
		<i>Black</i>	9.8	8.8	7.9	7.1	6.4	5.8
		<i>White</i>	0.0	0.0	0.0	0.0	0.0	0.0

Performance Measure	Applicable Population--	Subgroup-	Baseline 2012-13	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Clarendon County School District Two (All Data from Manning High School)								
a) By the end of the project, 90% of participating students will complete and submit the Free Application for Federal Student Aid (FAFSA) form.	<i>12th grade-- Manning High School,</i>	OVERALL	14	33	66	85	90	90
b) By the end of the project, 85% of participating 10th graders will pass both subtests (English Language Arts and Mathematics) of the HSAP.	<i>10th Grade HSAP Manning High School, Clarendon School District Two</i>	OVERALL	219					
		Male	215.3					
		Female	223.7					
		African American	213.4					
		Hispanic	218					
		White	232.3					
		Disabled	195.6					
		Non Disabled	223.1					
c) By the end of the project, participating high school students will average a composite score of 22 on the ACT in order to meet college readiness standards established by ACT.	<i>ACT Manning High School, Clarendon School District Two, Mean Composite Score</i>	OVERALL	17.8	18.85	19.9	20.95	22	23.05
		OVERALL	77.7	79.7	81.7	83.7	85.7	87.7
		Male	70.8	74.8	78.8	82.8	86.8	90.8
		Female	84.5	86.5	88.5	90.5	92.5	94.5
		African American	78.4	82.4	86.4	90.4	94.4	98.4
		White	77.4	79.4	81.4	83.4	85.4	87.4
		Disabled	33.3	37.3	41.3	45.3	49.3	53.3
		Subsidized Meals	76.3	78.3	80.3	82.3	84.3	86.3
d) The four-year graduation rate for participating high school students will exceed the state's rate of increase for graduation rate each year of the project	<i>On-Time Graduation rate Manning High School, Clarendon School District Two</i>	OVERALL	Data on WorkKeys is not collected at the school at this time. Manning High School (Clarendon Two) will begin using WorkKeys for all seniors in Spring 2014.					
		Male						
		Female						
		African American						
e) 90% of students in participating high schools will score career ready on the WorkKeys assessment.	<i>WorkKeys Manning High School, Clarendon School District Two: Data on WorkKeys is not collected at the school at this time.</i>	OVERALL	Data on WorkKeys is not collected at the school at this time. Manning High School (Clarendon Two) will begin using WorkKeys for all seniors in Spring 2014.					
		Male						
		Female						
		African American						
		OVERALL	15	12	10	8	6	5

F-1) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>9th Grade - Manning High School,</i>	<i>African American</i>	7	6	4	4	3	2
		<i>White</i>	8	6	5	4	3	3
		<i>Male</i>	5	4	3	3	2	2
		<i>Female</i>	10	8	6	5	4	3
		<i>Subsidized</i>	15	12	10	8	6	5

f-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>10th grade - Manning High School,</i>	OVERALL	33	26	21	17	14	11
		<i>African American</i>	27	22	17	14	11	9
		<i>White</i>	6	5	4	3	2	2
		<i>Male</i>	27	22	17	14	11	9
		<i>Female</i>	6	5	4	3	2	2
		Subsidized	33	26	21	17	14	11
f-4) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>11th Grade - Manning High School,</i>	OVERALL	12	10	8	6	5	4
		<i>African American</i>	7	6	4	4	3	2
		<i>White</i>	5	4	3	3	2	2
		<i>Male</i>	7	6	4	4	3	2
		<i>Female</i>	5	4	3	3	2	2
		Subsidized	12	10	8	6	5	4
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>12th grade - wManning High School,</i>	OVERALL	3	2	2	2	1	1
		<i>African American</i>	2	2	1	1	1	1
		<i>White</i>	1	1	1	1	0	0
		<i>Female</i>	3	2	2	2	1	1
		Subsidized	3	2	2	2	1	1

Performance Measure	Applicable Population	Subgroup	Baseline	Target				
			2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
a) By the end of the project, 90% of participating students will complete and submit the Free Application for Federal Student Aid (FAFSA) form.	<i>OW 12th grade--OCSD5</i>	OVERALL	70	75	80	85	90	90
b) By the end of the project, 85% of participating 10th graders will pass both subtests (English Language Arts and Mathematics) of the HSAP.	<i>OW 10th Grade HSAP -OCSD5</i>	OVERALL	72.3	75	79	82	85	90
c) By the end of the project, participating high school students will average a composite score of 22 on the ACT in order to meet college readiness standards established by	<i>OW ACT -- OCSD5</i>	OVERALL	16.9	18	19.5	20	22	22
d) The four-year graduation rate for participating high school students will exceed the state's rate of increase for graduation rate each year of the project	Orangeburg Wilkinson HS	OVERALL	71.9	73.9	75.9	77.9	79.9	81.9
		<i>Male</i>	64.5	66.5	68.5	70.5	72.5	74.5
		<i>Female</i>	79.8	81.8	83.8	85.8	87.8	89.8
		<i>African-American</i>	71.9	75.9	79.9	83.9	87.9	91.9
		<i>White</i>	66.7	68.7	70.7	72.7	74.7	76.7
		<i>Disabled</i>	20	22	24	26	28	30
e) 90% of students in participating high schools will score career ready on the WorkKeys assessment.	<i>WorkKeys</i>	OWHS has not participated in WorkKeys						
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>OW 9th Grade - OCSD5</i>	OVERALL	246	197	157	126	101	81
		<i>Male</i>	151	121	97	77	62	49
		<i>Female</i>	95	76	61	49	39	31
		<i>African-American</i>	237	190	152	121	97	78
		<i>Disabled</i>	137	110	88	70	56	45

		<i>Subsidized Meals</i>	246	197	157	126	101	81
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>OW 10th Grade - OCSD5</i>	OVERALL	203	162	130	104	83	67
		<i>Male</i>	94	75	60	48	39	31
		<i>Female</i>	109	87	70	56	45	36
		<i>African-American</i>	199	159	127	102	82	65
		<i>Disabled</i>	118	94	76	60	48	39
		<i>Subsidized Meals</i>	203	162	130	104	83	67
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>OW 11th Grade - OCSD5</i>	OVERALL	92	74	59	47	38	30
		<i>Male</i>	43	34	28	22	18	14
		<i>Female</i>	49	39	31	25	20	16
		<i>African-American</i>	92	74	59	47	38	30
		<i>Disabled</i>	56	45	36	29	23	18
		<i>Subsidized Meals</i>	92	74	59	47	38	30
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>OW 12th Grade - OCSD5</i>	OVERALL	95	76	61	49	39	31
		<i>Male</i>	50	40	32	26	20	16
		<i>Female</i>	45	36	29	23	18	15
		<i>African-American</i>	91	73	58	47	37	30
		<i>Disabled</i>	72	58	46	37	29	24
		<i>Subsidized Meals</i>	95	76	61	49	39	31

Performance Measure	Applicable Population	Subgroup	Baseline 2012-13	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
a) By the end of the project, 90% of participating students will complete and submit the Free Application for Federal Student Aid (FAFSA) form.	12th grade-- Richland Northeast High School in Richland School District Two	OVERALL	12%	31%	50%	69%	90%	90%
b) By the end of the project, 85% of participating 10th graders will pass both subtests (English Language Arts and Mathematics) of the HSAP.	10th Grade HSAP Richland Northeast High School in Richland School District Two	OVERALL	#####	82.9%	82.9%	82.9%	85.0%	85%
c) By the end of the project, participating high school students will average a composite score of 22 on the ACT in order to meet college readiness standards established by ACT.	Richland Northeast High School in Richland School District Two	OVERALL	20	20	20	20	22	22
d) The four-year graduation rate for participating high school students will exceed the state's rate of increase for graduation rate each year of the project	Richland Northeast High School in Richland School District Two	OVERALL	70.5	72.5	74.5	76.5	78.5	80.5
		Male	62.5	64.5	66.5	68.5	70.5	72.5
		Female	78.5	80.5	82.5	84.5	86.5	88.5
		White	79.8	81.8	83.8	85.8	87.8	89.8
		African-American	71.1	75.1	79.1	83.1	87.1	91.1
		Hispanic	42.3	46.3	50.3	54.3	58.3	62.3
		Disabled	33.3	37.3	41.3	45.3	49.3	53.3
e) 90% of students in participating high schools will score career ready on the WorkKeys assessment.	WorkKeys	OVERALL	The district has not participated					
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	9th Grade - Richland Northeast High School in Richland School District Two	OVERALL	248	198	159	127	102	81
		Male	146	117	93	75	60	48
		Female	102	82	65	52	42	33
		White	20	16	13	10	8	7
		African-American	195	156	125	100	80	64
		Hispanic	27	22	17	14	11	9

		<i>Disabled</i>	34	27	22	17	14	11
		<i>Subsidized Meals</i>	209	167	134	107	86	68
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>10th grade - Richland Northeast High School in Richland School District Two</i>	OVERALL	158	126	101	81	65	52
		<i>Male</i>	99	79	63	51	41	32
		<i>Female</i>	59	47	38	30	24	19
		<i>White</i>	11	9	7	6	5	4
		<i>African-American</i>	130	104	83	67	53	43
		<i>Hispanic</i>	12	10	8	6	5	4
		<i>Disabled</i>	34	27	22	17	14	11
		<i>Subsidized Meals</i>	123	98	79	63	50	40
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>11th Grade - Richland Northeast High School in Richland School District Two</i>	OVERALL	70	56	45	36	29	23
		<i>Male</i>	44	35	28	23	18	14
		<i>Female</i>	26	21	17	13	11	9
		<i>White</i>	6	5	4	3	2	2
		<i>African-American</i>	56	45	36	29	23	18
		<i>Hispanic</i>	7	6	4	4	3	2
		<i>Disabled</i>	15	12	10	8	6	5
		<i>Subsidized Meals</i>	54	43	35	28	22	18
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>12th grade- Richland Northeast High School in Richland School District Two</i>	OVERALL	71	57	45	36	29	23
		<i>Male</i>	40	32	26	20	16	13
		<i>Female</i>	31	25	20	16	13	10
		<i>White</i>	7	6	4	4	3	2
		<i>African-American</i>	60	48	38	31	25	20
		<i>Hispanic</i>	3	2	2	2	1	1
		<i>Disabled</i>	10	8	6	5	4	3
		<i>Subsidized Meals</i>	50	40	32	26	20	16

Performance Measure	Applicable Population	Subgroup	Baseline	Target				
			2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
a) Percent of Free Application for Federal Student Aid (FAFSA) form.	<i>12 th Grade C. E. Murray High School Williamsburg County School District</i>	OVERALL	90	92	94	96	98	100
	<i>12 th Kingstree Senior High School Williamsburg County School District</i>	OVERALL	90	92	94	96	98	100
b) By the end of the project, 85% of participating 10th graders will pass both subtests (English Language Arts and Mathematics) of the HSAP.	<i>10th Grade C. E. Murray High School Williamsburg County School District</i>	OVERALL	75	77	79	81	85	85
	<i>10th Grade Kingstree Senior High School Williamsburg County School District</i>	OVERALL	52	60	69	78	85	85
c) By the end of the project, participating high school students will average a composite score of 22 on the ACT in order to meet college readiness standards established by ACT.	C. E. Murray High School		15.2	17	19	21	22	22
	Kingstree Senior High School		14.8	16	20	21	22	22
d-1) The four-year graduation rate for participating high school students will exceed the state's rate of increase for graduation rate each year of the project	<i>C. E. Murray High School Williamsburg County School District</i>	OVERALL	84.4	86.4	88.4	90.4	92.4	94.4
		<i>Male</i>	84.8	86.8	88.8	90.8	92.8	94.8
		<i>Female</i>	83.9	85.9	87.9	89.9	91.9	93.9
		<i>Black</i>	85.5	87.5	89.5	91.5	93.5	95.5
		<i>Disabled</i>	30	34	38	42	46	50
		<i>Subsidized Meals</i>	82.8	86.8	90.8	94.8	98.8	100
	<i>Kingstree Senior High School Williamsburg County School</i>	OVERALL	70.2	72.2	74.2	76.2	78.2	80.2
		<i>Female</i>	84.8	86.8	88.8	90.8	92.8	94.8

d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	<i>Williamsburg County School District</i>	<i>Black</i>	70.7	72.7	74.7	76.7	78.7	80.7
		<i>Disabled</i>	15.8	19.8	23.8	27.8	31.8	35.8
		<i>Subsidized Meals</i>	70.9	74.9	78.9	82.9	86.9	90.9
		<i>OVERALL</i>	80.3	64	51	41	33	26
		<i>Male</i>	45.9	37	29	24	19	15
		<i>Female</i>	34.4	28	22	18	14	11
		<i>Black</i>	78.7	63	50	40	32	26
		<i>White</i>	1.6	1	1	1	1	1
		<i>OVERALL</i>	59.3	47	38	30	24	19
		<i>Male</i>	35.9	29	23	18	15	12
		<i>Female</i>	23.4	19	15	12	10	8
		<i>Black</i>	56.3	45	36	29	23	18

		<i>White</i>	3	2	2	2	1	1
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	10th Grade - C. E. Murray High School Williamsburg County School District	OVERALL	46.1	37	30	24	19	15
		<i>Male</i>	26.3	21	17	13	11	9
		<i>Female</i>	19.7	16	13	10	8	6
		<i>Black</i>	44.7	36	29	23	18	15
		<i>White</i>	1.3	1	1	1	1	0
	10th Grade - Kingstree Senior High School Williamsburg County School District	OVERALL	48.9	39	31	25	20	16
		<i>Male</i>	29	23	19	15	12	10
		<i>Female</i>	19.9	16	13	10	8	7
		<i>Black</i>	47.7	38	31	24	20	16
		<i>White</i>	1.1	1	1	1	0	0
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	11th Grade - C. E. Murray High School Williamsburg County School District	OVERALL	50.6	40	32	26	21	17
		<i>Male</i>	20.8	17	13	11	9	7
		<i>Female</i>	29.9	24	19	15	12	10
		<i>Black</i>	49.3	39	32	25	20	16
		<i>White</i>	1.3	1	1	1	1	0
	11th Grade - Kingstree Senior High School Williamsburg County School District	OVERALL	53.1	42	34	27	22	17
		<i>Male</i>	28.1	22	18	14	12	9
		<i>Female</i>	25	20	16	13	10	8
		<i>Black</i>	51.3	41	33	26	21	17
		<i>White</i>	1.3	1	1	1	1	0
d-2) The number of students who are suspended (in-school or out-of-school suspensions) or expelled will decrease by 10% each year.	12th Grade - C. E. Murray High School Williamsburg County School District	OVERALL	19.4	16	12	10	8	6
		<i>Male</i>	11.1	9	7	6	5	4
		<i>Female</i>	8.3	7	5	4	3	3
		<i>Black</i>	19.4	16	12	10	8	6
		<i>White</i>	0	0	0	0	0	0
	12th Grade - Kingstree Senior High School Williamsburg County School District	OVERALL	33.9	27	22	17	14	11
		<i>Male</i>	21.5	17	14	11	9	7
		<i>Female</i>	12.4	10	8	6	5	4
		<i>Black</i>	33.3	27	21	17	14	11
		<i>White</i>	0.5	0	0	0	0	0

(E)(4) Evaluating Effectiveness of Investments

Overview: To support the project's continuous improvement process, CCEL will hire an external evaluator through a competitive bidding process to evaluate independently the effectiveness of the proposed RTT-D initiative. The CCEL Consortium Board and the Project Director will provide direction and oversight for the evaluation. The final evaluation design and research questions will be determined in collaboration with the selected external evaluator. An independent evaluation will provide objective outcome data for federal reporting while continuously monitoring CCEL implementation to ensure program fidelity and continuous improvement.

The evaluation will collect data on the effectiveness of program activities and their impact on participants, assessing whether the project is meeting the goals, implementation objectives, and intermediate- and long-term outcomes described in previous sections. The independent evaluation team will work collaboratively with CCEL personnel to design and implement data collection methods, identify existing data sources, analyze qualitative and quantitative data, and continuously present and discuss formative evaluation findings to the CCEL program staff and other key stakeholders to inform ongoing program improvement.

The evaluation designed will be guided by best practices outlined in the *What Works Clearinghouse Procedures and Standards Handbook (2008)* and will be rigorous, participatory, systematic, and cumulative, with links between activities, outcomes and contexts that can yield definitive insights into the nature and extent of implementation fidelity and project impact. Based on the project logic model presented in Section (A)(3), the proposed research and evaluation plan will include formative (implementation) and summative (outcome) components and use multiple sources of quantitative and qualitative data and methods of analysis. The implementation component will yield formative feedback on project activities and examine the extent to which the project is implemented with fidelity and integrity, which will not only affect outcomes for the grant period but also replication and scale-up activities. The outcome component will assess the overall effectiveness of the grant investment by examining the extent to which the project achieves its goals, stated performance measures, and annual targets, as well as project impact on intermediate- and long-term outcomes for educators and students.

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

Formative/Implementation Evaluation Questions

1. To what extent are the professional development strategies for Enterprise teachers implemented as intended each year? To what extent are stakeholders (teachers, school leaders, district leaders, coaches, parents, students, and community partners) satisfied with the training and support they receive? How might CCEL improve the professional development plan in each of the areas of delivery and support?
2. In what ways have teachers used the technology provided to students and the schools to support Enterprise teaching and learning in the CCEL schools and classrooms?
3. To what extent does the implementation of the student personalized learning plans (e-STEP) and "any time, any where" learning engage students in rich, compelling learning experiences that develop deeper knowledge and skill development?
4. To what extent are the elements of CCEL's systemic model for school reform (Enterprise teaching and learning) evident during each year of implementation? What activities and accomplishments do the districts and the participating schools achieve with respect to shared vision, personalized learning, school climate, and continuous improvement? What challenges to implementation do stakeholders encounter, if any, and how do stakeholders address these?
5. To what extent have professional development and school strategies related to school climate created greater involvement for teachers, parents, and students in Enterprise schooling and resulted in improved school climate?
6. By the end of the fourth year of implementation, what is the capacity of the participating schools to sustain the CCEL model and the implementation of the personalized learning framework?

Summative/Outcome Evaluation Questions

1. What is the impact of the CCEL initiative on students and other stakeholders (teachers, school leaders, district leaders, community partners, parents)?
 - a. To what extent does Enterprise teaching and learning achieve the stated implementation objectives and intermediate-outcomes for educators and students?
 - b. At the end of each year of implementation, to what extent do CCEL's districts and schools achieve the annual targets for each performance measure and make progress toward attaining the long-term overall student outcomes to close the

achievement gap, increase graduation rates, bolster student achievement, and improve preparedness for college and career?

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

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

- Program documents, such as professional development schedules and materials, planning meeting minutes, educator participation in professional development and coaching, mobile learning instructional support materials, and district policies or guidelines related to CCEL implementation and dissemination
- Individual and/or focus group interviews with district and school staff responsible for CCEL implementation, principals, CCEL staff, the project's coaches, parent groups, students, and representatives from key partner organizations.
- School climate survey data collected each year from teachers, students, and parents in each school.
- Surveys of principals and other school leaders, teachers, students, and parents each year at all participating schools to collect systematic feedback on satisfaction with grant activities and impact of those activities on teaching and learning outcomes (e.g., extent of student engagement in learning, improvements/changes in teacher and school leader knowledge and practice).
- Extant data obtained from various state, district, and school-level data systems such as the South Carolina Longitudinal Information Center for Education (SLICE), the SLICE Student Potential Performance Snapshot (risk behaviors), state-mandated teacher and principal evaluation outcomes (numbers of students taught by highly effective teachers

and led by highly effective principals), and student behavioral data from the PowerSchool Incident Management system.

- Student achievement data, including scores from all state-mandated assessments as well as student scores on the fall and spring administrations of the MAP assessments in reading and math to monitor academic growth at the classroom, school, and district levels and reductions in the existing achievement gaps among student subgroups, and other student outcome data, such as ACT scores, graduation rates, and FAFSA form completion rates.

Data Analysis and Reporting: The external evaluation team will have the primary responsibility for analyzing formative and summative evaluation data and for regularly communicating and sharing evaluation findings to program staff to support continuous improvement. The team will participate in CCEL staff meetings to monitor the progress of project activities and solicit guidance on developing data collection instruments, reviewing results from data collection, and considering needed program changes.

The evaluation team will triangulate all data to examine the interaction of implementation effectiveness and outcomes and to integrate feedback from a broad group of stakeholders. The external evaluation team and the CCEL program team will collaborate to generate annual reports and the final report. All reports will be posted on the CCEL and districts' web sites.

F. BUDGET AND SUSTAINABILITY

(F)(1) Budget for the project

The applicant's budget, including the budget narrative and tables—

(a) Identifies all funds that will support the project;

The Carolina Consortium for Enterprise Learning plans to leverage our request for \$24,982,980 of RTT-D grant funds, with over \$22.5 million of resources from the four partnering districts, to implement the CCEL personalized learning initiative. The plan is a comprehensive approach to make strategic improvements in learning and teaching for the 19 schools that will participate in the project. The plan recognizes: the various strengths that each district brings to the consortium; targets expenditures to assure that all students will benefit from our personalized learning project; and aligns existing district resources to fully support program implementation. Table F1-1 shows the breakdown of the CCEL budget by category and year.

Table F1-1

APPLICANT NAME	Clarendon School District Two - Carolina Consortium for Enterprise Learning				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 1,474,324	\$ 2,949,864	\$ 2,727,781	\$ 2,782,163	\$ 9,934,132
2. Fringe Benefits	\$ 508,386	\$ 979,657	\$ 899,286	\$ 912,056	\$ 3,299,385
3. Travel	\$ 32,689	\$ 42,529	\$ 40,769	\$ 40,769	\$ 156,755
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 3,462,031	\$ 3,041,338	\$ 633,245	\$ 624,245	\$ 7,760,859
6. Contractual	\$ 813,475	\$ 594,827	\$ 588,709	\$ 488,709	\$ 2,485,719
7. Training Stipends	\$ 313,370	\$ 313,370	\$ 1,770	\$ 1,770	\$ 630,280
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs	\$ 6,604,275	\$ 7,921,585	\$ 4,891,558	\$ 4,849,712	\$ 24,267,129
10. Indirect Costs	\$ 190,426	\$ 238,696	\$ 142,838	\$ 143,889	\$ 715,850
11. Total Grant Funds Requested	\$ 6,794,701	\$ 8,160,281	\$ 5,034,397	\$ 4,993,601	\$ 24,982,980
12. Funds from other sources used to support the project	\$ 5,638,228	\$ 6,038,914	\$ 5,775,925	\$ 5,066,697	\$ 22,519,764
13. Total Budget	\$ 12,432,929	\$ 14,199,195	\$ 10,810,322	\$ 10,060,298	\$ 47,502,744

In addition to the RTT-D grant funding, seven funding sources will support the project including: 1) Each participating district's General Operating Funds; 2) District Capital Improvement Budgets; 3) Federal Title I funds; 4) Federal Title II funds; 5) Federal Title III

funds; 6) Federal Title VI Rural Education Achievement Program funds; and 7) E-Rate Program funds. The total amount of resources dedicated to the project is \$47,502,744, with 53% being funded through the RTT-D grant and the remaining 47% being funded through other federal and

Table F1-2		
Funding Source	Description	Amount
RTT-D Grant	Provides resources to LEAs or consortium of LEAs to support bold, locally directed improvements in learning and teaching that will directly improve student achievement through personalized learning.	\$24,982,980
General Operating Funds	Provides the resources necessary to sustain the day-to-day activities and pays for all administrative, salary and operating expenses. This fund is used to operate the day-to-day activities of the districts. Receipts are primarily from state and local sources while the majority of expenditures are for classroom instruction or classroom support.	\$3,331,473
Capital Improvement Budgets	Provides resources exclusively to account for long-term capital outlays. Expenditures include renovations, annual maintenance items and school modernization projects	\$3,904,693
Title I	Resources for local educational agencies (LEAs) and schools with children from low-income families to help: <ul style="list-style-type: none"> • provide an enriched and accelerated educational program; • promote school-wide reform through school-wide programs or through additional services that increase the amount and quality of instructional time; • significantly upgrade the quality of instruction by providing staff in participating schools with substantial opportunities for professional development; and • afford parents meaningful opportunities to participate in the education of their children at home and at school. 	\$10,478,348
Title II	Resources for LEA's to conduct a variety of teacher-related reform activities that can be used for a variety of teacher quality activities in any subject area. The focus of this funding source is for strategies that improve teacher and principal quality and increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.	\$2,379,210
Title III	Resources for the language instruction of limited-English proficient and immigrant students.	\$64,260
Title VI – Rural Education Achievement Program (REAP)	Funds for teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers; educational technology, including software and hardware, as described in part D of Title II; parental involvement activities.	\$416,178
E-Rate Program	LEA's may request funding in five categories of service: Telecommunications, Telecommunications Services, Internet Access, Internal Connections, and Basic Maintenance of Internal Connections.	\$1,945,602

local funds to build capacity for a sustainable program following the grant. Table F1-2 details the source of other funds to be used for the project, a brief description of how funds will be used, and the amount of funds that will be dedicated to the CCEL program from each source.

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal:

CCEL's approach is to leverage existing resources across the consortium to assure that the personal learning plan is implemented with efficiency and fidelity. The consortium budget and each district's budget were developed using actual price quotes from existing or potential suppliers and accounted for salary scale differences that exist between districts. For example, the salary scale for Richland Two, the largest consortium partner LEA in the City of Columbia, SC, is higher than the salary scale for more rural Williamsburg and Clarendon Two. These differences are reflected in personnel costs for the overall project. Additionally, a modest 2% cost of living increase was included in the personnel budget to assure that sufficient funds were included for CCEL staff positions throughout the four-year term of the grant. Fringe benefits were also adjusted to reflect each district's standard practices.

Where practical, travel expenses are broken down by actual mileage, district reimbursement rates, and number of anticipated trips. This will complete required project reviews, audits and professional development. Federal guidelines are used for air travel and overnight accommodations. A quick review of each LEA's travel budgets will show that expenses have been estimated with precision. In all cases, the districts have agreed to share some of the travel cost for certain activities and use existing district resources, like district vehicles, to support travel needs.

All budgeted items are based on specific project needs to create Personalized Learning Environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college and career-ready standards and graduation requirements. Budget items are targeted to accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers. In budgeting for the CCEL personalized learning program, we confirmed that all requests address the four core educational

assurance areas identified in the American Reinvestment and Recovery Act (ARRA) to support comprehensive education reform:

- (1) adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- (2) building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction;
- (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- (4) turning around lowest-achieving schools.

Table F1-3 illustrates how major budget items are aligned with the core educational assurance areas.

Table F1-3				
Budget Item	Core Education Assurance Areas			
	1	2	3	4
One-to-one learning devices for students & educators <i>Rationale:</i> Provide all students access to high-quality standards-based curriculum, virtual content, college and career planning tools, and data systems to monitor their progress. Provide educators with access to high-quality planning materials, like MasteryConnect and timely feedback on each student’s performance so that lessons can be adjusted accordingly.	X	X	X	X
Technology infrastructure to support personal devices <i>Rationale:</i> Assure all stakeholders have access to virtual tools and systems and enable blended classroom educational opportunities.	X	X		X
Digital Resource Coaches & Enterprise Learning Coaches <i>Rationale:</i> Provide high-quality, consistent training and professional development across the consortium to ensure that personalized learning is implemented with fidelity and students and parents have the supports needed to fully use the resources being introduced.	X	X	X	X
Technology Applications <i>Rationale:</i> Provide content alternatives for students to address individual learning styles and assure mastery of the curriculum. Specialized applications are also being purchased to assure equal opportunities for students with disabilities and ESOL students.	X	X		X
Software contracts for a Digital Learning Platform and MasteryConnect <i>Rationale:</i> Enable all stakeholders to have access to current, high-quality data to develop personal learning plans and standards-aligned curriculum.	X	X	X	X
Professional development contract for project-based learning <i>Rationale:</i> Provide high-quality training through nationally recognized			X	X

experts like Buck Institute to assure that project-based learning is implemented with fidelity.				
Stipends for Summer Institutes for professional development <i>Rationale:</i> Assure that PD for adopting a personalized learning model is high-quality and consistent across the consortium. Enable educators to share and leverage best practices across the consortium			X	X
External Project Evaluation and development of implementation rubrics <i>Rationale:</i> Ensure that project outcomes are measured appropriately and reliable data can be used for continuous improvement.	X	X	X	X
Critical Friends, Overcoming Obstacles training <i>Rationale:</i> Provide students and educators with important life skills to enhance teamwork and collaborative learning.	X	X	X	X

The budget also takes into account the different resources that each district can bring to the consortium. CCEL partner districts have all leveraged existing district resources to complement grant funding and budgeted items are targeted to support the overall needs of the consortium to assure that all students and educators have equivalent access to the tools and training necessary to implement the complete personalized learning proposal. For example, Richland Two has already introduced one-to-one learning devices for students in grades 3-12 and upgraded the technology infrastructure in its participating schools to support the plan. With this piece of the plan in place for those schools, grant resources could be targeted to higher poverty schools in the more rural districts that have not been able to accomplish this step. These schools will also learn from Richland Two’s rollout experience to help them implement this part of the proposal with greater ease. A strength of our consortium approach is the desire of the individual districts to share best practices and thus spend grant funds more efficiently. Table F2-1 shows the budget broken down between consortium level expenses and district level expenses.

Consortium level expenses include resources that will be shared across the districts, like contracts for the digital learning platform, MasteryConnect; Buck Institute for project-based learning; Overcoming Obstacles Life Skills and Critical Friends training; school climate surveys; and an external evaluation. With this approach, grant funds are used much more efficiently than if each district acquired these services on their own. In addition, the consortium budget will provide Enterprise Learning and Digital Resource Coaches to all of the districts thus ensuring coordination and fidelity of project implementation across all participating schools.

Table F2-1

APPLICANT NAME

Clarendon School District 2

Project Name	Primary Associated Criterion and Location in Application	Additional Associated Criteria and Location in Application	Total Grant Funds Requested	Total Budget
Carolina Consortium for Enterprise Learning - Consortium Level Budget	C(1) Learning & C(2) Teaching and Leading	D(2) LEA and school infrastructure E(1)Continuous improvement process	\$ 12,883,823	\$ 12,883,823
Carolina Consortium for Enterprise Learning - Clarendon School District 2	C(1) Learning & C(2) Teaching and Leading	D(2) LEA and school infrastructure E(1)Continuous improvement process	\$ 3,509,440	\$ 6,161,564
Carolina Consortium for Enterprise Learning - Orangeburg School District 5	C(1) Learning & C(2) Teaching and Leading	D(2) LEA and school infrastructure E(1)Continuous improvement process	\$ 2,612,340	\$ 10,450,789
Carolina Consortium for Enterprise Learning - Richland School District 2	C(1) Learning & C(2) Teaching and Leading	D(2) LEA and school infrastructure E(1)Continuous improvement process	\$ 2,324,528	\$ 5,292,506
Carolina Consortium for Enterprise Learning - Williamsburg School District	C(1) Learning & C(2) Teaching and Leading	D(2) LEA and school infrastructure E(1)Continuous improvement process	\$ 3,652,849	\$ 12,714,062
TOTALS			\$ 24,982,980	\$ 47,502,744

Each individual district budget details the items required to meet each participating school's specific needs to implement the proposal. A great example of how district level budgets are customized is in the purchase of the technology required to provide all students access to virtual curriculum and systems that will support their personal learning plans. Budget funds are provided to schools that require infrastructure upgrades to ensure access, while those that have completed this task don't require this budget item. District budgets are customized as well to address particular needs of their student populations. For example, additional funds are allocated to Richland Two and Orangeburg 5 for software licenses with Rosetta Stone to support their growing ESOL student populations, while Williamsburg & Clarendon Two have an increased emphasis in early childhood supports to address school preparedness issues that are frequently encountered with high-risk poverty families in their districts.

We believe that this blended approach, where all consortium districts are provided the required technology and professional development support to implement the personalized learning plan. With the ability to target specific needs that are unique to their districts it will enable us to successfully achieve our personalized learning goals, as outlined in this application. By sharing and leveraging resources, we believe our budget is reasonable and sufficient to support the development and implementation of our proposal. Following are the project level budget summaries that include a summary for the consortium level budget (Table F3-1.1) and for each partnering district's budget (Tables F3-1.2 – F3-1.5).

Table F3-1.1 - Consortium Level Project Budget Summary

Applicant Name	Clarendon School District 2				
Project Name:	Carolina Consortium for Enterprise Learning - Consortium Level Budget				
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading				
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 1,155,500	\$ 2,305,710	\$ 2,070,916	\$ 2,112,335	\$ 7,644,461
2. Fringe Benefits	\$ 408,310	\$ 774,027	\$ 690,394	\$ 699,837	\$ 2,572,568
3. Travel	\$ 12,541	\$ 16,721	\$ 14,961	\$ 14,961	\$ 59,184
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 42,320	\$ 5,020	\$ 5,020	\$ 5,020	\$ 57,380
6. Contractual	\$ 784,960	\$ 527,210	\$ 494,921	\$ 394,921	\$ 2,202,010
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 2,403,631	\$ 3,628,687	\$ 3,276,212	\$ 3,227,073	\$ 12,535,603
10. Indirect Costs	\$ 57,266	\$ 103,478	\$ 93,328	\$ 94,148	\$ 348,220
11. Total Grant Funds Requested (lines 9-10)	\$ 2,460,897	\$ 3,732,166	\$ 3,369,540	\$ 3,321,221	\$ 12,883,823
12. Funds from other sources used to support the project	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Budget (lines 11-12)	\$ 2,460,897	\$ 3,732,166	\$ 3,369,540	\$ 3,321,221	\$ 12,883,823

Table F3-1.2 - Clarendon Two School District Project Budget Summary

Applicant Name	Clarendon School District 2				
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2				
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading				
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 92,917	\$ 178,500	\$ 182,070	\$ 185,711	\$ 639,198
2. Fringe Benefits	\$ 28,804	\$ 55,335	\$ 56,442	\$ 57,571	\$ 198,151
3. Travel	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 17,999
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 816,925	\$ 1,065,925	\$ 125,215	\$ 116,215	\$ 2,124,280
6. Contractual	\$ 28,516	\$ 67,617	\$ 93,788	\$ 93,788	\$ 283,709
7. Training Stipends	\$ 71,200	\$ 71,200	\$ -	\$ -	\$ 142,400
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 1,042,861	\$ 1,443,077	\$ 462,014	\$ 457,785	\$ 3,405,737
10. Indirect Costs	\$ 33,059	\$ 44,879	\$ 12,949	\$ 12,815	\$ 103,702
11. Total Grant Funds Requested (lines 9-10)	\$ 1,075,920	\$ 1,487,956	\$ 474,964	\$ 470,600	\$ 3,509,440
12. Funds from other sources used to support the project	\$ 663,031	\$ 663,031	\$ 663,031	\$ 663,031	\$ 2,652,124
13. Total Budget (lines 11-12)	\$ 1,738,951	\$ 2,150,987	\$ 1,137,995	\$ 1,133,631	\$ 6,161,564

Table F3-1.3 - Orangeburg Consolidated School District 5 Project Budget Summary

Applicant Name	Clarendon School District 2				
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg School District 5				
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading				
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 59,750	\$ 109,140	\$ 111,323	\$ 113,549	\$ 393,762
2. Fringe Benefits	\$ 19,994	\$ 35,866	\$ 36,384	\$ 36,911	\$ 129,155
3. Travel	\$ 4,724	\$ 4,724	\$ 4,724	\$ 4,724	\$ 18,896
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 760,805	\$ 763,005	\$ 178,426	\$ 178,426	\$ 1,880,661
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ 54,800	\$ 54,800	\$ -	\$ -	\$ 109,600
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 900,073	\$ 967,535	\$ 330,856	\$ 333,610	\$ 2,532,074
10. Indirect Costs	\$ 28,532	\$ 30,671	\$ 10,488	\$ 10,575	\$ 80,267
11. Total Grant Funds Requested (lines 9-10)	\$ 928,605	\$ 998,206	\$ 341,344	\$ 344,185	\$ 2,612,340
12. Funds from other sources used to support the project	\$ 2,172,441	\$ 2,110,463	\$ 2,054,683	\$ 1,500,862	\$ 7,838,449
13. Total Budget (lines 11-12)	\$ 3,101,046	\$ 3,108,669	\$ 2,396,027	\$ 1,845,047	\$ 10,450,789

Table F3-1.4 - Richland Two School District Project Budget Summary

Applicant Name	Clarendon School District 2				
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2				
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading				
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 97,683	\$ 183,920	\$ 187,599	\$ 191,351	\$ 660,553
2. Fringe Benefits	\$ 30,424	\$ 56,984	\$ 57,823	\$ 58,678	\$ 203,908
3. Travel	\$ 4,832	\$ 4,832	\$ 4,832	\$ 4,832	\$ 19,328
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 317,805	\$ 479,540	\$ 177,185	\$ 177,185	\$ 1,151,715
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ 108,800	\$ 108,800	\$ -	\$ -	\$ 217,600
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 559,544	\$ 834,076	\$ 427,438	\$ 432,046	\$ 2,253,104
10. Indirect Costs	\$ 17,738	\$ 26,440	\$ 13,550	\$ 13,696	\$ 71,423
11. Total Grant Funds Requested (lines 9-10)	\$ 577,282	\$ 860,516	\$ 440,988	\$ 445,742	\$ 2,324,528
12. Funds from other sources used to support the project	\$ 505,400	\$ 1,010,800	\$ 803,592	\$ 648,186	\$ 2,967,978
13. Total Budget (lines 11-12)	\$ 1,082,682	\$ 1,871,317	\$ 1,244,580	\$ 1,093,927	\$ 5,292,506

Table F3-1.5 - Williamsburg County School District Project Budget Summary

Applicant Name	Clarendon School District 2				
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District				
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading				
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 68,474	\$ 172,594	\$ 175,873	\$ 179,218	\$ 596,158
2. Fringe Benefits	\$ 20,854	\$ 57,445	\$ 58,244	\$ 59,059	\$ 195,602
3. Travel	\$ 6,092	\$ 11,752	\$ 11,752	\$ 11,752	\$ 41,348
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 1,524,176	\$ 727,848	\$ 147,399	\$ 147,399	\$ 2,546,823
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ 78,570	\$ 78,570	\$ 1,770	\$ 1,770	\$ 160,680
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 1,698,165	\$ 1,048,209	\$ 395,038	\$ 399,198	\$ 3,540,611
10. Indirect Costs	\$ 53,832	\$ 33,228	\$ 12,523	\$ 12,655	\$ 112,237
11. Total Grant Funds Requested (lines 9-10)	\$ 1,751,997	\$ 1,081,437	\$ 407,561	\$ 411,853	\$ 3,652,849
12. Funds from other sources used to support the project	\$ 2,297,356	\$ 2,254,619	\$ 2,254,619	\$ 2,254,619	\$ 9,061,213
13. Total Budget (lines 11-12)	\$ 4,049,353	\$ 3,336,056	\$ 2,662,180	\$ 2,666,472	\$ 12,714,062

(c) Clearly provides a thoughtful rationale for investments and priorities, including—

(i) A description of all of the funds that the applicant will use to support the implementation of the proposal, including total revenue from these sources;

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments;

Table F4-1 shows the budget details for the entire project and includes the details at the consortium level, as well as all of the details from the partnering districts. Tables F4-1.1 – F4.1.5 shows a detailed breakdown of budget items for the consortium level budget and each district’s budget. Each table contains a thorough rationale for the investments, a description of all funds to be used to support the implementation of the proposal and identifies funds that are used for one-time investments.

One-time investments include the initial purchase of technology equipment for infrastructure upgrades and to provide all students and educators with one-to-one personal learning device access to the data systems and virtual curriculum. Initial hardware required to support the digital learning environment, like SMART Boards and digital cameras are also one-time expenses. A 3% ongoing replacement cost for laptops and tablet computers is included in the budget and noted in the narrative. Other one time purchases include incidentals such as office equipment to initially set-up the project staff, laptops for the Enterprise Learning and Digital Resource Coaches, and an initial contract with the University of South Carolina’s Center for Educational Policy to assist with establishing consistent rubrics across the consortium. The project budget drops by over \$3 million annually after Year 2, after these one-time investments have been implemented to support the proposal.

Once the technology is deployed and the Digital Resource and Enterprise Learning Coaches are able to get Professional Learning Communities actively collaborating on the personalized learning process, the need for continued intensive professional development support will subside. As the use of the digital learning platform and virtual learning tools becomes routine and institutionalized, these extra supports will be phased out. In a similar fashion, once personalized learning has been established within each district, extra support from District Directors to address LEA policies and procedures will no longer be necessary and these positions, too, will be phased out. Section F(2) addresses our plans for items to be sustained.

Table F4-1 - Overall Consortium Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans.curriculum vitae,an organizational chart, and other supporting information are found in Appendix X.						
CCEL Project Director - Oversees all activities of the grant for the consortium; manages overall budget and procurement, ensures grant compliance with Federal Statutes. <i>Rationale:</i> This position is necessary to ensure grant compliance and to have supervision of all aspects of the project making certain that personalized learning is implemented with fidelity.	1 FTE, Annual salary estimate - \$90,000, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$52,500	\$91,800	\$93,636	\$95,509	\$333,445
CCEL Program Assistant to support budget, procurement, purchasing, scheduling, and data collection for evaluation.	1 FTE, Annual salary estimate - \$48,000, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with	\$28,000	\$48,960	\$49,939	\$50,938	\$177,837
Enterprise Learning Coordinator - Supervises and trains all EL school-based coaches and coordinates consortium-wide professional development training for personalized learning.	1 FTE, Annual salary estimate - \$82,500, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$48,125	\$84,150	\$85,833	\$87,550	\$305,658

Table F4-1 - Overall Consortium Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Digital Resource Coordinator - Supervises and trains all DR school-based coaches and coordinates the consortium-wide technology implementation plan along with associated training for all stakeholders.	1 FTE, Annual salary estimate - \$82,500, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with	\$48,125	\$84,150	\$85,833	\$87,550	\$305,658
Enterprise Learning Coaches: Provide ongoing professional development and support for educators on the personalized learning system. <i>Rationale:</i> This position is critical to assure that personalized learning approaches are incorporated in each teacher's instructional model and that fully functional Professional Learning Communities are established to sustain the effort.	19 FTE, 220-day teacher contract. One EL Coach assigned to each participating school. Annual average salary estimate - \$67,500 with a 2% cost of living increase budgeted for Years 2-4. Salary prorated in Year 1 assuming position will be hired by April 1 to provide time in first year to complete required coaching professional development, instructional inventories at each school, and project implementation rubrics. Coaches will phase out after Year 4 as personalized learning approaches are institutionalized.	\$641,250	\$1,308,150	\$1,334,313	\$1,360,999	\$4,644,712

Table F4-1 - Overall Consortium Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Digital Resource Coaches: Assist with the rollout of the technology platform and provide sustained professional development and support for teachers on technology integration with instruction as well as training for students and parents on hardware and accessing systems. <i>Rationale:</i> This position is critical in providing sustained professional development on technology integration with instruction and technology support to teachers, students, parents and school leaders.	10 FTE, 220-day teacher contract. One DR Coach to be assigned per 2 schools. Annual average salary estimate - \$67,500 with a 2% cost of living increase budgeted for Years 2-4. Salary prorated in Year 1 assuming position will be hired by April 1 to provide time in first year to complete required coaching professional development, technology platform inventories at each school, and to develop technology system training for teachers, students and parents. Coaches will begin to phase out in Year 3 & 4 once technology rollout is complete and ongoing systems training is institutionalized.	\$337,500	\$688,500	\$421,362	\$429,789	\$1,877,151

Table F4-1 - Overall Consortium Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
CCEL District Directors: Oversee all activities of the grant for the district; manages district budget and procurement, ensures grant compliance with Federal Statutes. Leads the district CCEL Steering Committee. <i>Rationale:</i> This position is necessary to ensure grant compliance at the district level and to ensure that participating schools have required support from district offices to implement the project with fidelity.	4 FTE, one/district. A 2% cost of living increase is built into the budget for Years 2-4. Salaries prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$178,683	\$312,440	\$318,689	\$325,063	\$1,134,875
WCSD Program Assistant: Supports budget, procurement, purchasing, maintain/monitor accounting records to ensure all accounting processes and procedures are implemented according to federal protocols.	Grant to pay 10 hours/week @ \$18/hr x 4wks x 12 months Salary for Year 1 has been prorated 50%	\$4,320	\$8,640	\$8,640	\$8,640	\$30,240
Technicians: Provide computer and network technical assistance including equipment and hardware installation, setup, configuration, upgrades, repairs, troubleshooting, etc. Assists in resolving user concerns relating to projects.	6 FTE, A 2% cost of living increase is built into the budget for Years 2-4. Salaries prorated 50% in Year 1 to allow time for recruiting highly qualified candidates.	\$135,821	\$277,074	\$282,615	\$288,268	\$983,777

Table F4-1 - Overall Consortium Project Budget Details

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Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
WCSD District Home Visitor: Models reading, play and conversation activities for parent and child together. <i>Rationale:</i> Method of addressing early childhood development issues for rural families in poverty.	2 FTE, Annual salary - \$23,000, begin in Year 2. A 2% cost of living increase is built into the budget for Years 3-4.		\$46,000	\$46,920	\$47,858	\$140,778
1. Subtotal Personnel		\$1,474,324	\$2,949,864	\$2,727,781	\$2,782,163	\$9,934,132
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.						
Project Director	Standard Benefits 22.8% (FICA-7.65, Retirement-15.15%) Unemployment-\$40/per person Worker's Comp-\$70/per person Health/Dental Insurance - \$7,415 Benefits for Year 1 have been prorated.	\$16,360	\$28,455	\$28,874	\$29,301	\$102,990
Program Assistant	- Same rates as detailed above	\$10,774	\$18,688	\$18,911	\$19,139	\$67,511
Enterprise Learning Coordinator	- Same rates as detailed above	\$15,362	\$26,711	\$27,095	\$27,486	\$96,655
Digital Resource Coordinator	- Same rates as detailed above	\$15,362	\$26,711	\$27,095	\$27,486	\$96,655
Enterprise Learning Coaches	- Same rates as detailed above	\$229,607	\$441,233	\$447,198	\$453,283	\$1,571,321
Digital Resource Coaches	- Same rates as detailed above	\$120,846	\$232,228	\$141,221	\$143,142	\$637,436
District Directors	Standard Benefits per each district's policies, see individual district budgets for further details Benefits for Year 1 have been prorated.	\$54,488	\$94,950	\$96,521	\$98,124	\$344,083
WCSD Program Assistant	Standard Benefits 24.37% - detailed above.	\$1,053	\$2,106	\$2,106	\$2,106	\$7,369
WCSD District Home Visitors	Standard Benefits 24.37% Health/Dental- \$3,846		\$18,902	\$19,126	\$19,355	\$57,384

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Technicians: Provide computer and network technical assistance including equipment and hardware installation, setup, configuration, upgrades, repairs, troubleshooting, etc. Assists in resolving	Standard Benefits per each district's policies, see individual district budgets for further details Benefits for Year 1 have been prorated.	\$44,534	\$89,673	\$91,139	\$92,634	\$317,980
2. Subtotal Fringe Benefits		\$508,386	\$979,657	\$899,286	\$912,056	\$3,299,385
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.						
Project Director Travel: Oversight and monitoring visits, stakeholder meetings for PD to visit 19 participating schools. Across 4 districts for monitoring, site visits, observations. One visit per school per month. <i>Rationale:</i> The CCEL team will be visiting the targeted schools to provide assistance with implementation and evaluate progress. Other monthly meetings will be held virtually.	19 trips x average round trip of 100 miles x .550 state mileage reimbursement rate x 11 months. Year 1 is prorated for 7 months. Reimbursable mileage for CCEL district director and team members. Mileage reimbursement follows state regulations.	\$7,315	\$11,495	\$11,495	\$11,495	\$41,800
Required two-day Grant Meeting (Washington, DC) each year for PD and 1 Superintendent:	Lodging \$224 x 3 nights = \$672 + airfare \$500 + per diem 3 x \$32 = \$96 + incidentals \$25 (transport to and from airport) = \$1293 per person x 2 people.	\$2,586	\$2,586	\$2,586	\$2,586	\$10,344
Travel for CCEL Board meetings. Meetings will be held monthly in Years 1-2 and quarterly in Years 3-4.	Four Superintendents x 12 meetings x average round trip of 100 miles x 0.55/mile in Years 1 and 2; 4 meetings x 100 miles x .55/mile in Years 3 and 4.	\$2,640	\$2,640	\$880	\$880	\$7,040

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District Director Travel - Weekly visits to participating schools plus monthly CCEL meetings. <i>Rationale:</i> The director will make school visits to provide assistance with site implementation and monitor progress. CCEL Leadership Team meetings with PD are for overall project evaluation and continuous improvement of implementation.	Each District Director's mileage estimates based on distances from their district office to their schools. District mileage rates used. See individual district budgets for further details.	\$3,438	\$3,912	\$3,912	\$3,912	\$15,173
Annual RTTD Meeting for the District Directors. <i>Rationale:</i> The district director will attend annual grant meetings to further expand knowledge regarding the RTTD program.	Lodging \$224 x 3 nights = \$672 + airfare \$500 + per diem 3 x \$32 = \$96 + incidentals \$25 (transport to and from airport) = \$1293.	\$5,172	\$5,172	\$5,172	\$5,172	\$20,688

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Summer Institutes - Professional development conference for all educators. School Leadership Teams and mentor teachers spend one week in train-the-trainer sessions. Participants then return to home schools for training with all educators at their site. <i>Rationale:</i> This travel is critical to the successful implementation where educators will have the opportunity to join other educators from across the consortium for training in personalized learning tools and sharing of "best practices."	School Leadership Team (2 reps) + 2 mentor teachers from each school x 7 schools = 28 x 100 miles roundtrip x 4 days x \$0.555/mile. Half of the cost to be covered by the district, in-kind.	\$10,872	\$10,872	\$10,872	\$10,872	\$43,488
District Home Visitors - mileage reimbursements for home visits	Home visitors will each serve 10 families with 2 visits per week and 23 visits/year. To accomplish this, average travel is 100 miles/day x 4 days/wk x 12 weeks. Program starts in Year 2		\$5,186	\$5,186	\$5,186	\$15,558
Countdown to Kindergarten Teacher Travel	50 miles/day x 4 days/wk x 6 wks @ \$0.555/mi	\$666	\$666	\$666	\$666	\$2,664
3. Subtotal Travel		\$32,689	\$42,529	\$40,769	\$40,769	\$156,755
4. Equipment: Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition						
None requested.						
4. Equipment		\$0	\$0	\$0	\$0	\$0

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Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
5. Supplies: Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.						
Mobile laptop computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Laptop & case estimate at \$500/each See individual district budgets for more details Budget includes 3% replacement cost for each additional year after deployment.	\$2,220,300	\$2,112,714	\$129,990	\$129,990	\$4,592,995
Mobile tablet computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Tablet & case estimate at \$500/each See individual district budgets for more details Budget includes 3% replacement cost for each additional year after deployment.	\$264,425	\$186,340	\$13,451	\$13,451	\$477,666
Mobile device syncing/charging carts <i>Rationale:</i> Required to efficiently sync applications and provide for mobile device recharging.	One-time expense: See individual district budgets for more details	\$278,040	\$270,980	\$5,000	\$5,000	\$559,020
Hardware to support mobile devices in the classroom - educator dongle/VGA extender to connect to SMART Boards. <i>Rationale:</i> Required to connect mobile devices to existing SMART Boards allowing teachers to share and deliver instruction and for students to share their learning.	One-time expense: See individual district budgets for more details	\$17,600	\$5,000	\$3,500	\$3,500	\$29,600
Mac Book Pro for syncing apps	One-time expense. 1 x \$1000	\$1,000				\$1,000

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Resources to support mobile access: Elmo - digital camera used for projecting documents via smartboards and other technological devices. Elmo Student Response System aids teachers by recording student responses, so that teachers can review students' performance and understanding of the material. In addition, teachers can perform advanced analysis and grade management using edMastery®, Pinnacle®, GradeQuick®, etc.	Elmo - 200 @ \$320/ea=\$64,000 Response - 3,000 @ \$46/ea=\$138,000	\$202,000				\$202,000
Technology applications to support learning <i>Rationale:</i> Targeted applications for technology devices will need to be purchased in order to support students' learning as they follow their personalized learning plans.	These applications include Splash Math Common Core, Time Magazine for Kids (Informational Text),etc. See individual district budgets for more details. Year 1 is at 50%. Apps will be identified for each grade level and content area.	\$93,550	\$187,100	\$187,100	\$187,100	\$654,850

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RazKids <i>Rationale:</i> Raz-kids.com is a website published by Learning A-Z, Inc. It is a place where your students can go for modeled fluency, engaging reading practice and automatic assessment of their reading comprehension. Students get their own user name and password and can read books anywhere they can connect to the Internet – at home or at school.	This program is available online per seat. Cost is \$95/classroom. See individual district budgets for more details.	\$6,650	\$6,650	\$6,650	\$6,650	\$26,600
Rosetta Stone <i>Rationale:</i> Online language learning program that will help our English Language Learners progress and excel in their personalized learning plan.	Annual subscription for online version is \$269/student. See individual district budgets for more detail.	\$94,150	\$94,150	\$94,150	\$94,150	\$376,600
Learning Manipulatives <i>Rationale:</i> The hands-on learning projects require many manipulatives and consumable supplies. This cost will be assumed by the school after grant funds have ended.	Ongoing needs for project-based learning materials at all schools. See individual district budgets for more details.	\$77,500	\$77,500	\$77,500	\$77,500	\$310,000
Gateway to Science and Gateway to Social Studies <i>Rationale:</i> Our Limited English Proficient (LEP) students use these materials. Due to district growth of this subgroup, additional materials are requested.	Ongoing needs for the district's LEP students necessitate these additional materials to ensure that students may succeed in their personalized learning plan.	\$5,000	\$8,000	\$8,000	\$8,000	\$29,000

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Creative Curriculum Gold Kits <i>Rationale:</i> PreK is the critical year for starting a child's education career on a solid foundation, which is greatly enhanced through the use of Creative Curriculum. With increased enrollment, additional materials are needed.	Kit costs \$3,000 for 28 classrooms in Year 1. For Year 2-4, need 3 additional kits due to student growth.	\$84,000	\$9,000	\$9,000	\$9,000	\$111,000
Dual Enrollment Materials/Books	See individual district budgets for more details	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
General Office supplies <i>Rationale:</i> These supplies will be necessary to disseminate information about the program.	On going general needs for operating the program with fidelity to implementation, estimate \$2,500/district/year + \$2400/yr for consortium office	\$12,400	\$12,400	\$12,400	\$12,400	\$49,600
Countdown to Kindergarten Toolkits/Bages	10 students @ \$77/ea, 7% tax (one feeder school)	\$824	\$824	\$824	\$824	\$3,296
Home Visit Supplies - reading materials & manipulatives to help engage families in early childhood learning	VISM's (program books/puzzles) 31 books x 10 families @ \$5.99/bk= \$1,857 x 2 HV = \$3,714, 31 puzzles x 10 families @ \$3.99/bk = \$1,237 x 2 HV = \$2,474, starting Year 2		\$6,188	\$6,188	\$6,188	\$18,564
Laptop/printer for District Director, Program Assistant, Home Visitors (2)	One-time expense - 4 laptops @ \$600/ea, 2 printers @ \$200/ea	\$2,800				\$2,800

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Professional Development Texts: Examples - <u>Creating Innovators</u> by T. Wagner, Buck Institute Project-based learning at Elem, Middle, and High school levels, <u>An Ethic of Excellence</u> by R. Berger, etc. <i>Rationale:</i> Publications are to be used for faculty book studies, literature circles, and as reference materials.	Educators will use their mobile device to download e-books. Cost estimated at \$15/book. One book to be purchased each year. See individual district budgets for more details.	\$14,430	\$14,430	\$14,430	\$14,430	\$57,720
DIAL 4 Assessment (Learning Manipulatives)	11 Assessment Kits @ \$647/ea-manual, record forms (english/spanish), cutting cards, parent questionnaires, teacher questionnaires, manipulatives, dials, operators handbook, concepts, language area plus the Speed DIAL, training packet, training DVD	\$7,132	\$7,132	\$7,132	\$7,132	\$28,528
Measures of Academic Progress - Software to provide assessments of each student's strengths and weaknesses in the areas of reading and math.	Site licences for participating schools at \$12.50 per students/year x 2266 students	\$28,325	\$28,325	\$28,325	\$28,325	\$113,300
Montessori classroom				\$15,000	\$6,000	\$21,000
Mobile device maintenance agreement for Orangeburg 5	\$75/year per site x 3 schools	\$225	\$225	\$225	\$225	\$900
Desks and chairs for Project Director, Program Assistant, EL Coordinator and DR Coordinator	One-time cost: Desk @ \$900; chair at \$300 = \$1200 x 4	\$4,800	\$0	\$0	\$0	\$4,800

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Desktop and laptop/tablet for Project Director, Program Assistant, EL Coordinator, and DR Coordinator	One-time cost: \$1000 x 4 +printer	\$4,000	\$0	\$0	\$0	\$4,000
Laptop/tablet for 19 EL Coaches and 10 DR Coaches	One-time cost: \$1000 x 29	\$29,000	\$0	\$0	\$0	\$29,000
Communication, public information, and marketing materials for CCEL to engage community partners		\$500	\$1,000	\$1,000	\$1,000	\$3,500
Overcoming Obstacles Life Skills program training for EL Coaches and school leadership teams.	Print materials at \$20/set to be used by each school each year = \$20 x 19 schools	\$380	\$380	\$380	\$380	\$1,520
Materials and Supplies for two week CCEL Summit each year. This summit will serve as a hub for professional development, celebration of successes, and planning to resolve challenges; cross-CCEL PLC work time, review of CCEL goals and key strategies; refresher on implementation rubrics.	This summer will serve 950 educators over the course of two-weeks; materials will include mobile chart pads, markers, paper for the two-weeks	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
5. Supplies		\$3,462,031	\$3,041,338	\$633,245	\$624,245	\$7,760,859

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6. Contractual: Explain what goods and services will be acquired, and the purpose and relation to the project for each expected procurement.						
MasteryConnect to provide a web-based platform that facilitates curriculum design, alignment with CCSS and other SC content standards, lesson planning, identification of digital resources, and formative assessments. Teachers will create groups among shared course and grade levels throughout CCEL. MasteryConnect provides critical tools to create consistent, high quality instruction and to create scale up and impact.	Master Connect will be used for students in grades 1-12 at \$6/student base + \$3/student for formative assessment data in Y1 & Y2; will discontinue formative assessment item bank access in Years 3 and 4, lowering cost to \$6/student. Total student licenses (excluding PK & K) = 10763	\$96,867	\$96,867	\$64,578	\$64,578	\$322,890
Buck Institute for Education Capacity Building Program for project based learning. Three year program, begins Summer 2014.		\$253,750	\$100,000	\$100,000		\$453,750
Critical Friends training for EL Coaches and Mentor Teachers for use with PLC's. Students will also be trained in some of the basic tenets of Critical Friends to help them gain confidence in collaborative learning environment.	\$800 per person for training 19 EL coaches in Year 1 plus each year 19 mentor teachers will participate in Critical Friends training to build capacity at the school levels.	\$30,400	\$30,400	\$30,400	\$30,400	\$121,600

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Digital Learning Platform for student, parent and educator access to personal learning plans (eSTEP). DLP to serve 11,957 students & their parents/guardians plus 950 educators. This platform is necessary to provide students with anywhere-anytime learning as well as providing students, parents, and teachers access to students' personalized learning plans. CCEL will bid this contract. Price is based on estimates and research from Learning Management System providers.	One-time server and software system set-up in Year 1 - estimate \$50,000 + \$7.50/student licensing fee/year. Digital Learning Platform licenses will start for students at First Grade. Total student licenses = 10763	\$130,723	\$80,723	\$80,723	\$80,723	\$372,890
Francis Marion Center of Excellence for the Teaching of Children in Poverty.	Cost for full week is \$15 for partner LEAs (Clarendon Two and Williamsburg are partners) and \$25 for nonpartner districts. Each year schools and districts will send 1/4 of participating corps of educators to build cultural competency.	\$4,820	\$4,820	\$4,820	\$4,820	\$19,280
External Evaluation of the four-year project \$120,000, to be bid per district contracting guidelines.	Based on percentage of grant total. Request will be bid per district and state guidelines.	\$120,000	\$120,000	\$120,000	\$120,000	\$480,000

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University of South Carolina Center for Educational Policy to assist CCEL to create implementation rubrics to ensure each district and school understand and adhere to fidelity measures and to facilitate scale up and replicability.	One-time cost: \$50,000 + 8% indirect rate charged by USC.	\$54,000				\$54,000
University of South Carolina Center for Educational Policy to assist CCEL with professional development on school climate surveys and assessing culture, including environmental audits and training of auditors.	\$80,000 + 8% indirect rate charged by USC	\$86,400	\$86,400	\$86,400	\$86,400	\$345,600
Travel for Overcoming Obstacles professional development trainers to attend Summer Institute and provide training to coaches and school leadership personnel.	\$1000/trainer x 3 trainers	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
South Carolina Association School Administrators - provide training at Summer Institute on leadership, and school management best practices plus participate in school climate surveys.	\$1000/consultant x 3 for Summer Institute training + \$2000 travel allowance for SCASA participants to visit 19 schools as part of school climate evaluations.	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000

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Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Clarendon County First Steps: The Parents as Teachers program provides training and curriculum that are designed to identify and build on family strengths, capabilities and skills and build protective factors within the family. <i>Rationale:</i> Uses Parents as Teachers national model of home visitations for high-risk families with preschool children.	Plan to serve an additional 45-50 families. Families will be provided in-home parent education services 2-4 times per month, as needs dictate. First Steps will provide: Year 1: 1 Parent Educator salary of \$22,166 prorated for 5 months, mileage reimbursement 1,000 miles x \$0.505, PAT & other applicable training = \$1,500, materials & supplies for home visits = \$2,000. Year 2: Same as Y1 x 2 Parent Educators Year 3: Same as Y1 x 3 Parent Educators Year 4: Same as Y1 x 3 Parent Educators.	\$13,241	\$52,342	\$78,513	\$78,513	\$222,609
Clarendon County First Steps: Partner with the district to implement Countdown to Kindergarten to increase awareness and knowledge for parents about the importance of home activities relating to literacy and hands-on learning leading up to kindergarten.	50 children; teachers will make 5 home visits to prospective kindergarteners and 1 school visit for a total of 6 visits per child. 50 CTK Tool Kits x \$80 = \$4,000, 70 hours of service x \$25 per hour x 5 teachers = \$8,750, Mileage Reimbursement 1,000 miles x \$.505 x 5 teachers = \$2,525	\$15,275	\$15,275	\$15,275	\$15,275	\$61,100
6. Contracts Subtotal		\$813,475	\$594,827	\$588,709	\$488,709	\$2,485,719

Table F4-1 - Overall Consortium Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
7. Training Stipends: Explain what training is needed, and the purpose and reation to the project.						
Summer Institutes - Intensive professional development sessions in Year 1 & 2 to educate teachers on personalized learning approaches, life-skills training, project-based learning and school climate factors. Will use a train-the-trainer model for most efficient use of resources. Also provides opportunity for schools across the consortium to share best practices and successful implementation strategies.	During the first week of the institute leadership teams from each school will attend train the trainer sessions. All teachers will attend the second week of the Summit at their individual sites to complete the training - 192 teachers. Stipend is \$100/day for second week.	\$311,600	\$311,600	\$0	\$0	\$623,200
Countdown to Kindergarten Teacher	\$29.50/visit @ 10visits/wk, 6wks	\$1,770	\$1,770	\$1,770	\$1,770	\$7,080
7. Training Stipends Subtotal		\$313,370	\$313,370	\$1,770	\$1,770	\$630,280
8. Other: Explain other expenditures that may exist and are not covered by other categories.						
None requested.		\$0	\$0	\$0	\$0	\$0
8. Other Subtotal		\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs		\$6,604,275	\$7,921,585	\$4,891,558	\$4,849,712	\$24,267,129
10. Indirect Costs: Rate of 3.17% for Clarendon Two (lead LEA)		\$190,426	\$238,696	\$142,838	\$143,889	\$715,850
11. Total Grant Funds Requested		\$6,794,701	\$8,160,281	\$5,034,397	\$4,993,601	\$24,982,980

Table F4-1 - Overall Consortium Project Budget Details

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Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
12. Funds from other sources used to support the project						
District Operating Budget	Amount to cover teacher stipends and travel costs for the Summer Institute (1st week stipend & 1/2 travel paid in-kind), District Director travel to participating schools (1/2 in-kind), and additional costs for substitute teachers to support professional development. These costs not fully funded in the grant funds requested.	\$817,273	\$838,067	\$838,067	\$838,067	\$3,331,473
District Capital Budget	District capital funds anticipated to be spent to help upgrade technology at the participating schools.	\$965,774	\$1,337,454	\$1,130,246	\$471,219	\$3,904,693

Table F4-1 - Overall Consortium Project Budget Details

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Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Title I Funds dedicated to the CCEL Project at participating schools.	Used for providing an enriched and accelerated educational program; promoting schoolwide reform through schoolwide programs or through additional services that increase the amount and quality of instructional time; significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development; and affording parents meaningful opportunities to participate in the education of their children at home and at school.	\$2,606,462	\$2,623,962	\$2,623,962	\$2,623,962	\$10,478,348
Title II Funds dedicated to the CCEL Project at participating schools.	Used for strategies that improve teacher and principal quality and increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.	\$595,668	\$609,125	\$594,010	\$580,407	\$2,379,210
Title III Funds dedicated to the CCEL Project at participating schools.	Used for the language instruction of limited-English proficient and immigrant students.	\$15,499	\$16,600	\$16,242	\$15,919	\$64,260

Table F4-1 - Overall Consortium Project Budget Details

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Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Title VI - Rural Education Achievement Program funds dedicated to the CCEL Project at participating schools.	Used for teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers; educational technology, including software and hardware, as described in part D of Title II; parental involvement activities.	\$109,970	\$105,745	\$101,943	\$98,520	\$416,178
E-Rate Program funds for telecommunications services to support the CCEL Project at participating schools.	Funding in five categories of service: Telecommunications, Telecommunications Services, Internet Access, Internal Connections, and Basic Maintenance of Internal Connections.	\$527,581	\$507,961	\$471,457	\$438,603	\$1,945,602
12. Funds from other sources used to support the project		\$5,638,228	\$6,038,914	\$5,775,925	\$5,066,697	\$22,519,764
13. Total Budget (lines 11-12)		\$12,432,929	\$14,199,195	\$10,810,322	\$10,060,298	\$47,502,744

Table F4-1.1 - Consortium Level Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Consortium Level Budget					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans.curriculum vitae,an organizational chart, and other supporting information are found in Appendix X.						
CCEL Project Director - Oversees all activities of the grant for the consortium; manages overall budget and procurement, ensures grant compliance with Federal Statutes. <i>Rationale:</i> This position is necessary to ensure grant compliance and to have supervision of all aspects of the project making certain that personalized learning is implemented with fidelity.	1 FTE, Annual salary estimate - \$90,000, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$52,500	\$91,800	\$93,636	\$95,509	\$333,445
CCEL Program Assistant to support budget, procurement, purchasing, scheduling, and data collection for evaluation.	1 FTE, Annual salary estimate - \$48,000, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$28,000	\$48,960	\$49,939	\$50,938	\$177,837
Enterprise Learning Coordinator - Supervises and trains all EL school-based coaches and coordinates consortium-wide professional development training for personalized learning.	1 FTE, Annual salary estimate - \$82,500, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$48,125	\$84,150	\$85,833	\$87,550	\$305,658

Table F4-1.1 - Consortium Level Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Consortium Level Budget					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Digital Resource Coordinator - Supervises and trains all DR school-based coaches and coordinates the consortium-wide technology implementation plan along with associated training for all stakeholders.	1 FTE, Annual salary estimate - \$82,500, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with	\$48,125	\$84,150	\$85,833	\$87,550	\$305,658
Enterprise Learning Coaches: Provide ongoing professional development and support for educators on the personalized learning system. <i>Rationale:</i> This position is critical to assure that personalized learning approaches are incorporated in each teacher's instructional model and that fully functional Professional Learning Communities are established to sustain the effort.	19 FTE, 220-day teacher contract. One EL Coach assigned to each participating school. Annual average salary estimate - \$67,500 with a 2% cost of living increase budgeted for Years 2-4. Salary prorated in Year 1 assuming position will be hired by April 1 to provide time in first year to complete required coaching professional development, instructional inventories at each school, and project implementation rubrics. Coaches will phase out after Year 4 as personalized learning approaches are institutionalized.	\$641,250	\$1,308,150	\$1,334,313	\$1,360,999	\$4,644,712

Table F4-1.1 - Consortium Level Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Consortium Level Budget					
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Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Digital Resource Coaches: Assist with the rollout of the technology platform and provide sustained professional development and support for teachers on technology integration with instruction as well as training for students and parents on hardware and accessing systems. <i>Rationale:</i> This position is critical in providing sustained professional development on technology integration with instruction and technology support to teachers, students, parents and school leaders.	10 FTE, 220-day teacher contract. One DR Coach to be assigned per 2 schools. Annual average salary estimate - \$67,500 with a 2% cost of living increase budgeted for Years 2-4. Salary prorated in Year 1 assuming position will be hired by April 1 to provide time in first year to complete required coaching professional development, technology platform inventories at each school, and to develop technology system training for teachers, students and parents. Coaches will begin to phase out in Year 3 & 4 once technology rollout is complete and ongoing systems training is institutionalized.	\$337,500	\$688,500	\$421,362	\$429,789	\$1,877,151
1. Subtotal Personnel		\$1,155,500	\$2,305,710	\$2,070,916	\$2,112,335	\$7,644,461

Table F4-1.1 - Consortium Level Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Consortium Level Budget					
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Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
2. Fringe Benefits: Costs to cover FICA, retirement, unemployment and worker's compensation insurance plus estimated health insurance benefits.						
Project Director	Standard Benefits 22.8% (FICA-7.65, Retirement-15.15%) Unemployment-\$40/per person Worker's Comp-\$70/per person Health/Dental Insurance - \$7,415 Benefits for Year 1 have been prorated.	16,360	28,455	28,874	29,301	102,990
Program Assistant	- Same rates as detailed above	10,774	18,688	18,911	19,139	67,511
Enterprise Learning Coordinator	- Same rates as detailed above	15,362	26,711	27,095	27,486	96,655
Digital Resource Coordinator	- Same rates as detailed above	15,362	26,711	27,095	27,486	96,655
Enterprise Learning Coaches	- Same rates as detailed above	229,607	441,233	447,198	453,283	1,571,321
Digital Resource Coaches	- Same rates as detailed above	120,846	232,228	141,221	143,142	637,436
2. Subtotal Fringe Benefits		\$408,310	\$774,027	\$690,394	\$699,837	\$2,572,568

Table F4-1.1 - Consortium Level Project Budget Details

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Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.						
Project Director Travel: Oversight and monitoring visits, stakeholder meetings for PD to visit 19 participating schools. Across 4 districts for monitoring, site visits, observations. One visit per school per month. <i>Rationale:</i> The CCEL team will be visiting the targeted schools to provide assistance with implementation and evaluate progress. Other monthly meetings will be held virtually.	19 trips x average round trip of 100 miles x .550 state mileage reimbursement rate x 11 months. Year 1 is prorated for 7 months. Reimbursable mileage for CCEL district director and team members. Mileage reimbursement follows state regulations.	\$7,315	\$11,495	\$11,495	\$11,495	\$41,800
Required two-day Grant Meeting (Washington, DC) each year for PD and 1 Superintendent:	Lodging \$224 x 3 nights = \$672 + airfare \$500 + per diem 3 x \$32 = \$96 + incidentals \$25 (transport to and from airport) = \$1293 per person x 2 people.	\$2,586	\$2,586	\$2,586	\$2,586	\$10,344
Travel for CCEL Board meetings. Meetings will be held monthly in Years 1-2 and quarterly in Years 3-4.	Four Superintendents x 12 meetings x average round trip of 100 miles x 0.55/mile in Years 1 and 2; 4 meetings x 100 miles x .55/mile in Years 3 and 4.	\$2,640	\$2,640	\$880	\$880	\$7,040
3. Subtotal Travel		\$12,541	\$16,721	\$14,961	\$14,961	\$59,184
4. Equipment: Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.						
None requested.						
4. Equipment		\$0	\$0	\$0	\$0	\$0

Table F4-1.1 - Consortium Level Project Budget Details

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Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
5. Supplies: Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.						
Professional Development Texts: Examples - <u>Creating Innovators</u> by T. Wagner, Buck Institute Project-based learning at Elem, Middle, and High school levels, <u>An Ethic of Excellence</u> by R. Berger, etc. <i>Rationale:</i> Publications are to be used for faculty book studies, literature circles, and as reference materials.	Educators will use their mobile device to download e-books. Cost estimated at \$15/book x 16. One book to be purchased each year.	\$240	\$240	\$240	\$240	\$960
Office supplies for PD, Program Assistant, EL Coordinator, and DR Coordinator (paper, pencils, file folders, flash drives, DVDs to share school videos)	Costs estimated @ \$50 per month per person x 4 people	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600
Desks and chairs for Project Director, Program Assistant, EL Coordinator and DR Coordinator	One-time cost: Desk @ \$900; chair at \$300 = \$1200 x 4	\$4,800	\$0	\$0	\$0	\$4,800
Desktop and laptop/tablet for Project Director, Program Assistant, EL Coordinator, and DR Coordinator	One-time cost: \$1000 x 4 +printer	\$4,000	\$0	\$0	\$0	\$4,000
Laptop/tablet for 19 EL Coaches and 10 DR Coaches	One-time cost: \$1000 x 29	\$29,000	\$0	\$0	\$0	\$29,000
Communication, public information, and marketing materials for CCEL to engage community partners		\$500	\$1,000	\$1,000	\$1,000	\$3,500
Overcoming Obstacles Life Skills program training for EL Coaches and school leadership teams.	Print materials at \$20/set to be used by each school each year = \$20 x 19 schools	\$380	\$380	\$380	\$380	\$1,520

Table F4-1.1 - Consortium Level Project Budget Details

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Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Materials and Supplies for two week CCEL Summit each year. This summit will serve as a hub for professional development, celebration of successes, and planning to resolve challenges; cross-CCEL PLC work time, review of CCEL goals and key strategies; refresher on implementation rubrics.	This summer will serve 950 educators over the course of two-weeks; materials will include mobile chart pads, markers, paper for the two-weeks	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
5. Supplies		\$42,320	\$5,020	\$5,020	\$5,020	\$57,380
6. Contractual: Explain what goods and services will be acquired, and the purpose and relation to the project for each expected procurement.						
MasteryConnect to provide a web-based platform that facilitates curriculum design, alignment with CCSS and other SC content standards, lesson planning, identification of digital resources, and formative assessments. Teachers will create groups among shared course and grade levels throughout CCEL. MasteryConnect provides critical tools to create consistent, high quality instruction and to create scale up and impact.	Master Connect will be used for students in grades 1-12 at \$6/student base + \$3/student for formative assessment data in Y1 & Y2; will discontinue formative assessment item bank access in Years 3 and 4, lowering cost to \$6/student. Total student licenses (excluding PK & K) = 10763	\$96,867	\$96,867	\$64,578	\$64,578	\$322,890
Buck Institute for Education Capacity Building Program for project based learning. Three year program, begins Summer 2014.		\$253,750	\$100,000	\$100,000		\$453,750
Critical Friends training for EL Coaches and Mentor Teachers for use with PLC's. Students will also be trained in some of the basic tenets of Critical Friends to help them gain confidence in collaborative learning environment.	\$800 per person for training 19 EL coaches in Year 1 plus each year 19 mentor teachers will participate in Critical Friends training to build capacity at the school levels.	\$30,400	\$30,400	\$30,400	\$30,400	\$121,600

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Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Digital Learning Platform for student, parent and educator access to personal learning plans (eSTEP). DLP to serve 11,957 students & their parents/guardians plus 950 educators. This platform is necessary to provide students with anywhere-anytime learning as well as providing students, parents, and teachers access to students' personalized learning plans. CCEL will bid this contract. Price is based on estimates and research from Learning Management System providers.	One-time server and software system set-up in Year 1 - estimate \$50,000 + \$7.50/student licensing fee/year. Digital Learning Platform licenses will start for students at First Grade. Total student licenses = 10763	\$130,723	\$80,723	\$80,723	\$80,723	\$372,890
Francis Marion Center of Excellence for the Teaching of Children in Poverty.	Cost for full week is \$15 for partner LEAs (Clarendon Two and Williamsburg are partners) and \$25 for nonpartner districts. Each year schools and districts will send 1/4 of participating corps of educators to build cultural competency.	\$4,820	\$4,820	\$4,820	\$4,820	\$19,280
External Evaluation of the four-year project \$120,000, to be bid per district contracting guidelines.	Based on percentage of grant total. Request will be bid per district and state guidelines.	\$120,000	\$120,000	\$120,000	\$120,000	\$480,000
University of South Carolina Center for Educational Policy to assist CCEL to create implementation rubrics to ensure each district and school understand and adhere to fidelity measures and to facilitate scale up and replicability.	One-time cost: \$50,000 + 8% indirect rate charged by USC.	\$54,000				\$54,000

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Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
University of South Carolina Center for Educational Policy to assist CCEL with professional development on school climate surveys and assessing culture, including environmental audits and training of auditors.	\$80,000 + 8% indirect rate charged by USC	\$86,400	\$86,400	\$86,400	\$86,400	\$345,600
Travel for Overcoming Obstacles professional development trainers to attend Summer Institute and provide training to coaches and school leadership personnel.	\$1000/trainer x 3 trainers	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
South Carolina Association School Administrators - provide training at Summer Institute on leadership, and school management best practices plus participate in school climate surveys.	\$1000/consultant x 3 for Summer Institute training + \$2000 travel allowance for SCASA participants to visit 19 schools as part of school climate evaluations.	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
6. Contracts Subtotal		\$784,960	\$527,210	\$494,921	\$394,921	\$2,202,010

Table F4-1.1 - Consortium Level Project Budget Details

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Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
7. Training Stipends: Explain what training is needed, and the purpose and reallion to the project.						
None requested.		\$0	\$0	\$0	\$0	\$0
7. Training Stipends Subtotal		\$0	\$0	\$0	\$0	\$0
8. Other: Explain other expenditures that may exist and are not covered by other categories.						
None requested.		\$0	\$0	\$0	\$0	\$0
8. Other Subtotal		\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs		\$2,403,631	\$3,628,687	\$3,276,212	\$3,227,073	\$12,535,603
Direct Costs Less Contracts >\$25000		\$1,631,491	\$3,114,298	\$2,794,111	\$2,844,973	\$10,384,873
>25000 Contract Cost Basis		\$175,000	\$150,000	\$150,000	\$125,000	\$600,000
Total Direct Cost Basis for Ind Calc.		\$1,806,491	\$3,264,298	\$2,944,111	\$2,969,973	\$10,984,873
10. Indirect Costs: Rate of 3.17% for Clarendon Two (lead LEA)		\$57,266	\$103,478	\$93,328	\$94,148	\$348,220
11. Total Grant Funds Requested		\$2,460,897	\$3,732,166	\$3,369,540	\$3,321,221	\$12,883,823

Table F4-1.2 - Clarendon School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans.curriculum vitae,an organizational chart, and other supporting information are found in Appendix X.						
CCEL District Director: Oversees all activities of the grant for the district; manages district budget and procurement, ensures grant compliance with Federal Statutes. Leads the district CCEL Steering Committee. <i>Rationale:</i> This position is necessary to ensure grant compliance at the district level and to ensure that participating schools have required support from district offices to implement the project with fidelity.	1 FTE, Annual salary estimate - \$65,000, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$37,917	\$66,300	\$67,626	\$68,979	\$240,821
Information Technology Technician: Provides computer and network technical assistance including equipment and hardware installation, setup, configuration, upgrades, repairs, troubleshooting, etc. Assists in resolving user concerns relating to projects.	2 FTE, \$55,000 average salary of an IT Technician per district salary schedule, salary prorated to 50% in Year 1 to allow time for recruiting highly qualified candidates. An annual 2% cost of living increase is built into the budget for Years 2-4.	\$55,000	\$112,200	\$114,444	\$116,733	\$398,377
1. Subtotal Personnel		\$92,917	\$178,500	\$182,070	\$185,711	\$639,198

Table F4-1.2 - Clarendon School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.						
District Director	Total Benefits 31.0% (FICA-7.65, Retirement-15.15%, Worker's Comp-0.80%, Unemployment-0.10%, Health/Dental-7.3%) Benefits for Year 1 have been prorated.	\$11,754.17	\$20,553.00	\$20,964.06	\$21,383.34	\$74,654.57
Information Technology Technician	- Same rates as detailed above	\$17,050.00	\$34,782.00	\$35,477.64	\$36,187.19	\$123,496.83
2. Subtotal Fringe Benefits		\$28,804	\$55,335	\$56,442	\$57,571	\$198,151
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.						
District Director Travel - Weekly visits to participating schools plus monthly CCEL meetings. <i>Rationale:</i> The director will make school visits to provide assistance with site implementation and monitor progress. CCEL Leadership Team meetings with PD are for overall project evaluation and continuous improvement of implementation.	Nine monthly CCEL meetings - roundtrip estimate of 150 miles. The district mileage rate is \$0.505.	\$682	\$682	\$682	\$682	\$2,727
Annual RTTD Meeting for the District Director. <i>Rationale:</i> The district director will attend annual grant meetings to further expand knowledge regarding the RTTD program.	Lodging \$224 x 3 nights = \$672 + airfare \$500 + per diem 3 x \$32 = \$96 + incidentals \$25 (transport to and from airport) = \$1293.	\$1,293	\$1,293	\$1,293	\$1,293	\$5,172

Table F4-1.2 - Clarendon School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Summer Institutes - Professional development conference for all educators. School Leadership Teams and mentor teachers spend one week in train-the-trainer sessions. Participants then return to home schools for training with all educators at their site. <i>Rationale:</i> This travel is critical to the successful implementation where educators will have the opportunity to join other educators from across the consortium for training in personalized learning tools and sharing of "best practices."	School Leadership Team (2 reps)/school + 3 mentor teachers from each school (5) = 25 people x 100 miles roundtrip x 4 days x \$0.505/mile. Half of the cost to be covered by the district, in-kind.	\$2,525	\$2,525	\$2,525	\$2,525	\$10,100
3. Subtotal Travel		\$4,500	\$4,500	\$4,500	\$4,500	\$17,999
4. Equipment: Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.						
None requested						
4. Equipment		\$0	\$0	\$0	\$0	\$0
5. Supplies: Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.						
Mobile laptop computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Year 1: 1,419 devices & cases x \$500 Year 2: 1,867 devices & cases x \$500 Budget includes 3% replacement cost for each additional year after deployment.	\$709,500	\$933,500	\$49,290	\$49,290	\$1,741,580

Table F4-1.2 - Clarendon School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Hardware to support mobile devices in the classroom - educator dongle/VGA extender to connect to SMART Boards. <i>Rationale:</i> Required to connect mobile devices to existing SMART Boards allowing teachers to share and deliver instruction and for students to share their learning.	One-time expense: 100 required for all 5 schools @ \$40/each Year 1: 50 adapters x \$40 Year 2: 50 adapters x \$40 Year 3: 10 replacements Year 4: 10 replacements	\$2,000	\$2,000	\$500	\$500	\$5,000
Mobile device syncing/charging carts <i>Rationale:</i> Required to efficiently sync applications and provide for mobile device recharging.	One-time expense: 60 required for all 5 schools @ \$2500/each. Year 1: 30 carts x \$2500 Year 2: 30 carts x \$2500 Year 3: 2 replacements Year 4: 2 replacements	\$75,000	\$75,000	\$5,000	\$5,000	\$160,000
Professional Development Texts: Examples - <u>Creating Innovators</u> by T. Wagner, Buck Institute Project-based learning at Elem, Middle, and High school levels, <u>An Ethic of Excellence</u> by R. Berger, etc. <i>Rationale:</i> Publications are to be used for faculty book studies, literature circles, and as reference materials.	Educators will use their mobile device to download e-books. Cost estimated at \$15/book x 195 faculty. One book to be purchased each year.	\$2,925	\$2,925	\$2,925	\$2,925	\$11,700
Montessori classroom				\$15,000	\$6,000	\$21,000

Table F4-1.2 - Clarendon School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Technology applications to support learning <i>Rationale:</i> Targeted applications for technology devices will need to be purchased in order to support students' learning as they follow their personalized learning plans.	These applications include Splash Math Common Core, Raz Kids, Time Magazine for Kids (Informational Text), etc. Est at \$10,000/school x 5 schools. Year 1 is at 50%. Apps will be identified for each grade level and content area.	\$25,000	\$50,000	\$50,000	\$50,000	\$175,000
General Office supplies <i>Rationale:</i> These supplies will be necessary to disseminate information about the program.	Ongoing general needs for operating the program with fidelity to implementation, est. at \$2,500/year	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
5. Supplies		\$816,925	\$1,065,925	\$125,215	\$116,215	\$2,124,280

Table F4-1.2 - Clarendon School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
6. Contractual: Explain what goods and services will be acquired, and the purpose and relation to the project for each expected procurement.						
<p>Clarendon County First Steps: The Parents as Teachers program provides training and curriculum that are designed to identify and build on family strengths, capabilities and skills and build protective factors within the family. <i>Rationale:</i> Uses Parents as Teachers national model of home visitations for high-risk families with preschool children.</p>	<p>Plan to serve an additional 45-50 families. Families will be provided in-home parent education services 2-4 times per month, as needs dictate. First Steps will provide: Year 1: 1 Parent Educator salary of \$22,166 prorated for 5 months, mileage reimbursement 1,000 miles x \$0.505, PAT & other applicable training = \$1,500, materials & supplies for home visits = \$2,000. Year Year 2: Same as Y1 x 2 Parent Educators Year 3: Same as Y1 x 3 Parent Educators Year 4: Same as Y1 x 3 Parent Educators.</p>	\$13,241	\$52,342	\$78,513	\$78,513	\$222,609
<p>Clarendon County First Steps: Partner with the district to implement Countdown to Kindergarten to increase awareness and knowledge for parents about the importance of home activities relating to literacy and hands-on learning leading up to kindergarten.</p>	<p>50 children; teachers will make 5 home visits to prospective kindergarteners and 1 school visit for a total of 6 visits per child. 50 CTK Tool Kits x \$80 = \$4,000, 70 hours of service x \$25 per hour x 5 teachers = \$8,750, Mileage Reimbursement 1,000 miles x \$.505 x 5 teachers = \$2,525</p>	\$15,275	\$15,275	\$15,275	\$15,275	\$61,100
6. Contracts Subtotal		\$28,516	\$67,617	\$93,788	\$93,788	\$283,709

Table F4-1.2 - Clarendon School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
7. Training Stipends: Explain what training is needed, and the purpose and reation to the project.						
Summer Institutes - Intensive professional development sessions to educate teachers on personalized learning approaches, life-skills training, project-based learning and school climate factors. Will use a train-the-trainer model for most efficient use of resources. Also provides opportunity for schools across the consortium to share best practices and successful implementation strategies.	During the first week of the institute leadership teams from each school will attend train the trainer sessions. All teachers will attend the second week of the Summit at their individual sites to complete the training - 178 teachers. Stipend is \$100/day for second week.	\$71,200	\$71,200			\$142,400
7. Training Stipends Subtotal		\$71,200	\$71,200	\$0	\$0	\$142,400
8. Other: Explain other expenditures that may exist and are not covered by other categories.						
None requested.		\$0	\$0	\$0	\$0	\$0
8. Other Subtotal		\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs		\$1,042,861	\$1,443,077	\$462,014	\$457,785	\$3,405,737
Direct Costs Less Contracts >\$25000		\$1,042,861	\$1,390,735	\$383,501	\$379,272	\$3,196,369
>25000 Contract Cost Basis		\$0	\$25,000	\$25,000	\$25,000	\$75,000
Total Direct Cost Basis for Ind Calc.		\$1,042,861	\$1,415,735	\$408,501	\$404,272	\$3,271,369
10. Indirect Costs: Rate of 3.17% for Clarendon Two (lead LEA)		\$33,059	\$44,879	\$12,949	\$12,815	\$103,702
11. Total Grant Funds Requested		\$1,075,920	\$1,487,956	\$474,964	\$470,600	\$3,509,440

Table F4-1.2 - Clarendon School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
12. Funds from other sources used to support the project						
District Operating Budget	Anticipated district inkind contributions to project including pay for substitutes to support PD, partial pay for travel to the Summer Institute, mentor teacher stipends for 1st week of Summer Institute that couldn't be included in the CCEL budget.	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000
District Capital Budget	District capital funds anticipated to be spent to help upgrade technology at the participating schools.	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
Title I Funds dedicated to the CCEL Project at participating schools.	Intervention, Acceleration, & Coach Salaries: \$265,867 Prof. Development: \$17,780 Parenting & Instructional Supplies: \$30,161 Tech. Equipment: \$7,493	\$321,301	\$321,301	\$321,301	\$321,301	\$1,285,204
Title II Funds dedicated to the CCEL Project at participating schools.	Salaries: \$196,293 Prof. Development: \$5,894 Recruiting highly qualified teachers: \$8,000	\$210,187	\$210,187	\$210,187	\$210,187	\$840,748
Title III Funds dedicated to the CCEL Project at participating schools.	Prof. Development: \$2,200 Instructional Supplies: \$2,621 Tech. Equipment: \$3,000 Parent Outreach: \$1,200	\$9,021	\$9,021	\$9,021	\$9,021	\$36,084

Table F4-1.2 - Clarendon School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Clarendon School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Title VI - Rural Education Achievement Program funds dedicated to the CCEL Project at participating schools.	Salaries: \$20,162 Prof. Development: \$13,442 Instuc.Supplies: \$16,723 Tech. Equipment: \$7,393.	\$57,720	\$57,720	\$57,720	\$57,720	\$230,880
E-Rate Program funds for telecommunications services to support the CCEL Project at participating schools.	Network Infrastructure, Web-based Services	\$51,802	\$51,802	\$51,802	\$51,802	\$207,208
12. Funds from other sources used to support the project		\$663,031	\$663,031	\$663,031	\$663,031	\$2,652,124
13. Total Budget (lines 11-12)		\$1,738,951	\$2,150,987	\$1,137,995	\$1,133,631	\$6,161,564

Table F4-1.3 - Orangeburg Consolidated School District 5 Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg Consolidated School District 5					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans, curriculum vitae, an organizational chart, and other supporting information are found in Appendix X.						
CCEL District Director: Oversees all activities of the grant for the district; manages district budget and procurement, ensures grant compliance with Federal Statutes. Leads the district CCEL Steering Committee. <i>Rationale:</i> This position is necessary to ensure grant compliance at the district level and to ensure that participating schools have required support from district offices to implement the project with fidelity.	1 FTE, Annual salary estimate - \$75,000, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$43,750	\$76,500	\$78,030	\$79,591	\$277,871
PC Technician: Provides computer and network technical assistance including equipment and hardware installation, setup, configuration, upgrades, repairs, troubleshooting, etc. Assists in resolving user concerns relating to projects.	1 FTE, average salary of a PC Technician per District salary schedule, salary prorated to 50% in Year 1 to allow time for recruiting a high qualified candidate. An annual 2% cost of living increase is built into the budget for Years 2-4.	\$16,000	\$32,640	\$33,293	\$33,959	\$115,891
1. Subtotal Personnel		\$59,750	\$109,140	\$111,323	\$113,549	\$393,762

Table F4-1.3 - Orangeburg Consolidated School District 5 Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg Consolidated School District 5					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.						
District Director	Standard Benefits 23.7% (FICA-7.65, Retirement-15.15%, Worker's Comp-0.80%, Unemployment-0.10%) Health/Dental Insurance - \$5,000 Benefits for Year 1 have been prorated.	\$13,285	\$23,131	\$23,493	\$23,863	\$83,772
PC Technician	- Same rates as detailed above	\$6,709	\$12,736	\$12,890	\$13,048	\$45,383
2. Subtotal Fringe Benefits		\$19,994	\$35,866	\$36,384	\$36,911	\$129,155
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.						
District Director Travel - Weekly visits to participating schools plus monthly CCEL meetings. <i>Rationale:</i> The director will make school visits to provide assistance with site implementation and monitor progress. CCEL Leadership Team meetings with PD are for overall project evaluation and continuous improvement of implementation.	District Director will visit each site weekly for a total of 36 visits/year. Whittaker is 5.6 miles round trip, Howard is 5 miles round trip, OW is 7.8 miles round trip. Nine monthly CCEL meetings - roundtrip estimate of 90 miles. The district mileage rate is \$0.565.	\$832	\$832	\$832	\$832	\$3,328
Annual RTTD Meeting for the District Director. <i>Rationale:</i> The district director will attend annual grant meetings to further expand knowledge regarding the RTTD program.	Lodging \$224 x 3 nights = \$672 + airfare \$500 + per diem 3 x \$32 = \$96 + incidentals \$25 (transport to and from airport) = \$1293.	\$1,293	\$1,293	\$1,293	\$1,293	\$5,172

Table F4-1.3 - Orangeburg Consolidated School District 5 Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg Consolidated School District 5					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Summer Institutes - Professional development conference for all educators. School Leadership Teams and mentor teachers spend one week in train-the-trainer sessions. Participants then return to home schools for training with all educators at their site. <i>Rationale:</i> This travel is critical to the successful implementation where educators will have the opportunity to join other educators from across the consortium for training in personalized learning tools and sharing of "best practices."	School Leadership Team (2 reps)/school + mentor teachers from each school. Whittaker will have 5 teachers, Howard will have 4 teachers, OW will have 8 teachers = 23 people x 100 miles roundtrip x 4 days x \$0.565/mile. Half of the cost to be covered by the district, in-kind.	\$2,599	\$2,599	\$2,599	\$2,599	\$10,396
3. Subtotal Travel		\$4,724	\$4,724	\$4,724	\$4,724	\$18,896
4. Equipment: Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.						
None requested						
4. Equipment		\$0	\$0	\$0	\$0	\$0

Table F4-1.3 - Orangeburg Consolidated School District 5 Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg Consolidated School District 5					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
5. Supplies: Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.						
Mobile laptop computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Laptops will be used by students & educators at Orangeburg-Wilkinson HS - 1174 required x \$500/laptop. Half will be deployed in Y1 and half in Y2. Budget includes 3% replacement cost for each additional year after deployment.	\$293,500	\$293,500	\$17,610	\$17,610	\$622,220
Mobile tablet computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Tablets will be used by students & educators at Whitaker Elementary and Howard MS - 1051 required x \$350/tablet. Half deployed in Y1 and half in Y2. Budget includes 3% replacement cost for each additional year after deployment.	\$183,925	\$183,925	\$11,036	\$11,036	\$389,921
Hardware to support mobile devices in the classroom - educator dongle/VGA extender to connect to SMART Boards. <i>Rationale:</i> Required to connect mobile devices to existing SMART Boards allowing teachers to share and deliver instruction and for students to share their learning.	One-time expense: 146 required for all three schools x \$100/each 30 replacements to be ordered each year in Y2-Y4	\$14,600	\$3,000	\$3,000	\$3,000	\$23,600

Table F4-1.3 - Orangeburg Consolidated School District 5 Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg Consolidated School District 5					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Mobile device syncing/charging carts <i>Rationale:</i> Required to efficiently sync applications and provide for mobile device recharging.	One-time expense: 51 required for tablet computers @ \$2800/each, 95 required for laptop computers @ \$1400/each. Year 1: 26 carts for tablets, 48 carts for laptops. Year 2: 25 carts for tablets, 47 carts for laptops.	\$140,000	\$135,800			\$275,800
Mobile device maintenance agreement	\$75/year per site x 3 schools	\$225	\$225	\$225	\$225	\$900
Technology applications to support learning <i>Rationale:</i> Targeted applications for technology devices will need to be purchased in order to support students' learning as they follow their personalized learning plans.	These applications include Splash Math Common Core, iTouch Apps, Time Magazine for Kids (Informational Text),. Est at \$12,000/school x 3 schools. Year 1 is at 50%. Apps will be identified for each grade level and content area	\$18,000	\$36,000	\$36,000	\$36,000	\$126,000
RazKids <i>Rationale:</i> Raz-kids.com is a website published by Learning A-Z, Inc. It is a place where your students can go for modeled fluency, engaging reading practice and automatic assessment of their reading comprehension. Students get their own user name and password and can read books anywhere they can connect to the Internet – at home or at school.	This program is available online per seat. Cost is \$95/classroom x 35 classrooms.	\$3,325	\$3,325	\$3,325	\$3,325	\$13,300

Table F4-1.3 - Orangeburg Consolidated School District 5 Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg Consolidated School District 5					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Rosetta Stone <i>Rationale:</i> Online language learning program that will help our English Language Learners progress and excel in their personalized learning plan.	Annual subscription for online version is \$269 x 150 ELL students.	\$40,350	\$40,350	\$40,350	\$40,350	\$161,400
Measures of Academic Progress - Software to provide assessments of each student's strengths and weaknesses in the areas of reading and math.	Site licences for participating schools at \$12.50 per students/year x 2266 students	\$28,325	\$28,325	\$28,325	\$28,325	\$113,300
Dial 4 Kits	Purchase Dial 4 Kits for 5 Kindergarten Classes. Each kit is \$650.	\$3,250	\$3,250	\$3,250	\$3,250	\$13,000
Professional Development Texts: Examples - <u>Creating Innovators</u> by T. Wagner, Buck Institute Project-based learning at Elem, Middle, and High school levels, <u>An Ethic of Excellence</u> by R. Berger, etc. <i>Rationale:</i> Publications are to be used for faculty book studies, literature circles, and as reference materials.	Educators will use their mobile device to download e-books. Cost estimated at \$15/book x 187 faculty. One book to be purchased each year.	\$2,805	\$2,805	\$2,805	\$2,805	\$11,220
General Office supplies <i>Rationale:</i> These supplies will be necessary to disseminate information about the program.	Ongoing general needs for operating the program with fidelity to implementation, est. at \$2,500/year	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000

Table F4-1.3 - Orangeburg Consolidated School District 5 Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg Consolidated School District 5					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Learning Manipulatives <i>Rationale:</i> The hands-on learning projects require many manipulatives and consumable supplies. This cost will be assumed by the school after grant funds have ended.	Math Kits, math manipulatives, informational texts related to projects	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
5. Supplies		\$760,805	\$763,005	\$178,426	\$178,426	\$1,880,661
6. Contractual: Explain what goods and services will be acquired, and the purpose and relation to the project for each expected procurement.						
None requested.						
6. Contracts Subtotal		\$0	\$0	\$0	\$0	\$0
7. Training Stipends: Explain what training is needed, and the purpose and relation to the project.						
Summer Institutes - Intensive professional development sessions to educate teachers on personalized learning approaches, life-skills training, project-based learning and school climate factors. Will use a train-the-trainer model for most efficient use of resources. Also provides opportunity for schools across the consortium to share best practices and successful implementation strategies.	During the first week of the institute leadership teams from each school will attend train the trainer sessions. All teachers will attend the second week of the Summit at their individual sites to complete the training - 137 teachers. Stipend is \$100/day for second week.	\$54,800	\$54,800			\$109,600
7. Training Stipends Subtotal		\$54,800	\$54,800	\$0	\$0	\$109,600
8. Other: Explain other expenditures that may exist and are not covered by other categories.						
None requested.						
8. Other Subtotal		\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs		\$900,073	\$967,535	\$330,856	\$333,610	\$2,532,074
10. Indirect Costs: Rate of 3.17% for Clarendon Two (lead LEA)		\$28,532	\$30,671	\$10,488	\$10,575	\$80,267

Table F4-1.3 - Orangeburg Consolidated School District 5 Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg Consolidated School District 5					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
11. Total Grant Funds Requested		\$928,605	\$998,206	\$341,344	\$344,185	\$2,612,340
12. Funds from other sources used to support the project						
District Operating Budget	Anticipated district inkind contributions to project including pay for substitutes to support PD, partial pay for travel to the Summer Institute, mentor teacher stipends for 1st week of Summer Institute that couldn't be included in the CCEL budget.	\$723,480	\$723,480	\$723,480	\$723,480	\$2,893,921
District Capital Budget	The district has approved funding for a three-year technology upgrade at the participating schools as a part of the technology plan.	\$503,620	\$503,620	\$503,620		\$1,510,860
Title I Funds dedicated to the CCEL Project at participating schools.	Title 1 funds will be used to purchase instructional software, conduct college tours, conduct parental involvement activities, provide teacher and administrator professional development, purchase instructional supplies, technology equipment, hire interventionists, SAT Prep sessions, provide evening school, and conduct student leadership camps.	\$325,565	\$325,565	\$325,565	\$325,565	\$1,302,260

Table F4-1.3 - Orangeburg Consolidated School District 5 Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Orangeburg Consolidated School District 5					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Title II Funds dedicated to the CCEL Project at participating schools.	These funds are used for class-size reduction, to assist teachers with test fees associated with becoming highly qualified, and providing professional development.	\$167,938	\$151,145	\$136,030	\$122,427	\$577,540
Title III Funds dedicated to the CCEL Project at participating schools.	Fund are used on professional development for teachers of ESOL students, parental involvement activities, and to purchase instructional equipment.	\$3,987	\$3,588	\$3,230	\$2,907	\$13,712
Title VI - Rural Education Achievement Program funds dedicated to the CCEL Project at participating schools.	These funds are used to purchase instructional materials and supplement professional development needs.	\$42,250	\$38,025	\$34,223	\$30,800	\$145,298
E-Rate Program funds for telecommunications services to support the CCEL Project at participating schools.	Network Infrastructure, Web-based Services	\$405,600	\$365,040	\$328,536	\$295,682	\$1,394,858
12. Funds from other sources used to support the project		\$2,172,441	\$2,110,463	\$2,054,683	\$1,500,862	\$7,838,449
13. Total Budget (lines 11-12)		\$3,101,046	\$3,108,669	\$2,396,027	\$1,845,047	\$10,450,789

Table F4-1.4 - Richland School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans.curriculum vitae,an organizational chart, and other supporting information are found in Appendix X.						
CCEL District Director: Oversees all activities of the grant for the district; manages district budget and procurement, ensures grant compliance with Federal Statutes. Leads the district CCEL Steering Committee. <i>Rationale:</i> This position is necessary to ensure grant compliance at the district level and to ensure that participating schools have required support from district offices to implement the project with fidelity.	1 FTE, Annual salary estimate - \$90,314, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$52,683	\$92,120	\$93,963	\$95,842	\$334,608
Information Technology Technician: Provides computer and network technical assistance including equipment and hardware installation, setup, configuration, upgrades, repairs, troubleshooting, etc. Assists in resolving user concerns relating to projects.	2 FTE, \$45,000 average salary of an IT Technician per district salary schedule, salary prorated to 50% in Year 1 to allow time for recruiting highly qualified candidates. An annual 2% cost of living increase is built into the budget for Years 2-4.	\$45,000	\$91,800	\$93,636	\$95,509	\$325,945
1. Subtotal Personnel		\$97,683	\$183,920	\$187,599	\$191,351	\$660,553

Table F4-1.4 - Richland School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.						
District Director benefits	Standard Benefits 22.8% (FICA-7.65, Retirement-15.15%) Unemployment-\$40/per person Worker's Comp-\$70/per person Health/Dental Insurance - \$7,415 Benefits for Year 1 have been prorated.	16,401	28,528	28,948	29,377	\$103,255
IT Technician	- Same details as above	14,023	28,455	28,874	29,301	\$100,653
2. Subtotal Fringe Benefits		\$30,424	\$56,984	\$57,823	\$58,678	\$203,908
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.						
District Director Travel - Weekly visits to participating schools plus monthly CCEL meetings. <i>Rationale:</i> The director will make school visits to provide assistance with site implementation and monitor progress. CCEL Leadership Team meetings with PD are for overall project evaluation and continuous improvement of implementation.	District Director will visit each site weekly for a total of 36 visits/year. Estimate 10 miles roundtrip to each school x 4 schools. Nine monthly CCEL meetings - roundtrip estimate of 20 miles. The district mileage rate is \$0.550.	\$899	\$899	\$899	\$899	\$3,596
Annual RTTD Meeting for the District Director. <i>Rationale:</i> The district director will attend annual grant meetings to further expand knowledge regarding the RTTD program.	Lodging \$224 x 3 nights = \$672 + airfare \$500 + per diem 3 x \$32 = \$96 + incidentals \$25 (transport to and from airport) = \$1293.	\$1,293	\$1,293	\$1,293	\$1,293	\$5,172

Table F4-1.4 - Richland School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Summer Institutes - Professional development conference for all educators. School Leadership Teams and mentor teachers spend one week in train-the-trainer sessions. Participants then return to home schools for training with all educators at their site. <i>Rationale:</i> This travel is critical to the successful implementation where educators will have the opportunity to join other educators from across the consortium for training in personalized learning tools and sharing of "best practices."	School Leadership Team (2 reps)/school + 4 mentor teachers from each school (4) = 24 people x 100 miles roundtrip x 4 days x \$0.55/mile. Half of the cost to be covered by the district, in-kind.	\$2,640	\$2,640	\$2,640	\$2,640	\$10,560
3. Subtotal Travel		\$4,832	\$4,832	\$4,832	\$4,832	\$19,328
4. Equipment: Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible,						
None requested.		\$0	\$0	\$0	\$0	\$0
4. Equipment		\$0	\$0	\$0	\$0	\$0
5. Supplies: Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.						
Mobile tablet computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Clemson Rd. Child Development Center rollout: Year 1: 161 tablets required x \$500/tablet. Budget includes 3% replacement cost for each additional year after deployment.	\$80,500	\$2,415	\$2,415	\$2,415	\$87,745

Table F4-1.4 - Richland School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Mobile laptop computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Condor Elementary rollout: Year 2: 531 laptops required x \$500/laptop. Budget includes 3% replacement cost for each additional year after deployment.		\$265,500	\$7,965	\$7,965	\$281,430
Hardware to support mobile devices in the classroom - educator dongle/VGA extender to connect to SMART Boards. <i>Rationale:</i> Required to connect mobile devices to existing SMART Boards allowing teachers to share and deliver instruction and for students to share their learning.	One-time expense: 10 required x \$100/each	\$1,000				\$1,000
Mobile device syncing/charging carts <i>Rationale:</i> Required to efficiently sync applications and provide for mobile device recharging.	One-time expense: 8 required for tablet computers @ \$2600/each in Year 1, 27 required for laptop computers @ \$1660/each in Year 2.	\$20,800	\$44,820			\$65,620
Mac Book Pro for syncing apps	One-time expense. 1 x \$1000	\$1,000				\$1,000
Technology applications to support learning <i>Rationale:</i> Targeted applications for technology devices will need to be purchased in order to support students' learning as they follow their personalized learning plans.	These applications include virtual learning tools and programs, as explained in the program narrative. Est. at \$12,150/school x 4 schools = \$48,600. Year 1 is at 50%.	\$24,300	\$48,600	\$48,600	\$48,600	\$170,100

Table F4-1.4 - Richland School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
RazKids <i>Rationale:</i> Raz-kids.com is a website published by Learning A-Z, Inc. It is a place where your students can go for modeled fluency, engaging reading practice and automatic assessment of their reading comprehension. Students get their own user name and password and can read books anywhere they can connect to the Internet – at home or at school.	This program is available online per seat. Cost is \$95/classroom x 35 classrooms.	\$3,325	\$3,325	\$3,325	\$3,325	\$13,300
Rosetta Stone <i>Rationale:</i> Online language learning program that will help our English Language Learners progress and excel in their personalized learning plan.	Annual subscription for online version is \$269 x 200 ELL students.	\$53,800	\$53,800	\$53,800	\$53,800	\$215,200
Learning Manipulatives <i>Rationale:</i> The hands-on learning projects require many manipulatives and consumable supplies. This cost will be assumed by the school after grant funds have ended.	Ongoing needs for project-based learning materials at the ES, MS, and HS, est. at \$7,000 per school each year. (\$7,000 x 4 = \$28,000)	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
Gateway to Science and Gateway to Social Studies <i>Rationale:</i> Our Limited English Proficient (LEP) students use these materials. Due to district growth of this subgroup, additional materials are requested.	Ongoing needs for the district's LEP students necessitate these additional materials to ensure that students may succeed in their personalized learning plan.	\$5,000	\$8,000	\$8,000	\$8,000	\$29,000

Table F4-1.4 - Richland School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Creative Curriculum Gold Kits <i>Rationale:</i> PreK is the critical year for starting a child's education career on a solid foundation, which is greatly enhanced through the use of Creative Curriculum. With increased enrollment, additional materials are needed.	Kit costs \$3,000 for 28 classrooms in Year 1. For Year 2-4, need 3 additional kits due to student growth.	\$84,000	\$9,000	\$9,000	\$9,000	\$111,000
Dual Enrollment Materials/Books: Required as more students will be encouraged to participate in dual enrollment offerings.	\$3,000/semester x 2 semesters= \$6,000 per year	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
Professional Development Texts: Examples - <u>Creating Innovators</u> by T. Wagner, Buck Institute Project-based learning at Elem, Middle, and High school levels, <u>An Ethic of Excellence</u> by R. Berger, etc. <i>Rationale:</i> Publications are to be used for faculty book studies, literature circles, and as reference materials.	Educators will use their mobile learning device to download e-book. Cost estimated at \$15/book x 372 faculty. One book to be purchased each year.	\$5,580	\$5,580	\$5,580	\$5,580	\$22,320
General Office supplies <i>Rationale:</i> These supplies will be necessary to disseminate information about the program.	Ongoing general needs for operating the program with fidelity to implementation, est. at \$2,500/year	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
	5. Supplies	\$317,805	\$479,540	\$177,185	\$177,185	\$1,151,715

Table F4-1.4 - Richland School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
6. Contractual: Explain what goods and services will be acquired, and the purpose and relation to the project for each expected procurement.						
None requested.						
6. Contracts Subtotal		\$0	\$0	\$0	\$0	\$0
7. Training Stipends: Explain what training is needed, and the purpose and relation to the project.						
Summer Institutes - Intensive professional development sessions to educate teachers on personalized learning approaches, life-skills training, project-based learning and school climate factors. Will use a train-the-trainer model for most efficient use of resources. Also provides opportunity for schools across the consortium to share best practices and successful implementation strategies.	During the first week of the institute leadership teams from each school will attend train the trainer sessions. All teachers will attend the second week of the Summit at their individual sites to complete the training - 272 teachers. Stipend is \$100/day for second week.	\$108,800	\$108,800	\$0	\$0	\$217,600
7. Training Stipends Subtotal		\$108,800	\$108,800	\$0	\$0	\$217,600
8. Other: Explain other expenditures that may exist and are not covered by other categories.						
None requested.						
8. Other Subtotal		\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs		\$559,544	\$834,076	\$427,438	\$432,046	\$2,253,104
10. Indirect Costs: Rate of 3.17% for Clarendon Two (lead LEA)		\$17,738	\$26,440	\$13,550	\$13,696	\$71,423
11. Total Grant Funds Requested		\$577,282	\$860,516	\$440,988	\$445,742	\$2,324,528

Table F4-1.4 - Richland School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
12. Funds from other sources used to support the project						
District Operating Budget	The amount used by the district to sustain 1:1 computing at the four participating schools--including instructional technology integration in the classroom.. This calculation is based on a per pupil estimate.	\$20,793	\$41,586	\$41,586	\$41,586	\$145,552
District Capital Budget	The amount used by the district to sustain 1:1 computing at the four participating schools--including instructional technology integration in the classroom.. This calculation is based on a per pupil estimate.	\$414,417	\$828,834	\$621,626	\$466,219	\$2,331,096
Title I Funds dedicated to the CCEL Project at participating schools.	Used for providing an enriched and accelerated educational program; promoting schoolwide reform through schoolwide programs or through additional services that increase the amount and quality of instructional time; significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development; and affording parents meaningful opportunities to participate in the education of their children at home and at school.	\$17,500	\$35,000	\$35,000	\$35,000	\$122,500

Table F4-1.4 - Richland School District Two Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Richland School District 2					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Title II Funds dedicated to the CCEL Project at participating schools.	Used for strategies that improve teacher and principal quality and increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.	\$30,250	\$60,500	\$60,500	\$60,500	\$211,750
Title III Funds dedicated to the CCEL Project at participating schools.	Used for the language instruction of limited-English proficient and immigrant students.	\$1,500	\$3,000	\$3,000	\$3,000	\$10,500
E-Rate Program funds for telecommunications services to support the CCEL Project at participating schools.	This amount reflects last year's actual e-rate reimbursement amount and based on a per pupil calculation at the four participating schools. The district requests funding for only Telecommunication Services and Internet Access.	\$20,940	\$41,880	\$41,880	\$41,880	\$146,580
12. Funds from other sources used to support the project		\$505,400	\$1,010,800	\$803,592	\$648,186	\$2,967,978
13. Total Budget (lines 11-12)		\$1,082,682	\$1,871,317	\$1,244,580	\$1,093,927	\$5,292,506

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans.curriculum vitae,an organizational chart, and other supporting information are found in Appendix X.						
CCEL District Director: Oversees all activities of the grant for the district; manages district budget and procurement, ensures grant compliance with Federal Statutes. Leads the district CCEL Steering Committee. <i>Rationale:</i> This position is necessary to ensure grant compliance at the district level and to ensure that participating schools have required support from district offices to implement the project with fidelity.	1 FTE, Annual salary estimate - \$76,000, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated in Year 1 assuming position will be hired by March 1 to allow time for recruiting a highly qualified candidate. Position will end with the grant.	\$44,333	\$77,520	\$79,070	\$80,652	\$281,576
CCEL Program Assistant: Supports budget, procurement, purchasing, maintain/monitor accounting records to ensure all accounting processes and procedures are implemented according to federal protocols.	Grant to pay 10 hours/week @ \$18/hr x 4wks x 12 months Salary for Year 1 has been prorated 50%	\$4,320	\$8,640	\$8,640	\$8,640	\$30,240
WCSD District Home Visitor: Models reading, play and conversation activities for parent and child together. <i>Rationale:</i> Method of addressing early childhood development issues for rural families in poverty.	2 FTE, Annual salary - \$23,000, begin in Year 2. A 2% cost of living increase is built into the budget for Years 3-4.		\$46,000	\$46,920	\$47,858	\$140,778

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Technician: Provides computer and network technical assistance including equipment and hardware installation, setup, configuration, upgrades, repairs, troubleshooting, etc. Assists in resolving user concerns relating to projects.	1 FTE, Annual salary - \$39,641, a 2% cost of living increase is built into the budget for Years 2-4. Salary prorated 50% in Year 1 to allow time for recruiting highly qualified candidates.	\$19,821	\$40,434	\$41,242	\$42,067	\$143,564
1. Subtotal Personnel		\$68,474	\$172,594	\$175,873	\$179,218	\$596,158
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.						
District Director	Standard Benefits 24.37% (FICA-7.65, Retirement-15.52%, Worker's Comp-1.20%) Health/Dental Insurance - \$3,846 Benefits for Year 1 have been prorated.	\$13,048	\$22,738	\$23,115	\$23,501	\$82,401
CCEL Program Assistant	Standard Benefits 24.37% - detailed above.	\$1,053	\$2,106	\$2,106	\$2,106	\$7,369
WCSD District Home Visitors	Standard Benefits 24.37% Health/Dental- \$3,846		\$18,902	\$19,126	\$19,355	\$57,384
Technician	Standard Benefits 24.37% Health/Dental- \$3,846 Benefitis for Year 1 have been prorated 50%	\$6,753	\$13,700	\$13,897	\$14,098	\$48,448
2. Subtotal Fringe Benefits		\$20,854	\$57,445	\$58,244	\$59,059	\$195,602

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.						
District Director Travel - Weekly visits to participating schools plus monthly CCEL meetings. <i>Rationale:</i> The director will make school visits to provide assistance with site implementation and monitor progress. CCEL Leadership Team meetings with PD are for overall project evaluation and continuous improvement of implementation.	District Director will visit each site (7) weekly for a total of 36 visits/year. Kingstree area schools- 19 miles roundtrip, Greeleyville area schools-28 miles roundtrip \$1,099 (1/2 inkind). Nine monthly CCEL meetings - roundtrip estimate of 190 miles (roundtrip). Year 1 prorated for 2 months of visits to schools. Mileage rate is \$0.555.	\$1,025	\$1,499	\$1,499	\$1,499	\$5,522
Annual RTTD Meeting for the District Director. <i>Rationale:</i> The district director will attend annual grant meetings to further expand knowledge regarding the RTTD program.	Lodging \$224 x 3 nights = \$672 + airfare \$500 + per diem 3 x \$32 = \$96 + incidentals \$25 (transport to and from airport) = \$1293.	\$1,293	\$1,293	\$1,293	\$1,293	\$5,172

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Summer Institutes - Professional development conference for all educators. School Leadership Teams and mentor teachers spend one week in train-the-trainer sessions. Participants then return to home schools for training with all educators at their site. <i>Rationale:</i> This travel is critical to the successful implementation where educators will have the opportunity to join other educators from across the consortium for training in personalized learning tools and sharing of "best practices."	School Leadership Team (2 reps) + 2 mentor teachers from each school x 7 schools = 28 x 100 miles roundtrip x 4 days x \$0.555/mile. Half of the cost to be covered by the district, in-kind.	\$3,108	\$3,108	\$3,108	\$3,108	\$12,432
District Home Visitors - mileage reimbursements for home visits	Home visitors will each serve 10 families with 2 visits per week and 23 visits/year. To accomplish this, average travel is 100 miles/day x 4 days/wk x 12 weeks. Program starts in Year 2		\$5,186	\$5,186	\$5,186	\$15,558
Countdown to Kindergarten Teacher Travel	50 miles/day x 4 days/wk x 6 wks @ \$0.555/mi	\$666	\$666	\$666	\$666	\$2,664
3. Subtotal Travel		\$6,092	\$11,752	\$11,752	\$11,752	\$41,348
4. Equipment: Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.						
None requested.						
4. Equipment		\$0	\$0	\$0	\$0	\$0

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
5. Supplies: Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.						
Mobile laptop computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Laptop & case = \$608.65 Year 1: Rollout to elementary & middle schools: 2000 students x \$608.65 Year 2: Rollout to Murray HS & Kingstree Senior HS: 1019 students x \$608.65 Budget includes 3% replacement cost for each additional year after deployment.	\$1,217,300	\$620,214	\$55,125	\$55,125	\$1,947,765
Mobile device syncing/charging carts <i>Rationale:</i> Required to efficiently sync applications and provide for mobile device recharging.	One-time expense: Year 1: For 5 school rollout, 132 carts are required x \$320/each Year 2: For 2 school rollout, 48 carts are required x \$320/each	\$42,240	\$15,360			\$57,600
Resources to support mobile access: Elmo - digital camera used for projecting documents via smartboards and other technological devices. Elmo Student Response System aids teachers by recording student responses, so that teachers can review students' performance and understanding of the material. In addition, teachers can perform advanced analysis and grade management using edMastery®, Pinnacle®, GradeQuick®, etc.	Elmo - 200 @ \$320/ea=\$64,000 Response - 3,000 @ \$46/ea=\$138,000	\$202,000				\$202,000

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Technology applications to support learning <i>Rationale:</i> Targeted applications for technology devices will need to be purchased in order to support students' learning as they follow their personalized learning plans.	These applications include Splash Math Common Core, Rosetta Stone, Time Magazine for Kids (Informational Text),. Est at \$7500/school x 5 schools. Year 1 is at 50%. Apps will be identified for each grade level and content area.	\$26,250	\$52,500	\$52,500	\$52,500	\$183,750
Dual Enrollment Materials/Books	\$1,500/semester x 2 semesters x 2 feeder schools	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
General Office supplies <i>Rationale:</i> These supplies will be necessary to disseminate information about the program.	On going general needs for operating the program with fidelity to implementation, estimate \$2,500/yr	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
Countdown to Kindergarten Toolkits/Bages	10 students @ \$77/ea, 7% tax (one feeder school)	\$824	\$824	\$824	\$824	\$3,296
Home Visit Supplies - reading materials & manipulatives to help engage families in early childhood learning	VISMs (program books/puzzles) 31 books x 10 families @ \$5.99/bk= \$1,857 x 2 HV = \$3,714, 31 puzzles x 10 families @ \$3.99/bk = \$1,237 x 2 HV = \$2,474, starting Year 2		\$6,188	\$6,188	\$6,188	\$18,564
Laptop/printer for District Director, Program Assistant, Home Visitors (2)	One-time expense - 4 laptops @ \$600/ea, 2 printers @ \$200/ea	\$2,800				\$2,800

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Professional Development Texts: Examples - <u>Creating Innovators</u> by T. Wagner, Buck Institute Project-based learning at Elem, Middle, and High school levels, <u>An Ethic of Excellence</u> by R. Berger, etc. <i>Rationale:</i> Publications are to be used for faculty book studies, literature circles, and as reference materials.	Educators will use their mobile device to download e-books. Cost estimated at \$15/book x 192 faculty. One book to be purchased each year.	\$2,880	\$2,880	\$2,880	\$2,880	\$11,520
DIAL 4 Assessment (Learning Manipulatives)	6 Assessment Kits @ \$647/ea-manual, record forms (english/spanish), cutting cards, parent questionnaires, teacher questionnaires, manipulatives, dials, operators handbook, concepts, language area plus the Speed DIAL, training packet, training DVD	\$3,882	\$3,882	\$3,882	\$3,882	\$15,528
Learning Manipulatives/Literacy/Numeracy Learning Materials <i>Rationale:</i> The hands-on learning projects require many manipulatives and consumable supplies. This cost will be assumed by the school after grant funds have ended.	On going needs for the project-based learning materials at each school. Estimate \$2,500 x 7 schools each year	\$17,500	\$17,500	\$17,500	\$17,500	\$70,000
5. Supplies		\$1,524,176	\$727,848	\$147,399	\$147,399	\$2,546,823
6. Contractual: Explain what goods and services will be acquired, and the purpose and relation to the project for each expected procurement.						
None requested.						
6. Contracts Subtotal		\$0	\$0	\$0	\$0	\$0

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
7. Training Stipends: Explain what training is needed, and the purpose and reation to the project.						
Summer Institutes - Intensive professional development sessions in Year 1 & 2 to educate teachers on personalized learning approaches, life-skills training, project-based learning and school climate factors. Will use a train-the-trainer model for most efficient use of resources. Also provides opportunity for schools across the consortium to share best practices and successful implementation strategies.	During the first week of the institute leadership teams from each school will attend train the trainer sessions. All teachers will attend the second week of the Summit at their individual sites to complete the training - 192 teachers. Stipend is \$100/day for second week.	\$76,800	\$76,800			\$153,600
Countdown to Kindergarten Teacher	\$29.50/visit @ 10visits/wk, 6wks	\$1,770	\$1,770	\$1,770	\$1,770	\$7,080
7. Training Stipends Subtotal		\$78,570	\$78,570	\$1,770	\$1,770	\$160,680
8. Other: Explain other expenditures that may exist and are not covered by other categories.						
None requested.		\$0	\$0	\$0	\$0	\$0
8. Other Subtotal		\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs		\$1,698,165	\$1,048,209	\$395,038	\$399,198	\$3,540,611
10. Indirect Costs: Rate of 3.17% for Clarendon Two (lead LEA)		\$53,832	\$33,228	\$12,523	\$12,655	\$112,237
11. Total Grant Funds Requested		\$1,751,997	\$1,081,437	\$407,561	\$411,853	\$3,652,849

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
12. Funds from other sources used to support the project						
District Operating Budget	Amount to cover teacher stipends and travel costs for the Summer Institute (1st week stipend & 1/2 travel paid in-kind), District Director travel to participating schools (1/2 in-kind), and additional costs for substitute teachers to support professional development. These costs not fully funded in the grant funds requested.	\$65,000	\$65,000	\$65,000	\$65,000	\$260,000
District Capital Budget	Infrastructure to support wireless internet access at all seven participating schools - 6 servers @ \$7,000/ea, Licences, Web Filters, Maintenance, Access Point/Wireless, CAT 6 Cabling, SMART Board, Switches. Estimate \$427,373 - 90% reimbursable through e-Rate program, 10% to be paid by district.	\$42,737				\$42,737

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Title I Funds dedicated to the CCEL Project at participating schools.	Used for providing an enriched and accelerated educational program; promoting schoolwide reform through schoolwide programs or through additional services that increase the amount and quality of instructional time; significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development; and affording parents meaningful opportunities to participate in the education of their children at home and at school.	\$1,942,096	\$1,942,096	\$1,942,096	\$1,942,096	\$7,768,384
Title II Funds dedicated to the CCEL Project at participating schools.	Used for strategies that improve teacher and principal quality and increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.	\$187,293	\$187,293	\$187,293	\$187,293	\$749,172
Title III Funds dedicated to the CCEL Project at participating schools.	Used for the language instruction of limited-English proficient and immigrant students.	\$991	\$991	\$991	\$991	\$3,964

Table F4-1.5 - Williamsburg County School District Project Budget Details

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning - Williamsburg School District					
Primary Associated Criterion and Location in Application:	C(1) Learning & C(2) Teaching and Leading					
Additional Associated Criteria (if any) and Location in Application:	D(2) LEA and school infrastructure E(1)Continuous improvement process					
Budget Categories	Cost Description and Assumption	Cost Project Year 1	Cost Project Year 2	Cost Project Year 3	Cost Project Year 4	Total
Budget Year		01/01/2014-09/30/2014	10/01/2014-09/30/2015	10/01/2015-09/30/2016	10/01/2016-09/30/2017	
Title VI - Rural Education Achievement Program funds dedicated to the CCEL Project at participating schools.	Used for teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers; educational technology, including software and hardware, as described in part D of Title II; parental involvement activities.	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
E-Rate Program funds for telecommunications services to support the CCEL Project at participating schools.	Funding in five categories of service: Telecommunications, Telecommunications Services, Internet Access, Internal Connections, and Basic Maintenance of Internal Connections - \$49,239/year total for 7 schools.	\$49,239	\$49,239	\$49,239	\$49,239	\$196,956
12. Funds from other sources used to support the project		\$2,297,356	\$2,254,619	\$2,254,619	\$2,254,619	\$9,061,213
13. Total Budget (lines 11-12)		\$4,049,353	\$3,336,056	\$2,662,180	\$2,666,472	\$12,714,062

(F)(2) Sustainability of project goals (10 points)

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders, financial support, and a description of how the applicant will evaluate the effectiveness of past investments and use this data to inform future investments. Such a plan may address how the applicant will evaluate improvements in productivity and outcomes to inform a post-grant budget, and include an estimated budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

In the planning and design of our program, the Carolina Consortium for Enterprise Learning has considered many alternatives for sustainability of the project goals after the grant period ends. Our first step to assure sustainability was to agree to continue to work together as a consortium for at least three years beyond the end of the grant. In this way, the districts can continue to share best practices and continuous improvement initiatives, and continue to leverage resources to guarantee that efficiencies gained during the grant period are not lost. To this end, the CCEL districts plan to implement the following strategies following the grant period:

- The CCEL Board consisting of Superintendents from each district will continue to meet quarterly to assess the progress of embedding the personalized learning framework across their districts. The focus of this meeting will be to:
 - Provide status updates of program achievements and successes
 - Evaluate data and performance metrics to determine areas in need of further focus
 - Share best practices and ideas for overcoming any issues or set-backs
 - Strategically plan, as a group, next steps to help advance personalized learning in their home districts.
- Continue to provide a systematic process for regularly soliciting stakeholder input on the implementation of the CCEL personal learning plan. Through virtual networks, assure that ideas and critiques are shared to enable collaborative learning from successes and missteps across the consortium.
- Encourage the expansion of virtual Professional Learning Communities so that best teaching practices can be shared and mirrored where appropriate.
- Continue to provide and expand learning flexibility with a focus on mastery of standards-based curriculum versus a focus of time spent on a topic.
- Align current district resources, like Title I, Title II, Title III, Title VI and e-Rate funding to provide ongoing support the CCEL program for personalized learning.

With an eye on sustainability, our CCEL proposal is purposely designed to assure that critical technologies and skills are put in place during the grant period so that they can be leveraged once funding ends. All participating schools will have their technology infrastructure updated to support on-line access for all students and educators. Most of our schools are e-Rate eligible, which provides funding for up to 90% of the cost of telecommunications services in categories including: Internet Access, Internal Connections, and Basic Maintenance of Internal Connections. We will use the e-Rate Program to maintain the technology infrastructure required to support our personal learning program after the grant period ends.

The CCEL plan has a strong emphasis on professional development to help teachers learn how to best support their students in a personal learning environment. During the grant, each school will have dedicated Enterprise Learning Coaches who will provide one-on-one assistance as teachers develop the skills necessary to implement the proposal. The proposal also provides nationally recognized training in project-based learning from Buck Institute. Many of our professional development initiatives plan to incorporate a train-the-trainer approach. This not only helps leverage resources to maximize the benefit of the training, but it will also create local experts who can expand the knowledge base after the consultants are gone. During the grant period, a key role of the EL Coaches will be to develop truly multi-functional, cross-consortium Professional Learning Communities who can virtually share their expertise and best practices. With these in place, the supports provided by the EL Coaches will become less critical as educators will have a peer network who can assist with continued growth. As mentor teachers arise and build their skills, the EL Coaches will transfer ownership for expanding personal learning best practices to the onsite teacher leaders and principal. These education leaders will have received training in peer coaching, project-based learning and high impact strategies for supporting student achievement, thus being able to support ongoing progress at the school level. The districts will continue to fund a professional development e-book each year that PLC's can use to further their understanding and implementation of personal learning systems. Table F-5 outlines the ongoing expenses that the consortium anticipates after the grant period and anticipated sources and uses of funds to maintain momentum.

Table F-5 - CCEL Project Sustainability Budget Details for Years 5-7

Applicant Name	Clarendon School District 2					
Project Name:	Carolina Consortium for Enterprise Learning					
Budget Categories	Cost Description and Assumption	Cost Project Year 5	Cost Project Year 6	Cost Project Year 7	Sustainability Plan	Total
Budget Year		01/01/2017-09/30/2018	10/01/2018-09/30/2019	10/01/2019-09/30/2020		
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans, curriculum vitae, an organizational chart, and other supporting information are found in Appendix X.						
Technicians: Provide computer and network technical assistance including equipment and hardware installation, setup, configuration, upgrades, repairs, troubleshooting, etc. Assists in resolving user concerns relating to projects.	6 FTE, Average salary of \$49,005 with a 2% cost of living increase built into the budget.	\$294,033	\$299,914	\$305,912	Positions will continue to be funded through each district's General Operating Budget	\$899,860
WCSD District Home Visitor: Models reading, play and conversation activities for parent and child together. <i>Rationale:</i> Method of addressing early childhood development issues for rural families in poverty.	2 FTE, Annual salary - \$24,408 with a 2% cost of living increase built into the budget.	\$48,815	\$49,791	\$50,787	WCSD will fund through Title I and District Operating Budget	\$149,394
1. Subtotal Personnel		\$342,849	\$349,705	\$356,700		\$1,049,254
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.						
Technicians: Provide computer and network technical assistance including equipment and hardware installation, setup, configuration, upgrades, repairs, troubleshooting, etc. Assists in resolving user concerns relating to projects.	Standard Benefits per each district's policies, see individual district budgets for further details	\$91,150	\$92,973	\$94,833	Same source as salaries, above	\$278,957
WCSD District Home Visitors	Standard Benefits 24.37% Health/Dental- \$3,846	\$7,692	\$7,692	\$7,692	Same source as salaries, above	\$23,076
2. Subtotal Fringe Benefits		\$98,842	\$100,665	\$102,525		\$302,033
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.						
Travel for CCEL Board meetings. Quarterly meetings will continue to	Four Superintendents x 4 meetings/year x average round trip of 100 miles x	\$880	\$880	\$880	District General Operating Budget	\$2,640

be held to further collaboration.	0.55/mile.					
District Home Visitors - mileage reimbursements for home visits	Home visitors will each serve 10 families with 2 visits per week and 23 visits/year. To accomplish this, average travel is 100 miles/day x 4 days/wk x 12 weeks.	\$5,186	\$5,186	\$5,186	District General Operating Budget & Title I funds	\$15,558
Countdown to Kindergarten Teacher Travel	50 miles/day x 4 days/wk x 6 wks @ \$0.555/mi	\$666	\$666	\$666	District General Operating Budget	\$1,998
3. Subtotal Travel		\$6,732	\$6,732	\$6,732		\$20,196
4. Equipment: Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition						
None requested.						
4. Equipment		\$0	\$0	\$0		\$0
5. Supplies: Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.						
Mobile laptop computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Laptop & case estimate at \$500/each Budget reflects 3% replacement cost in additional years after deployment.	\$129,990	\$129,990	\$129,990	District Maintenance & Capital Budgets	\$389,970
Mobile tablet computers for educators, students and project staff. <i>Rationale:</i> Required to assure that all stakeholders have access to technology tools that will support students' learning as they follow their personalized learning plans.	Tablet & case estimate at \$500/each Budget reflects 3% replacement cost in additional years after deployment.	\$13,451	\$13,451	\$13,451	District Maintenance & Capital Budgets	\$40,353
Mobile device syncing/charging carts <i>Rationale:</i> Required to efficiently sync applications and provide for mobile device recharging.	Replacement costs	\$5,000	\$5,000	\$5,000	District Maintenance & Capital Budgets	\$15,000

<p>Hardware to support mobile devices in the classroom - educator dongle/VGA extender to connect to SMART Boards. <i>Rationale:</i> Required to connect mobile devices to existing SMART Boards allowing teachers to share and deliver instruction and for students to share their learning.</p>	Replacement costs	\$3,500	\$3,500	\$3,500	District Maintenance & Capital Budgets	\$10,500
<p>Technology applications to support learning <i>Rationale:</i> Targeted applications for technology devices will need to be purchased in order to support students' learning as they follow their personalized learning plans.</p>	These applications include Splash Math Common Core, Time Magazine for Kids (Informational Text), etc. Apps will be identified for each grade level and content area.	\$187,100	\$187,100	\$187,100	District General Operating Budget	\$561,300
<p>RazKids <i>Rationale:</i> Raz-kids.com is a website published by Learning A-Z, Inc. It is a place where your students can go for modeled fluency, engaging reading practice and automatic assessment of their reading comprehension. Students get their own user name and password and can read books anywhere they can connect to the Internet – at home or at school.</p>	This program is available online per seat. Cost is \$95/classroom.	\$6,650	\$6,650	\$6,650	District General Operating Budget	\$19,950
<p>Rosetta Stone <i>Rationale:</i> Online language learning program that will help our English Language Learners progress and excel in their personalized learning plan.</p>	Annual subscription for online version is \$269/student. See individual district budgets for more detail.	\$94,150	\$94,150	\$94,150	Title III funds in conjunction with District Operating funds to continue to provide this educational tool to ESOL students.	\$282,450
<p>Learning Manipulatives <i>Rationale:</i> The hands-on learning projects require many manipulatives and consumable supplies.</p>	Ongoing needs for project-based learning materials at all schools.	\$77,500	\$77,500	\$77,500	District General Operating Budget	\$232,500

Gateway to Science and Gateway to Social Studies <i>Rationale:</i> Our Limited English Proficient (LEP) students use these materials. Due to district growth of this subgroup, additional materials are requested.	Ongoing needs for the district's LEP students necessitate these additional materials to ensure that students may succeed in their personalized learning plan.	\$8,000	\$8,000	\$8,000	Title III funds in conjunction with District Operating funds to continue to provide this educational tool to ESOL students.	\$24,000
Dual Enrollment Materials/Books	See individual district budgets for more details	\$12,000	\$12,000	\$12,000	District General Operating Budget	\$36,000
Countdown to Kindergarten Toolkits/Bags	10 students @ \$77/ea, 7% tax (one feeder school)	\$824	\$824	\$824	Title I funds	\$2,472
Home Visit Supplies - reading materials & manipulatives to help engage families in early childhood learning	VISM's (program books/puzzles) 31 books x 10 families @ \$5.99/bk= \$1,857 x 2 HV = \$3,714, 31 puzzles x 10 families @ \$3.99/bk = \$1,237 x 2 HV = \$2,474.	\$6,188	\$6,188	\$6,188	Title I funds	\$18,564
Professional Development Texts: Examples - <u>Creating Innovators</u> by T. Wagner, Buck Institute Project-based learning at Elem, Middle, and High school levels, <u>An Ethic of Excellence</u> by R. Berger, etc. <i>Rationale:</i> Publications are to be used for faculty book studies, literature circles, and as reference materials.	Educators will use their mobile device to download e-books. Cost estimated at \$15/book. One book to be purchased each year. See individual district budgets for more details.	\$14,430	\$14,430	\$14,430	Title II funds and District General Operating Budget	\$43,290
DIAL 4 Assessment (Learning Manipulatives)	11 Assessment Kits @ \$647/ea-manual, record forms (english/spanish), cutting cards, parent questionnaires, teacher questionnaires, manipulatives, dials, operators handbook, concepts, language area plus the Speed DIAL, training packet, training DVD	\$7,132	\$7,132	\$7,132	District General Operating Budget	\$21,396
Measures of Academic Progress - Software to provide assessments of each student's strengths and weaknesses in the areas of reading and math.	Site licenses for participating schools at \$12.50 per students/year x 2266 students	\$28,325	\$28,325	\$28,325	District General Operating Budget	\$84,975
Mobile device maintenance agreement for Orangeburg 5	\$75/year per site x 3 schools	\$225	\$225	\$225	District Maintenance &	\$675

					Capital Budgets			
5. Supplies					\$594,465	\$594,465	\$594,465	\$1,783,395
6. Contractual: Explain what goods and services will be acquired, and the purpose and relation to the project for each expected procurement.								
MasteryConnect to provide a web-based platform that facilitates curriculum design, alignment with CCSS and other SC content standards, lesson planning, identification of digital resources, and formative assessments. MasteryConnect provides critical tools to create consistent, high quality instruction.	Master Connect will be used for students in grades 1-12 at \$6/student. Total student licenses (excluding PK & K) = 10763	\$64,578	\$64,578	\$64,578	District General Operating Budget	\$193,734		
Digital Learning Platform for student, parent and educator access to personal learning plans (eSTEP). DLP to serve 11,957 students & their parents/ guardians plus 950 educators. This platform is necessary to provide students with anywhere-anytime learning as well as providing students, parents, and teachers access to students' personalized learning plans.	\$7.50/student licensing fee/year. Digital Learning Platform licenses will start for students at First Grade. Total student licenses = 10763	\$80,723	\$80,723	\$80,723	District General Operating Budget	\$242,168		
Francis Marion Center of Excellence for the Teaching of Children in Poverty.	Cost for full week is \$15 for partner LEAs (Clarendon Two and Williamsburg are partners) and \$25 for non-partner districts. Each year schools and districts will send 1/4 of participating corps of educators to build cultural competency.	\$4,820	\$4,820	\$4,820	Title II funds	\$14,460		
Clarendon County First Steps: The Parents as Teachers program provides training and curriculum that are designed to identify and build on family strengths, capabilities and skills and build protective factors within the family. <i>Rationale:</i> Uses Parents as Teachers	Plan to serve an additional 45-50 families. Families will be provided in-home parent education services 2-4 times per month, as needs dictate. First Steps will provide: Each Year: 3 Parent Educators - salary of \$22,166, mileage reimbursement 1,000 miles x \$0.505, materials & supplies for home visits =	\$74,013	\$74,013	\$74,013	Title I funds	\$222,039		

national model of home visitations for high-risk families with preschool children.	\$2,000.					
Clarendon County First Steps: Partner with the district to implement Countdown to Kindergarten to increase awareness and knowledge for parents about the importance of home activities relating to literacy and hands-on learning leading up to kindergarten.	50 children; teachers will make 5 home visits to prospective kindergarteners and 1 school visit for a total of 6 visits per child. 50 CTK Tool Kits x \$80 = \$4,000, 70 hours of service x \$25 per hour x 5 teachers = \$8,750, Mileage Reimbursement 1,000 miles x \$.505 x 5 teachers = \$2,525	\$15,275	\$15,275	\$15,275	Title I funds	\$45,825
6. Contracts Subtotal		\$239,409	\$239,409	\$239,409		\$718,226
7. Training Stipends: Explain what training is needed, and the purpose and relation to the project.						
Countdown to Kindergarten Teacher	\$29.50/visit @10visits/wk, 6wks	\$1,770	\$1,770	\$1,770	Title I funds	\$5,310
7. Training Stipends Subtotal		\$1,770	\$1,770	\$1,770		\$5,310
8. Other: Explain other expenditures that may exist and are not covered by other categories.						
None requested.		\$0	\$0	\$0		\$0
8. Other Subtotal		\$0	\$0	\$0		\$0
9. Total Direct Costs		\$1,284,066	\$1,292,746	\$1,301,600		\$3,878,412
10. Indirect Costs: Rate of 3.17%						
11. Total Sustainability Funds		\$1,284,066	\$1,292,746	\$1,301,600		\$3,878,412
12. Funds from other sources used to support the project						
District Operating Budget	Amount to cover teacher stipends and additional costs for substitute teachers to support continued professional development in personalized learning methods.	\$838,067	\$838,067	\$838,067		\$2,514,201

Title I Funds dedicated to the CCEL Project at participating schools.	Used for providing an enriched and accelerated educational program; promoting school-wide reform through school-wide programs or through additional services that increase the amount and quality of instructional time; significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development; and affording parents meaningful opportunities to participate in the education of their children at home and at school.	\$2,623,962	\$2,623,962	\$2,623,962		\$7,871,886
Title II Funds dedicated to the CCEL Project at participating schools.	Used for strategies that improve teacher and principal quality and increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.	\$580,407	\$580,407	\$580,407		\$1,741,221
Title III Funds dedicated to the CCEL Project at participating schools.	Used for the language instruction of limited-English proficient and immigrant students.	\$15,919	\$15,919	\$15,919		\$47,757
Title VI - Rural Education Achievement Program funds dedicated to the CCEL Project at participating schools.	Used for teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers; educational technology, including software and hardware, as described in part D of Title II; parental involvement activities.	\$98,520	\$98,520	\$98,520		\$295,560
E-Rate Program funds for telecommunications services to support the CCEL Project at participating schools.	Funding in five categories of service: Telecommunications, Telecommunications Services, Internet Access, Internal Connections, and Basic Maintenance of Internal Connections.	\$438,603	\$438,603	\$438,603		\$1,315,809
12. Funds from other sources used to support the project		\$4,595,478	\$4,595,478	\$4,595,478		\$13,786,434
13. Total Budget (lines 11-12)		\$5,879,544	\$5,888,224	\$5,897,078		\$17,664,846

The individual consortium districts have also outlined key steps that they will take after the grant period to assure that the CCEL personal learning program is sustained in their participating schools. As an example, we have included the plans developed by Clarendon Two and Williamsburg County School Districts below. Their approaches leverage the strengths of their district to provide ongoing support for the CCEL project. Richland Two and Orangeburg 5 have developed similar plans. The consortium partners will continue to share best practices beyond the grant period so that they can continuously improve their implementation strategies.

It is the goal of Clarendon Two to carry out the vision of the CCEL project beyond the grant period. We recognize that this is a huge endeavor for our small rural district, but our leadership is committed to the success of Enterprise Learning.

To ensure progress beyond the grant period, the district administration will continue with the District CCEL Steering Team that consists of department leaders from all areas critical to supporting personalized learning. The Steering Team will continue to meet monthly to measure progress, address issues, and discuss and identify potential funding sources to replace RTT-D grant funds. The Steering Team plans to build from existing community partnerships, and create a plan that allows the district to pursue private foundation, and other grant funds that will support the initiatives beyond the first four years of the project.

With the professional development that will be provided to our staff during the grant period, our teachers' capacity to deliver quality instruction will be greatly enhanced. The formation of active cross-consortium Professional Learning Communities will allow our teachers to continue to learn and grow in the new personalized learning environment. Clarendon Two currently supports Instructional Coaches through the district's General Operating funds. They will work closely with the CCEL Enterprise Learning Coaches as we implement the project. With the train-the-trainer model that the CCEL program is embracing, we fully expect that our Instructional Coaches will be able to maintain momentum as the Enterprise Learning Coaches from the grant are phased out. These Instructional Coaches will continue to be supported by the district budget beyond the end of the grant.

Clarendon Two also plans to fully use available funds from the e-Rate Telecommunications Program to help maintain our technology platform and Title I, Title II, Title III and Title VI funds, as appropriate, to support our Enterprise Learning initiative.

Williamsburg County School District will ensure sustainability of the implemented initiatives beyond the grant period through various sources. Community members, parents, the WCSD Board of Trustees, district staff and all stakeholders in their comments and written commitments have agreed to embrace the prosperity, social/cultural vibrancy, and college/career readiness mandates that will be necessary to continue the reformation of the system. WCSD's high quality sustainability plan encompasses local, state, and federal funding and will be overseen by a Race to the Top-District Sustainability Committee that will meet monthly to:

- Set clear and realistic expectations for additional funding sources
- Build capacity by developing outcome goals and objectives
- Building from existing partnerships and letters of support, establish a network of partners within the geographic region who will fund specific initiatives beyond the grant period
- Create a plan of action for actively pursuing resources needed to ensure sustainability
- Seek private, foundation, and other grant funds that will support the grant initiatives beyond the duration of the grant period

WCSD will utilize Title II-A funds to provide development activities (Training with personalized learning environments, Common Core State Standards training, training teachers in the effective use of technology in the classroom, etc.) that support the components of the CCEL project. Title II-A funds require that students, including low-income and minority, have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of all students. WCSD's Title II-A Plan directly correlates with the objectives of the CCEL proposal to include:

1. Opportunities for existing faculty members to take courses toward certification in hard to place areas such as Middle Level Education in content areas (English, Mathematics, Science, and Social Studies) to ensure high quality and effective teachers are in every classroom
2. Professional development for all faculty members on the effective use of data to meet the needs of students individually and by subgroups
3. Professional learning communities within each school to strengthen the knowledge of best practices of teachers (KGES book)
4. Opportunities for faculty members to attend content based workshops and conferences to promote the use of innovative teaching strategies

5. Ongoing and systemic workshops that facilitate the implementation of Common Core State Standards, the use of resources aligned to the CCSS, and classrooms practices that will facilitate the implementation of CCSS.
6. College and career readiness workshops for all faculty members to promote student achievement on workforce related assessments such as Work Keys, and college placements assessments such as the PSAT, SAT, and ACT.

WCSD Title II-A funds will be used to recruit highly effective and qualified teachers and administrators as the data dictates to continue the district's reform measures to turn around its lowest performing schools and continue promoting student achievement in the others. Because WCSD is very rural and the socio-economic standing of the area is very low, there are positions that are hard to staff. By attending state sponsored job fairs, communicating with state colleges/universities about upcoming department of education graduates, announcing administrative job openings through the SC Association of School Administrators, and a continued collaboration with organizations such as Teach for America, WCSD will seek to recruit and offer sign-on bonuses which will increase its ability to retain highly effective and qualified teachers and administrators.

Since the CCEL project will help to expand much needed one-to-one personalized learning through technology for students in grades k-12, Williamsburg County School District's grant team will continue to seek funds for sustainability of the project and inform state and local government leaders of the status of the project. The goals and objectives of the project, significant events, status of outcomes, and other relevant information will be posted for students, educators, parents and community stakeholders on the district web page to build engagement.

With the combination of each district's sustainability plan, our line item analysis of a CCEL Sustainability Budget, and the desire of the districts to continue to work as a group for several years after the grant period ends, we feel that we have a high-quality plan for sustainability of the project's goals after the term of the grant. All districts have also identified potential sources of funding that will be aligned with CCEL personalized learning goals to help sustain the program. A critical analysis of outcomes by the District Steering Committees and the CCEL Board during ongoing monthly and quarterly reviews will help inform the teams on the effectiveness of each facet of the proposal and allow adjustments for continuous improvement.

COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. To meet this priority, an applicant must demonstrate the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools (as defined in this notice) with high-need students (as defined in this notice). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

(1) Provide a description of the coherent and sustainable partnership to support the plan described in Absolute Priority 1 that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions;

Supports for Children

Readiness for first grade is a chronic problem in our state, particularly among high poverty families. One of the CCEL districts' most valuable partnerships has been with each county's First Steps. First Steps is a public/private entity created by the South Carolina General Assembly in 1999 to address the needs of young children. Every South Carolina County has a First Steps partnership comprised of business and community leaders, early education professionals, parents, faith-based and agency partners. Staff from each CCEL district serve on their local partnership boards; two CCEL work team members serve as chair for their local boards. Currently, First Steps is the state's only entity focused exclusively on increasing school readiness outcomes for all children ages 0 to 5. Each local First Steps office connects high-risk children 0-5 to the services they need to improve their educational and developmental outcomes. Focus areas for services include:

Family Strengthening: First Steps works to help parents become the best parents they can be by using home visits and the Parent as Teachers program.

Healthy Start: First Steps works to help families understand children's health needs, and provide or coordinate screening to ensure access to needed services.

Quality Child Care: First Steps works to expand the availability of quality child care to families and to enhance the level of quality in existing child care environments.

Early Education: Research shows that children who participate in high-quality preschool classes are more likely to start school ready to learn, as well as be more successful

later in life. First Steps works to expand high-quality 3-year-old and 4-year-old kindergarten opportunities in public and private settings.

School Transition: The transition into kindergarten is a critical time that sets the tone for children's perspectives about the school years, as well their parents' perspectives. Making a strong initial connection between school and home -- and supporting both parents and students during this transition time -- has been shown to impact students' later school success and parents' later involvement during the school years

First Steps uses the Keys to Interactive Parenting Scale (KIPS) and the Adult-Child Interactive Reading Inventory (ACIRI) in family assessments. KIPS is a practical, evidenced-based tool that reliably assesses the quality of parenting behaviors during free play with a young child. ACIRI is a scientifically-based tool that measures the quality of adult and child interactions during joint book reading. A comparison of pre and post assessments shows that families are learning about quality play and reading interactions with their children.

First Steps staff provide home visits, conduct family and child assessments, and use those assessments to coordinate matching services (including health care, glasses, hearing, and special needs). Through early education programs, First Steps seeks to:

- Increase first grade readiness and pre-literacy skills of children through quality early education intervention
- Increase ongoing 4K documentation, reporting and evaluation of results;
- Increase the number of at-risk children served in quality 4K environments, public and private;
- Increase the qualifications, professional development and access to training for personnel teaching public and private 4K programs;
- Reduce the number of at-risk 4-year-olds on waiting lists for the public school Child Development program;
- Increase the evaluation and impact analysis of federal early education spending (head Start, Early Head Start, Title I monies) in quality, early education strategies at district levels;
- Increase parent involvement strategies in 4K and 5K to impact involvement in K-12;
- Increase documentation and analysis of the state's school readiness progress.

In addition, First Steps is an active partner in supporting families so that they are able to support their child's healthy development, readiness for school, and long-term health and wellness. First Steps participates in collaborative partners, the faith community and the private sector to provide services to at-risk families. Outcomes related to family services include:

- Increased family literacy and parent education levels;

- Improved parental employability and employment;
- Increased effectiveness of parenting related to child nurturance, learning and interaction, language, health and safety;
- Increased successful parenting/family literacy program targeting, service integration, and results documentation; and
- Increased early parent involvement in 4K-12 education settings.

First Step's Parent-Child Home Program utilizes a non-directive, non-didactic approach, modeling behaviors for parents that enhance children's development rather than teaching behaviors. Home Visitors help parents realize their role as their children's first and most important teacher, generating enthusiasm for learning and verbal interaction through the use of engaging books and stimulating toys. Parents are never given homework or assignments to complete but are encouraged to continue quality play and reading between visits with the books and toys they receive each week. The "light touch" employed by Parent-Child Home Program Home Visitors is non-intimidating and empowers parents, allowing them to prepare their children for school success, and take pride in their commitment to, and impact on, their child's education. Every Parent-Child Home Program local site adheres to a carefully developed and well-tested model to ensure high quality services and consistent results. To accomplish this work, all First Steps offices use the same structure:

- Each site is run by a Site Coordinator hired by the local partner agency and trained by The Parent-Child Home Program's National Center.
- The Site Coordinators are then prepared to recruit and train their local Home Visitors.
- Training in multicultural awareness and the ethics of home visiting are important components of the Parent-Child Home Program's training curriculum for Site Coordinators and Home Visitors. Respect and understanding are critical for successful home visiting relationships.
- Families participate in the two-year program when their children are two- and three-years-old, completing the Program as they turn four and transition into pre-kindergarten or Head Start. A child can, however, enter the Program as young as 16 months and some sites serve families with children up through four-years-old if there are no other pre-school services available in the community.

First Steps will continue to provide a range of services, through local offices and partnerships, to CCEL participating students, especially those in grades PK-5. Through CCEL funding, First Steps will have financial support to increase services in Clarendon School District Two's service area and Williamsburg County.

Last year in Clarendon County, First Steps provided services to 29 children birth to five and their families who met all criteria for at-risk; conducted 486 home visits; ensured that 100%

of age-eligible participating children received books every month through the Dolly Parton's Imagination Library.

In Williamsburg County, the district has partnered with First Steps in a variety of programs to serve children and families. The district's program *Parent-Child Home* impacted 27 children and 24 adults; (2) First Step's *Dolly Parton's Imagination Library* (DPIL) received more than \$8,000 in community donations which impacted 254 children receiving more than 3,043 books; (3) *Child Care Training and Professional Development* provided high quality training to 94 providers impacting 667 children; (4) *S. C. Child Development Education Pilot Program (CDEPP)* served 50 children in six approved CDEPP child care facilities in the county; and (5) *Countdown to Kindergarten* served 18 children with 100% of children completing all six visits.

Supports for Adolescents

One of the critical needs for the participating schools is to engage students in pursuing higher learning. Through extended outreach and our community partners, CCEL districts will use diverse strategies to decrease dropout, increase graduation rates, and increase enrollment in higher education. These strategies include

Mentoring: One of the strengths of CCEL is its capacity to tap an expanded range of adults who are interested in providing mentoring to students. Mentoring may be provided through face time or through virtual connections. For example, some career mentors may use SKYPE to visit with a small group of students interested in similar career paths. While each district has established mentoring programs, CCEL will services to include

- Role Models who can guide children in their development; these role models may function along the lines of Big Brothers/Big Sisters;
- Alumni Mentors; current college students or recent graduates who can encourage high school and middle school students to explore and pursue higher learning; these mentors can help coordinate college visits; provide homemade virtual tours, discuss how to match career interests to a college major and a selected school, transfer options, and how to negotiate financial aid and the admission processes.
- Career Mentors who can help individual, clusters or large groups of students explore careers; career mentors are extremely important to enabling a student to understand the realities of a profession, the skills necessary to conduct daily work, the education

required for the career, and how the education shapes professionalism. New Carolina, South Carolina's Council on Competitiveness, will help CCEL build a statewide network of career mentors for our participating students. While we envision Career Mentors visiting schools to speak to classes of students, we also believe that one-to-one "chats" can be extremely beneficial.

Orangeburg Consolidated School District Five (OCSD5) has partnered with the faith-based community in an initiative affectionately known as The Bootstraps Foundation. This partnership is designed to provide mentors for students in the District. These mentors assist with enhancing the academic and social well-being of our students and help the District create a college-bound culture. The Bootstraps Foundation sponsors and manages the mentoring program along with a mentoring-scholarship program. The mentors known as Volunteers in Public Schools (VIPS) work with students in grades PK-12 grades to make a personal connection and use that connection to enrich the student's educational experience. These mentors can serve as a lunch buddy, tutor, mentor, classroom volunteer, school support volunteer, translator or financial donor. The Bootstraps Foundation will identify rising sixth-graders and provide a seven-year commitment to include enrichment activities for students and parents, college preparation classes, relationships with a supportive adult, and two-year college scholarships after graduating high school (See Appendix).

Williamsburg County School District has already begun tapping community resources to develop this mentoring network. They are seeking mentors from the following areas: ministerial alliances, fraternities, retired male teachers, Rotary Club members, Masonic Order members, males who graduated from the system and who have professional careers (doctors, lawyers, CPA's, and engineers) and famed African American males who have ties to the Pee Dee/Low Country area of South Carolina such as Stephen Peters (famed educator), Alex Montgomery (Boys to Men organization), Charlie Brown (former NFL player who is the varsity football coach at Kingstree Senior High School), and "Sugar" Ray Leonard (famed Boxing Champion)

In addition to mentoring, CCEL will expand its current **dual enrollment** options to make sure every child, not simply honors, AP, or Gifted & Talented students, has access to earning college credit while still in high school. As the letters of support indicate, each CCEL district will work with local community colleges to expand dual enrollment on the CCEL school campus. We will also expand access to include 10th grade students, with 9th grade student

eligible to participate if recommended by teachers, parents, and guidance counselors. As the letters of support in Appendix B4.3 show, these institutions of higher learning who have partnered with the districts to provide dual enrollment are eager to participate in CCEL:

District	Dual Enrollment Providers
Clarendon County School District Two	Central Carolina Technical College Expansion to Trident Technical College and Florence Darlington Technical College
Orangeburg Consolidated School District Five	Claflin University Orangeburg Calhoun Technical College Voorhees College
Richland County School District Two	Midlands Technical College
Williamsburg County School District	Williamsburg Technical College

OCSD5 has worked diligently to reduce its dropout rate. Our present dropout rate is 2.2% which is slightly below the state’s average. Our newly established Reach Out for Dropout Program is an outreach program geared toward encouraging students in the Orangeburg, Bowman, and North areas who have dropped out of school to return. Last year, our efforts enabled approximately twenty-students to re-enroll in school and continue their education through adult education or credit recovery programs. Through our community partnerships with the city, county, and community leaders we were able to make a positive impact on these youths. To assist students with acquiring their diploma or GED, we provide a performance-based diploma program, evening high school, and adult education.

Special IHE Programs for Orangeburg Five (OCSD5)

Claflin University’s School of Natural Sciences and Mathematics will assist students with hands-on-scientific investigations in chemistry, biotechnology, engineering, and mathematics. Additionally, Claflin University’s Department of Teacher Education will facilitate the Partners in Education: Advancing Prospective Teachers (PIE-APT) Program with an ultimate goal of identifying and preparing a pool of students who can successfully pursue careers in Teacher Education and effectively facilitate and manage the academic achievement of students. This program will recruit and prepare high school students in grades 9-12 for careers as prospective teachers

Claflin’s Call Me Mister *Program* is a national teacher leadership program that prepares African-American males for successful careers as elementary teachers. It also provides them with resources that will place them in a position to effectively impact the lives of children.

Participants in the program will *serve as mentors, tutors*, and role models for our African-American males at all of our elementary schools.

OCSD5 plans to partner with our local universities and our area S²TEM Centers (Solutions in Science, Technology, Engineering & Mathematics Education Center) to address this deficiency. Strategies and activities will include the use of (1) innovative instructional modules in various chemical science topics, (2) the development of an age-appropriate model chemical science curriculum, (3) lab-centric simulation based teaching and learning topics for middle school students; (4) a middle school after school chemical science program, (5) workshops/professional development for K-12 teachers with teacher re-certification credits, (6) a 3-week chemical science summer institute for ninth and tenth grade students; (7) opportunities for high school juniors and seniors to earn chemical science and math college credits, participate in job shadowing and paid internships with local companies, and (8) opportunities for students and faculty to showcase their projects and ideas through an online format.

Beyond the resources listed throughout the narrative and explained above, Williamsburg County School District will build upon its current partnership with Williamsburg Technical College, and will expand its partnership to include Trident Technical College (Charleston County) and Florence Darlington Technical College (Florence County). The goals of these partnerships will be to increase the number of students attending local technical colleges as an option, and to increase the number of students who will graduate with a certification within a particular career field such as welding, pre-nursing, or machine tools technology.

Supports for All Children and Their Families

Each district will build on existing partnerships to provide a range of supports to CCEL students.

Clarendon School District Two has forged partnerships with many local agencies to support students and address their unique needs. Our district was the lead agency in a Character Education program the spanned the entire county. We partnered with local businesses, restaurants and organizations to support our “Character Word of the Month.” These agencies would display the Character Words in their establishment each month to show their support for our students. The main highway, Highway 261, was named the “Corridor of Character” because of the strong support of the businesses along that road for the character programs in our schools.

Clarendon Two is a vital part of the Clarendon County Interagency Council, a group of human service agencies, including faith-based organizations and the school district, that meet monthly to discuss and share programs and/or opportunities that are available for our families. . The Council addresses the needs of our residents, from the youngest to the oldest, and we identify collaborative strategies to address those needs. In a county with limited fiscal resources, we work together to make sure the need is met without duplicating services. Working with this organization, the school district has been able to identify ongoing and emergency services that may be available to our students and their families ranging from housing, health, financial, and legal assistance. The Council recently received a seed grant from the Healthy South Carolina Initiative to promote healthier choices for county residents who want to stop smoking, eat healthier, or become more physically active, all critical activities that can make a difference in a child's "growth mindset."

The district also has strong partnerships with Mental Health and the Department of Social Services to address the social and emotional needs of students. Mental Counselors are assigned to schools to serve our students on the campuses. The Department of Social Services meets regularly with our Guidance Department to ensure that students and families in need are receiving assistance.

To provide more expertise in supporting the social and psycho-emotional needs of students, Orangeburg Five has developed a collaborative partnership with the Orangeburg Area Mental Health Center. School-Based Mental Health Counselors will provide on-site services to our students who display moderate to severe emotional and behavioral problems at school and their family members. The goals of the program are to decrease out-of-school suspension and expulsion rates, increase student grades, improve student attendance, and promote family involvement. Counselors will also provide special assistance during crisis situations to individual students, families, and groups.

Howard Middle's parents, educators, and community members expressed a desire to create a safe and nurturing environment that encourages academic excellence. The blending of solid academic programs with community services will serve the needs of the whole child. OCSD5 decided to use and scale up improvement strategies to address the high needs and environmental risk factors specific to the Howard Middle School. The District will convert the Howard Middle school campus into a Wrap-Around Community Success School (WACSS) that

operates on an extended day and extended year schedule.

Collaborations between Orangeburg Area Department of Mental Health, Tri County Commission on Alcohol and Drug Abuse, Claflin University, South Carolina State University, Community Child Development Centers, BootStraps Mentoring Faith-based Foundation, and Orangeburg County Sheriff's Office will bring the necessary services to this site required to ensure the future achievement of all students. These collaborative partnerships provide program services that include personalized learning plans. These plans will address student's remediation, acceleration, college and career readiness counseling, work-based learning, and family literacy skills. In conjunction with counselors, mentors/advisors, and parents, all students will develop an individual 10-year academic road map that incorporates identified career goals. The school will seek to facilitate a seamless transition from secondary to postsecondary education and careers. This 10-year academic plan will help students embark on a path of self-discovery.

This wrap-around school will provide students with three hot meals daily, medical and dental services, before and after school program services (e.g. tutoring, fine arts, performing arts), career and financial counseling, pregnancy prevention, job shadowing, project-based learning, student internships, service learning projects, professional mentoring, along with simulated inquiry laboratory experiences. Wrap-around service providers will maintain a caseload and share pertinent information with school personnel as it benefits academic success.

Richland Two. The Boys & Girls Clubs of the Midlands, who is the afterschool provider for Dent Middle School, recognizes the need for students under their care in the afternoon to continue honing their technology skills, and they have pledged to attend training on the development of the e-STEP. If a student needs assistance with any aspect of the e-STEP (such as submitting homework or reviewing an assessment) their staff will be have had the necessary training to provide assistance.

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both (a) educational results or other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and (b) family and community supports (as defined in this notice) results;

Population Group	Type of Result	Desired Results
Children ages 0-5	Educational	Children enter school ready for success
Children in PK, K programs	Educational and Family	Children enter 1 st grade ready for grade level learning
African-American Students	Educational	Increased Academic Achievement
Students with Two or More Suspensions	Behavioral	Decrease in the number of Suspensions
Disabled	Educational	Increased Academic Achievement
High poverty families with children in PK-12 system	Family	High poverty families with children in PK-12 system learn how to use technology
High poverty families with children in PK-12 system	Family	High poverty families with children in PK-12 system gain awareness of strategies to support their child's education.
All students and subgroup of African American students	Educational	Increased percentage of African American student enrolling in post-secondary education.
All students and subgroup of female students	Educational	Increased academic achievement in science and math
Families of CCEL students	Family	Increased participation in child's learning

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

CCEL will use current data systems to track quantitative indicators listed above. In order to keep track of our students' progress and assess their needs, we will use our data warehouse to keep up-to-date records on each measure. We will also monitor using our benchmark data, common assessments, student grades, and state test results. Additionally, on a quarterly basis we will check student discipline referrals, student attendance, enrollment/dropout report, and volunteer and mentor reports. At any given point in time, stakeholders will be able to view reports on our district's website regarding student performance data.

First Steps already tracks and collects data pertaining to early childhood and family literacy. These data are included in the annual report and will be incorporated into CCEL's annual report. Family engagement indicators will be tracked by logons to PowerSchool, attendance at conferences, participation in PTO and School Improvement Councils, and in their participation rate and responses on the School Climate Survey. Mentors will also be informally surveyed quarterly to identify ways to strengthen the mentoring program. Dual enrollment participation and success will be carefully monitored by providers and the districts to ensure that students receive proper support for success.

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

The participating student population in CCEL is 100% high-need, which is why the districts determined that using Overcoming Obstacles, Botvin's Life Skills, and the Leader in Me curricula would be essential to the success of the project. In addition, the CCEL districts have tapped a diverse and broad array of partners to help support the project. Services will also be tailored to the student's needs and interests.

Francis Marion University (FMU) has been a partner with school districts across the state for many years. FMU has supported the continuing professional development of teachers so that they can engage students and elevate achievement for students who live in poverty. CCEL teachers and educators will attend training by FMU's Center for Excellence on the Children of Poverty. In addition, FMU offers particular programs to help high-need districts recruit and develop teachers for difficult or hard-to-staff subject areas. Center staff will provide targeted training and workshops on topics such as setting high expectations for students and demystifying academic standards. They often bring together administrator panel discussions, such as addressing the achievement gap and making excellent gains with students of poverty. Based on the work of various scholars on students of poverty, these principals share practical ways to improve student achievement for students of poverty.

English learners/ESOL students: Significant online language programs and activities have been identified within the CCEL Project that target ESOL students. CCEL materials and documents, including the Web site, will be available in Spanish, and the digital platforms and devices will provide translation software. Richland Two offers group-counseling services for students and their families who are in need of such ESOL services through the Building Bridges to Success offered by our Intervention Services staff. In 2012, the Building Bridges to Success Program manual was translated into Spanish and two bilingual staff offer counseling sessions in Spanish. These supportive services provide just one example of the special emphasis on students facing significant challenges.

Further, Rosetta Stone has proven results with helping ESOL students to increase their literacy levels. Student assessments do not draw distinctions between ESOL students and other students. However, a lack of English proficiency puts ESOL students at a great imposition.

Helping ESOL students speak, read, write, and understand English is critical to student success. With Rosetta Stone, students learn English words through carefully structured sequences of pictures that encourage them to associate images they understand with English words that they may not have known. Plus, the online program is engaging for students. Richland School District Two expects the ESOL population increase significantly throughout the four years and beyond. Rosetta Stone with the assistance of effective ESOL teachers and assistants, this important subgroup of students will realize success as well.

Orangeburg County Library will acquire a library of MP3 players such as Playaways and Go Readers to be housed and circulated as part of the overall library materials collection. The intent of these devices is to increase student motivation to read by using the latest technology and helping to address the digital divide. These devices will assist the District by providing access to read alouds, guided reading, independent reading, shared reading, and language experiences. Books will be procured to go with each device so that students may simultaneously read and listen to stories to increase comprehension. This will also assist the ESOL population and students with disabilities. It will further ensure that children enter school reading on grade level.

(c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time; and

(d) Improve results over time;

CCEL's commitment to sustainability includes sustaining and expanding partnerships to provide comprehensive support programs to students and their families. First Steps provides services across each county, but funding limitations prevent First Steps from meeting the demands for services. First Steps and CCEL districts will continue to seek additional funding to support critical services. In addition, the CCEL mentoring network will be expanded within and across each district. By year three, students in non-participating schools across the districts will be able to request and participate in the mentoring program. Dual enrollment is not limited to CCEL schools in any district, but our expanding student eligibility to dual enrollment is not common. Results from open access will be carefully monitored and shared with key stakeholders to determine if additional supports are necessary to ensure student success. Similarly, student participation in virtual and online courses will also be similarly monitored to ensure that students have the self-management skills to succeed.

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MEMORANDUM OF UNDERSTANDING
For
Race to the Top - District Grant

The Carolina Consortium for Enterprise Learning (CCEL)

I. Parties

This Memorandum of Understanding (“MOU”) is made and effective as of this 22nd day of August, 2013, by and between the Clarendon County School District Two and all other member LEAs of The Carolina Consortium for Enterprise Learning (CCEL) that have also executed this MOU.

Clarendon County School District Two	<u> X </u> Lead LEA <u> </u> Member LEA
Orangeburg Consolidated School District Five	<u> </u> Lead LEA <u> X </u> Member LEA
Richland County School District Two	<u> </u> Lead LEA <u> X </u> Member LEA
Williamsburg County School District	<u> </u> Lead LEA <u> X </u> Member LEA

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member LEAs to participate in the Consortium. This document describes the purpose and goals of the Consortium, explains its organizational and governance structure, and defines the terms and responsibilities of participation in the Consortium. This agreement, made and entered into by and between all parties identified above, is for the purpose of implementing the Carolina Consortium for Enterprise Learning (CCEL) launched with grant funding through the FY2013 Race to the Top-District grant offered by the U.S. Department of Education. Project dates are 2013-2021 with 2013-2017 as four years of program implementation and 2018-2021 as the extended three year period for fulfilling the activities to include completing necessary documentation, ensuring sustainability, and assisting with replicability.

This Memorandum of Agreement (MOA) ensures collaboration and sharing between and among the partners and specifies the roles and responsibilities of each partner or group of partners. The vision of the CCEL is succinct: PK-12 students in CCEL schools will become Enterprise Learners who successfully develop, pursue, and attain rigorous learning and living goals that prepare them for college, careers, and citizenship.

III. Binding Commitments and Assurances

To support these goals, each signatory LEA that signs this MOU assures, certifies, and represents that the signatory LEA:

- a. Has all requisite power and authority to execute this MOU;
- b. Is familiar with all the contents of the Consortium application;
- c. At a minimum, will implement no later than the 2014-2015 school year--
 - i. A teacher evaluation system (as defined in this notice)¹;
 - ii. A principal evaluation system (as defined in this notice); and
 - iii. A superintendent evaluation (as defined in this notice);
- d. Is committed to preparing students for college or career, as demonstrated by:
 - i. Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or
 - ii. Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
- e. Has a robust data system that has, at a minimum--
 - i. An individual teacher identifier with a teacher-student match; and
 - ii. The capability to provide timely data back to educators and their supervisors on student growth;
- f. Has the capability to receive or match student-level preschool-through-12th grade and higher education data;
- g. Ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA);
- h. Will comply with all of the terms of the Grant, and all applicable Federal, State, and local laws and regulations, including laws and regulations applicable to the program, and the applicable provisions of EDGAR (34 CFR parts 75, 77, 79, 80, 82, 84, 86, 97, 98, and 99) and 2 CFR part 3485;
- i. Meets all the eligibility requirements described in the application and notice;
- j. Will bind itself to and comply with all elements of the Consortium governance structure described in this MOU and the individual LEA's role in the structure as described in this MOU; and

¹The term "as defined in this notice" is used throughout the model memorandum of understanding. "This notice" refers to the notice inviting applications (NIA) for the Race to the Top – District competition.

- k. Will bind itself to every statement and assurance made in the Consortium's application, including but not limited to programs, plans, policies, strategies, and requirements that the Consortium plans to implement.

IV. Consortium Membership

- a. Each member LEA and the lead LEA will sign on to only one application for a Race to the Top – District grant.
- b. Each LEA in the Consortium is legally responsible for:
 - 1. Carrying out the activities it has agreed to perform; and
 - 2. Using the funds that it receives under the MOU in accordance with the Federal requirements that apply to the Race to the Top – District grant.
- c. Each LEA in the Consortium will support the activities of the Consortium as follows:
 - 1. Participate in all activities and projects that the Consortium board approves in support of the Consortium's application;
 - 2. Participate in the management of all those activities and projects;
 - 3. Designate a leadership team to oversee and execute activities as described in the application.
 - 4. Permit the participating target schools with operational flexibility to execute activities leading to progress
 - 5. Enable the Consortium Project Director to work closely with each LEA District Director to implement programmatic activities as stated in the narrative.
 - 6. Ensure that a stakeholder advisory team is in place to support grant activities.
- d. Each LEA will participate in all activities as described in the program narrative and according to dates identified in the project timeline.
- e. Richland School District Two will serve as the fiscal agent acting on behalf of the consortium.
 - i. Ensure accounting practices, budgets, annual/final reports are submitted on time and that all consortium members have adequate time to review and amend as needed.

V. Lead LEA

- a. Clarendon County School District Two will serve as lead applicant for the purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the notice and 34 CFR 75.127-129. The lead LEA is legally responsible for:

- i. The use of all grant funds;
 - ii. Ensuring that the project is carried out by the Consortium in accordance with Federal requirements; and
 - iii. Ensuring that the indirect cost funds are determined as required under 34 CFR 75.564(e).
 - iv. Ensuring that all requirements of the grant are communicated across all participating districts.
- b. Richland School District Two will act as the fiscal agent on behalf of the Consortium.
- c. Richland School District Two will comply with South Carolina's statutes regarding procurement, accounting practices, and all other relevant areas of law, including but not limited to all applicable fiscal policies and practices. All procurement transactions by LEAs made with Race to the Top – District grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR).

VI. Consortium Governance: The Consortium's structure for carrying out its operations, include:

- a. Clarendon School District Two will be the lead LEA;
- b. Orangeburg School District Five will be a participating member LEA;
- c. Richland School District Two will be a participating member LEA and serve as the fiscal agent for the consortium.
- d. Williamsburg will be participating member LEA;
- e. The Consortium will abide by the majority's rule as the method and process for making policy, operations, and other types of decisions, as necessary;
- f. Each participating LEA will appoint or hire a full-time LEA District Director who will serve as liaison and coordinator for the program.
- g. The Consortium will establish accepted protocols by which the Consortium will operate, including the protocols for member LEAs to change roles or leave the Consortium;
- h. The Consortium's plan for managing funds received under this grant is described clearly in the proposal. All funds will be disbursed according to the submitted budget. The Consortium has further agreed that each district will receive a portion of the Indirect funds based on their individual district budget; and
- i. The terms and conditions of the MOU or other binding agreements executed by each member LEA.

VII. Modification

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

VIII. Duration/Termination

This MOU shall be effective, beginning with the date of the last signature hereon, and if the grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

IX. Points of Contact

Communications with the LEA regarding this MOU should be directed to:

Name: Mr. John Tindal, Superintendent

Mailing Address: Clarendon School District 2 P.O. Box 1252 Manning, SC 29102

Telephone: 803.435.4435

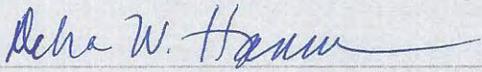
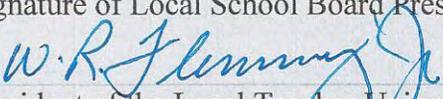
Fax: 803.435.0172

Email: jtindal@csd2.org

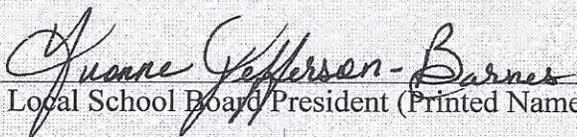
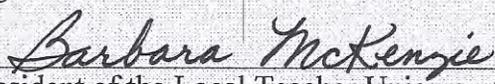
Or hereinafter to another individual that may be designated by the LEA in writing transmitted to the lead LEA.

X. Signatures

Richland County School District Two hereby joins the Consortium as a lead / member (circle one), and agrees to be bound by all the assurances and commitments associated with lead / member (circle one) classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the lead / member (circle one) membership classification as described in this MOU.

Superintendent or CEO of the LEA (Printed Name): Dr. Debra Hamm	Telephone: 803/738-3236
Signature of Superintendent or CEO of the LEA: 	Date: 09/19/13
Local School Board President (Printed Name): William R. Flemming Jr., D.M.D	Telephone: 803/736-0015
Signature of Local School Board President: 	Date: 09/19/13
President of the Local Teacher Union or Association, if applicable (Printed Name): <i>not applicable; SC does not have teacher unions or associations</i>	Telephone: N/A
Signature of the President of the Local Teacher Union or Association: <i>not applicable; SC does not have teacher unions or associations</i>	Date: N/A

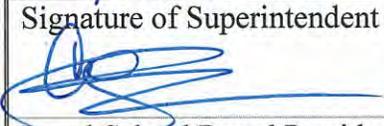
Williamsburg County School District hereby joins the Consortium as a lead / member (circle one), and agrees to be bound by all the assurances and commitments associated with lead / member (circle one) classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the lead / member (circle one) membership classification as described in this MOU.

Superintendent or CEO of the LEA (Printed Name): Dr. Yvonne Jefferson-Barnes	Telephone: 843/355-5571
Signature of Superintendent or CEO of the LEA: 	Date: 08/28/13
Local School Board President (Printed Name): Barbara McKenzie	Telephone: 843/355-5571
Signature of Local School Board President: 	Date: 08/28/13
President of the Local Teacher Union or Association, if applicable (Printed Name): <i>not applicable; SC does not have teacher unions or associations</i>	Telephone: N/A
Signature of the President of the Local Teacher Union or Association: <i>not applicable; SC does not have teacher unions or associations</i>	Date:

Clarendon County School District Two hereby joins the Consortium as a lead / member (circle one), and agrees to be bound by all the assurances and commitments associated with lead / member (circle one) classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the lead / member (circle one) membership classification as described in this MOU.

Superintendent or CEO of the LEA (Printed Name): <i>John Tindal</i>	Telephone: <i>803.435-4435</i>
Signature of Superintendent or CEO of the LEA: <i>John Tindal</i>	Date: <i>09-23-2013</i>
Local School Board President (Printed Name): <i>Matthew Price</i>	Telephone: <i>803.435.4435</i>
Signature of Local School Board President: <i>Matthew Price</i>	Date: <i>09/30/13</i>
President of the Local Teacher Union or Association, if applicable (Printed Name): <i>not applicable; SC does not have teacher unions or associations</i>	Telephone:
Signature of the President of the Local Teacher Union or Association: <i>not applicable; SC does not have teacher unions or associations</i>	Date:

Clarendon County School District Two hereby joins the Consortium as a lead / member (circle one), and agrees to be bound by all the assurances and commitments associated with lead / member (circle one) classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the lead / member (circle one) membership classification as described in this MOU.

Superintendent or CEO of the LEA (Printed Name): <i>Cynthia Wilson</i>	Telephone: <i>803-533-7924</i>
Signature of Superintendent or CEO of the LEA: 	Date: <i>9/17/2013</i>
Local School Board President (Printed Name): <i>Mary B. Ulmer</i>	Telephone: <i>803-533-7927</i>
Signature of Local School Board President: <i>Mary B. Ulmer</i>	Date:
President of the Local Teacher Union or Association, if applicable (Printed Name): <i>not applicable; SC does not have teacher unions or associations</i>	Telephone:
Signature of the President of the Local Teacher Union or Association: <i>not applicable; SC does not have teacher unions or associations</i>	Date:



June 2013



SOUTH CAROLINA

STATE DEPARTMENT OF EDUCATION

The South Carolina Longitudinal Information Center for Education (SLICE) System Guide

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What is SLICE?

- The South Carolina Longitudinal Information Center for Education (SLICE) is a longitudinal data warehouse which contains a wide range of student and teacher educational and workforce data.
-

...provides access to historical, timely, and predictive information on South Carolina's students to assist with managing and understanding their academic performance.

...provides a wide range of Data Dashboards which make it very easy to view and use education data to support both school and district level planning and coaching activities.

...combines data about the whole student including record data in the local student information system (PowerSchool), data about the student from a number of additional sources , as well as program participation and state assessment data.

...enables the linking of disparate data sources to provide SC educators with a holistic picture of student achievement which is more nuanced and multi-dimensional than any other currently available system.

SLICE

What is SLICE?

Why was SLICE Built?

...to give districts and schools the ability to view a broader range of data in more actionable ways than was previously possible.

...to provide districts and schools with the ability to use their own data in more constructive and timely ways in order to inform actions in the classroom, and provide an additional perspective against their peers.

Things to Keep in Mind about SLICE

There is no secret data. Data in slice comes from the district*. It reflects data exactly as it is loaded into the data sources by districts and schools

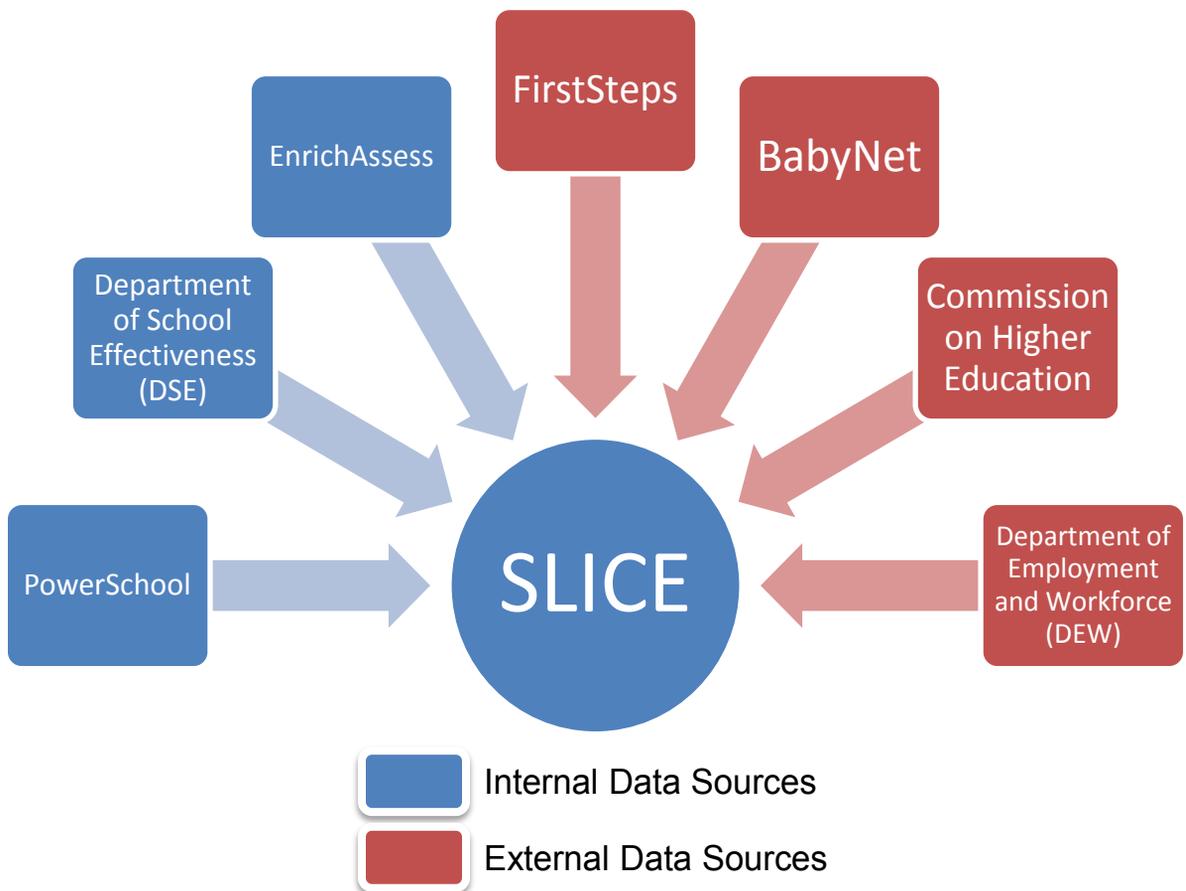
There are no plans to use SLICE as an evaluation tool (i.e. to assess effectiveness of teachers, staff, administrators, etc.)

There is no mandated way to utilize data in SLICE – users have the freedom to determine which data they use and how.

* = The only exception is data sourced from external agencies such as Department of Employment and Work force, etc.

SLICE Data Sources

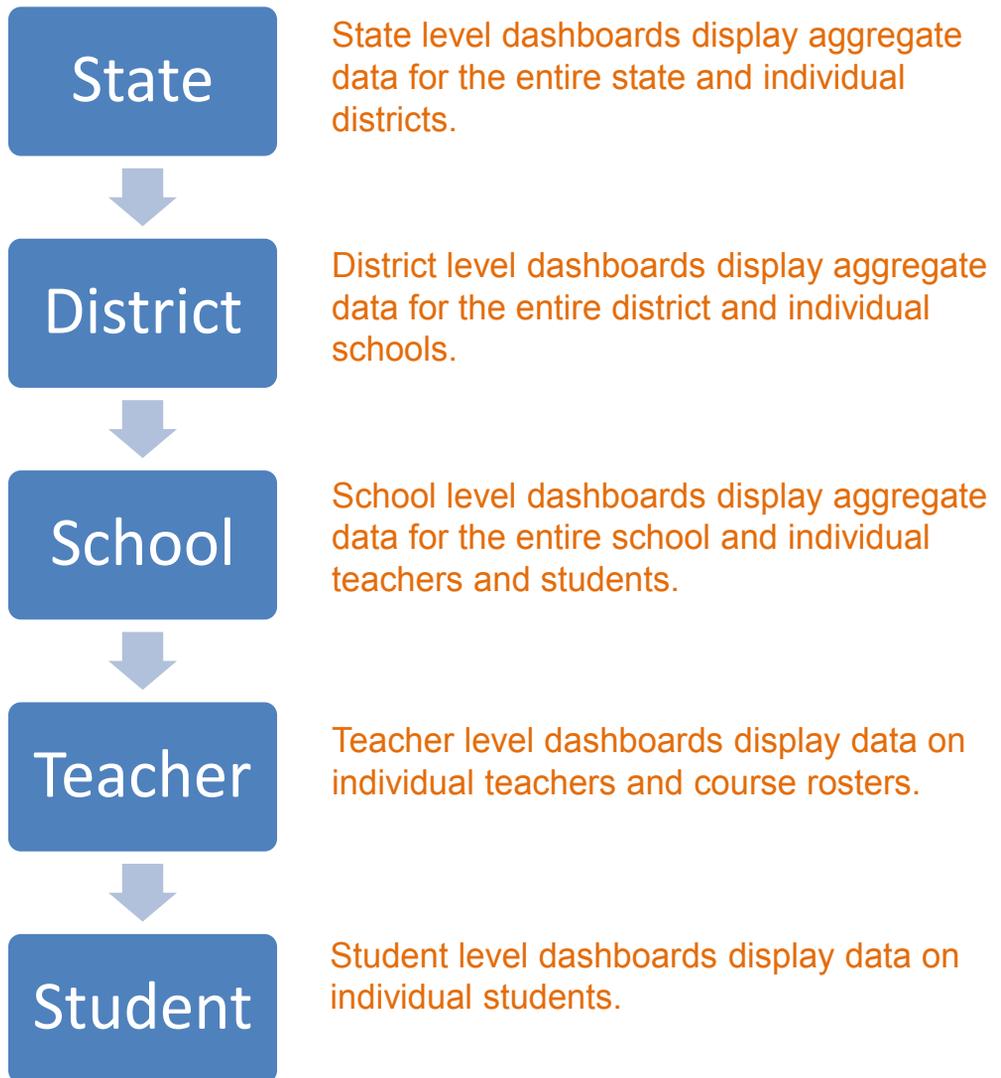
- Data in SLICE originate from a number of internal SCDE data systems, as well as various external agencies:



Data from imported into the data warehouse appears on SLICE dashboards as it is found in the source data systems and files. This means that data inconsistencies in the source systems/files result in data inconsistencies in SLICE.

SLICE Data Levels

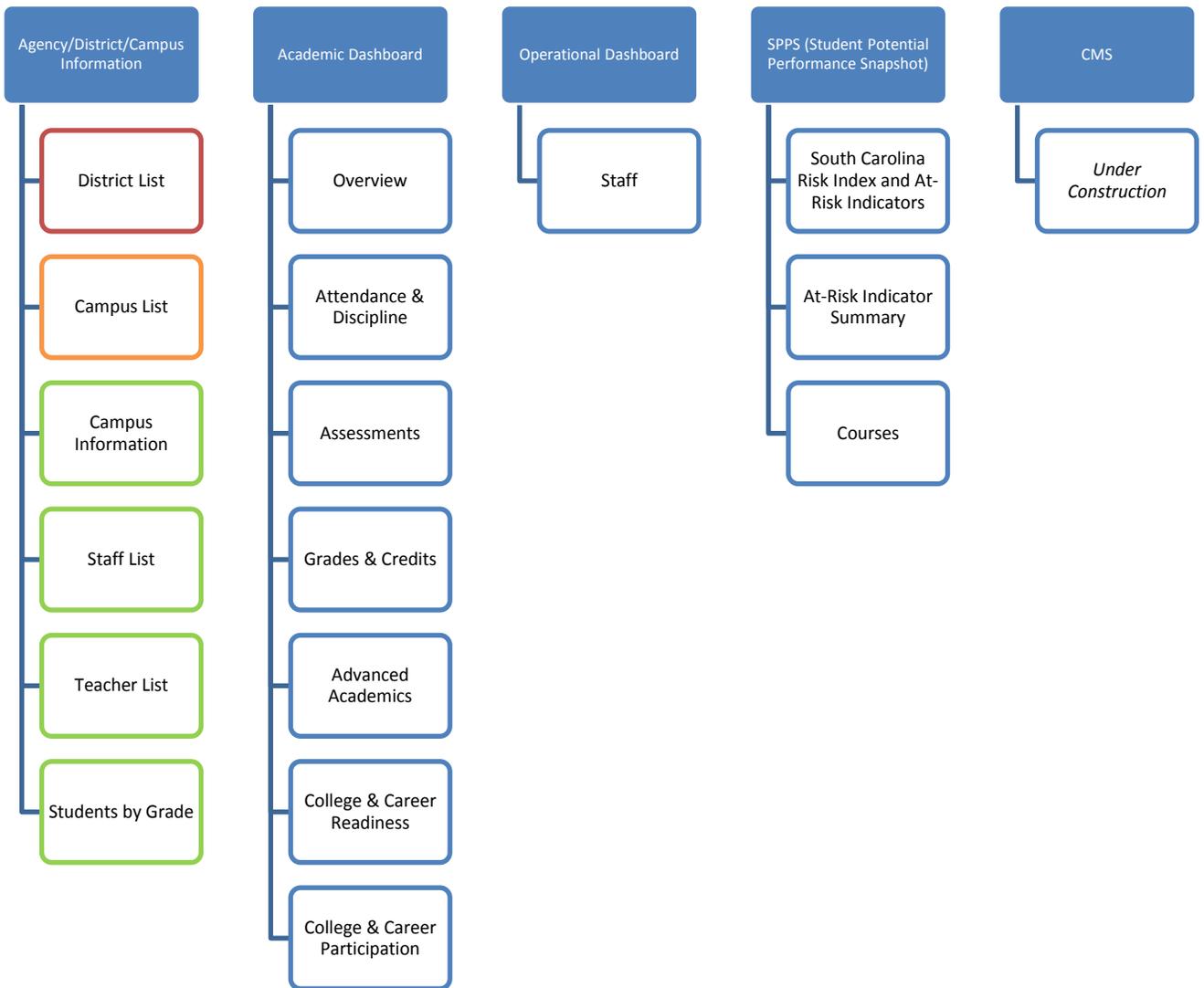
- Data in is aggregated in SLICE at five main levels:



- Various user roles provide access to these levels based on the permissions of the role (*see the section on “User Roles” for additional information*).

SLICE Data Components

- SLICE is categorized into **five** data components*.
 - Each data component includes various data categories where aggregate and detailed data metrics can be viewed.



* = Student dashboards contain different data categories that will be reviewed on page 10.

SLICE Data Components – Agency/ District/Campus Information Dashboards

Agency/District/Campus Information

District List

Displays a list of all Districts within South Carolina. *(Clicking on a district from the state level takes you to the district dashboards.)*

Campus List

Displays a list of all school campuses within a district. *(Clicking on a school from the district level takes you to the school dashboards.)*

Campus Information

Displays an overview of characteristics of a school.

Staff List

Displays a list of all staff members within a school as well as their basic background information.

Teacher List

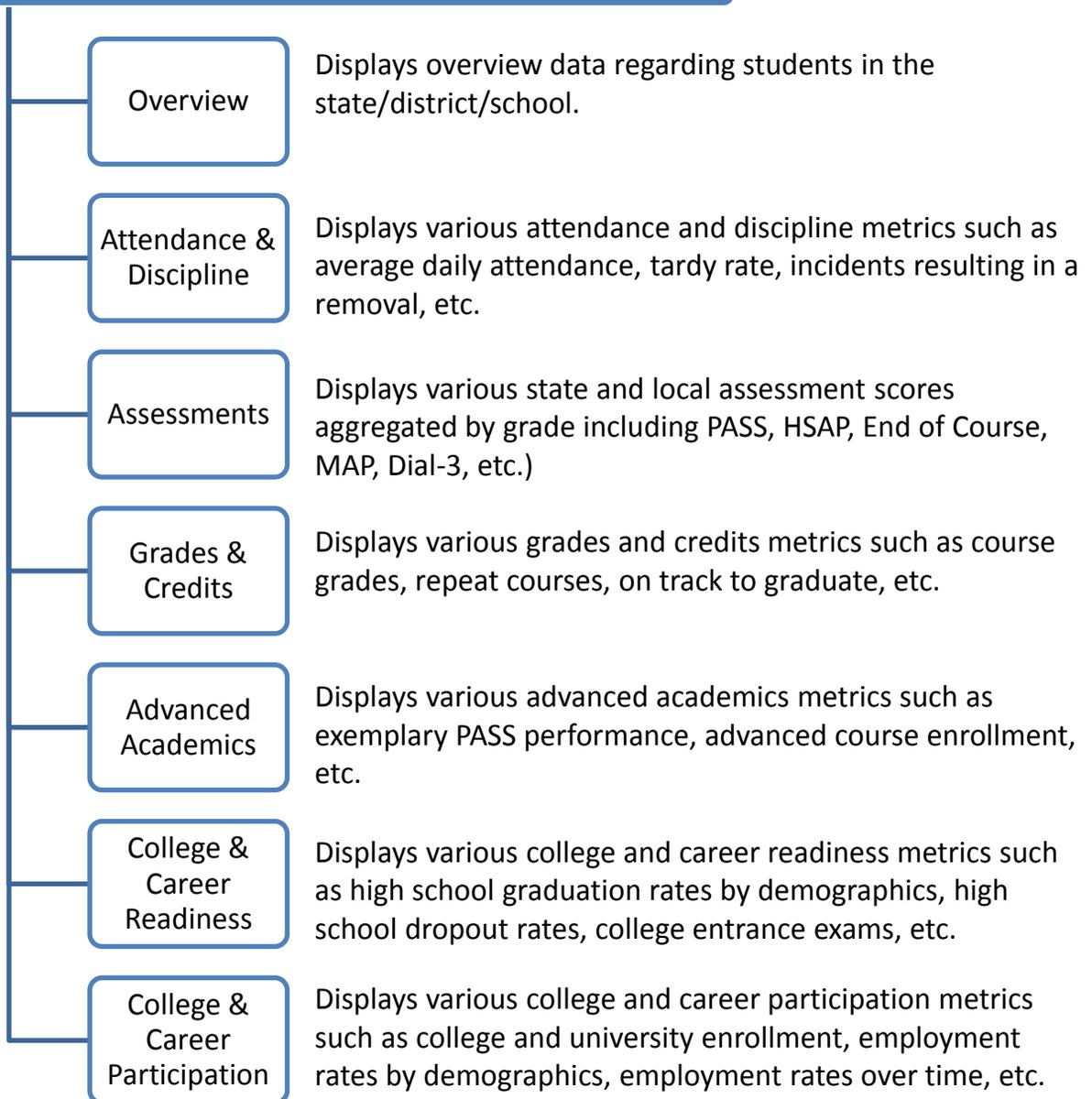
Displays a list of all teachers within a school as well as their basic background information. *(Clicking on a teacher from the school level takes you to a page displaying course rosters for the teacher.)*

Students by Grade

Displays a list of all students within a school by grade. *(Clicking on a student from the school level takes you to the student's dashboard)*

SLICE Data Components – Academic Dashboard

Academic Dashboard



Available on all dashboard levels

Available on State dashboard only

Available on District dashboard only

Available on School dashboard only

SLICE Data Components – Operational Dashboard and SPPS Dashboard

Operational Dashboard

Staff

Displays various metrics regarding teacher experience, education and certification.

SPPS (Student Potential Performance Snapshot)

South Carolina Risk Index and At-Risk Indicators

Displays various South Carolina risk index metrics such as at-risk assessment indicators, discipline, expulsion and attendance indicators, etc.

At-Risk Indicator Summary

Displays various summary student metrics such as student counts by demographics, student potential performance snapshots, dropout counts, etc.

Courses

Displays various course enrollment metrics by demographics such as gender, ethnicity, passing grade statuses, etc.

SLICE Data Components – CMS and Student Dashboards

CMS

*Under
Construction*

As of May 2013, the Curriculum Management System is under construction. It will be released to a subset of users in the Fall of 2013.

Student Dashboards

- Student Dashboards contain all information found under the Academic Dashboards and SPPS Dashboards, as well as the following data components:

Student Information

Displays overall demographic and background information for a student.

Academic Profile

Displays various general student data including current courses, course history, and historical assessment scores.

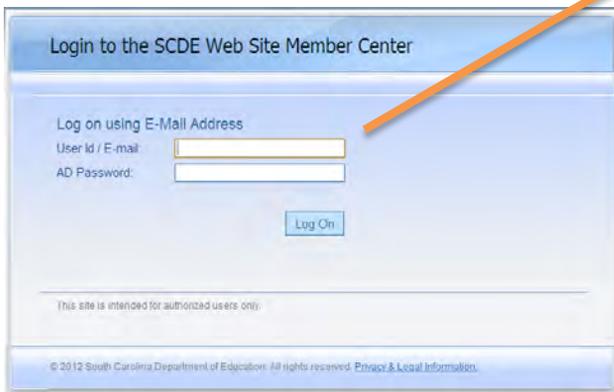
User Roles: Who Can Access SLICE?

- SLICE can be accessed by individuals in the following categories:

User Level	User Role	Role Description
STATE	State Administrator	This role has access to all the data displayed on the system down to student level data
	State User	This role has access to all the aggregate state, district, and school level data displayed on the system
DISTRICT	District Administrator	This role has access to all district- and school-level data down to student level and teacher level data. This role will also have the ability to enter district-level benchmarks.
	District User	This role has access to all the aggregate district and school-level data displayed on the system
SCHOOL	Principal	This role has access to their district- and their school-level data down to student level and teacher level data
	Counselor	This role has access to their district- and their school-level data down to student level; however, it does not have access to teacher level data
	Teacher	This role has access to district/school data and student level data as defined by the permissions map for the students they have been assigned.

Accessing SLICE

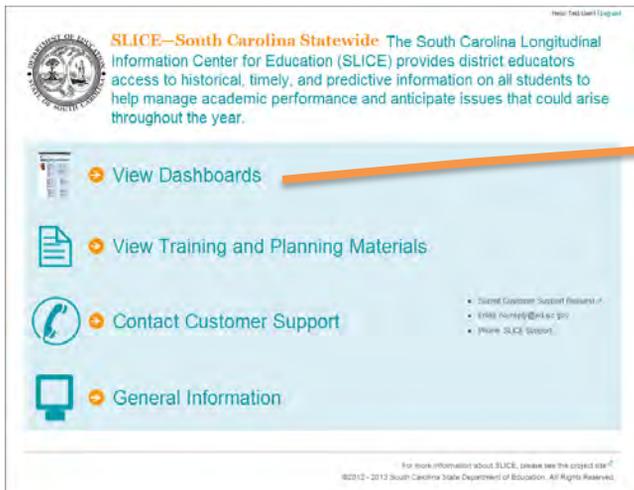
- Access to SLICE must be granted by your district’s Web Access Coordinator (WAC)
- You will need your SCDE email address and password to log into your SLICE dashboards.



• Enter your SCDE email address and password here.

• If an error message appears, attempt to enter your log-in information again.

• If you continue to get an error message, contact the IT Support desk at <https://eservices.ed.sc.gov>

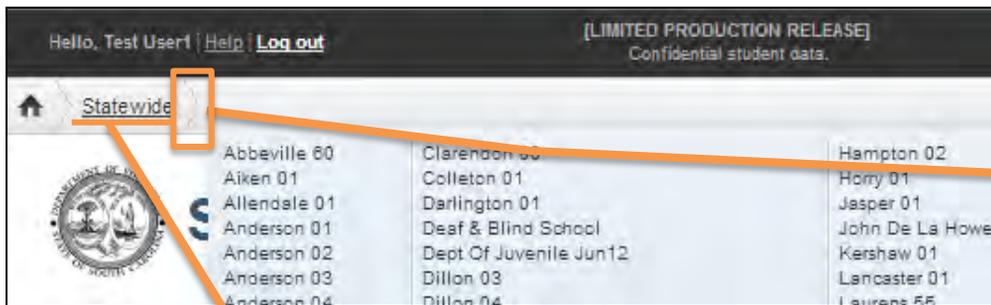


• Click on **“View Dashboard”**. You will be directed to the highest level of data your role has permissions to view

• You may also click on **“View Training and Planning Materials”** to access an electronic version of this guide and any other available training documents and videos or **“Contact Customer Support”** to get technical support on the system.

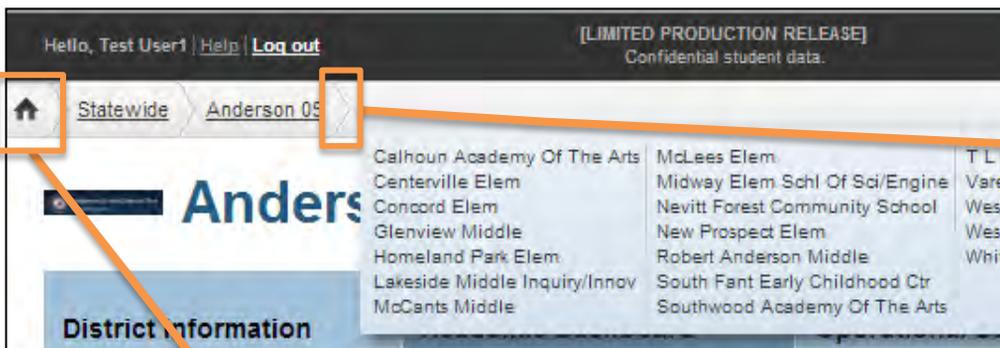
Navigating through SLICE (1 of 4)

- Follow the tips below to **navigate from one data level to another**.



To go from the State Dashboard to a District Dashboard, click on the arrow next to the word "Statewide". Select a district.

Click on the word "Statewide" to return to the State dashboard

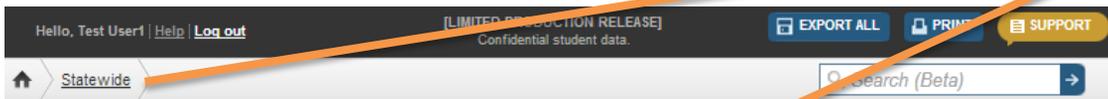


To go from a District Dashboard to a School Dashboard, click on the arrow next to the district name. Select a School.

Click on the "Home" icon to return to the default home dashboard for your user role

Navigating through SLICE (2 of 4)

- The SLICE interface is user-friendly and intuitive. Review the following tips to learn how to navigate through the dashboards



The header and page title lets you know what dashboard level you are viewing.



South Carolina Statewide

As of the 180th day of school



The white triangle pointer (Δ) lets you know what data component you are viewing



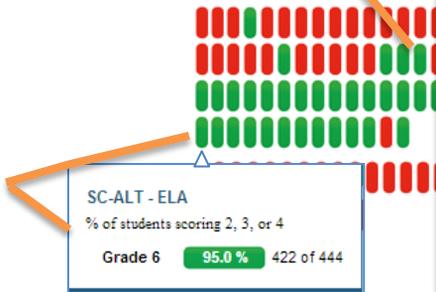
Blue highlighted text indicates the data category you are viewing



Each colored indicator represents a metric within each data category
RED = metric has *not* met the assigned benchmark
GREEN = metric has met the assigned benchmark
GREY = metric does not have an assigned benchmark

You can view details regarding each metric by:

- Hovering over each colored indicator,
- Clicking on a colored indicator to go to the dashboard where the metric appears.



Navigating through SLICE (3 of 4)

Each metric is accompanied by a description

Academic Dashboard | Operational Dashboard | SPPS | CMS

Assessments | Grades and Credits | Advanced Academics | College and Career Readiness | College and Career Participation

COLLEGE AND CAREER READINESS

Jump to subcategory: [Graduation Status](#) | [College Entrance Exams](#) | [Individual Graduation Plan \(IGP\)](#)

GRADUATION STATUS	STATUS (% of students)	TREND	BENCHMARK (% of students)	DISTRICT ATTAINMENT (# meeting benchmark)
-------------------	---------------------------	-------	------------------------------	---

High School Graduation Rate
% of high school students graduating within 4 years (4-year adjusted cohort)

Overall **74.9 %** 95.0 % 0 of 82

Demographics: Gender
% of high school students graduating within 4 years (4-year adjusted cohort) based on students' gender

Female **79.8 %** 95.0 % 2 of 82

High School Graduation Rate - Female - District List

EXPORT ALL

DISTRICT	SUPERINTENDENT	METRIC VALUE	DISTRICT BENCHMARK
Abbeville 60	Samuel Ivan Randolph	77.8 %	95.0 %
Aiken 01	Mabel Elizabeth Everitt	80.2 %	95.0 %
Allendale 01	Harold McClain	82.4 %	95.0 %
Anderson 01	Ronnie Wayne Fowler	88.7 %	95.0 %
Anderson 02	Thomas T Chapman	87.2 %	95.0 %

■ Met Goal
 ■ Below Goal
 ▲ Trending Up
 ▼ Trending Down
 ◀ Neutral Trend
 🚩 Alert

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Some metrics include temporary "Benchmark" amounts. These benchmarks have been set by the SCDE Office of Research and Data Analysis (RDA) and eventually can be set by districts. (metrics without benchmarks will also not include a colored status indicator)

Review the footer for definitions of icons and indicators

▲ ▼ Icons indicate that metric amount has increased (trending up) or decreased (trending down) from the previous reporting period

🚩 Flag indicates where one or more metrics within a category are exhibiting a negative trend

Navigating through SLICE (4 of 4)

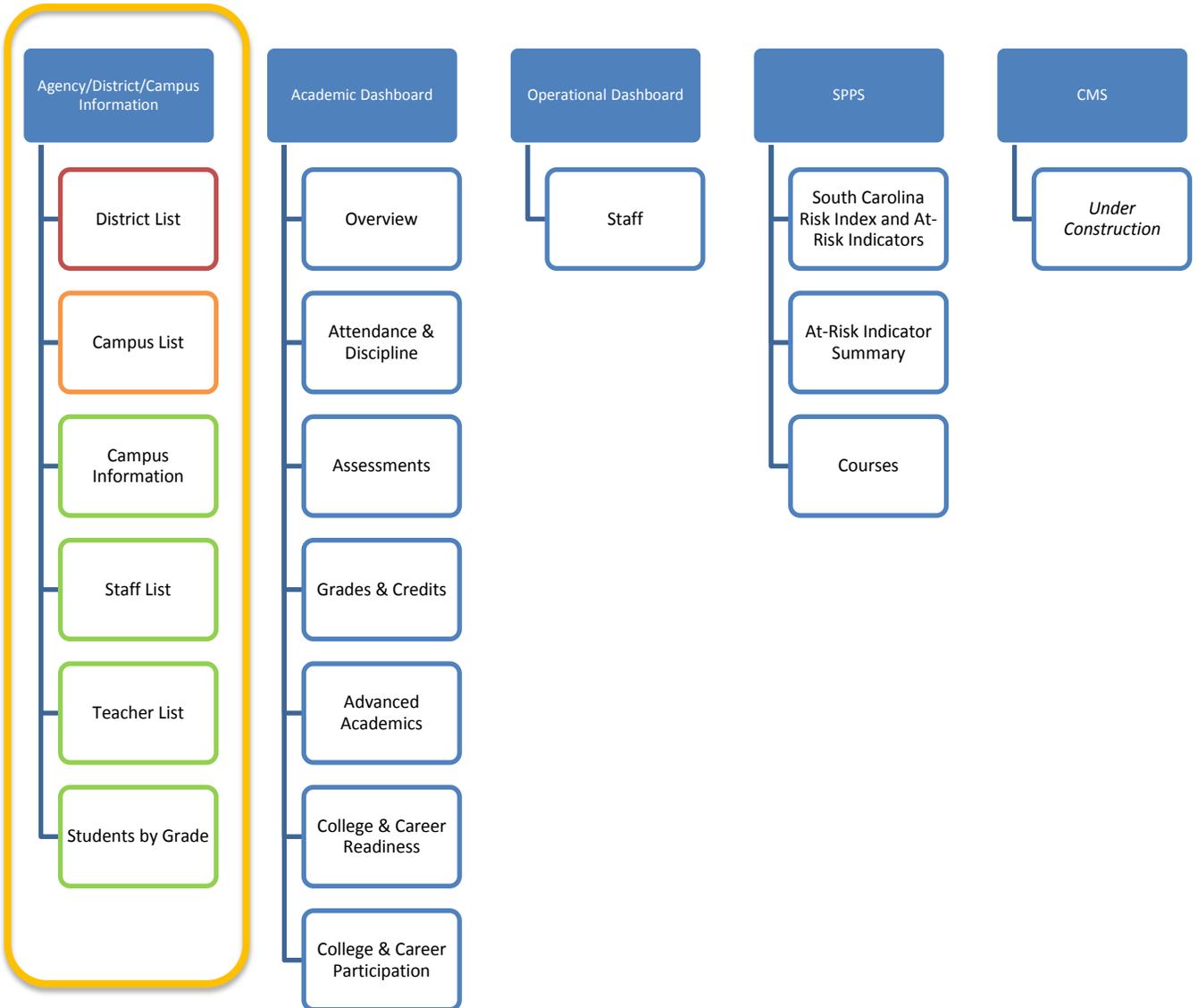
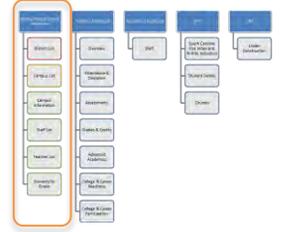
- Review the following tips to drill down to additional levels of data.

The screenshot shows the SLICE dashboard with the 'Academic Dashboard' selected. Under 'COLLEGE AND CAREER READINESS', the 'GRADUATION STATUS' section is active. A callout box explains that clicking 'More' allows drilling down to district/school/teacher levels. A 'More...' button is highlighted, leading to a 'District List' dropdown. This dropdown is expanded to show a table of district-level data for 'High School Graduation Rate - Female'.

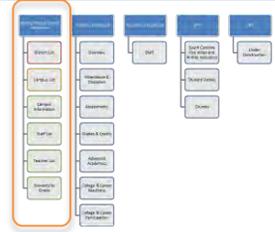
DISTRICT ^	SUPERINTENDENT	METRIC VALUE	DISTRICT BENCHMARK	
Abbeville 60	Samuel Ivan Randolph	77.8 %	95.0 %	-17.2 %
Aiken 01	Mabel Elizabeth Everitt	80.2 %	95.0 %	-14.8 %
Allendale 01	Harold McClain	82.4 %	95.0 %	-12.6 %
Anderson 01	Ronnie Wayne Fowler	88.7 %	95.0 %	-6.3 %
Anderson 02	Thomas T Chapman	87.2 %	95.0 %	-7.8 %

When you click on "More" and then "District List" or "Campus list", the drill-down data for the metric will appear under the metric.

Agency/District/School Dashboards



State > Agency Information



This page displays aggregate information regarding the districts, schools, and students within the state of South Carolina

Click on "District List" to see a list of all the districts within South Carolina.

Hello, Test User! | [Help](#) | [Log out](#)
[LIMITED PRODUCTION RELEASE]
Confidential student data.
[EXPORT ALL](#) | [PRINT](#) | [SUPPORT](#)

Statewide
Search (Beta)

South Carolina Statewide

As of the 180th day of school

Agency Information
Academic Dashboard
Operational Dashboard
SPPS
CMS

District List

South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201
(803) 734-8500 mainline

Administration
State Superintendent Dr. Mick Zais

Count of Schools by ESEA Grade			
	Elem.	Middle	High
A	350	101	25
B	149	77	53
C	37	33	28
D	46	22	32
Total	597	237	179

Number of Title I Schools	
Reward Schools	
Reward Schools for Performance	148
Reward Schools for Progress	13
Priority Schools	24
Focus Schools	52

Student Demographics	
Male	51.9%
Female	48.0%
White	54.5%
Black or African American	34.0%
Asian	1.4%
Hispanic/Latino	6.7%
American Indian or Alaska Native	2.1%
Native Hawaiian or other Pacific Islander	0.2%
Two or more races	2.8%
Disabled	10.9%
LEP	3.6%
Subsidized Meals	57.0%

State Characteristics	
State Enrollment by School Types	
Child Development	0
Elementary	0
Middle	0
Junior High	0
High School	0
Special School	0
Career Center	0

Students by Program	
Career and Technical Education (CATE)	0.0%
Gifted/Talented	0.4%
Special Education	0.2%
Title I Participation	0.0%
Free or Reduced Meal	57.0%
Other	16.5%

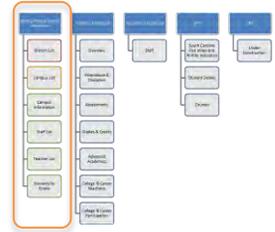
Other Student Information	
At Risk	0.0%
Socioeconomic Indicator	0.0%
Homeless	1.3%
Immigrant	0.0%
Limited English Proficiency	3.6%
Migrant	0.1%
Over Age	12.3%

Met Goal | Below Goal | Trending Up | Trending Down | Neutral Trend | Alert

STATE USERS

ONLY

District > District Information



This page displays aggregate information regarding the schools, and students within the selected district

Click on **“Campus List”** to see a list of all the districts within South Carolina.

Statewide Anderson 05
[LIMITED PRODUCTION RELEASE] Confidential student data. [EXPORT ALL] [PRINT] [SUPPORT]

Anderson 05
As of the 100th day of school

District Information Academic Dashboard Operational Dashboard SPPS CMIS

Campus List

Anderson 05

400 Pearman Dairy Road
Anderson, SC 29625
864-260-5000 ext. 10100 (main)
(864) 260-5896 (fax)

Administration

Superintendent	Betty Thompson Bagley
Assistant Superintendent	William Robert Dukés
Assistant Superintendent	Sonia M Leverette
Assistant Superintendent	Mike Edward Mahaffey
Assistant Superintendent	Jeffrey R Wilson

Accountability

District ESEA (Federal)	
Overall Weighted Points Total	90.1
Overall Grade Conversion	A
Average Composite Index Score By Level	
Elementary Grades	92.3
Middle Grades	92.6
High School Grades	74.8
Number of Title I Schools	
Reward Schools	
Reward Schools for Performance	2
Reward Schools for Progress	0
Priority Schools	0
Focus Schools	1
Student Demographics	
Male	51.4%
Female	48.6%
White	61.1%
Black or African American	33.2%
Asian	1.6%
Hispanic/Latino	4.8%
American Indian or Alaska Native	0.3%
Native Hawaiian or other Pacific Islander	0.1%
Two or more races	3.6%
Disabled	12.6%
LEP	2.5%
Subsidized Meals	56.6%

District Characteristics

District Enrollment by School Types

Child Development	441
Elementary	5,970
Middle	2,931
High	3,556

Students by Program

Career and Technical Education (CATE)	0.0%
▲ Under Construction	
Special Education	0.0%
Free or Reduced Meal	56.6%
Other	6.9%

Other Student Information

Homeless	2.2%
Limited English Proficiency	2.5%
Over Age	14.6%

G Gifted & Talented
 S Special Education
 L LEP
 E Late Enrollment
 A Test Accommodation

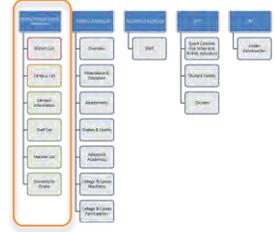
■ Met Goal
 ■ Below Goal
 ▲ Trending Up
 ▼ Trending Down
 ◀ Neutral Trend
 🚨 Alert

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Viewable by:
DISTRICT USERS

ONLY

School > Campus Information



[Hello, Test User](#) | [Help](#) | [Log out](#) [LIMITED PRODUCTION RELEASE] [EXPORT ALL](#) [PRINT](#) [SUPPORT](#)
Confidential student data

[Statewide](#) [Anderson 05](#) [Westside High](#)

Westside High

As of the 180th day of school

[Campus Information](#) [Academic Dashboard](#) [Operational Dashboard](#) [SPPS](#) [CMS](#)

[Campus Information](#) [Staff List](#) [Teacher List](#) [Students by Grade](#)



Westside High

806 Pearman Dairy Road
Anderson, SC 29625
(864) 260-5260 (main)
(864) 260-5007 (fax)

Administration

Principal	Henry D Adair
Principal	Katie McClure Brown
Principal	Cathy Shaw
Assistant Principal	Cecil L Bonner
Assistant Principal	Ansley D Jones
Assistant Principal	Camille Lynette Mitchell
Assistant Principal	Donald Scott Sams
Assistant Principal	Shaunda D Tenry

Accountability

School ESEA (Federal)	
Overall Weighted Points Total	66.9
Overall Grade Conversion	D

Student Demographics

Female	48.5%
Male	51.5%
Hispanic/Latino	3.9%
American Indian or Alaska Native	0.1%
Asian	0.5%
Black or African American	39.8%
Disabled	14.2%
LEP	1.7%
Native Hawaiian - Pacific Islander	0.2%
Subsidized Meals	59.7%
Two or more races	1.9%
White	61.1%

Other Student Information

At Risk	0.0%
Socioeconomic Indicator	59.7%
Homeless	0.0%
Immigrant	0.0%
Limited English Proficiency	1.7%
Migrant	0.0%
Over Age	0.0%

Campus Population

# of Students	1,804
9th Grade	568
10th Grade	471
11th Grade	371
12th Grade	394

Late Enrollment Under Construction

High School Individual Graduation Plan (IGP)

% of Students with an Individual Graduation Plan (IGP) 0.0%

Under Construction

Students by Program

G Gifted & Talented S Special Education L LEP E Late Enrollment A Test Accommodation

Met Goal Below Goal ▲ Trending Up ▼ Trending Down ◀ Neutral Trend 🚨 Alert

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This page displays aggregate information regarding the students within the selected school

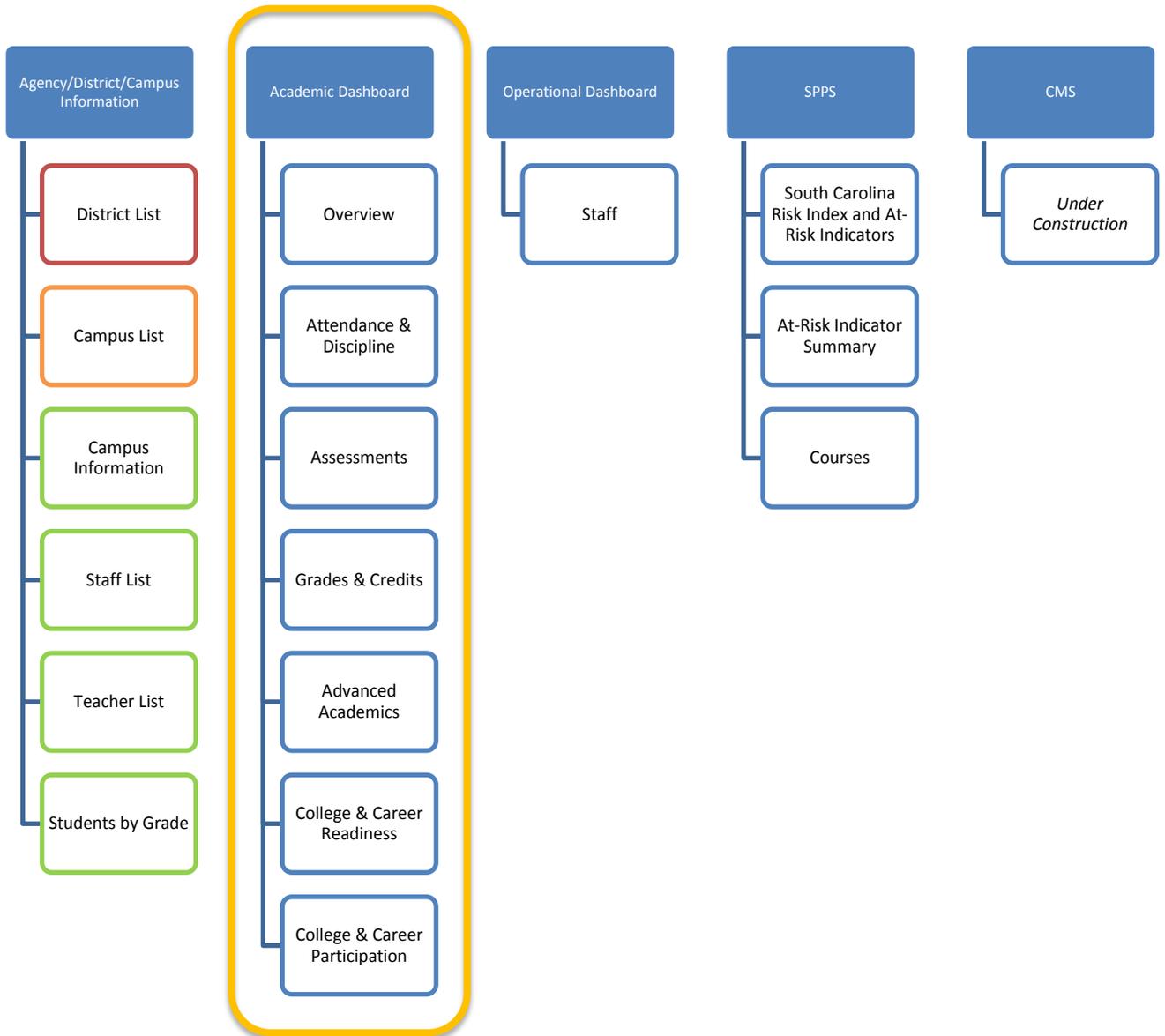
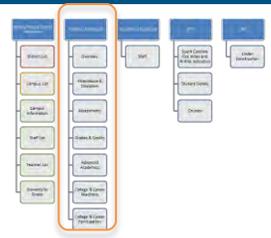
- Click on **“Staff List”** to see a list of all the staff members at the selected school.
- Click on **“Teacher List”** to see a list of all the teachers at the selected school.
- Click on **“Students by Grade”** to see a list of all the students at the selected school. *(This will also allow you to visit student pages)*

Viewable by:

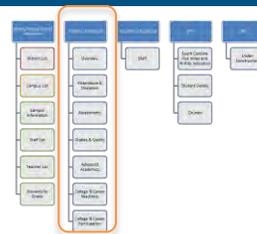
SCHOOL USERS

ONLY

Academic Dashboards



Academic Dashboard



Agency Information | **Academic Dashboard** | Operational Dashboard | SPPS | CMS

Overview | Attendance and Discipline | Assessments | Grades and Credits | Advanced Academics | College and Career Readiness | College and Career Participation

SUMMARY STATUS

- Attendance and Discipline**
Students' attendance and discipline patterns

 - Attendance
Daily and class period attendance
 - Attendance Flags
 - Discipline
Discipline incidents and actions

- Assessments**
State and local examinations and assessments

 - State Assessments
Performance and progress on state standardized tests
 - Language Assessments
Performance and progress on language assessments
 - Local Assessments
Performance and progress on local benchmark assessments

- Grades and Credits**
Students' progression in coursework

 - Course Grades: High School
Performance and progress in coursework
 - Course Grades: Elementary and Middle School
Performance and progress in subject areas
 - Credits
Student progress toward graduation

- Advanced Academics**
Advanced coursework opportunity and performance

 - State Assessments
Student commended performance on state standardized tests
 - Advanced Academics
Student opportunity and performance in advanced coursework

- College and Career Readiness**
Students' ability to succeed in higher education and the workforce

 - Graduation Status
Graduation, completion and dropout rates
 - College Entrance Exams
Student performance on college entrance exams
 - Individual Graduation Plan (IGP)
% of students who have Individual Graduation Plans (IGP)

This page displays an overview and description of metrics that can be found on each of the subsequent data pages.

Click on any of the metric sub-categories or the colored indicators to view specific metrics and detailed data.

Viewable by:

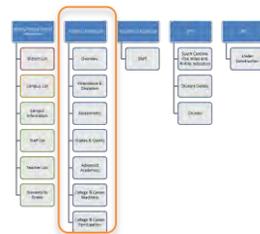
STATE USERS

DISTRICT USERS

SCHOOL USERS

Metrics will vary based on data level

Attendance and Discipline



This page displays various metrics regarding attendance, attendance flags, and discipline.

Agency Information | **Academic Dashboard** | **Operational Dashboard** | **SPPS** | **CMS**

Overview | **Attendance and Discipline** | Assessments | Grades and Credits | Advanced Academics | College and Career Readiness | College and Career Participation

ATTENDANCE AND DISCIPLINE

Jump to subcategory: Attendance | Attendance Flags | Discipline

ATTENDANCE | STATUS (% of students) | TREND | BENCHMARK (% of students) | DISTRICT ATTAINMENT (# meeting benchmark) | DETAILS

Average Daily Attendance
Average daily attendance for all students with membership in the district (unweighted)

- Last 9 Weeks
- Year to Date

Daily Attendance Rate
% of students meeting attendance rate threshold of 90% during the specified time frame

- Last 9 Weeks
- Year to Date

Class Period Absence Rate
% of students exceeding class period absence rate threshold of 10% during the specified timeframe

- Last 9 Weeks
- Year to Date

Tardy Rate
% students exceeding tardy rate threshold of 10% during specified time frame

- Last 9 Weeks
- Year to Date

Daily Attendance Rate
% of days student is in attendance

- Last 9 Weeks
- Last 18 Weeks
- Year to Date

Class Period Absence Rate
% of class periods missed

ATTENDANCE FLAGS | STATUS (% of students) | TREND | BENCHMARK (% of students) | DISTRICT ATTAINMENT (# meeting benchmark) | DETAILS

Daily Attendance Rate
% of days student is in attendance

- Truant (3 consecutive absences)
- Truant (5 absences)
- At Risk (8 absences)

DISCIPLINE | STATUS (% of students) | TREND | BENCHMARK (% of students) | DISTRICT ATTAINMENT (# meeting benchmark) | DETAILS

Persistently dangerous schools violation

- Current Grading Period
- Year to Date

Gun-free schools act violation

- Current Grading Period
- Year to Date

Incidents resulting in a removal

- Current Grading Period
- Year to Date

■ Met Goal
 ■ Below Goal
 ▲ Trending Up
 ▼ Trending Down
 ◀ Neutral Trend
 🚨 Alert

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Viewable by:

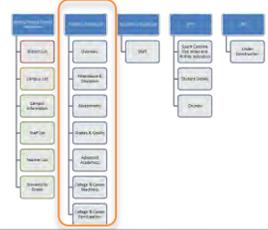
STATE USERS

DISTRICT USERS

SCHOOL USERS

Metrics will vary based on data level

Assessments



Agency Information | Academic Dashboard | Operational Dashboard | SPPS | CMS

Overview | Attendance and Discipline | **Assessments** | Grades and Credits | Advanced Academics | College and Career Readiness | College and Career Participation

ASSESSMENTS

Jump to subcategory: State Assessments | Language Assessments | Local Assessments

STATE ASSESSMENTS	STATUS (% of students)	TREND	BENCHMARK (% of students)	DISTRICT ATTAINMENT (# of meeting benchmark)	DETAILS
PASS					
% of students scoring "met" or "exemplary" by grade					
Writing					
Grade 3			80.0 %		
Grade 4			80.0 %		
Grade 5	40,276 of 54,724 students	73.6 %	80.0 %	-6.4 %	14 of 88
Grade 6			80.0 %		
Grade 7			80.0 %		
Grade 8	39,275 of 52,994 students	74.1 %	80.0 %	-5.9 %	14 of 88
All Grades	79,551 of 107,718 students	73.9 %	80.0 %	-6.1 %	12 of 88
ELA (Reading and Research)					
Grade 3	42,458 of 52,893 students	80.3 %	80.0 %	0.3 %	34 of 88
Grade 4	41,657 of 53,296 students	78.2 %	80.0 %	-1.8 %	26 of 85
Grade 5	42,011 of 54,845 students	76.6 %	80.0 %	-3.4 %	19 of 87
Grade 6	38,725 of 55,510 students	69.8 %	80.0 %	-10.2 %	6 of 88
Grade 7	38,766 of 54,270 students	71.4 %	80.0 %	-8.6 %	7 of 88
Grade 8	37,061 of 53,072 students	69.8 %	80.0 %	-10.2 %	6 of 88
All Grades	240,678 of 323,886 students	74.3 %	80.0 %	-5.7 %	13 of 88
Mathematics					
Grade 3	38,474 of 52,956 students	72.7 %	80.0 %	-7.3 %	13 of 88
Grade 4	41,863 of 53,359 students	78.5 %	80.0 %	-1.5 %	23 of 85
Grade 5	41,821 of 54,879 students	76.2 %	80.0 %	-3.8 %	26 of 87
Grade 6	40,321 of 55,553 students	73.7 %	80.0 %	-6.3 %	17 of 88
Grade 7	38,860 of 54,295 students	71.6 %	80.0 %	-8.4 %	12 of 88
Grade 8	36,453 of 53,101 students	68.6 %	80.0 %	-11.4 %	7 of 88
All Grades	238,392 of 324,143 students	73.5 %	80.0 %	-6.5 %	13 of 88
Science					
Grade 3	16,187 of 26,619 students	60.8 %	80.0 %	-19.2 %	3 of 85
Grade 4	39,436 of 53,350 students	73.9 %	80.0 %	-6.1 %	16 of 85

This page displays various metrics regarding the following assessments where applicable:

- State Assessments
 - PASS
 - HSAP
 - End of Course (EOCEP)
 - SC-ALT
- Language Assessment
 - ELDA
- Local Assessments
 - DIAL-3
 - Dominie
 - MAP
 - Reading First

Viewable by:

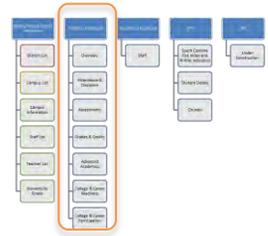
STATE USERS

DISTRICT USERS

SCHOOL USERS

Metrics will vary based on data level

Grades and Credits



Agency Information
Academic Dashboard
Operational Dashboard
SPPS
CMS

Overview
Attendance and Discipline
Assessments
Grades and Credits
Advanced Academics
College and Career Readiness
College and Career Participation

GRADES AND CREDITS

Jump to subcategory: [Course Grades: Secondary](#) | [Course Grades: Primary](#) | [Credits](#)

COURSE GRADES: SECONDARY
STATUS (% of students)
TREND
BENCHMARK (% of students)
▲
DISTRICT ATTAINMENT (# meeting benchmark)
DETAILS

Repeat Courses
% of students repeating a course due to failing course grade

- ELA
- Mathematics
- Science
- Social Studies

Course Grades below 70
% of students with one or more grades below 70 in the last grading period

Falling Class Grades
% of students with core subject course grades dropping 10% or more from prior grading period

- ELA
- Mathematics
- Science
- Social Studies

Math
% of students who passed a Math course during the prior year

- Passed during prior year

ELA
% of students who passed an ELA course during the prior year

- Passed during prior year

COURSE GRADES: PRIMARY
STATUS (% of students)
TREND
BENCHMARK (% of students)
▲
DISTRICT ATTAINMENT (# meeting benchmark)
DETAILS

Repeated Grade Level
% of elementary school students repeating at least one grade level after the second grade

Falling Subject Area Grades
% of students with a failing grade in one or more grading periods

- ELA
- Writing
- Mathematics
- Science
- Social Studies

CREDITS
STATUS (% of students)
TREND
BENCHMARK (% of students)
▲
DISTRICT ATTAINMENT (# meeting benchmark)
DETAILS

On Track to Graduate
% of students meeting required # of credits to graduate on time

Met Goal
Below Goal
▲ Trending Up
▼ Trending Down
↔ Neutral Trend
Alert

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This page displays various metrics regarding course grades and credits

Viewable by:

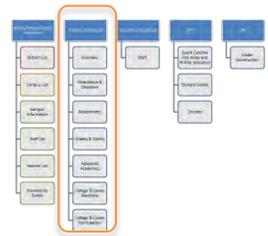
STATE USERS

DISTRICT USERS

SCHOOL USERS

Metrics will vary based on data level

Advanced Academics



Agency Information | **Academic Dashboard** | Operational Dashboard | SPPS | CMS

Overview | Attendance and Discipline | Assessments | Grades and Credits | **Advanced Academics** | College and Career Readiness | College and Career Participation

ADVANCED ACADEMICS

Jump to subcategory: State Assessments | Advanced Academics

STATE ASSESSMENTS	STATUS (% of students)	TREND	BENCHMARK (% of students)	DISTRICT ATTAINMENT (if meeting benchmark)	DETAILS
PASS Performance—Met and Exemplary Combined % of students scoring met and exemplary combined					
ELA (Reading and Research)	74.3 %		80.0 %	-5.7 %	8 of 88
Writing	73.8 %		80.0 %	-6.2 %	7 of 88
Mathematics	73.5 %		80.0 %	-6.5 %	8 of 88
Science	71.4 %		80.0 %	-8.6 %	7 of 88
Social Studies	74.1 %		80.0 %	-5.9 %	11 of 88

STATE ASSESSMENTS	STATUS (% of students)	TREND	BENCHMARK (% of students)	DISTRICT ATTAINMENT (if meeting benchmark)	DETAILS
PASS Performance—Exemplary % of students scoring exemplary					
ELA (Reading and Research)	41.8 %		40.0 %	1.8 %	29 of 88
Writing	36.9 %		40.0 %	-3.1 %	15 of 88
Mathematics	35.2 %		40.0 %	-4.8 %	12 of 87
Science	23.7 %		40.0 %	-16.3 %	1 of 88
Social Studies	33.6 %		40.0 %	-6.4 %	9 of 87

ADVANCED ACADEMICS	STATUS (% of students)	TREND	BENCHMARK (% of students)	DISTRICT ATTAINMENT (if meeting benchmark)	DETAILS
Advanced Course Enrollment % of middle and high school students currently enrolled in at least 1 AP, IB, or Dual Credit core course					
Middle School	0.4 %		60.0 %	-59.6 %	0 of 79
High School	8.9 %		60.0 %	-51.1 %	0 of 79

ADVANCED ACADEMICS	STATUS (% of students)	TREND	BENCHMARK (% of students)	DISTRICT ATTAINMENT (if meeting benchmark)	DETAILS
Advanced Course Completion % of students completing at least 1 AP, IB, or Dual Credit course in one of the four core subject areas in prior school years					
Middle School	0.4 %		60.0 %	-59.6 %	
High School	10.7 %		60.0 %	-49.3 %	

■ Met Benchmark
 ■ Below Benchmark
 ▲ Trending Up
 ▼ Trending Down
 ↔ Neutral Trend
 ■ Alert

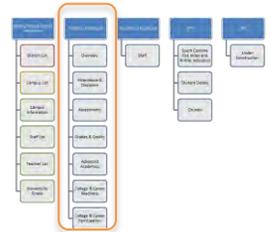
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This page displays various metrics regarding exemplary performance on State Assessments (PASS) as well as advanced course enrollment and completion.

- Viewable by:
- STATE USERS
 - DISTRICT USERS
 - SCHOOL USERS

Metrics will vary based on data level

College and Career Readiness



Agency Information | **Academic Dashboard** | Operational Dashboard | SPPS | CMS

Overview | Attendance and Discipline | Assessments | Grades and Credits | Advanced Academics | **College and Career Readiness** | College and Career Participation

COLLEGE AND CAREER READINESS

Jump to subcategory: Graduation Status | College Entrance Exams | Individual Graduation Plan (IGP)

GRADUATION STATUS	STATUS (% of students)	TREND	BENCHMARK (% of students)	DISTRICT ATTAINMENT (# meeting benchmark)	DETAILS
High School Graduation Rate					
% of high school students graduating within 4 years (4-year adjusted cohort)					
Overall	74.9 %		95.0 %	-20.1 %	0 of 82
Demographics: Gender					
% of high school students graduating within 4 years (4-year adjusted cohort) based on students' gender					
Female	79.8 %		95.0 %	-15.2 %	2 of 82
Male	70.2 %		95.0 %	-24.8 %	0 of 82
Demographics: Ethnicity					
% of high school students graduating within 4 years (4-year adjusted cohort) based on students' ethnicity					
Asian	89.4 %		95.0 %	-5.6 %	2 of 45
Black or African American	71.3 %		95.0 %	-23.7 %	0 of 82
Hispanic/Latino	69.9 %		95.0 %	-25.1 %	0 of 44
American Indian or Alaska Native			95.0 %		
Native Hawaiian or other Pacific Islander			95.0 %		
White	77.9 %		95.0 %	-17.1 %	1 of 76
Demographics: Other					
% of high school students graduating within 4 years (4-year adjusted cohort) based on additional demographic factors					
Disabled	40.3 %		95.0 %	-54.7 %	0 of 72
LEP	65.3 %		95.0 %	-29.7 %	0 of 44
High School Dropout Rate (2010-2011)					
% of students dropping out who were enrolled in a given school year in grades 9-12, but did not return to a school by Oct. 1st of the following year					
	2.8 %		0.0 %	-2.8 %	3 of 86

This page displays various metrics regarding students' graduation rates and college entrance exam performance.

COLLEGE ENTRANCE EXAMS	STATUS (% of students)	TREND	BENCHMARK (% of students)	DISTRICT ATTAINMENT (# meeting benchmark)	DETAILS
College Entrance Exams					
% of high school students who have taken college entrance exams					
PSAT					
% of students taken PSAT					
9th Grade					
10th Grade	1.3 %		100.0 %	-98.7 %	1 of 83
11th Grade	1.5 %				
Average PSAT Score	273.927				
SAT					
% of students taken SAT					
9th Grade					

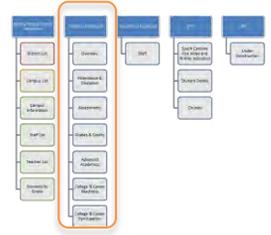
■ Met Goal
 ■ Below Goal
 ▲ Trending Up
 ▼ Trending Down
 ◀▶ Neutral Trend
 ■ Alert

Viewable by:

- STATE USERS
- DISTRICT USERS
- SCHOOL USERS

Metrics will vary based on data level

College and Career Participation



Agency Information | Academic Dashboard | Operational Dashboard | SPPS | CMS

Overview | Attendance and Discipline | Assessments | Grades and Credits | Advanced Academics | College and Career Readiness | College and Career Participation

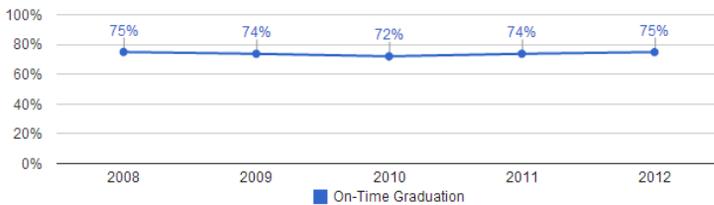
COLLEGE AND CAREER PARTICIPATION

Jump to subcategory: Graduation Trends | College and University Enrollment | Employment and Workforce: Employed | Employment and Workforce: Unemployed

GRADUATION TRENDS

High School Graduation Trend Chart

% of high school students who graduated on time shown over the past 5 years



COLLEGE AND UNIVERSITY ENROLLMENT

VALUE
(% of students)

TREND

DETAILS

College and University Enrollment

% of students who graduated in the previous school year and enrolled in the following types of institutions of higher education as reported by the Commission on Higher Education (CHE)



Source: South Carolina Commission on Higher Education (CHE)

EMPLOYMENT AND WORKFORCE: EMPLOYED

VALUE
(# of students with available DEW data)

VALUE
(% of cohort with available DEW data)

AVG WAGE
(\$ per year)

Select Graduation Cohort Year: 2011

Select Graduation Status: All

CATE Concentrator: All

CATE Completer: All

Total Count of Students in Graduation Cohort (based on filters above)	25,012 of 69,803	35.8%	\$6,457.00
---	------------------	-------	------------

Demographics: Gender

Employment and average wage information based on students' gender

Female	12,499 of 33,256	37.6%	\$5,853.00
Male	12,513 of 36,547	34.2%	\$7,060.00

Demographics: Ethnicity

Employment and average wage information based on students' ethnicity

Asian	202 of 765	26.4%	\$6,099.00
Black or African American	8,773 of 28,584	30.7%	\$6,121.00
Hispanic/Latino	828 of 3,210	25.8%	\$7,975.00
American Indian or Alaska Native	127 of 362	35.1%	\$6,747.00

This page displays various metrics regarding graduation trends, college and university enrollment, as well as employment work and workforce data.

This page features filters that allow you to view various segments of data (data that appears under the filters change based on the options selected).

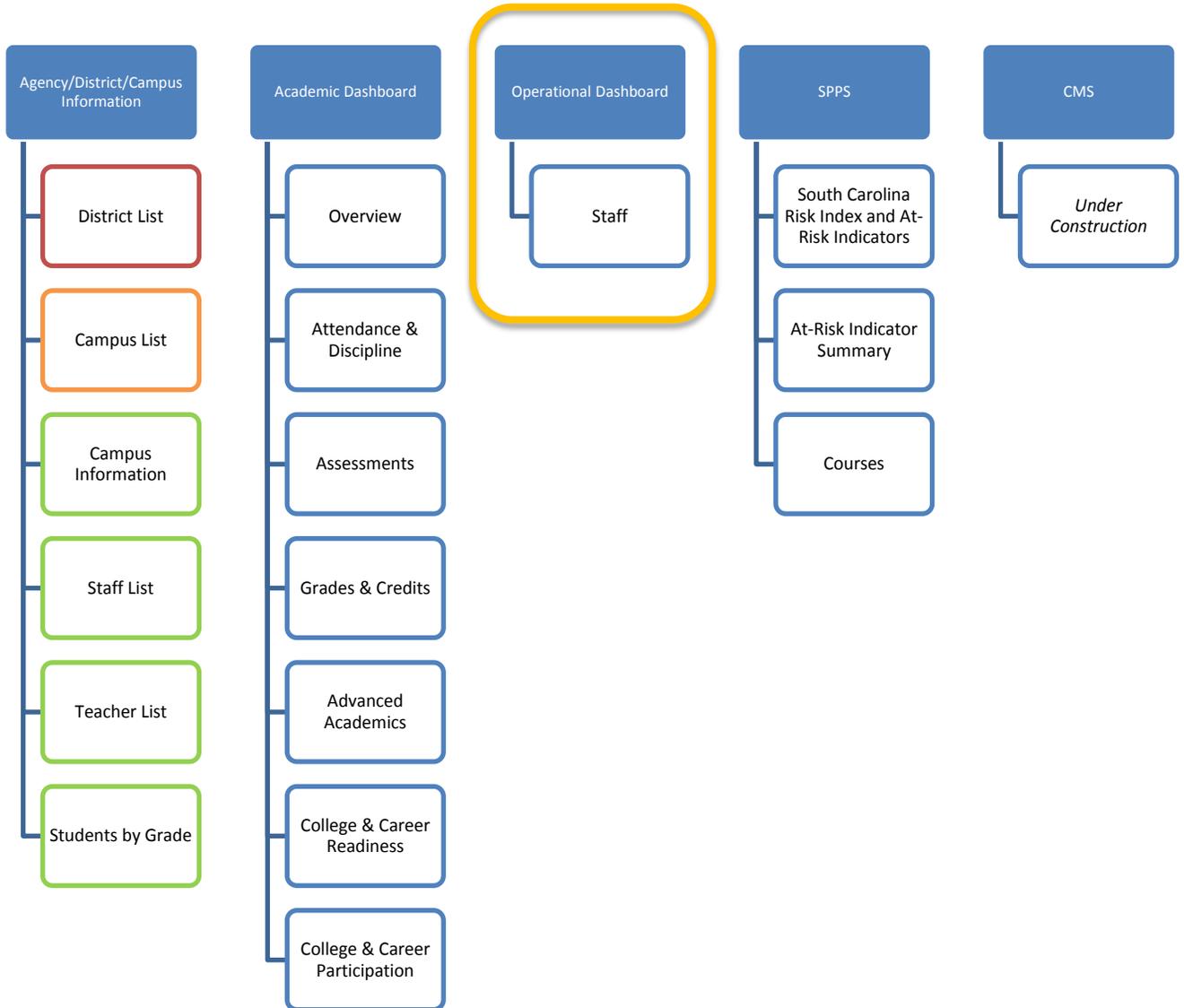
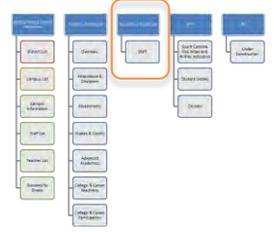
Viewable by:

STATE USERS

DISTRICT USERS

Metrics will vary based on data level

Operational Dashboards



Operational Dashboard



[District Information](#)
[Academic Dashboard](#)
[Operational Dashboard](#)
[SPPS](#)
[CMS](#)

Staff

STAFF
 Jump to subcategory: [Experience, Education, and Certifications](#)

EXPERIENCE, EDUCATION, AND CERTIFICATIONS

	STATUS (% of teachers)	TREND	DETAILS
Teacher Experience			
% of teachers by total years of teaching experience			
< 3 Years	71 of 792 teachers	9.0 %	More...
3-5 Years	113 of 792 teachers	14.3 %	More...
6-10 Years	175 of 792 teachers	22.1 %	More...

This page displays various metrics regarding teacher experience, education and certification.

Teacher Experience - 6-10 Years - Campus List

EXPORT ALL

CAMPUS	PRINCIPAL	TYPE	METRIC VALUE	CAMPUS BENCHMARK
Calhoun Academy Of The Arts		Elementary School	14.2 %	
Centerville Elem		Elementary School	8.1 %	
Concord Elem		Elementary School	14.4 %	
Glenview Middle		Middle School	24.1 %	
Homeland Park Elem		Elementary School	9.3 %	
Lakeside Middle Inquiry/Innov		Middle School	10.4 %	
McCants Middle		Middle School	7.5 %	
McLees Elem		Elementary School	12.9 %	
Midway Elem Sch/Of Sci/Engine		Elementary School	17.3 %	
Nevitt Forest Community School		Elementary School	21.6 %	
New Prospect Elem		Elementary School	14.4 %	
Robert Anderson Middle		Middle School	17.7 %	
South Fant Early Childhood Ctr		Child Development School	15.3 %	
Southwood Academy Of The Arts		Middle School	25.0 %	
T L Hanna High		High School	13.8 %	
Varennes Academy Of Comm/Tech		Elementary School	22.8 %	
West Market Early Childhood Ct		Child Development School	14.2 %	
Westside High		High School	13.0 %	
Whitehall Elem		Elementary School	19.5 %	

< |< Page 1 of 1 >> | Rows per page: 10 20 50 100 All | Total rows: 19

Click on "More" and then "District List"/"Campus List"/"Teacher List" to reveal drilled down data by district/campus/teacher

Viewable by:

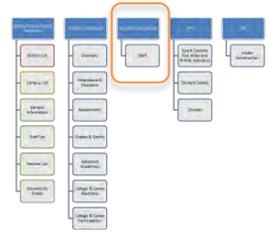
STATE USERS

DISTRICT USERS

SCHOOL USERS

Metrics will vary based on data level

Staff



Agency Information | Academic Dashboard | **Operational Dashboard** | SPPS | CMS

Staff

STAFF

Jump to subcategory: Experience, Education, and Certifications

EXPERIENCE, EDUCATION, AND CERTIFICATIONS	STATUS (% of teachers)	TREND	DETAILS
Teacher Experience % of teachers by total years of teaching experience			
▪ < 3 Years 3,813 of 48,196 teachers	7.9 %		+ More...
▪ 3-5 Years 5,779 of 48,196 teachers	12.0 %		+ More...
▪ 6-10 Years 9,343 of 48,196 teachers	19.4 %		+ More...
▪ > 10 Years 25,337 of 48,196 teachers	52.6 %		+ More...
Teacher Education % of teachers by highest level of education			
▪ Bachelors 17,946 of 128,619 teachers	13.9 %		+ More...
▪ Bachelors Plus 18 7,881 of 127,763 teachers	6.1 %		+ More...
▪ Masters 31,049 of 128,951 teachers	24.0 %		+ More...
▪ Masters Plus 30 18,496 of 128,859 teachers	14.3 %		+ More...
▪ Doctorate 1,550 of 87,856 teachers	1.7 %		+ More...
Teacher Certification by Subject Area % of highly qualified teachers by subject			
▪ ELA / Reading 4,223 of 48,196 teachers	8.8 %		+ More...
▪ Mathematics 3,009 of 48,196 teachers	6.2 %		+ More...
▪ Science 2,631 of 48,196 teachers	5.5 %		+ More...
▪ Other 27,749 of 48,196 teachers	57.6 %		+ More...
▪ Generalist 1,700 of 48,196 teachers	3.5 %		+ More...

This page displays various metrics regarding teacher experience, teacher education, and teacher certification.

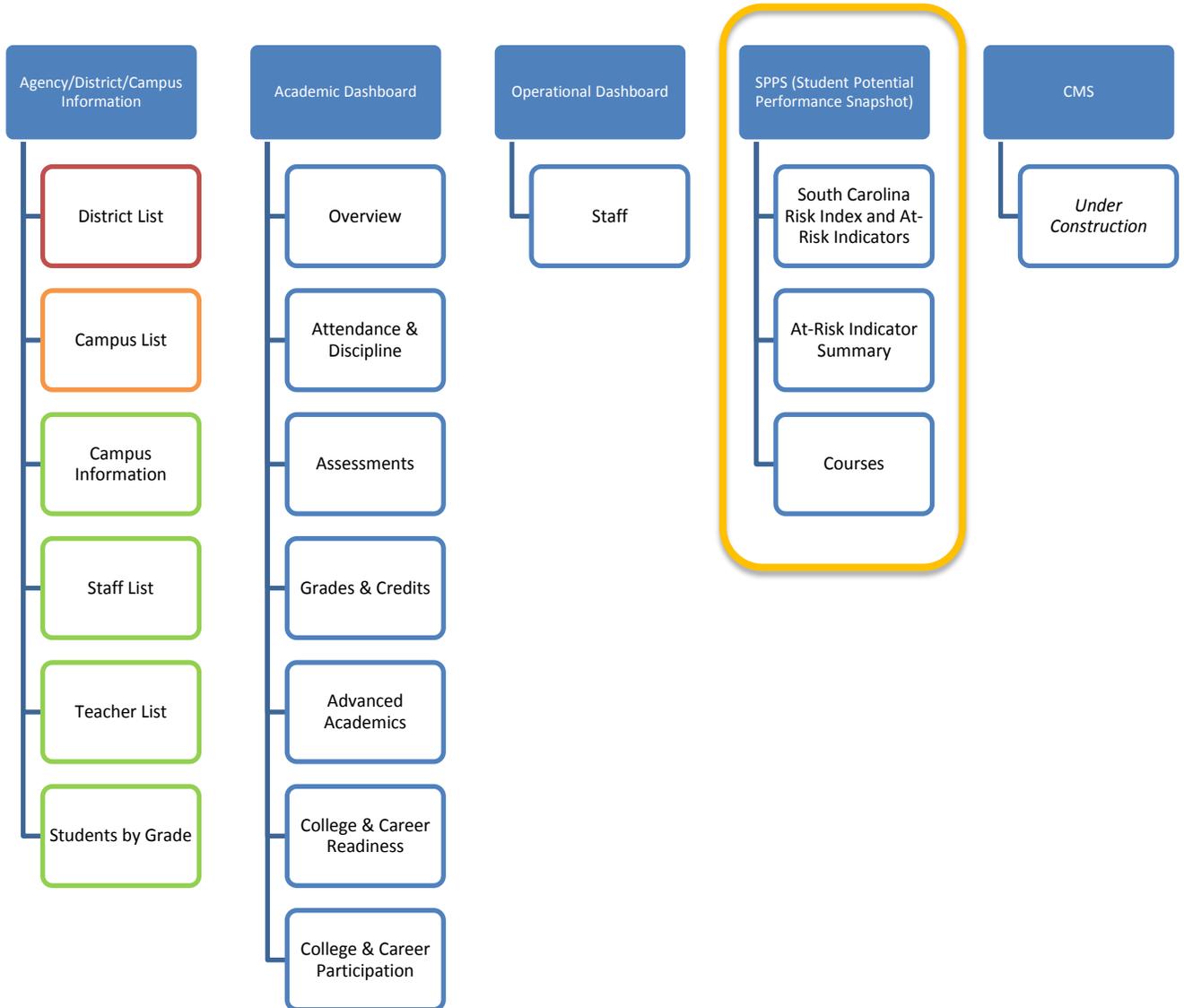
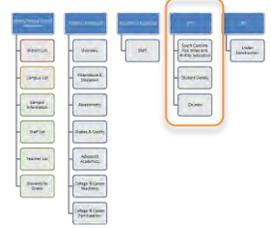
Viewable by:

- STATE USERS
- DISTRICT USERS
- SCHOOL USERS

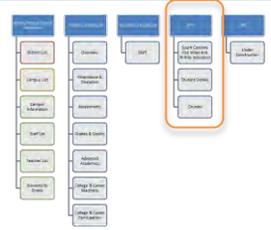
Metrics will vary based on data level

■ Met Goal
 ■ Below Goal
 ▲ Trending Up
 ▼ Trending Down
 ↔ Neutral Trend
 🚨 Alert

SPPS (Student Potential Performance Snapshot) Dashboards



SPPS (Student Potential Performance Snapshot) Dashboard



Agency Information	Academic Dashboard	Operational Dashboard	SPPS	CMS
South Carolina Risk Index and At-Risk Indicators	At-Risk Indicator Summary	Courses		

SOUTH CAROLINA RISK INDEX AND AT-RISK INDICATORS
 Jump to subcategory: South Carolina Risk Index | Socio-Economic Indicators | Credits Earned Indicator | Assessments Indicators | Student Enrollment Journey | Discipline, Expulsion, Attendance Indicators | Retention & Grade Indicators

SOUTH CAROLINA RISK INDEX	VALUE (# of students)	VALUE (% of cohort)	TREND	DETAILS
South Carolina Risk Index The count and percent of students by SC At-Risk Index Level				
Low Risk (0-7)	541,318	97.6 %		
Moderate Risk (8-12) Level 1	12,213	2.2 %		
High Risk (13 or higher) Level 2	813	0.1 %		

SOCIO-ECONOMIC INDICATORS	VALUE (# of students)	VALUE (% of cohort)	TREND	DETAILS
Socio-economic Indicators The count and percent of students flagged as at-risk with socio-economic indicators				
Homeless	0	0.0 %		
Single Parent	5	0.0 %		
Displaced Homemaker	17	0.0 %		
English as a Second Language	13,543	2.4 %		
Disability	32,288	5.8 %		
Migrant	0	0.0 %		
SEI (Free/Reduced Lunch, Medicaid or TANF)	312,497	56.3 %		
Justice System	3,807	0.7 %		
Foster	0	0.0 %		

CREDITS EARNED INDICATOR	VALUE (# of students)	VALUE (% of cohort)	TREND	DETAILS
Total Credits Earned At-Risk Indicator The count and percent of students flagged with the credits-earned indicator				
9th Grade	19,708	3.6 %		
10th Grade	16,491	3.0 %		
11th Grade	137,811	24.8 %		

ASSESSMENTS INDICATORS	VALUE (# of students)	VALUE (% of cohort)	TREND	DETAILS
Assessments Indicators The count and percent of students flagged as at-risk with assessment indicators				
3rd Grade ELA	41,368	7.5 %		
3rd Grade Math	60,568	10.9 %		
5th Grade ELA	44,919	8.1 %		
5th Grade Math	53,125	9.6 %		
6th Grade ELA	58,745	10.6 %		
6th Grade Math	56,834	10.2 %		

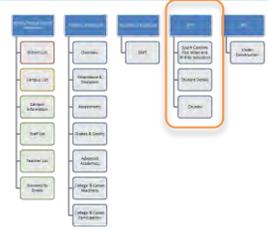
This page displays various metrics regarding the South Carolina Risk Index and At-Risk indicators, student details and courses, etc.

Viewable by:

- STATE USERS**
- DISTRICT USERS**
- SCHOOL USERS**

Metrics will vary based on data level

South Carolina Risk Index and At-Risk Indicators



Agency Information	Academic Dashboard	Operational Dashboard	SPPS	CMS
South Carolina Risk Index and At-Risk Indicators	At-Risk Indicator Summary	Courses		

SOUTH CAROLINA RISK INDEX AND AT-RISK INDICATORS
 Jump to subcategory: South Carolina Risk Index | Socio-Economic Indicators | Credits Earned Indicator | Assessments Indicators | Student Enrollment Journey | Discipline, Expulsion, Attendance Indicators | Retention & Grade Indicators

SOUTH CAROLINA RISK INDEX	VALUE (# of students)	VALUE (% of cohort)	TREND	DETAILS
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Single Parent	5	0.0 %		
Displaced Homemaker	17	0.0 %		
English as a Second Language	13,543	2.4 %		
Disability	32,288	5.8 %		
Migrant	0	0.0 %		
SEI (Free/Reduced Lunch, Medicaid or TANF)	312,497	56.3 %		
Justice System	3,807	0.7 %		
Foster	0	0.0 %		

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5th Grade ELA	44,919	8.1 %		
5th Grade Math	53,125	9.6 %		
6th Grade ELA	58,745	10.6 %		
6th Grade Math	56,834	10.2 %		

This page displays various metrics regarding the South Carolina Risk Index and At-Risk indicators including assessment indicators, socio-economic indicators, etc.

Viewable by:

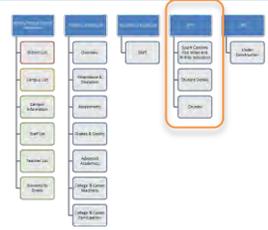
STATE USERS

DISTRICT USERS

SCHOOL USERS

Metrics will vary based on data level

At-Risk Indicator Summary



Agency Information | Academic Dashboard | Operational Dashboard | **SPPS** | CMS

South Carolina Risk Index and At-Risk Indicators | **At-Risk Indicator Summary** | Courses

AT-RISK INDICATOR SUMMARY

Jump to subcategory: Student Counts | Attendance Flag | Behavior Flag | Credits Flag | PASS/PACT Flag | Students with ABC At-Risk Flags | Student Potential Performance Snapshot | Dropouts

STUDENT COUNTS	VALUE (# of students)	VALUE (% of cohort)	DETAILS
Total Count of Students	554,739	100 %	+ More...

Student Count by Gender

Student count by gender

Female	269,697	49 %	+ More...
Male	284,951	51 %	+ More...

Student Count by Ethnicity

Student count by federal race

Asian	7,560	1 %	+ More...
Black or African American	197,695	36 %	+ More...
Hispanic/Latino	32,790	6 %	+ More...
American Indian or Alaska Native	1,533	0 %	+ More...
Native Hawaiian or other Pacific Islander	685	0 %	+ More...
Two or more races	14,479	3 %	+ More...
White	300,647	54 %	+ More...

Student Count by Grade Level

Student count by grade level

Grade 3	55,235	10 %	+ More...
Grade 4	55,620	10 %	+ More...
Grade 5	57,166	10 %	+ More...
Grade 6	57,767	10 %	+ More...
Grade 7	56,796	10 %	+ More...
Grade 8	55,721	10 %	+ More...
Grade 9	63,488	11 %	+ More...
Grade 10	56,129	10 %	+ More...
Grade 11	48,843	9 %	+ More...
Grade 12	47,974	9 %	+ More...

ATTENDANCE FLAG	VALUE (# of students)	VALUE (% of cohort)	DETAILS
Attendance Flag			
Total days absent is \geq 8			
All Students			Under Construction
Grade 3			Under Construction
Grade 4			Under Construction
Grade 5			Under Construction
Grade 6			Under Construction

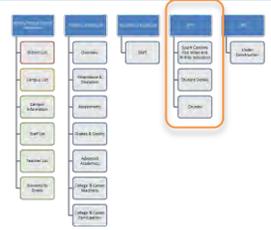
This page displays various summary metrics regarding students including student counts, behavior flags, ABC At-Risk flags, Student Potential Performance Snapshots, dropouts, etc.

Viewable by:

- STATE USERS
- DISTRICT USERS
- SCHOOL USERS

Metrics will vary based on data level

Courses



Agency Information Academic Dashboard Operational Dashboard **SPPS** GMS

South Carolina Risk Index and At-Risk Indicators At-Risk Indicator Summary **Courses**

COURSES

Jump to subcategory: Course Enrollment

COURSE ENROLLMENT	VALUE (# of students)	VALUE (% of cohort)	DETAILS
-------------------	--------------------------	------------------------	---------

Course Filters

Enrollment by Grade Level (based on filters)

Course enrollment by Grade Level (student counts will be duplicated for multiple course enrollments)

Grade 3	Under Construction
Grade 4	Under Construction
Grade 5	Under Construction
Grade 6	Under Construction
Grade 7	Under Construction
Grade 8	Under Construction
Grade 9	Under Construction
Grade 10	Under Construction
Grade 11	Under Construction
Grade 12	Under Construction

Enrollment by Gender

Course enrollment by gender

Female	Under Construction
Male	Under Construction

Enrollment by Passing Grade Status

Course enrollment by passing grade status (grade of 70 or better)

Passing Grade	Under Construction
Failing Grade	Under Construction

Enrollment by Ethnicity

Course enrollment by federal race

Asian	Under Construction
Black or African American	Under Construction
Hispanio/Latino	Under Construction
American Indian or Alaska Native	Under Construction
Native Hawaiian or other Pacific Islander	Under Construction
Two or more races	Under Construction
White	Under Construction

■ Met Benchmark
 ■ Below Benchmark
 ▲ Trending Up
 ▼ Trending Down
 ↔ Neutral Trend
 🔔 Alert

This page displays various metrics regarding courses including course enrollment by various demographics.

Viewable by:

- STATE USERS
- DISTRICT USERS
- SCHOOL USERS

Metrics will vary based on data level

Student Dashboards

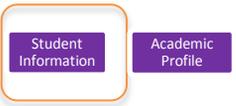
- Student Dashboards contain all information found under the Academic Dashboards and SPPS Dashboards, as well as the following data components:

Student Information

Displays overall demographic and background information for a student.

Academic Profile

Displays various general student data including current courses, course history, and historical assessment scores.



Student Information

This page displays a student's personal information.

[Hello, Test User1](#) | [Help](#) | [Log out](#) | [LIMITED PRODUCTION RELEASE] Confidential student data. | [EXPORT ALL](#) | [PRINT](#) | [SUPPORT](#)

[Statewide](#) > [Anderson 05](#) > [Westside High](#) |

Nicholas Student

 9th Grade | [Back to list](#) | 1 of 1804

 Student Information | Academic Dashboard | Academic Profile | SPPS

Nicholas Student

1429 Senate Street
Columbia, SC 29201

Date of Birth: November 17, 1995
Place of Birth: _____
Age as of Sept 1st: 15

Guardian / Parent Information

Name: Patrick Student
Relation to Student: Father
Address: _____
Cell Phone: _____
Work Phone: _____
Email: _____

Name: Ana Student
Relation to Student: Mother
Address: _____
Cell Phone: _____
Work Phone: _____
Email: _____

Name: _____
Relation to Student: _____
Address: _____
Cell Phone: _____
Work Phone: _____
Email: _____

Name: _____
Relation to Student: _____
Address: _____
Cell Phone: _____
Work Phone: _____
Email: _____

School Information

Grade Level: 9th Grade
Late Enrollment: _____
Homeroom: _____
Date of Entry: August 16, 2011
Date of Withdrawal: June 06, 2012
Graduation Plan: _____
Expected Graduation Year: _____

Program Status

Other Student Information

- Viewable by:**
- STATE USERS*
 - DISTRICT USERS*
 - SCHOOL USERS

***Only State and District Administrators with appropriate authorization can view student specific data.**

Student Information

Academic Profile

Academic Profile

Student Information Academic Dashboard **Academic Profile** SPPS

ACADEMIC PROFILE

Jump to subcategory: [Current Courses](#) | [Course History](#) | [Historical Assessment Scores](#)

Current Courses

LOCAL COURSE #	DESCRIPTION	SUBJECT AREA	INSTRUCTOR	GRADE LEVEL	CREDITS TO BE EARNED	GRADES PER GRADING PERIOD 1
Fall Semester						
344117CW	Physical Ed	Physical, Health, and Safety Education		9th Grade	1	100
3904991WT	HSAP Mentor ED	Other		9th Grade		93
39994800	T Read 180	Other		9th Grade		80
39991411	TA Anatomy	Other		9th Grade	1	84
39990612	TA Civics	Other		9th Grade	1	80
39993312	TA English	Other		9th Grade	1	73
39994310	TA Math	Other		9th Grade	1	88
39993009	WB Learning	Other		9th Grade		86

*Credits to be earned may reflect a two semester course.

*Course and grade information is reflective of courses in which the student is currently enrolled.

LOCAL COURSE #	DESCRIPTION	SUBJECT AREA	INSTRUCTOR	GRADE LEVEL	CREDITS TO BE EARNED	GRADES PER GRADING PERIOD 2	3	4
Spring Semester								
344117CW	Physical Ed	Physical, Health, and Safety Education		9th Grade	1			
3904991WT	HSAP Mentor ED	Other		9th Grade				
39994800	T Read 180	Other		9th Grade				
39991411	TA Anatomy	Other		9th Grade	1			
39990612	TA Civics	Other		9th Grade	1			
39993312	TA English	Other		9th Grade	1			
39994310	TA Math	Other		9th Grade	1			
39993009	WB Learning	Other		9th Grade				

This page displays a student's current and historical course information as well as historical assessment data.

Viewable by:

STATE USERS*

DISTRICT USERS*

SCHOOL USERS

***Only State and District Administrators with appropriate authorization can view student specific data.**

Course History

Cumulative Credits Earned: 5

Jump to subcategory: [Other](#) | [Physical, Health, and Safety Education](#)

SUBJECT AREA	TOTAL CREDITS EARNED
Other	4

Course Number	Description	Instructor	Semester	Grade Level	Final Course Grade	Credits Earned
---------------	-------------	------------	----------	-------------	--------------------	----------------

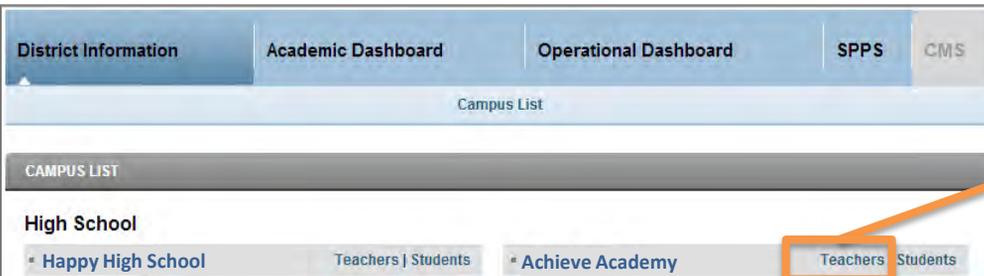
Additional Data Dashboards

- There are no dashboards specifically dedicated to data on individual teachers, however detailed background information on teachers can be found on the district and school dashboards.

From the District Dashboard: Teacher Data

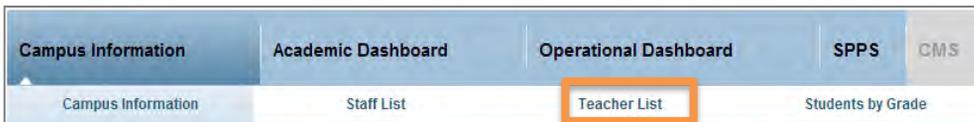


From the District dashboard, click on "Campus List"



From the Campus List, click on "Teachers" next to the school you are interested in viewing.

From the School Dashboard: Teacher Data



From the Student Dashboard, click on "Teacher List"

Viewable by:

STATE USERS*

DISTRICT USERS*

SCHOOL USERS

*Only State and District Administrators with appropriate authorization can view teacher specific data.

Teacher Information

Campus Information		Academic Dashboard		Operational Dashboard		SPPS	CMS
Campus Information		Staff List		Teacher List		Students by Grade	
TEACHER LIST							
Add or remove columns							
Staff	E-Mail	EXPERIENCE	EDUCATION				
Staff	E-Mail	Experience	Education	Degree Foreign Country	Approved Principal Pro		
Ateacher, Tom	jateacher@ed.sc.gov	20	Bachelors			Undergraduate	
Learn, Diana	diana.learn@ed.sc.gov	0					
Professor, Patricia	pprofessor@ed.sc.gov	13	Masters			Undergraduate	

The "Teacher List" provides a list of all teachers employed at the selected school as well as basic educational and professional background data.

To view additional information, click on "Add or Remove Columns"

Campus Information		Academic Dashboard		Operational Dashboard		SPPS	CMS		
Campus Information		Staff List		Teacher List		Students by Grade			
TEACHER LIST									
Save changes Reset columns									
Staff	E-Mail	Date Of Birth	Gender	Ethnicity	EXPERIENCE	EDUCATION	Certificate Number		
Staff	E-Mail	Date Of Birth	Gender	Ethnicity	Experience	Education	Highly Qualified Teacher	Highly Qualified Year	Certificate Number
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ateacher, Tom	jateacher@ed.sc.gov	8/21/1950	Male	No	20	Bachelors	No		903913
Learn, Diana	diana.learn@ed.sc.gov		Female	No	0				
Professor, Patricia	pprofessor@ed.sc.gov	11/23/1970	Female	No	13	Masters	No		182118

When you click on "Add and Remove Columns" you will be able to scroll through additional columns and select the checkbox for the additional data points you would like to view.

- The following data fields can be selected to view.
- NOTE:** Not all data fields contain data.
- | | | |
|-----------------------------------|--|--|
| Staff(Name) | Degree College | Alternative Certification Completed Date |
| E-mail | Degree Foreign Country | Alternative Certification Termination Reason |
| Date of Birth | Degree Year | Alternative Certification Is Active |
| Gender | Technology Industry Area | Participant Indicator |
| Ethnicity | Subject Area | Adjunct Indicator |
| Experience | Begin Validity | Adjunct Proviso |
| Education (Degree) | End Validity | Permit Proviso Indicator |
| Highly Qualified Teacher (Yes/No) | Approved Principal Program | Restricted Indicator |
| Highly Qualified Year | Approved Principal Program College | Restricted Year |
| Certificate Number | Endorsement Area | ABCTE Indicator |
| PCS Position Code | Endorsement Effective Date | ABCTE Proviso |
| Academic Program | Degree Equivalent | ADS Competency Level |
| Technology/Industry Program | Major Degree Area | ADS Competency Area |
| Issued Grade | PACE Major | ADS Evaluation Type |
| Current Class Indicator | PACE Major Category | ADS Current Contract Status |
| Class Effective | PACE Degree | ADS Result |
| Disciplinary Action | National Board Certified Area | ADS Next Hire Status |
| Disciplinary Begin Date | National Board Certified Effective Date | ADS Contract Year |
| Disciplinary End Date | Alternative Certification Participation Type | |
| Alternative Certification Program | | |

Viewable by:

STATE USERS*

DISTRICT USERS*

SCHOOL USERS

***Only State and District Administrators with appropriate authorization can view teacher specific data.**



Frequently Asked Questions

- *Coming Soon*

Orangeburg Consolidated School District 5:

Building a World-Class Culture of Teaching & Learning

Cynthia S. Wilson

Superintendent of Schools

Dr. Sharon Quinn

Deputy Superintendent



DRAFT

Revised 7/18/2013

Teaching and Learning Framework

Revisions

The revisions to the 2013-2014 Teaching and Learning Framework reflect the implementation of the Common Core State Standards. Information regarding the instructional time frame has also been updated to include time for intervention in ELA and mathematics. State and district assessment schedules were included in this edition.

Office of Instructional Services

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Instructional Coach

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Instructional Coach

Laura Steele

Instructional Coach

Dyisha Taylor

Instructional Coach

Teaching and Learning Framework

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Orangeburg Consolidated School District 5: *Building a World-Class Culture of Teaching & Learning*

In its broadest sense, the purpose of Orangeburg Consolidated School District 5 (OCSD5) is to promote excellence in teaching and learning inside and outside the classroom. OCSD5 views teaching and learning as a fundamental role and duty of all district personnel, regardless of their respective job description. We believe that student learning is the cornerstone of everything that adults do in a “school community that works.” It is an unwavering belief in, thorough understanding of, and tenacious commitment to building a world-class school system. It permeates every function of the OCSD5 System. ***It is a World-Class Culture of Teaching & Learning.***

Education is that whole system of human training within and without the school house walls, which molds and develops men.” -- W.E.B. DuBois

To this end, OCSD5 establishes a culture of excellence that fosters a “non-negotiable” way of doing business complete with instructional imperatives for teachers as well as students. It provides robust demonstrations of what has become known as the **21st Century Three R’s: RIGOR – RELEVANCE – RELATIONSHIPS**. Rigor involves helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging. Students and teachers in OCSD5 will participate in lessons and activities that go beyond the remembering and understanding levels of Bloom’s Taxonomy. They will learn to think and reason critically, analyze information, justify answers, problem solve, conduct research, and make presentations. Rigorous instruction will not only foster student leadership in classrooms, but will also prepare students for college matriculation.

Relevance, the second R, is present when students understand how taught information and skills have application to their daily life experiences. District teachers will prepare and facilitate creative lessons that include student interests, talents, and hobbies. Students will understand why taught concepts are important and how their knowledge of these concepts will apply to their current and future world and subsequently be challenged to be responsible for their own thinking.

The last R is relationships. In order for rigor and relevance to be meaningful, a genuine relationship must exist between student learners and teacher facilitators. There is a lesson to learn in the old adage, “Students won’t care how much we know, until they know how much we care.” In Orangeburg Consolidated School District 5 we will teach students, not just subjects. We will build relationships of mutual respect, trust, and caring. Teachers will use cognitive empathy to put themselves in the place of the student so that they never forget how challenging school can be. A district culture that embraces and maintains the Three R’s of rigor, relevance, and relationships will produce high-performing students, teachers, and administrators.

Without a doubt, the most important aspect of teaching and learning is the relationship between teachers and students. Additionally, a student-centered classroom environment directly impacts student achievement. When teachers differentiate instruction to accommodate students’ various learning styles, learning becomes both relevant and retainable. This is essential to create and sustain a World Class system of learning. When students don’t learn the way we teach, we are committed to teaching the way they learn. By embracing these professional practices, our schools will become paragons of professional learning communities. We understand the concepts that students must learn, are prepared to intervene and remediate with best practices when students do not learn, and hasten to accelerate student learning for those who demonstrate mastery.

Five Domains Of Teaching And Learning

Our *world-class culture of teaching and learning* is guided by five Teaching and Learning Domains: **INSTRUCT, INFORM, INTERVENE, IMPROVE, and INCLUDE.**

INSTRUCT asks the question “What do we want our students to know, understand, and be able to do?” Whenever any task is approached or any assignment is given, it is critical to know the expected outcome. The state of South Carolina sets the standards for each grade level and classroom. Students are expected to master identified standards and indicators prior to being promoted to the next grade level. Well informed educators are aware of the promotion requirements for each subject and each grade. The **INSTRUCT** Domain encompasses curriculum, planning, instruction, assessment and classroom environment.

INFORM, the second major domain, implores educators to use data to drive instruction. An educator must be able to make several determinations including which data is needed, where the data may be retrieved, and how the data will be used, communicated, and distributed. To this end, we will rely on two types of data: quantitative and qualitative. Quantitative data (hard data) is numeric and measurable. Qualitative (soft data) is individual and situational. Making use of the varied data sources will allow us to answer the question, “How will we know they learned it?”

INTERVENE challenges us to answer two questions, “What will we do if they don’t know it?” and “What will we do if they do know it?” This aspect of the domain requires teachers to reteach and remediate when students demonstrate a lack of mastery. This domain forces educators to become reflective practitioners of both personal performance and student performance. Some questions to ask are: Who needs intervention and who will provide it; what resources are on hand and which ones are needed; what our expected outcome is; and who will determine and monitor success of the intervention. Perhaps one of the most important questions to ask is what will happen once an individual is successful. We must create plans for our high achieving students.

The **IMPROVE** Domain undertakes the challenge of and commitment to continuously strive for excellence as a school district. It includes acceleration of student mastery, capacity building in human capital, progress monitoring, providing state of the art resources, and keeping every student safe. We recognize that improvement is not a one-time destination but a constant journey to be undertaken by district personnel in conjunction with all stakeholders.

The final domain, **INCLUDE** solicits and implores involvement from every school stakeholder. If students are to be global, productive citizens, involvement and engagement of all OCSD5 constituencies is essential. We are committed to creating meaningful, engagement opportunities that value the experiences and wisdom of community members. Realizing that our collective knowledge is far greater than any one person’s, our district will seek to keep our ears and doors open to the community at-large.



Five Domains Of Teaching And Learning

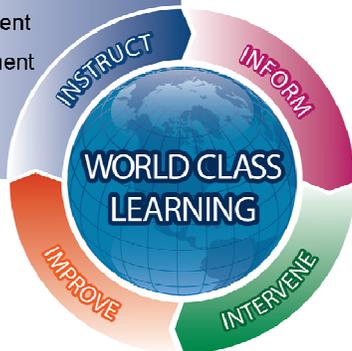


Each OCSD5 Teaching and Learning Domain delineates necessary support to allow the district's educational system to remain strong and steadfast through any given situation. Each provides the system with guiding standards to uphold its purpose. It is important to note that although domains are independent of one another, they are also interdependent. This cyclical representation depicts relationships of teaching and learning, teacher and student, schools and community, district employees and schools, etc. The domains establish the framework by which OCSD5 creates and maintains a **world-class culture of teaching and learning**.

INSTRUCT

What do we want students to know, understand, and be able to do?

- Curriculum
- Planning
- Instruction
- Assessment
- Environment



INCLUDE

The first of the Teaching and Learning Domains, **INSTRUCT**, commands world-class teaching. This is demonstrated through the ways that instruction is organized and delivered in a classroom. It calls forth from teachers a commitment to utilize data to provide for every student, one by one, a learning experience that honors difference, yet has as its goal a mastery of articulated academic performance goals and objectives. World-class teaching rests in a belief system where every child can learn, deserves the best education, and receives these from a highly effective teacher.

INSTRUCT presumes that world-class teaching is demonstrated by one who takes seriously the charge to implement instructional strategies and best practices, that have proven successful in increasing student achievement. Sometimes this means abandoning or changing a long used instructional practice. **INSTRUCT** compels a teacher to remain open to change and “think outside the box”.

INSTRUCT expects that teachers will be intimately familiar with the curriculum for his/her respective subject area. It expects that teachers will be easily able to interpret the respective curriculum, articulating performance goals and objectives, and the curriculum’s particular scope and sequence – what students will be able to know and do through the subject/course. Highly effective teachers prepare and lead well-organized, objective driven lessons.

The Teaching & Learning Domain, **INSTRUCT**, includes five components:

- I. Curriculum
- II. Planning
- III. Instruction
- IV. Assessment
- V. Environment

INSTRUCT

I: CURRICULUM

The curriculum is the state identified body of knowledge in which students are expected to demonstrate mastery before being promoted from one grade and/or subject to the next. It is a sequence of courses and their content. The curriculum is articulated in the South Carolina Academic Standards.

ACTION

Effective teachers...

- Are in possession of a copy of the South Carolina Academic Standards;
 - Are confident in his/her understanding and mastery of the details of the curriculum;
 - Are able to interpret the curriculum so it is “student-friendly.”
 - Know and understand the curriculum is based on the content and grade level standards for the state;
 - Have confidence in the depth and complexity presented in the document;
 - Believe the content and pacing will lead to student success;
 - Discuss content, pacing, gaps and needs with colleagues frequently;
 - Know and understand when and what resources are needed to supplement instruction.
 - See how curriculum focuses and connects to what is being learned in the classroom;
 - Understand the curriculum and work to align it with standards and assessment;
 - Understand the circular relationship between curriculum, instruction and assessment;
 - Understand the curriculum serves as a guide for planning instruction by bundling objectives into instructional units;
- Understand the curriculum provides a safety net for students that prepares them for success at the subsequent grade level or course.



INSTRUCT

I: CURRICULUM

Common Core Standards

On June 2, 2010, the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, called the Common Core State Standards. 48 states, 2 territories and the District of Columbia have adopted these national standards. The state of South Carolina adopted the Common Core State Standards in July 2010.

The Common Core State Standards were written for English-language arts and mathematics for grades K-12. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents have a roadmap for what they need to do to help them. The purpose of the standards is to create college and career ready students.

Most people are under the misunderstanding that the Common Core State Standards Initiative is driven by federal legislation. This initiative is a state-led effort that is not part of No Child Left Behind and adoption of the Standards is in no way mandatory. States began the work to create clear, consistent standards before the Recovery Act or the Elementary and Secondary Education Act blueprint was released because this work is being driven by the needs of the states, not the federal government.

What are we doing to prepare for the Common Core State Standards in South Carolina? South Carolina will be using the "Train the Trainer" model as it relates to providing professional development on the Common Core State Standards. Each district has been allowed to create a district implementation team. District personnel and teachers have been identified for this team. This team has already met and will continue to meet throughout the school year.

Timeline for the common core standards

2010 – 2011 – Adoption of Common Core State Standards

2011 – 2012 – Professional Development on the Common Core

2012 – 2013– Transition Year (Kindergarten and First Grade will utilize the Common Core Standards in ELA and Math. Grades 2-12 will receive professional development regarding the new standards.)

2013 – 2014 – State Test will be comprised of the standards that are common to our state standards and the Common Core Standards

2014 – 2015 – Common Core State Standards Assessment

Common Core State Standards can be found at <http://www.corestandards.org>

INSTRUCT

I: CURRICULUM

Common Core Standards: Six Shifts in ELA

Shift 1	PK-5, Balancing Informational & Literary	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
Shift 2	6-12, Building Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
Shift 3	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is
Shift 4	Text-Based Answers	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Shift 5	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
Shift 6	Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

INSTRUCT

I: CURRICULUM

Common Core Standards: Academic Vocabulary

The **Common Core State Standards** (CCSS) define academic vocabulary words as the words that are traditionally used in academic dialogue and text. Specifically, it refers to words that are not necessarily common or that children would encounter in conversation. These words often relate to other more familiar words that students use. For example, rather than watch, observe. They are also words that help students understand oral directions and classroom instructional dialog. They also help **students** to comprehend text across different content areas- including math, science, and social studies/history.

Vocabulary words are often categorized into three tiers.

Tier 1 words: These words are basic vocabulary or the more common words most children will know. They include high-frequency words and usually are not multiple meaning words.

Tier 2 words: Less familiar, yet useful vocabulary found in written text and shared between the teacher and student in conversation. The Common Core State Standards refers to these as “general academic words.” Sometimes they are referred to as “rich vocabulary.” These words are more precise or subtle forms of familiar words and include multiple meaning words. Instead of walk for example, saunter could be used. These words are found across a variety of domains.

Tier 3 words: CCSS refers to these words as “domain specific;” they are critical to understanding the concepts of the content taught in schools. Generally, they have low frequency use and are limited to specific knowledge domains. Examples would include words such as isotope, peninsula, refinery. They are best learned when teaching specific content lessons, and tend to be more common in informational text.

Source: <http://www.learninga-z.com/commoncore/academic-vocabulary.html>

INSTRUCT

I: CURRICULUM

Common Core Standards: Informational Text

The Common Core State Standards (CCSS) defines "**informational text**" as a broad category of nonfiction resources, including: biographies; autobiographies; books about history, social studies, science, and the arts; technical texts (including how-to books and procedural books); and literary nonfiction. The CCSS stress the importance of focused instruction using informational text with students.

Informational text is designed to make it easier for the reader to find information. This includes using such eye-catching features as section heads, bold-faced terms, table of contents, glossary, captioned photos, art, and info-graphics (graphs, tables, charts and diagrams, etc.)

When selecting informational resources for students, text quality should be judged for its accuracy, the expertise and credibility of the writer, and the currency of the information presented. The developmental appropriateness of the writing, clarity and directness of the language should also be considered.

Why is Increasing the Reading of Informational Text Important?

Traditional reading instruction has always relied heavily on literature and fictional text. Studies show that only 7-15% of classroom time is spent studying **informational text**. Yet by sixth grade, most of what students are required to read is nonfiction. What's more, 80% of all adult reading is devoted to expository or nonfiction text.

If students are to better comprehend science, social studies, and math text - as well as meet the common core reading and writing requirements for graduation - then we need to increase their exposure to informational texts early in their formal schooling.

Teaching students the skills and strategies to successfully read and comprehend informational text is critical to their future success in higher education and the workplace.

The **English Language Arts [ELA] Common Core State Standards** recommend more reading of informational text with a ratio of literary to informational as follows:

Grade Span	Literary	Informational
K-4	50%	50%
5-8	45%	55%
9-12	30%	70%

INSTRUCT

I: CURRICULUM

Common Core Standards: Six Shifts in Math

Shift 1	Focus	Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.
Shift 4	Deep Understanding	Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. as well as writing and speaking about their understanding.
Shift 5	Applications	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and

INSTRUCT

I: CURRICULUM

Common Core ELA Standards

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Kindergarten	10	10	4	10	6	6	46

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 1	10	10	4	10	6	6	46

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 2	10	10	2	10	6	6	44

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 3	10	10	2	10	6	6	44

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 4	10	10	2	10	6	6	44

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 5	10	10	2	10	6	6	44

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 6	10	10	0	10	6	6	42

INSTRUCT

I: CURRICULUM

Common Core ELA Standards

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Grade 7	10	10	0	10	6	6	42

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Grade 8	10	10	0	10	6	6	42

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Grades 9-10	10	10	0	10	6	6	42

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Grades 11-12	10	10	0	10	6	6	42

INSTRUCT

I: CURRICULUM

Common Core Math Standards

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for an express regularity in repeated reasoning.

	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Kindergarten	7	5	1	3	6	22

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 1	8	6	4	3	21

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 2	4	9	10	3	26

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations—Fractions	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 3	9	3	3	8	2	25

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations—Fractions	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 4	5	6	7	7	3	

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations—Fractions	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 5	3	7	7	5	4	26

INSTRUCT

I: CURRICULUM

Common Core Math Standards

	Ratio and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability	TOTAL # OF INDICATORS
Grade 6	3	8	9	4	5	29

	Ratio and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability	TOTAL # OF INDICATORS
Grade 7	3	3	4	6	8	24

	The Number System	Equations and Expressions	Functions	Geometry	Statistics and Probability	TOTAL # OF INDICATORS
Grade 8	2	8	5	9	4	28

	The Real Number System	Quantities	The Complex number System	Vector and Matrix Quantities	TOTAL # OF INDICATORS
High School-Number & Quantity	3	3	9	12	27

	Seeing Structure in Expressions	Arithmetic with Polynomials and Rational Expressions	Creating Equations	Reasoning with Equations and Inequalities	TOTAL # OF INDICATORS
High School-Algebra	4	7	4	12	27

	Interpreting Functions	Building Functions	Linear Quadratic and Exponential Models	Trigonometric Functions	TOTAL # OF INDICATORS
High School-Functions	9	5	5	9	28

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Common Core Math Standards

	Congruence	Similarity, Right Triangles and Trigonometry	Circles	Expressing Geometric Properties with Equations	Geometric Measurement and Dimension	Modeling with Geometry	TOTAL # OF INDICATORS
High School-Geometry	13	11	5	7	4	3	43

	Interpreting Categorical and Quantitative Data	Making Inferences and Justifying Conclusions	Conditional Probability and the Rules of Probability	Using Probability to Make Decisions	TOTAL # OF INDICATORS
High School-Probability	9	6	9	7	31

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SC Science Standards

	Scientific Inquiry	Characteristics of Organisms	My Body	Seasonal Changes	Exploring Matter	TOTAL # OF INDICATORS
Kindergarten	5	5	2	3	2	17

	Scientific Inquiry	Plants	Sun and Moon	Earth Materials	Exploring Motion	TOTAL # OF INDICATORS
Grade 1	4	6	4	6	4	24

	Scientific Inquiry	Animals	Weather	Properties and Changes in Matter	Magnetism	TOTAL # OF INDICATORS
Grade 2	5	5	6	4	4	24

	Scientific Inquiry	Habitats and Adaptations	Earth's Materials and Changes	Heat and Changes in Matter	Motion and Sound	TOTAL # OF INDICATORS
Grade 3	8	5	8	4	8	33

	Scientific Inquiry	Organisms and Their Environments	Astronomy	Weather	Properties of Light and Electricity	TOTAL # OF INDICATORS
Grade 4	7	6	8	6	10	37

	Scientific Inquiry	Ecosystems: Terrestrial and Aquatic	Landforms and Oceans	Properties of Matter	Forces and Motion	TOTAL # OF INDICATORS
Grade 5	8	5	6	8	6	33

	Scientific Inquiry	Structures, Processes, and Responses of Plants	Structures, Processes, and Responses of Animals	Earth's Atmosphere and Weather	Conservation of Energy	TOTAL # OF INDICATORS
Grade 6	5	9	7	9	8	38

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SC Science Standards

	Scientific Inquiry	Cells and Heredity	Human Body Systems and Diseases	Ecology: The Biotic and Abiotic Environment	The Chemical Nature of Matter	TOTAL # OF INDICATORS
Grade 7	7	7	4	6	10	34

	Scientific Inquiry	Earth's Biological History	Earth's Structure and Processes	Astronomy: Earth and Space Systems	Forces and Motion	Waves	TOTAL # OF INDICATORS
Grade 8	7	7	9	10	6	8	47

	Scientific Inquiry Standard PS-1	Chemistry: Structure and Properties of Matter Standard PS-2	Chemistry: Structure and Properties of Matter Standard PS-3	Chemistry: Structure and Properties of Matter Standard PS-4	Chemistry: Structure and Properties of Matter Standard PS-5	Chemistry: Structure and Properties of Matter Standard PS-6	Physical Science: The Interactions of Matter and Energy Standard PS-7	TOTAL # OF INDICATORS
Physical Science	9	7	8	11	10	11	7	63

	Scientific Inquiry Standard B-1	Standard B-2	Standard B-3	Standard B-4	Standard B-5	Standard B-6	TOTAL # OF INDICATORS
Biology	9	8	6	9	7	6	45

	Scientific Inquiry Standard C-1	Standard C-2	Standard C-3	Standard C-4	Standard C-5	Standard C-6	TOTAL # OF INDICATORS
Chemistry	8	9	10	10	9	15	61

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SC Science Standards

	Scientific Inquiry Standard P-1	Standard P-2	Standard P-3	Standard P-4	Standard P-5	Standard P-6	Standard P-7	Standard P-8	Standard P-9	Standard P-10	TOTAL # OF INDICATORS
Physics	10	10	6	11	6	9	10	7	7	8	76

	Scientific Inquiry Standard ES-1	Astronomy Standard ES-2	Solid Earth Standard ES-3	Earth's Atmosphere Standard ES-4	Earth's Hydrosphere Standard ES-5	The Paleobiosphere Standard ES-6	TOTAL # OF INDICATORS
Earth Science	10	9	8	8	8	5	48

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SC Social Studies Standards

	Standard K-1	Standard K-2	Standard K-3	Standard K-4	TOTAL # OF INDICATORS
Kindergarten: Foundations of Social Studies: Children as Citizens	4	4	3	4	15

	Standard 1-1	Standard 1-2	Standard 1-3	Standard 1-4	TOTAL # OF INDICATORS
Grade 1: Foundations of Social Studies: Families	4	4	3	4	15

	Standard 2-1	Standard 2-2	Standard 2-3	Standard 2-4	TOTAL # OF INDICATORS
Grade 2: Foundations of Social Studies: Communities	5	4	5	4	18

	Standard 3-1	Standard 3-2	Standard 3-3	Standard 3-4	Standard 3-5	TOTAL # OF INDICATORS
Grade 3: South Carolina Studies	3	5	5	6	6	25

	Standard 4-1	Standard 4-2	Standard 4-3	Standard 4-4	Standard 4-5	Standard 4-6	TOTAL # OF INDICATORS
United States Studies to 1865: Grade 4	4	4	4	5	5	5	27

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SC Social Studies Standards

	Standard 5-1	Standard 5-2	Standard 5-3	Standard 5-4	Standard 5-5	Standard 5-6	TOTAL # OF INDICATORS
Grade 5: United States Studies: 1865 to the Present	4	4	6	7	4	6	31

	Standard 6-1	Standard 6-2	Standard 6-3	Standard 6-4	Standard 6-5	Standard 6-6	TOTAL # OF INDICATORS
Grade 6: Ancient Cultures to 1600	4	6	4	4	5	6	29

	Standard 7-1	Standard 7-2	Standard 7-3	Standard 7-4	Standard 7-5	Standard 7-6	TOTAL # OF INDICATORS
Grade 7: Contemporary Cultures: 1600 to the Present	5	5	7	6	5	6	34

	Standard 8-1	Standard 8-2	Standard 8-3	Standard 8-4	Standard 8-5	Standard 8-6	Standard 8-7	TOTAL # OF INDICATORS
Grade 8: South Carolina: One of the United States	6	6	4	6	8	5	4	39

	Standard WG-1	Standard WG-2	Standard WG-3	Standard WG-4	Standard WG-5	Standard WG-6	Standard WG-7	Standard WG-8	TOTAL # OF INDICATORS
High School: World Geography	5	6	5	5	6	6	6	5	44

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SC Social Studies Standards

	Standard MWH-1	Standard MWH-2	Standard MWH-3	Standard MWH-4	Standard MWH-5	Standard MWH-6	Standard MWH-7	Standard MWH-8	TOTAL # OF INDICATORS
High School: World History from 1300: The Making of the Modern World	6	6	6	7	6	7	5	7	50

	Standard USHC-1	Standard USHC-2	Standard USHC-3	Standard USHC-4	Standard USHC-5	Standard USHC-6	Standard USHC-7	Standard USHC-8	TOTAL # OF INDICATORS
High School: United States History and the Constitution	7	4	5	6	5	4	6	6	43

	Standard ECON-1	Standard ECON-2	Standard ECON-3	Standard ECON-4	Standard ECON-5	TOTAL # OF INDICATORS
High School: Economics	3	6	9	4	3	25

	Standard USG-1	Standard USG-2	Standard USG-3	Standard USG-4	TOTAL # OF INDICATORS
High School: United States Government	6	5	4	6	21

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EXPLANATION OF GRADES

Kindergarten students will be given codes/symbols instead of numeric grades to explain student progress and development as shown on the Kindergarten Report Card. Documentation must support teacher assessment.

After students have been given ample opportunity to practice, formal and/or informal assessments must be given and recorded. Grades will then be determined based on these assessments, which may include class work, tests, projects, class participation, lab work, computer aided instructional programs, etc. These grading scales must be followed throughout all content areas.

OCSD5 UNIFORM GRADING SCALES

Core Content Areas (Including Honors & AP)	
Tests, Quizzes, Projects, & Performances (One grade should be given from this category each week. Vary the type of assessment throughout each nine weeks.)	40%
Classwork, Daily Participation, Journals, Labs, etc. (One grade should be given from this category each week. Vary the type of assessment throughout each nine weeks.)	60%
TOTAL	100%

VISUAL AND PERFORMING ARTS , P.E. 6-12	
<ul style="list-style-type: none">▪ Performance-Based / Demo▪ Art Projects▪ Journal Entries▪ Extra-Curricular Activities/Events /Competitions▪ Community / Public Appearances▪ Other	50%
Daily Participation	25%
Exams and Quizzes	25%
TOTAL	100%

ELEMENTARY SCHOOLS – GRADES 1-5 Related Arts (e.g. Art, Music, P.E.)		
(Note: Related Arts grades in elementary schools do not count toward honor roll. Elementary related arts teachers will need to enter the following numbers for each of the letters.)		
E	Excellent	100
S	Satisfactory	92
N	Needs Improvement	77
U	Unsatisfactory	60

INSTRUCT

I: CURRICULUM

Conduct Grades

A student's conduct grade is based on the teacher's evaluation of the student's overall behavior during each of the grading cycles. Use the following grading scale when recording a student's conduct grade. Before a student can receive a "U" on the report card, a detailed discipline report must be submitted for administrative review. This report must be signed by the principal or assistant principal and the teacher, stating specific incidents and dates along with all measures taken to reduce unacceptable behavior (parent contacts, behavior intervention plan, etc.)

Conduct Grades (PreK-12)

E	<p>Excellent</p> <p>Consistently behaves in an exemplary manner—</p> <ul style="list-style-type: none">▪ Is always courteous, polite and respectful▪ Is always dependable; does things well on his/her own▪ Shows a very clear sense of right and wrong through speech and action▪ Attends schools regularly. Gets along very well with classmates▪ Work is always submitted on time▪ Has not committed any behavior violations
S	<p>Satisfactory</p> <p>Behaves well most of the time—</p> <ul style="list-style-type: none">▪ Is courteous, polite and respectful▪ Is dependable; does things well on his/her own most of the time▪ Shows sense of right and wrong through speech and action most of the time▪ Attends school regularly. Gets along well with classmates▪ Work is usually submitted on time
N	<p>Needs Improvement</p> <p>Occasionally shows unacceptable behavior—</p> <ul style="list-style-type: none">▪ Needs guidance from teachers on behavior▪ Attendance is regular with occasional truancy▪ Has occasional relationship difficulty with classmates▪ Work usually is not submitted on time▪ Has committed behavior violation above minor
U	<p>Unsatisfactory</p> <p>Frequently shows unacceptable behavior—</p> <ul style="list-style-type: none">▪ Needs regular counseling by teachers on behavior▪ Attendance is irregular with truancy▪ Has difficulty getting along with classmates▪ Work is often not submitted on time▪ Has committed multiple occurrences of behavior violations above minor

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EXPLANATION OF GRADES

Teachers must keep a record of the grades used to determine students' numeric grades in a subject. Grading procedures and guidelines must be communicated to parents at the beginning of the school year or when a new student arrives.

A minimum of eighteen (two grades per week) entries in the grade book is required prior to issuing a grade for all subject areas for each marking period.

All students in grades 1-12 will be given numeric grades. Numeric grades correspond to the following equivalents:

A Superior	100-93
B Above Average	92 – 85
C Average	84 – 77
D Below Average	76 – 70
F Not Passing	69 and Below

- Numerical equivalents are a calculation of the student's work for each quarter. The teacher will inform students and their parents in writing of the procedures used to determine the grade.
- Special Education students will be instructed and graded on grade level in agreement with accommodations and/or modifications on the Individual Education Plan (IEP). Documentation must be maintained for all students in Orangeburg Consolidated School District Five.
- All students enrolled in English 1, Algebra 1/Math Tech 2, Biology, and U.S. History will take the End-of-Course Examination Program. This test will count as 20% of the students' final grade.
- Special Education students will be permitted allowable accommodations and/or modifications according to their individual education plan. **Accommodations should be given to regular education teachers within 10 days of a special needs student's arrival into the classroom.**
- English to Speakers of Other Languages (ESOL) students will be permitted allowable accommodations and/or modifications according to their individual education plan (as needed).
- **At no time should a student's conduct be factored in grade calculations. Conduct grades will be assigned by the teacher of record who enters subject and related arts grades. For example, if a fourth grade student has two teachers, (one for ELA and Social Studies and another teacher for Math and Science) the student will receive two conduct grades.**

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EXPLANATION OF GRADES

Teacher Comments

- Comments must be given in all subject areas each marking period.
- If a student is not making progress at the end of a marking period, the teacher must provide a statement on the progress report to inform parents that unless improvement is made in the student's work, required supplemental education and/or retention will be considered. (See Board Policy IKE).

Interim Reporting

- Every two weeks, a teacher-generated progress report should be given to students to take home to their parents. **This report should be signed, returned, and kept on file by the teacher. Teachers should be steadfast in collecting signed progress reports as documentation of parental contact.**
- An interim report is sent during each marking period to the parent/guardian of each student in grades K-12 (see district calendar).
- When the parent's signature portion of the form is not returned to the teacher, the teacher must follow up with a telephone call to the parent and document the call.
- Dates for issuing interim reports are included on the district and school calendar and must be adhered to. **Interim reports should be kept on file by the classroom teacher for one year.**
- Parents must be notified if a child is in danger of dropping two (2) letter grades.

Make-Up Assignments

- Students must be allowed to make-up any assignments due to absences (including suspensions).

Reteaching

- When a student does not demonstrate mastery of a standard, the teacher is obligated to re-teach the standard and document the student's progress. Therefore, the gradebook should reflect the original grade and the adjusted grade after reteaching has occurred.

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EXPLANATION OF GRADES

CONFERENCES

- All teachers are required to hold a minimum of **two** conferences with the parents of all students they teach. There must be a record of at least two attempts to contact parents who fail to attend the conferences. Teachers in departmentalized assignments must record at least one effort to contact parents.
- Special programs may require teachers to have conferences in excess of the number of conferences listed above.
- In the absence of face-to-face conferences, other qualifying contacts include telephone conferences, group conferences, and copies of letters and notes. Documentation of the contacts is required. The format of the documentation is an individual school decision.
- Parent conferences should be scheduled on district-wide conference days and at other times during the year as the need arises.
- Conferences should be carefully structured and planned.

Helpful material to have available at a conference includes:

- ◆ Student's folder and/or journal
- ◆ Anecdotal records
- ◆ Workbooks, special projects
- ◆ Test results
- ◆ Cumulative records (health, attendance, etc.)

Teachers are required to follow the conference requirements and timetable listed on the Promotion/Retention Policy (IKE) for students in grades K-12 who are being considered for retention. In **January for K-8**, a letter regarding an Academic Plan for Students (APS) and/or possible retention will be sent to parents requesting a conference.

- Students who are not performing at grade level in the areas of English/Language Arts (ELA), math, science, and social studies are required to have a written Academic Plan for Students. **Specific conference requirements related to the Academic Plan for Students are given in the Orangeburg Consolidated School District Five Promotion and Retention Policy (IKE).**

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Promotion, Retention, and Acceleration Policy IKE

Draft 2013

The purpose of this policy is to establish the basic structure for the promotion, retention and acceleration of students.

Orangeburg Consolidated School District Five affirms academic excellence for students. This promotion, retention, and acceleration policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

When the retention of a student is necessary, the decision will be made on the basis of achievement, minimal competency, student's aptitude, attendance records and the judgment of both educators and parents or guardians towards promotion and retention.

The district will apply this policy to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individualized Education Plans (IEPs). The district will administer this policy fairly, equitably, and consistently in the schools.

Disabled students

The student's Individualized Education Program (IEP) will govern those subjects covered in the IEP. All other subjects will be governed by the district's promotion/retention policy. Mastery of objectives of the IEP will be used to determine promotion. The principal and the IEP committee will determine retention on an individual basis.

Kindergarten Promotion/Retention

The district will consider the following criteria when determining the promotion or retention of students at the kindergarten level:

A kindergarten student is expected to learn the literacy and numeric skills contained in the state and district kindergarten standards and curriculum in English/language arts and mathematics. When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered. The final decision lies with the administration.

Grades One and Two Promotion/Retention

The district will promote or retain students in grades one and two based on the following criteria:

The district will base the promotion decision in grades one and two on teacher assessment of the pupil's progress. To be recommended for promotion, the student must meet standards as established for attendance, state testing (if appropriate) and classroom performance as determined using the district's promotion/retention policy. To be retained a student must fail to meet grade level standards in Language arts and one other content area. An academic assistance plan will be developed for any student retained in grades one and two. The final decision lies with the administration.

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Grades Three through Eight Promotion/Retention

A student in grades three through eight will be promoted or retained based on the student's ability to meet grade level standards in English/language arts **and** math, as well as either science **or** social studies with a grade of at least 70.

Report cards, portfolios, assessment results, attendance records, and teacher judgment are other factors that may be considered. The final decision lies with the administration.

Parent Conferences and Academic Plans

By the end of the **first nine weeks**, the school will notify and conference with each parent/guardian of a student in grades three through eight performing below grade level. The school will identify these students based on the following criteria:

- assessment results
- schoolwork
- teacher judgment

At the conference, the student, parent/guardian and appropriate school personnel will discuss the area(s) of academic difficulty and identify measures to assist the student in performing at or above grade level.

Participants in the conference will develop an academic plan outlining district, school, parent/guardian and student responsibilities to include the following:

- explanation of the promotion/retention standards
- present level of performance of the student
- expected level of performance of the student by the end of the school year if he/she is to be considered for promotion to the next grade
- specific problems the student is encountering which are affecting his/her classroom performance
- assistance/intervention services the district and the school will provide
- actions the parent/guardian and student will take to ensure success

The parent/guardian will sign the academic plan. Every effort will be made by school personnel to obtain parental participation, including making home visits. If the parent/guardian is unable to participate in the conference, the school will appoint a school mentor (teacher or school volunteer) to act in their stead and will send a copy of the plan to the parent/guardian by mail. The mentor will observe all district policies regarding confidentiality of information.

A second conference will be held at the end of the second nine weeks to review the effectiveness of the academic plan and make any necessary adjustments to the plan. The parent or guardian will sign the academic plan in the event that any revisions are made to the plan. If the student is not on grade level at the

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end of the second nine weeks, the academic plan will be adjusted with new strategies and interventions.

The parents and teacher(s) will sign the new plan and set a date for a third conference at the end of the third nine weeks. Should it be determined that the student is on grade level, the parent and teacher(s) will sign the Academic Plan to acknowledge the student's proficiency.

Reviews

Additional conferences will be held throughout the year with the student, parent/legal guardian and appropriate school personnel to discuss progress made by the student. These conferences will review and document the student's progress. Students in danger of being retained will receive written notification by January 30th.

End of Year Review

Appropriate school personnel will review the student's progress by May 20. If a student is not performing at grade level or not meeting the terms of his/her academic plan, the district will retain the student at his/her present grade.

Students Who Are Retained

Once the decision to retain a student has been made, in addition to developing the academic plan, the student will be referred to the school intervention team. The teacher who is retaining the student will initiate the referral.

Limit of Retention

A student should not be retained more than once in kindergarten through grade five, and no more than once in grade six through grade eight, unless approved by the superintendent or his/her designee.

Appeals Process

A parent/guardian may appeal the retention decision to school administration. A parent/guardian who chooses to appeal must do so in writing within seven days of notification of proposed action and must specify the reasons for disagreement with the recommendation. School administrators will render a decision on the matter within 10 working days after receipt of the appeal. The decision and its rationale will be in writing and copies sent to the parent/guardian.

Grades Nine through Twelve Promotion/Retention

Attendance

A student must be in attendance for 180 school days during a given school year or 90 days each semester. It is expected that each student will make up work missed regardless of whether the absence is excused or unexcused. Special consideration will be given to individual cases when there are more than 10 days of absences per year or five absences per semester if a physician verifies extended absences in writing or if there is chronic absence dictated by conditions previously established through medical excuse.

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In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. Students whose absences are approved should be allowed to make up any work missed in order to satisfy the 120-hour requirement. Local school boards should develop policies governing student absences giving appropriate consideration to unique situations that may arise within their districts when students do not meet the minimum attendance requirements.

Therefore, districts should allow students, whose excessive absences are approved in part 1 of this section, to make-up work missed to satisfy the 120-hours requirement.

Examples of make-up work may include:

- (1) after-school and/or weekend make-up programs that address both time and academic requirements of the course(s), or
- (2) extended-year programs that address both time and academic requirements of the course(s).

All make-up time and work must be completed within thirty days from the last day of the course(s). The district board of trustees or its designee may extend the time for student's completion of the requirements due to extenuating circumstances as prescribed by State Board of Education Guidelines.

The district will promote or retain students in grades nine through twelve based on the following criteria:

- ◆ All courses for students in grades nine through twelve have a syllabus that spells out the criteria for that particular course.
- ◆ Each course will meet the criteria set by the state in the curriculum standards.
- ◆ All students must show satisfactory completion of the requirements specified in the syllabus and attain at least the minimum grade requirement based on the grading policy before receiving a unit of credit.

The student also must meet the minimum requirements for student classification for the ninth, tenth, eleventh and twelfth grade classes, as indicated in this policy.

Grade Nine

Students must have met eighth grade requirements.

Grade Ten

Students in attendance at schools that offer six units of instruction must earn at least five units of credit with at least one unit in English and one unit in mathematics.

Students in attendance at schools that offer eight units of instruction must earn at least six units of credit with at least one unit in English and one unit in mathematics.

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Grade Eleven

Students in attendance at schools that offer six units of instruction must earn at least 10 units of credit with two units in English and two units in mathematics.

Students in attendance at schools that offer eight units of instruction must earn at least 12 units of credit with two units in mathematics, one unit of science and one unit of social studies.

Grade Twelve

Students must earn at least 18 units of credit with three units of English, three units of mathematics, two units of science, two units of social studies and be in a position to complete the required 24 units to graduate.

Students must be classified as seniors during the school year to be eligible for graduation that year.

A transfer student's promotion is contingent upon the presentation of an official transcript from an accredited school.

Acceleration

Acceleration of students in grades one through eight

Any student who warrants consideration for acceleration and/or adjustment, either in subject instructional grade level or in grade placement for all subjects, will be carefully evaluated in order to determine the educational program in his/her best interests. The criteria for decisions will include achievement level, cognitive ability, background experiences, emotional and social development and maturation, and the complexity and rigor of the current and proposed curricular program. A district exam will be given to determine readiness.

A committee composed of the child's teacher(s), principal, guidance counselor, psychologist and superintendent (or his/her designee) will examine the available information and make appropriate program adjustments. The parent/legal guardian may attend committee meetings and present independent information to the committee members.

Adopted 4/28/98; Revised 4/27/99, 1/23/01

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CHILD DEVELOPMENT AND KINDERGARTEN PROGRESS REPORTS

Child Development

- The Child Development Program requires **three** parent conferences to be conducted each year. The Child Development Progress report will be issued to the parents each nine-week marking period.
- Teachers must maintain individual student portfolios to document students' progress.

Kindergarten

- A Kindergarten Progress Report is issued each nine-week marking period. **Written comments are required.**
- When students move to another school during the year, a copy of the progress report will be forwarded to the new school.

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Minimum Required Minutes Per Day

Grade	Math	ELA	Science	S.S.
K	30	45	45	45
1 st	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	45	45
2 nd	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	45	45
3 rd	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	45	45
4 th	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	50	45
5 th	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	55	45
6 th	75 55– Carnegie 20-Intervention	75 55– Code X 20-Intervention	75	75
7 th	75 55– Carnegie 20-Intervention	75 55– Code X 20-Intervention	75	75
8 th	75 55– Carnegie 20-Intervention	75 55– Code X 20-Intervention	75	75

Elementary:

- ◆ PE – 150 Minutes (2 classes - 45 minutes/week + 60 minutes of additional physical activities per week)
- ◆ Health – 75 minutes per week
- ◆ Art/Music – 90 minutes per week

Middle:

- ◆ Fine Arts– 45 minutes/day (Chorus, Strings, Band-year long)
- ◆ PE-45 minutes/day (6th, 7th, 8th)
- ◆ Health-75 minutes per week

INSTRUCT

II: PLANNING

Planning is the process of preparing for what lies ahead. It involves methodically breaking into manageable parts the actions necessary to meet intended expectations and outcomes. Planning implies an awareness of the details necessary to make adjustments due to unexpected changes that may arise along the way. Planning begins with the end, the final destination, in mind. It also implies a thorough understanding of all the resources necessary, as well as those at hand, to meet intended outcomes. It utilizes alternative or supplemental resources to allow for unforeseen circumstances that may alter the original plan. Instructional planning should always focus on student success.

ACTION

Effective teachers demonstrate an instructional planning process that...

- Begins with the end in mind (student achievement/growth);
- Is based on a well-defined instructional calendar (which standards/ indicators will be taught when and over what period of time);
- Thoroughly plans for the next days' instruction, leaving nothing for last minute;
- Anticipates and notes material resources needed for the lesson;
- Includes provisions for unanticipated or unforeseen changes;
- Includes appropriate research based strategies and best practices;
- Allows for readjustment, to address tomorrow what was not accomplished today;
- Includes collaboration with colleagues across the curriculum;
- Demonstrates cognitive empathy;
- Anticipates where students will have difficulty and includes appropriate strategies to address the difficulty;
- Coordinates appropriate practice work, homework, activities, strategies to address specific point in curriculum;
- Prepares in advance questions they will ask in order to challenge and promote students' higher order thinking;
- Anticipates and plans to use every opportunity to incorporate all levels of Bloom's Taxonomy during the planned questioning and feedback portion of the lesson;
- Will make learning relevant for students;
- Ensures objectives are being taught and met;
- Drives assessment.



INSTRUCT

II: PLANNING

Lesson Plan Template

Component	Monday	Tuesday	Wednesday	Thursday	Friday
Homework Review/Daily Orals: Review the previous day's homework and provide a warm-up activity for students.					
Anticipatory Set: This is designed to engage the students' attention at the beginning of class. Called the "hook" or the "bell ringer", it serves as a focus for the day's activities.					
Objective and Purpose: The objective should state what the student will learn. The purpose will state why the student needs to learn the content. <i>Example: Today we are going to learn calculate percentages so that we will know how to calculate sale tax, grade averages, etc.</i>					
Instructional Input/Direct Instruction: This is the section where you explicitly delineate how you will present the lesson's concepts to your students.					
Guided Practice: Under your supervision, the students are given a chance to practice and apply the skills you taught them through direct instruction.					
Independent Practice: Through independent assignments, your students will demonstrate whether or not they absorbed the lesson's learning goals. <i>This is the time to pull groups for Tier 1 intervention.</i>					
Closure: In the Closure section, outline how you will wrap up the lesson by giving the lesson concepts further meaning for your students.					
Assign Homework: Through homework assignments the lesson objectives and content will be reinforced.					
Resources: Here, you determine what materials and supplies are required to help your students achieve the stated lesson objectives.					

INSTRUCT

II: PLANNING

Sample Lesson Plan: Social Studies

Lesson Plan Template

Component	Monday
Homework Review/Daily Orals: Review the previous day's homework and provide a warm-up activity for students.	The teacher will use the "Ball Toss" or "Thumbs up and down" strategy to review the physical and human characteristics of the Blue Region of South Carolina. The teachers will engage students in a D.O.A. (Daily Oral Analogies) warm-up.
Anticipatory Set: This is designed to engage the students' attention at the beginning of class. Called the "hook" or the "bell ringer", it serves as a focus for the day's activities.	The teacher will play the South Carolina Region song (See resources) to motivate students.
Objective and Purpose: The objective should state what the student will learn. The purpose will state why the student needs to learn the content.	The student will be able to identify the climate, physical features, and natural resources of the Piedmont region of South Carolina in order to learn the characteristics of our home state.
Instructional Input/Direct Instruction: This is the section where you explicitly delineate how you will model the lesson's objectives for your students.	<ol style="list-style-type: none">1. Use a KWL chart to ask students what they already know about the climate, physical features, and natural resources about the Piedmont region.2. Teacher will define the terms climate, physical features, and natural resources.3. Teacher will use photos to show examples of the climate, physical features and natural resources of the Piedmont region. Students will share aloud their observations about the photos. The teacher will chart student responses.4. The students will view the video: <i>South Carolina Geography: The Piedmont</i> and discuss how our climate (in the Midlands) is different from that of the Piedmont.
Guided Practice: Under your supervision, the students are given a chance to practice and apply the skills you taught them through direct instruction. Monitor and Adjust Upon presenting information and allowing students to practice the new learning, the teacher will monitor students to determine who needs reteaching and adjust the lesson accordingly.	The teacher will show pictures of climates, physical features, and natural resources. Students will use yes and no cards to identify the characteristics belonging to the Piedmont region. Students will complete a Social Studies journal entry to summarize their new learning. The teacher will do a quick check of the students' journals.
Independent Practice: Through independent assignments, your students will demonstrate whether or not they absorbed the lesson's learning goals. <i>This is the time to pull groups for Tier 1 intervention.</i>	The students will use South Carolina outline maps to label the physical and human characteristics of the Piedmont region. Students will create images and symbols that are representative of the Piedmont region. (Students will be given a rubric). While students who demonstrate mastery work independently, the teacher will administer Tier 1 intervention to those students need additional assistance to obtain mastery.
Closure: In the Closure section, outline how you will wrap up the lesson by giving the lesson concepts further meaning for your students.	The teacher will group students for sharing their created outline maps. Each student will compare their choices of map symbols and its significance to the region. The teacher will use the <i>Exit Slip</i> strategy as an informal assessment tool of the lesson.
Assign Homework: Through homework assignments the lesson objectives and content will be reinforced.	The teacher will assign students a Venn Diagram in which the student will compare and contrast the Blue Ridge and the Piedmont regions of South Carolina.
Resources: Here, you determine what materials and supplies are required to help your students achieve the stated lesson objectives.	<ul style="list-style-type: none">■ Website: Discovery Education www.discoveryeducation.com■ Teacher created Power Point about the Piedmont Region■ Photos of the Piedmont Region■ Student Social Studies Journal, chart paper, crayons, and markers■ CD: Motivational Education (Track 6) by Zebulon Dinkins■ Teacher-created rubric

INSTRUCT

III: INSTRUCTION

Instruction is the art of executing curriculum-based lessons that unscramble confusions and prompt students to make visible their thinking, assumptions or process. It is framing the big picture by communicating objectives, itinerary, or reasons for the activities. It is choosing explanatory devices that engage auditory, visual and kinesthetic modalities. It is making cognitive connections and checking understanding broadly and frequently to make sure students understand. Quality instruction activates students' prior knowledge while building contextual frames. When quality instruction occurs in classrooms daily, achievement gaps will close, student achievement will increase creating college bound scholars for our society at large.

ACTION

When effective teachers “stand and deliver” they...

- Model for students;
- Teach from bell to bell;
- Take ownership for what their students will learn;
- Have students that do more talking than they do;
- Are facilitators not lecturers;
- Maintain student-centered classrooms;
- Monitor and check for understanding and adjust to clarify;
- Provide wait time;
- Make use of graphic organizers and illustrations;
- Move around the classroom;
- Provide meaningful individualized feedback (on the spot);
- Make eye contact with students;
- Create **rigor** by moving from the simple to the complex; from the concrete to the abstract;
- Assess what students already know and clarify confusions;
- Make use of visuals and references, and ask questions that are open ended;
- Have students justify their answers;
- Communicate objectives, itinerary, big idea, essential question;
- Communicate reason and **relevance** for learning material, why worthwhile;
- Know what students will be able to do, ideally, when instruction is complete;
- Explain behavioral objectives;
- Communicate criteria for success;
- Provide simple cues and progressive minimal cues;
- Highlight important information;
- Explain by utilizing analogies, diagrams, pictures, interactive whiteboards , document cameras, overhead projectors, computer presentations, mental imageries, graphic organizers;
- Are very explicit – focus questions to get students attention, sequential step directions, cognitive connections, compare/contrast, extending to implications and future actions, makes transition between ideas;
- Understand and make instructional decisions that consider the point of view of the student (**relationships**).

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

ELA

- Teach vocabulary in context for reading, social studies, and writing
- Read aloud to students to foster and model a love for reading
- Insist that every student has a book to read during down time and in quiet places
- Have students practice choral reading to foster fluency
- Discuss relevant current events
- Model appropriate writing, grammar, and reading for students
- Correct students' oral and written grammar
- Use reading journals
- Use Read Well for the Kindergarten core curriculum
- Utilize "Quinn"-Essentials Reading Log
- Provide a balance of narrative and informational text
- Incorporate Basal
- Use PASS Coach for rigor, alignment, and assessment
- Display word walls
- Utilize the ELA Common Core State Department of Education resource page
- Have students read and document their reading using the Reading Log
- Complete Daily Oral Language (D.O.L) each day

WRITING

- Model the writing process
- Teach spelling
- Teach grammar
- Teach handwriting (elementary)
- Utilize Empowering Writers Strategies
- Utilize 6 Traits of Writing
- Learn, know and use the 10 problem solving strategies for math

MATH

- Teach and drill math facts daily
- Solve the problem of the day using the problem solving mat
- Maintain old work
- Spiral in new work
- Review math vocabulary
- Use math journals
- Post problem solving strategies
- Assign math homework **nightly** that aligns to your daily instruction
- Complete Daily Oral Math (D.O.M.) each day
- Utilize the Math Common Core State Department of Education resource page

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

SCIENCE

- Learn, know and use the 5 E's Model
- Display science word walls
- Use science journals
- Provide weekly lab and hands on experiences
- Create science projects that reflect SC Science Academic Standards
- Teach science vocabulary (Word Wall) \picture cards
- Complete Daily Oral Analogies (D.O.A.) or Daily Oral Math (D.O.M.)
- Incorporate the basal

SOCIAL STUDIES

- Maximize the use of topics, units, key concepts, overarching ideas/themes
- Summarize and draw inferences
- Use graphic organizers (charts, mind maps, thinking webs, timelines, KWL)
- Assign research that include population pyramids, census databases, public records, and economic databases
- Use discussion to expand understanding of key topics
- Create presentations, simulations and role play (historical skits)
- Analyze current event analysis
- Explain and assign performance based assessments/projects
- Conduct analysis using social studies tools and technology (maps, graphs, charts, databases, primary/secondary sources, GIS– Geographic Information Systems (not just labeling/coloring maps or using only the text as a resource)
- Complete Daily Oral Analogies (D.O.A.) or Daily Oral Geography (D.O.G.)
- Display word walls

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

ALL CONTENT AREAS

- Know and teach all student expectations as required by OCSD5
- Learn, know, and use the Lesson Cycle
- Incorporate Marzano Strategies in lessons
- Use journals, notebooks, and/or binders for each subject
- Keep accurate grade books and lesson plans (standards and indicators, activities, resources, assessment, homework)
- Display lesson plans and grade books on teacher's desk daily
- Enter at least two grades per student\per subject\per week in grade book
- Print computerized grades weekly, and display in a binder on desk
- Post student work monthly (elementary and secondary)
- Post objectives on the board daily
- Meet in true Professional Learning Communities
- Use instructional calendars for planning, teaching, and creating common assessments
- Keep rooms neat and organized
- Teach on your feet, plan at your seat
- Model all activities and assignments
- Monitor every student's understanding by walking around and providing feedback
- Teach the way students learn (differentiate)
- Maintain a data wall for analysis of student common assessments and benchmarks

INSTRUCT

III: INSTRUCTION

OCSD5 Textbook Table

Grades	ELA	Math	Science	Social Studies
K-5th	<ul style="list-style-type: none"> ▪ Read Well (K only) ▪ 2014 Reading Street ▪ Curriculum Pacing Guides ▪ SC Common Core ELA Resources Link ▪ PASS Coach ▪ Voyager Interventions: <ul style="list-style-type: none"> ▪ Read Well (1-2) ▪ Passport (3-5) 	<ul style="list-style-type: none"> ▪ 2014 Envision Math ▪ Curriculum Pacing Guides ▪ SC Common Core Math Resources Link ▪ PASS Coach ▪ Voyager Interventions: <ul style="list-style-type: none"> ▪ VMath 	<ul style="list-style-type: none"> ▪ 2007 Adoptions ▪ S3 ▪ FOSS Kits ▪ Support Docs ▪ PASS Coach ▪ Web Resources ▪ Curriculum Pacing Guides 	<ul style="list-style-type: none"> ▪ 2006 Adoptions ▪ S3 - Updating ▪ Support Docs ▪ PASS Coach ▪ Web Resources ▪ Curriculum Pacing Guides
6 th -8 th	<ul style="list-style-type: none"> ▪ 2014 Scholastic Code X ▪ Common Core ▪ SC Common Core ELA Resources Link ▪ Pass Coach ▪ Web Resources ▪ Curriculum Pacing Guides ▪ Voyager Interventions: ▪ Passport Journeys ▪ Language (Special Ed) 	<ul style="list-style-type: none"> ▪ Inside Algebra (8th) ▪ 2014 ▪ Carnegie Math ▪ Common Core ▪ SC Common Core Math Resources Link ▪ Web Resources ▪ Curriculum Pacing Guides ▪ Voyager Interventions: <ul style="list-style-type: none"> ▪ VMath ▪ Trans Math (Special Ed- 	<ul style="list-style-type: none"> ▪ 2007 Adoptions ▪ S3 - Updating ▪ Support Docs ▪ Web Resources ▪ Curriculum Pacing Guides ▪ PASS Coach ▪ FOSS Kits 	<ul style="list-style-type: none"> ▪ 2005 Adoptions ▪ S3 - Updating ▪ Support Docs ▪ Web Resources ▪ Curriculum Pacing Guides

INSTRUCT

III: INSTRUCTION

OCSD5 Textbook Table

Grades	ELA	Math	Science	Social Studies
9 th 12 th	<ul style="list-style-type: none"> ▪ 2006 Adoptions (Prentice Hall) ▪ Curriculum Pacing Guides ▪ SC Common Core ELA Resources Link ▪ Voyager Interventions: ▪ Passport Journeys ▪ Language (Special Education) 	<ul style="list-style-type: none"> ▪ Inside Algebra ▪ 2012 Algebra ▪ Holt McDougall ▪ 2012 Geometry ▪ McGraw-Hill ▪ SC Common Core Math Resources Link ▪ Web Resources ▪ Curriculum Pacing Guides ▪ Voyager Interventions: <ul style="list-style-type: none"> ▪ Trans Math (Special Education) 	<ul style="list-style-type: none"> ▪ 2003 Adoptions ▪ S3 ▪ Support Docs ▪ EOCEP Coach ▪ Web Resources ▪ 2014 ▪ Biology- ▪ Discovery Tech-Book ▪ Curriculum Pacing Guides 	<ul style="list-style-type: none"> ▪ 2003 Adoptions for Economics ▪ 2004 Adoptions for US History ▪ 2014 ▪ US History Discovery TechBook ▪ S3 ▪ Support Docs ▪ USA Test Prep ▪ US History EO-CEP ▪ Passing the US History/ Constitution EOCT Workbook ▪ Web Resources ▪ Curriculum Pacing Guides

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

MARZANO'S NINE INSTRUCTIONAL STRATEGIES

Strategies	Applications
<p>Identifying similarities and differences</p> <p>The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p>	<ul style="list-style-type: none">Use Venn diagrams or charts to compare and classify items.Engage students in comparing, classifying, and creating metaphors and analogies. <p style="text-align: right;">45% Gain</p>
<p>Summarizing and note taking</p> <p>These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p>	<ul style="list-style-type: none">Provide a set of rules for creating a summary.When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.Use teacher-prepared notes.Stick to a consistent format for notes, although students can refine the notes as necessary. <p style="text-align: right;">34% Gain</p>
<p>Reinforcing effort and providing recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p>	<ul style="list-style-type: none">Share stories about people who succeeded by not giving up.Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.Find ways to personalize recognition. Give awards for individual accomplishments.Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help him/her improve. If the student's performance improves as a result, offer praise. <p style="text-align: right;">29% Gain</p>

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

MARZANO'S NINE INSTRUCTIONAL STRATEGIES

Strategies	Applications
<p>Homework and practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p>	<ul style="list-style-type: none">▪ Establish a homework policy with advice-such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered.▪ Tell students if homework is for practice or preparation for upcoming units.▪ Maximize the effectiveness of feedback by varying the way it is delivered.▪ Assign timed quizzes for homework and have students report on their speed and accuracy.▪ Focus practice on difficult concepts and set aside time to accommodate practice periods. <p style="text-align: right;">28% Gain</p>
<p>Nonlinguistic representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p>	<ul style="list-style-type: none">▪ Incorporate words and images using symbols to represent relationships.▪ Use physical models and physical movement to represent information. <p style="text-align: right;">27% Gain</p>
<p>Cooperative learning</p> <p>Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.</p>	<ul style="list-style-type: none">▪ When grouping students, consider a variety of criteria, such as common experiences or interests.▪ Vary group sizes and objectives.▪ Design group work around the core components of cooperative learning-positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. <p style="text-align: right;">27% Gain</p>

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

MARZANO'S NINE INSTRUCTIONAL STRATEGIES

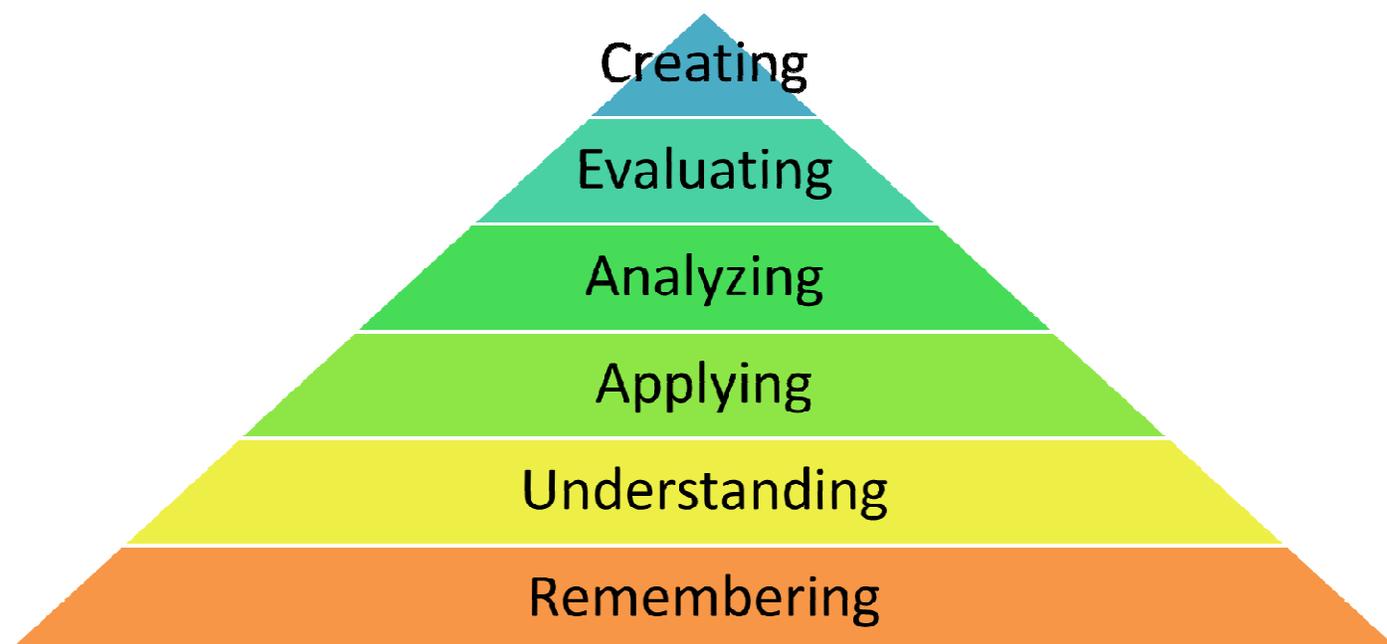
Strategies	Applications
<p>Setting objectives and providing feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p>	<ul style="list-style-type: none">▪ Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.▪ Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.▪ Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.▪ Keep feedback timely and specific.▪ Encourage students to lead feedback sessions. <p style="text-align: right;">23% Gain</p>
<p>Generating and testing hypotheses</p> <p>Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.</p>	<ul style="list-style-type: none">▪ Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.▪ Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work. <p style="text-align: right;">23% Gain</p>
<p>Cues, questions, and advance organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p>	<ul style="list-style-type: none">▪ Pause briefly after asking a question. Doing so will increase the depth of your students' answers.▪ Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it. <p style="text-align: right;">20% Gain</p>

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BLOOM'S TAXONOMY (REVISED)



Taxonomy Level	Verbs
Remembering: Can the student recall or remember the information?	List, Memorize, Relate, Show, Locate, Distinguish, Give example, Read, Write, Reproduce, Quote, Repeat, Label, Recall, Know
Understanding: Can the student explain ideas or concepts?	Demonstrate, Extend, Rephrase, Review, Describe, Estimate, Generalize, Illustrate, Retell
Applying: Can the student use the information in a new way?	Apply, Change, Construct, Develop, Modify, Produce, Show, Solve, Transfer
Analyzing: Can the student distinguish between the different parts?	Analyze, Categorize, Compare, Contrast, Diagram, Dissect, Examine, Inspect, Outline, Separate
Evaluating: Can the student justify a stand or decision?	Appraise, Choose, Debate, Evaluate, Judge, Measure, Prove, Rate, Support, Verify
Creating: Can the student create new product or point of view?	Combine, Create, Develop, Generate, Integrate, Make, Plan, Pretend, Propose, Revise

INSTRUCT

III: INSTRUCTION

The Importance of Using Problem Solving Strategies in Math Classrooms

Mathematics Common Core is divided into two parts: Content Standards and Standards for Mathematical Practice. A major focus of the Standards for Mathematical Practice is using problem solving to reinforce important concepts, skills, and to demonstrate a student's mathematical understanding. As we prepare for full implementation of Common Core, teachers must have an understanding of what problem solving is, why it is important, and how to go about implementing it.

According to National Council of Teachers of Mathematics (NCTM), "Problem solving means engaging in a task for which the solution method is not known in advance. In order to find a solution, students must draw on their knowledge, and through this process, they will often develop new mathematical understandings. Solving problems is not only a goal of learning mathematics, but also a major means of doing so." (NCTM, 2000, p. 52) Problem solving gives students a context to help them make sense out of the mathematics they are learning. Problems can be used to introduce new concepts and extend previous learned knowledge.

The NCTM Problem-Solving Standard states that instructional programs should enable all students to build new mathematical knowledge through problem solving, to solve problems that arise in mathematics and in other contexts, apply and adapt a variety of appropriate strategies to solve problems, and monitor and reflect on the process of mathematical problem solving.

Findings in the recent report, *Improving Mathematical Problem Solving in Grades 4 Through 8*, published in May 2012 under the aegis of the What Works Clearinghouse (NCEE 2012-4055, U.S. Department of Education, available online from the Institute of Education Sciences) provides educators with "specific, evidence-based recommendations that address the challenge of improving mathematical problem solving." In the Introduction, the panel that authored the report makes the following points:

- ***Problem solving is important.*** - "Students who develop proficiency in mathematical problem solving early are better prepared for advanced mathematics and other complex problem-solving tasks." The panel recommends that problem solving be part of each curricular unit.
- ***Instruction in problem solving should begin in the earliest grades.*** - "Problem solving involves reasoning and analysis, argument construction, and the development of innovative strategies. These should be included throughout the curriculum and begin in kindergarten."
- ***The teaching of problem solving should not be isolated.*** - "... instead, it can serve to support and enrich the learning of mathematics concepts and notation."

INSTRUCT

III: INSTRUCTION

The Importance of Using Problem Solving Strategies in Math Classrooms

To address these points and improve the teaching of problem solving, the panel offers five recommendations.

Recommendation 1 - *Prepare problems and use them in whole-class instruction.*

In selecting or creating problems, it is critical that the language used in the problem and the context of the problem are not barriers to a student's being able to solve the problem. The same is true for a student's understanding of the mathematical content necessary to solve the problem.

Recommendation 2 - *Assist students in monitoring and reflecting on the problem-solving process.*

"Students learn mathematics and solve problems better when they monitor their thinking and problem-solving steps as they solve problems."

Recommendation 3 - *Teach students how to use visual representations.*

Students who learn to visually represent the mathematical information in problems prior to writing an equation are more effective at problem solving.

Recommendation 4 - *Expose students to multiple problem-solving strategies.*

Students who are taught multiple strategies approach problems with "greater ease and flexibility."

Recommendation 5 - *Help students recognize and articulate mathematical concepts and notation.*

When students have a strong understanding of mathematical concepts and notation, they are better able to recognize the mathematics present in the problem, extend their understanding to new problems, and explore various options when solving problems. Building from students' prior knowledge of mathematical concepts and notation is instrumental in developing problem-solving skills.

To accomplish the goal of effectively engaging students in problem solving activities, teachers should utilize the Problem Solving Mat (K-2 and 3-12) and problem solving strategies included in the OCSD5 Teaching and Learning Framework.

INSTRUCT

III: INSTRUCTION

Recommendations

2-5

Instructional Imperatives

PROBLEM SOLVING STRATEGIES

Strategy		Explanation
	Act out or use objects	Dramatizations or moving around objects can help you remember the process you use and you may be able to use it again for solving other similar problems.
	Make a picture or diagram	Making a picture or diagram to solve problems can help you understand and manipulate data. Draw a Picture Strategy is especially useful with problems that involve mapping, geometry and graphing.
	Use or make a table	Use or Make a Table is a strategy that uses an orderly arrangement of data, such as numbers, that helps you keep track of data, spot missing data, and identify data that is asked for in the problem.
	Make an organized list	When making an Organized List you can organize your thinking about a problem. Recording your work in list form allows you to review that you have done and identify important steps that you need to do to complete solving the problem. This strategy provides a systematic way to record computations made with given data.
	Guess and check	The Guess and Check strategy is helpful when a problem presents large numbers or many pieces of data, or when the problem requires finding one solution to many possible solutions. This strategy involves guessing the answer, testing to see if it is correct, and making another guess if the answer is not correct.
	Use or look for a pattern	Use or Look for a Pattern strategy involves identifying a pattern and predicting what will come next and what will happen again and again in the same way. Making a number table often reveals a pattern.
	Work backwards	When making a series of computations, you can start with data presented at the end of the problem and end with data presented at the beginning of the problem.
	Use logical reasoning	Logical Reasoning is really used in all the problem solving strategies. However, when answering conditional problems such as "if" and "then" type of problems you can display your data in a chart or matrix. This strategy requires formal logical reasoning.
	Make it simpler	Making It Simpler is useful when solving a complex problem because it allows you to reduce large numbers to small numbers, or reducing the number of items given in a problem. Sometimes a simpler representation will show a pattern which can help solve a problem.
	Brainstorm	The Brainstorm strategy is often used when all else fails! Brainstorming means looking at a problem in new and inventive ways. Use your imagination, be creative, and by all means, be flexible in your thinking! Eventually the lightbulb will go on and you will find a solution!

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

PROBLEM SOLVING MAT K-2

Problem of the Day (Daily Oral Math)

Recommendation 1 - Prepare problems and use them in whole-class instruction.

Choose a strategy to solve your problem.

Make a pattern



Guess and check



Act it out or use objects



Draw a picture



Recommendation 2, 3, and 4

Show your strategy.

Recommendation 2

Assist students in monitoring and reflecting on the problem-solving process.

Recommendation 3

Teach students how to use visual representations.

Recommendation 4

Expose students to multiple problem-solving strategies.

Write your answers in words.

Recommendation 5 - Help students recognize and articulate mathematical concepts and notation.

INSTRUCT

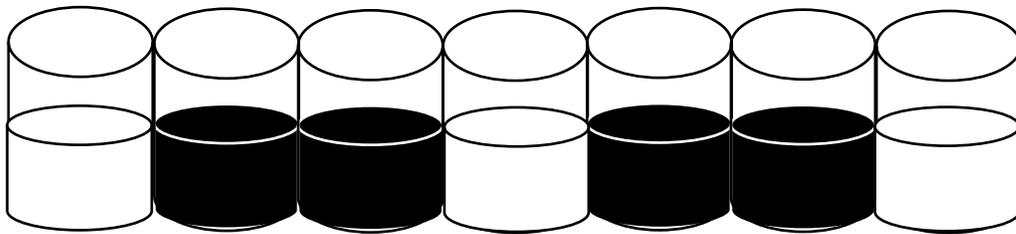
III: INSTRUCTION

Instructional Imperatives

PROBLEM SOLVING MAT K-2

Problem of the Day (Daily Oral Math)

Thomas was playing in the sand box. He set out jars of sand and soil in a pattern.



What is the next container in the pattern? Write a rule that describes the pattern.

Choose a strategy to solve your problem.

Make a pattern



Guess and check



Act it out or use objects



Draw a picture



Show your strategy.

White	Black	Black	White	Black	Black	White	Black
-------	-------	-------	-------	-------	-------	-------	-------

sand soil soil sand soil soil sand soil

Write your answers in words.

I made two more patterns that looked like the first. I found that the next container would be soil. The rule to the pattern is A B B .

Note: Other strategies could have been used. It is important to have students identify and justify their selected strategy to determine the correct answer.

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

PROBLEM SOLVING MAT GRADES 3-12

Problem of the Day (Daily Oral Math)

Recommendation 1

Prepare problems and use them in whole-class instruction.

- Act out or use objects
- Make a picture or diagram
- Use or make a table
- Make an organized list
- Guess and check
- Use or look for a pattern
- Work backwards
- Use logical reasoning
- Make it simpler
- Brainstorm

Recommendation 4

Expose students to multiple problem-solving strategies.

I KNOW ... Data/Facts

Recommendation 2

Assist students in monitoring and reflecting on the problem-solving process.

I Do Not Know...Question

Recommendation 2

Assist students in monitoring and reflecting on the problem-solving process.

Representation/Picture/Strategy

Recommendation 3

Teach students how to use visual representations.

Final Answer (In a complete sentence restate what you found out, including your answer.) I found out that ...

Recommendation 5

Help students recognize and articulate mathematical concepts and notation.

(Complete the following sentence)

My answer is reasonable because...

Recommendation 5

Help students recognize and articulate mathematical concepts and notation.

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

PROBLEM SOLVING MAT GRADES 3-12

Problem of the Day (Daily Oral Math)

Use the chart to answer the question below.

Sand	Water Retained
500 grams	350 ml
400 grams	280 ml
300 grams	210 ml

How much water will 100 grams of sand hold?

- Act out or use objects
- Make a picture or diagram
- Use or make a table
- Make an organized list
- Guess and check
- Use or look for a pattern
- Work backwards
- Use logical reasoning
- Make it simpler
- Brainstorm

I KNOW ... Data/Facts

- the amount of sand is measured in grams.
- the amount of water is measured in milliliters.
- when the amount of sand was decreased by 100 grams the water retained decreased by 70 ml.

I Do Not Know...Question

How much water will 200 grams and 100 grams of sand hold?

Representation/Picture/Strategy



Sand	Rule -100		Water	Rule: -70
500	400		350	280
400	300		280	210
300	200		210	140
200	100		140	70
100			70	

Final Answer (In a complete sentence restate what you found out, including your answer.) I found out that ...

100 grams of water will hold 70 ml of water.

(Complete the following sentence)

My answer is reasonable because...

I looked for a pattern in the chart provided and found that each time the amount of sand was reduced by 100 grams the water retained went down by 70 ml. I applied the same pattern to 200 grams and 100 grams to reach my answer.

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

“QUINN” ESSENTIAL WEEKLY READING LOG GRADES K-12

Name:		Date:	
-------	--	-------	--

Title:		Author:	
--------	--	---------	--

Indicate Genre

- | | |
|--|--|
| <input type="checkbox"/> Nonfiction | <input type="checkbox"/> Realistic Fiction |
| <input type="checkbox"/> Fantasy | <input type="checkbox"/> Mystery |
| <input type="checkbox"/> Biography/Autobiography | <input type="checkbox"/> Historical Fiction |
| <input type="checkbox"/> Folktale/Fairytale | <input type="checkbox"/> Multi-Cultural Literature |
| <input type="checkbox"/> Print Media | <input type="checkbox"/> Science Fiction |
| <input type="checkbox"/> Myth/Legend | <input type="checkbox"/> Other _____ |

Relevant Vocabulary:

Setting (When/Where):

Characters:

Conflict/Problem/Issue:

Sequence of Events/Information (First, Next, Last):

Resolution/Outcome/Conclusion:

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

“QUINN” ESSENTIAL READING LOG GRADES K-12

Name:		Date:	
Title:		Author:	
Useful Verbs		Blooms Taxonomy	
List	Reproduce	Remembering Teachers should pose a questions using the verbs and sample stems. Students should record their answers in complete sentences in the boxes provided.	Describe what happens when__.
Memorize	Quote		Find the meaning of__.
Relate	Repeat		Identify the facts ____.
Show	Label		Label the ____.
Locate	Recall		What do you remember about ____?
Demonstrate	Distinguish	Understanding	How can you explain ____?
Extend	Interpret		How would you clarify the meaning ____?
Rephrase	Paraphrase		How would you compare ____?
Review	Restate		How would you contrast ____?
Describe	Summarize		Retell ____ using your own words.
Act Out	Apply	Applying	Do you know of another situation where ____?
Calculate	Change		Give an example ____.
Choose	Construct		How could you dramatize ____ after reading ____?
Determine	Develop		How would you present ____?
Manipulate	Modify		
Analyze	Breakdown	Analyzing	Discuss the pros and cons of ____?
Categorize	Classify		How can you categorize ____?
Compare	Conclude		How can you classify ____?
Contrast	Deduce		How is this similar to ____?
Diagram	Discriminate		What explanation do you have for ____?
Agree	Appraise	Evaluating	Determine the value of ____?
Assess	Choose		Do you agree with ____? Why ____?
Critique	Debate		How would you rate ____?
Defend	Evaluate		How would prove ____?
Grade	Judge		Is there a better solution to ____?
Justify	Measure		
Arrange	Combine	Creating	Change the plot ____?
Compose	Create		Design a ____ to ____.
Design	Develop		Develop an original way to ____.
Formulate	Generate		Devise a rule ____.
Hypothesize	Integrate		Predict the outcome if ____.
Invent	Make		What alternative would you suggest for ____?

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

“QUINN” ESSENTIAL READING LOG SAMPLE

Name:	Shawn Johnson	Date:	September 1, 2011
Title:	The Three Little Pigs	Author:	James Orchard-Halliwel Phillipps

Indicate Genre

- | | |
|--|--|
| <input type="checkbox"/> Nonfiction | <input type="checkbox"/> Realistic Fiction |
| <input type="checkbox"/> Fantasy | <input type="checkbox"/> Mystery |
| <input type="checkbox"/> Biography/Autobiography | <input type="checkbox"/> Historical Fiction |
| <input checked="" type="checkbox"/> Folktale/Fairytale | <input type="checkbox"/> Multi-Cultural Literature |
| <input type="checkbox"/> Print Media | <input type="checkbox"/> Science Fiction |
| <input type="checkbox"/> Myth/Legend | <input type="checkbox"/> Other _____ |

Relevant Vocabulary:

Huff, Kettle, Chimney, Fortune

Setting (When/Where):

Long, long ago in the Woods

Characters:

Mother, Three Pigs, Wolf

Conflict/Problem/Issue:

The wolf was trying to break in each house to eat the pigs.

Sequence of Events/Information (First, Next, Last):

1. Pigs left home 2. The first pig was lazy and built house with straw 3. The second pig was lazy and built house with sticks 4. The third pig worked hard and built house with bricks 5. The wolf blew down the first two houses 6. The wolf couldn't blow down the brick house

Resolution/Outcome/Conclusion:

All the pigs were saved by running to the brick house. Although, building the brick house took more time, it was the smartest decision.

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

“QUINN” ESSENTIAL WEEKLY READING LOG GRADES K-12

Name:	Shawn Johnson	Date:	September 1, 2011
Title:	The Three Little Pigs	Author:	James Orchard-Halliwell Phillippo
Useful Verbs		Blooms Taxonomy	Sample Stems
List Memorize Relate Show Locate	Reproduce Quote Repeat Label Recall	Remembering Find the meaning of chimney. A structure, usually vertical, containing a passage or flue by which the smoke of a fire or furnace is carried off	Describe what happens when ____. Find the meaning of ____. Identify the facts ____. Label the ____. What do you remember about ____?
Demonstrate Extend Rephrase Review Describe	Distinguish Interpret Paraphrase Restate Summarize	Understanding How were the homes similar and different? The first pig's home was made of straw. The second pig's home was made of sticks. The third pig's home was made of bricks.	How can you explain ____? How would you clarify the meaning ____? How would you compare ____? How would you contrast ____? Retell ____ using your own words.
Act Out Calculate Choose Determine Manipulate	Apply Change Construct Develop Modify	Applying Give an example of when it's important for a house to be strong. During a hurricane	Do you know of another situation where ____? Give an example ____. How could you dramatize ____ after reading ____? How would you present ____?
Analyze Categorize Compare Contrast Diagram	Breakdown Classify Conclude Deduce Discriminate	Analyzing What do you think made the third pig use bricks for his house? He knew bricks were strong and heavy	Discuss the pros and cons of ____? How can you categorize ____? How can you classify ____? How is this similar to ____? What explanation do you have for ____?
Agree Assess Critique Defend Grade Justify	Appraise Choose Debate Evaluate Judge Measure	Evaluating Do you agree with the pigs' decision not to let the wolf in the house? Why? I agree because if the wolf got in the house, he would have eaten the pigs.	Determine the value of ____? Do you agree with ____? Why ____? How would you rate ____? How would you prove ____? Is there a better solution to ____?
Arrange Compose Design Formulate Hypothesize Invent	Combine Create Develop Generate Integrate Make	Creating How would you change the ending? The wolf decided to come in the house and have dinner with the pigs rather than eating them.	Change the plot ____? Design a ____ to ____. Develop an original way to ____. Devise a rule ____. Predict the outcome if ____. What alternative would you suggest for ____?

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

CLOSE READING

The Close Reading Strategy is a major focus of the Common Core State Standards.

What is it?

A close reading is a careful and purposeful reading of a text. It's an encounter with the text where students really focus on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us.

How do I use it?

In a close reading, we have to have students reread the text. We give them questions; text dependent questions that require that they go back into the text and search for answers. These aren't simply recall questions, just the facts of the text, but rather questions that allow students to think about the text, and the author's purpose, the structure, and the flow of the text. Close reading requires that students actually think and understand what they are reading.

What does it look like?

Steps in Close Reading

First Read: Key Ideas and Details

Set the purpose for reading and have students read text as independently as possible. Depending on the text complexity and the readers, the first read may be done independently, as a read aloud/think aloud, or paired or shared reading. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Focus on the key ideas and details in the text, making sure that readers know the main idea, story elements, or key details that the author includes.

Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. By listening to students as they share, you can determine the focus of the first read, etc.

Second Read: Craft and Structure

For a second, close read, select a portion or chunk of the text that is "close read worthy." That is, have students reread a section that includes complex elements or ideas that they should explore to arrive at a deep understanding of the text. After rereading, students discuss the text with partners or in small groups, focusing on the author's craft and organizational patterns. This may include vocabulary choices, text structure or text features that the author included.

Use a text dependent question to focus or set a purpose for a close rereading. After students share with partners or in small groups, have groups share out with entire class to assess understanding.

Third Read: Integration of Knowledge and Ideas

The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. They may record their ideas on sticky notes, graphic organizer, or a thinking sheet.

Have students journal a response to a text dependent question. Focus the discussion on the text evidence.

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

KWL Strategy

What is it?

A graphic organizer used to help students predict and connect new information with prior knowledge. (Ogle, 1986)

How do I use it?

- Create a three column chart labeled K (know), W (want to know) and L (learned).
- Brainstorm what you know about a topic.
- List what you want to know about the topic.
- Experience the lesson (i.e. read a text, perform an experiment, watch a video, listen to a lecture) and fill in what you have learned about the topic.

What does it look like?

K What I know	W What I want to know	L What I learned

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Think-Pair-Share Strategy

What is it?

A discussion strategy that partners students in small groups so that everyone actively participates. (Kagan, 1989) **When grouping students for instructional activities, rank students in order academically from highest to lowest. If you have 20 students in your class, pair 1 and 11, 2 and 12, 3 and 13 and so on. If placing students in groups of 4, group student 1, 6, 11, and 16, and 2, 7, 12, and 17.**

How do I use it?

Teacher:

- May choose to use this as a pre-reading activity, a break in a lecture or long lesson, or as a follow-up activity.
- Poses a question.

Students:

- Individually think or write in response.
- Share their thoughts with another student or small group of students.

Teacher:

- May conclude with a large-group discussion.

What does it look like?

Language Starters/Stems

1. What do you think about...?
What is your opinion about...?
2. I think...
I believe...
In my opinion...
3. My partner thinks...
My partner believes...
4. We think...
We believe...

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Frayer Model

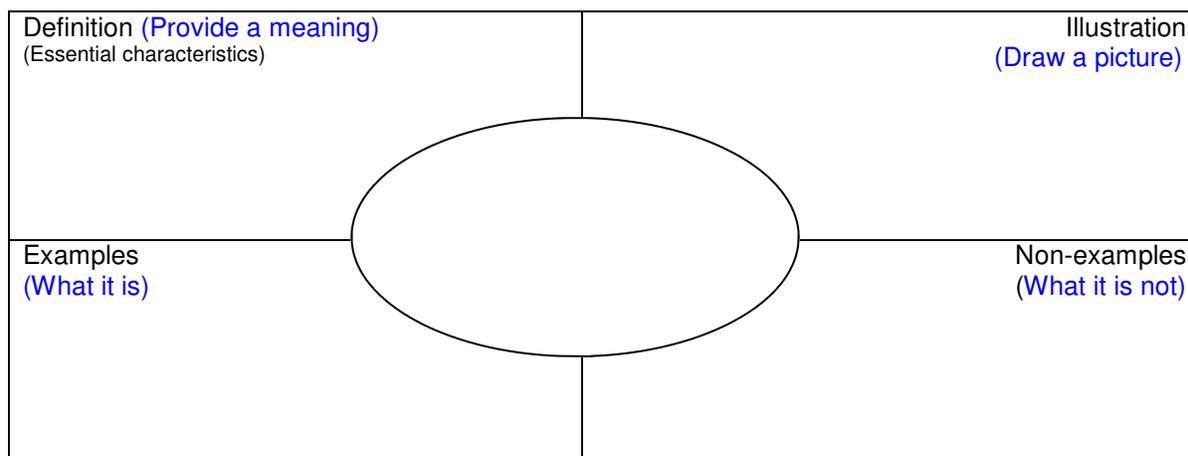
What is it?

A graphic organizer used to help students deepen their understanding of a key concept or content-specific vocabulary term by analyzing its essential and non-essential characteristics, drawing an illustration, and giving examples and non-examples. (Frayer, Frederick & Klausmeier, 1969)

How do I use it?

- Divide a square into four sections with an oval where they intersect.
- Write the concept term in the oval.
- Assign labels to each quadrant.
- Model the use of the Frayer Model with an easy term.
- Allow students to refine their original answers in order to deepen their understanding of the term, after initially completing the graphic and beginning the unit of study.

What does it look like?



INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Summary Frames

What is it?

A series of questions or stems designed to highlight important elements in order to produce a summary. Questions or stems are chosen based on the specific type of information to be summarized.

How do I use it?

- Point out that texts often have certain structures: descriptive, cause and effect, sequence, compare/contrast, and problem-solution.
- Provide sentence starters that help students deconstruct the relationships in the text.
- Provide opportunities for students to read text to determine type of text and to apply the appropriate summary frame sentence.
- Allow time for students to share their summary and discuss their thinking.

What does it look like?

Description:

A _____ is a kind of ___ that

Compare/Contrast:

X and Y are similar in that they both . . . but X . . . while Y

Sequence

_____ begins with . . . continues with . . . and ends with

Problem/Solution

_____ wanted . . . but . . . so, then

Cause/Effect

_____ happens because . . . **OR** _____ causes . . .

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Two-Column Notes

What is it?

An active reading strategy that requires processing of information as notes are taken. The use of columns separate main ideas, concepts and higher level thinking questions from the supporting details. The most commonly used is the Cornell note-taking technique. (Pauk, 1989)

How do I use it?

- Draw a table with two columns or fold a piece of paper vertically into 1/3 (left column) and 2/3 (right column).
- Label the columns **and add lines** based on the text or assignment (see examples below).
- Encourage the use of higher order questioning.
- Include a summary section.

What does it look like?

Topic/Theme/Title

Annotations
(questions)

Notes

Big ideas

Students take notes here

Commentary Symbols Reflective work And so on...

Summary/Reflection

This should be completed after the student has had time to reflect on and discuss his/her notes.

Vocabulary

body = cuerpo segment = segmento unusual = raro

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Rubric

What is it?

A scoring tool that explicitly charts the criteria and describes the level of quality for student work. Because rubrics are more specific and detailed than a grade, they can show strengths and weaknesses in the student product or performance.

How do I use it?

- Make a chart.
- Decide on main criteria of a project, assignment, or performance.
- Describe different levels of quality in each category.
- Use **before** assigning project to illustrate assignment expectations.
- Use as a grading tool to guide students toward improvement.

What does it look like?

Category	Level 3	Level 2	Level 1
Problem	Restated in your own words with all information included.	Restated in your own words but missing information, OR Not stated in your own words.	Not enough information is given to solve the problem.
Strategy	Explanation of how to solve the problem was clear. Several strategies were given, including charts that graphically explain.	Explanation of the solution was clear. Only one strategy was given.	Explanation was not enough to solve the problem. Incomplete or missing strategy.

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Think Aloud

What is it?

The Think-Aloud is a strategy that helps readers think about how they make meaning from texts. As students read/review texts, they pause to think about connections they are making, images they are creating, and problems they might be experiencing. This “oral thinking” is a metacognitive practice that builds reading independence. (Davey, 1983; Olshavsky, 1976-77)

How do I use it?

- Model the strategy with the type of text the student will be using.
- Tell students, “As I read aloud, I will be stopping to voice my thinking about the text.”
- Read a short section, stopping frequently to talk about what you are visualizing, predicting, questioning, comparing or determining cause and effect.
- Have students practice the strategy with a partner.

What does it look like?

Students can record their “thoughts” by annotating text using post-it notes or can be reminded of key think-aloud sentence stems by using a bookmark with stems such as these:

Language Stems

Visualize- I wonder why...	Connection- This made me think of...
Prediction- I think ____ will happen next.	Summarization- The paragraph is mostly about...

Think-Aloud Stems

Visualize- I imagine...	Connection- This reminds me of...
Prediction- I wonder if....	Identifying a Problem- The problem is...

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

RAFT

What is it?

A writing-to-learn strategy that allows students to process information by writing about it in a non-traditional format. (Vandevanter, 1982)

ROLE of the writer: Who are you?

AUDIENCE: To whom is this written?

FORMAT: What form will it take?

TOPIC: What is the subject of this writing?

How do I use it?

- Make a chart.
- Analyze the important ideas or information that students need to learn.
- Brainstorm possible roles, format and audiences.
- Use a strong verb in assigning the topic (e.g. persuade, plead, demand).
- Ask students to write their paper using the Role, etc. from the chart.

What does it look like?

Role (Writer) Who are you?	Audience To whom is this written?	Format What form will it take?	Topic What is the subject of this writing?
Plant	Sun	Thank you letter	Praise the sun's role in growth
Comma	Self	Diary	Complain about how students misuse you

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Anticipation Guide

What is it?

A series of statements based on the key concepts of a reading. Students are asked to agree (**true**) or disagree (**false**) in order to activate prior knowledge, focus reading and motivate readers. (Herber, 1978)

Teacher Note: When creating the anticipation guide, start with an age appropriate number of statements. Provide at least one statement that would challenge students' thinking.

How do I use it?

Teacher:

- Makes a chart.
- Identifies major concepts and creates four to six statements.
- Creates statements that support or challenge students' beliefs about the topic.

Students:

- React to each statement by agreeing or disagreeing prior to actually reading the text.
- Read text to find evidence that supports or disproves their responses on the guide.

What does it look like?

Anticipation Guide for *Teammates*

Statements	Agree/Disagree	Page #	Were you right?	Justification
1. The New York Yankees asked Jackie Robinson to play for them.				
2. Jackie's teammates supported him				
3. Pee Wee Reese believed in doing				
4. Jackie Robinson was a successful				

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Graphic Organizers

What is it?

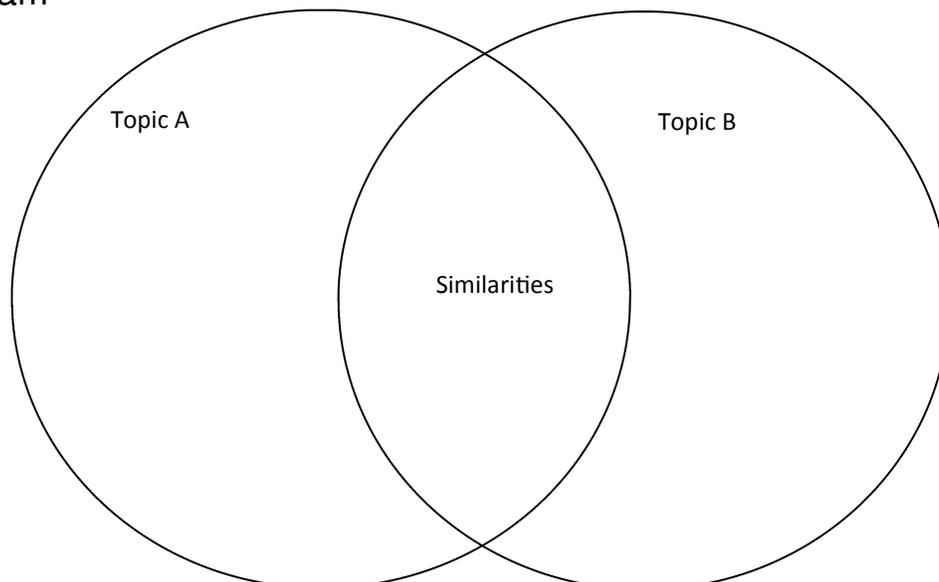
A flexible instructional tool to help students construct meaning and organize their knowledge before, during or after instruction. They can be completed linguistically or non-linguistically.

How do I use it?

- Model how to use a specific organizer with familiar content.
- Allow students to help complete a class graphic organizer.
- Show several completed examples.

What does it look like?

Venn Diagram



INSTRUCT

III: INSTRUCTION

Instructional Imperatives

The 5Es Instructional Model

What is it?

This model describes a teaching sequence that can be used for entire programs, specific units and individual lessons. The Biological Science Curriculum Study (BSCS), developed the instructional model for constructivism, called the "Five Es". Constructivism is a philosophy about learning that proposes learners need to build their own understanding of new ideas.

Strategies

Applications

ENGAGE: The purpose for the ENGAGE stage is to peak student interest and get them personally involved in the lesson, while pre-assessing prior understanding.

During this experience, students first encounter and identify the instructional task. During the ENGAGE stage, students make connections between past and present learning experiences, setting the organizational ground work for upcoming activities.

- Create Interest
- Generate curiosity
- Motivate students

EXPLORE: The purpose for the EXPLORE stage is to get students involved in the topic; providing them with a chance to build their own understanding. In the EXPLORATION stage the students have the opportunity to get directly involved with phenomena and materials. As they work together in teams, students build a set of common experiences which prompts sharing and communicating. The teacher acts as a facilitator, providing materials and guiding the students' focus. The students' inquiry process drives the instruction during an exploration.

- Ask inquiry questions
- Observe and listen
- Allow time for reflection

EXPLAIN: The purpose for the EXPLAIN stage is to provide students with an opportunity to communicate what they have learned so far and figure out what it means. EXPLAIN is the stage at which learners begin to communicate what they have learned. Language provides motivation for sequencing events into a logical format. Communication occurs between peers, with the facilitator, and through the reflective process

- Build discussion and listen
- Define and explain
- Ask for clarification

EXTEND: The purpose for the EXTEND stage is to allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

- Use experiences to enhance understanding
- Help apply new concepts to prior learning

EVALUATE: The purpose for the EVALUATION stage is for both students and teachers to determine how much learning and understanding has taken place. EVALUATE, the final "E", is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. Evaluation and assessment can occur at all points along the continuum of the instructional process. Some of the tools that assist in this diagnostic process are: rubrics, teacher observation, student interviews, portfolios, project and problem-based learning products.

- Observe behaviors
- Assess knowledge and skills
- Ask open-ended questions

INSTRUCT

IV: ASSESSMENT

The term 'assessment' refers to all those activities undertaken by teachers, and students in evaluating themselves. Assessment provides information to be used as feedback to modify the teaching and learning activities in which they are engaged. It is a process and practice undertaken by teachers and students alike. Teachers measure the effectiveness of their instruction in order to make decisions for what next steps need to be taken to improve student achievement. Students measure the depth of their learning to ascertain what has taken root against what else needs to be learned. In every sense, assessment is used to inform practice, monitor progress, and modify teaching and learning.

Qualitative and quantitative in nature, assessment is the measurement of how students have mastered state standards, indicators, and curriculum. It may appear in various forms. Teachers may choose the traditional paper/pencil exam. They may also make observations and provide feedback on classroom performance on projects, presentations, group interactions, and verbal responses and justifications. Whatever the chosen method, assessment both teachers and students should always know what curriculum components are mastered and yet to be mastered.

ACTION

Effective teachers use assessment to:

- Make summative statements about how well students have done overall to meet course or unit objectives;
- Certify students as competent in a field of knowledge, a field of practice, or as eligible for promotion;
- Identify content or specific learning gaps for students;
- Signal clearly what knowledge is important and what the criteria and standards are for quality work;
- Make instructional decisions and diagnose where to start students with instruction, what skills are important to master, and about what skills to re-teach to which students;
- Develop an understanding about the effectiveness of classroom instruction and curriculum;
- Report progress to parents and community;
- Evaluate the curriculum to help provide meaningful higher level thinking tasks for all students;
- Sort, rank or compare students for honors and awards and for admission to programs with limited enrollment;
- Norm students or groups of students for comparative achievement in relation to other populations;
- Place students in courses, grades or levels;
- Identify students who need extra time or tutorials;
- Predict success in a course, in school, or job performance.



INSTRUCT

IV: ASSESSMENT

During the bridge year, our students will take the PASS, EOCEP, and HSAP assessments in 2014. Commonalities between CCSS and PASS will be assessed in ELA and Math. In order to ensure students success on these assessments, teachers are still expected to utilize items that mirror the format of their upcoming standardized test. To increase the rigor of these items, students should cite evidence and explain their answers. These practices align with the expectations of the Common Core State Standards.

Elementary and Middle School Grades 3-8		
Content Area	Assessment	Testing Dates for 2013-2014
ELA – Writing	PASS	Day 1: March 18, 2014 Day 2: March 19, 2014 Make-up Testing through March 25 th
ELA – Reading and Research	PASS	May 6, 2014
Math	PASS	May 7, 2014
Science or Social Studies (Grades 3, 5, 6, 8)	PASS	May 8, 2014
Science (Grades 4 & 7)	PASS	May 8, 2014
Social Studies (Grades 4 & 7)	PASS	May 9, 2014
All Content Areas - Make-up Testing	PASS	Through May 16 th

High School High School Assessment Program (HSAP)	
Content Area	Testing Dates for 2013-2014
ELA	Session 1: October 22, 2013 Session 2: October 23, 2013
Math	October 24, 2013
All Content Areas - Make-up Testing	Through November 1, 2013
ELA	Session 1: April 1, 2014 Session 2: April 2, 2014
MATH	April 3, 2014
All Content Areas - Make-up Testing	Through April 18, 2014
ELA	Session 1: July 15, 2014 Session 2: July 16, 2014
Math	July 17, 2014
Make-up Testing	No make-up dates for summer HSAP testing

High School End of Course Examination Program (EOCEP)	
Test	Testing Dates for 2013-2014
English I Algebra I Biology United States History & the Constitution	Tentative Dates: Fall: December 3, 2013 – January 27, 2014 Spring: May 1-10, 2014 Summer: July 1-31, 2014

INSTRUCT

IV: ASSESSMENT

District Assessment Schedule

OCSD5 Assessment Calendar 2013-2014

Diagnostic Benchmark

District Assessment

Comprehensive Benchmark

August 2013

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013

S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2013

S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2013

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2014

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2014

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2014

S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2014

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2014

S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Teacher made tests should occur weekly throughout the school year using Study Island, newly adopted textbook resources, or other resources.
- District assessments will count as a test grade.
- Diagnostic and comprehensive benchmarks will not count as a grade.

INSTRUCT

IV: ASSESSMENT

Smarter Balanced Assessment Consortium

South Carolina has elected to use the Smarter Balanced Assessment Consortium (Smarter Balanced) as the vehicle for assessing the Common Core State Standards. Smarter Balanced is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college - and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010. The assessments are scheduled to be administered to students in South Carolina and other states in the consortium beginning in the 2014-15 school year.

The work of Smarter Balanced is guided by the belief that a high-quality assessment system can provide information and tools for teachers and schools to improve instruction and help students succeed – regardless of disability, language or subgroup. Smarter Balanced involves experienced educators, researchers, state and local policymakers and community groups working together in a transparent and consensus-driven process.

Smarter Balanced Assessment Item Specifications:

- Selected response (SR) multiple choice
- Constructed response (CR)
- Performance Task (PT)
- Technology enhanced item (TEI)

To view sample assessments items, visit: <http://www.smarterbalanced.org/sample-items-and-performance-tasks/>

Smarter Balanced Practice Tests

http://sbac.portal.airast.org/Practice_Test/resources.html

INSTRUCT

IV: ASSESSMENT

Test Taking Strategy:

Text to Text Connection as a Test-Taking Strategy

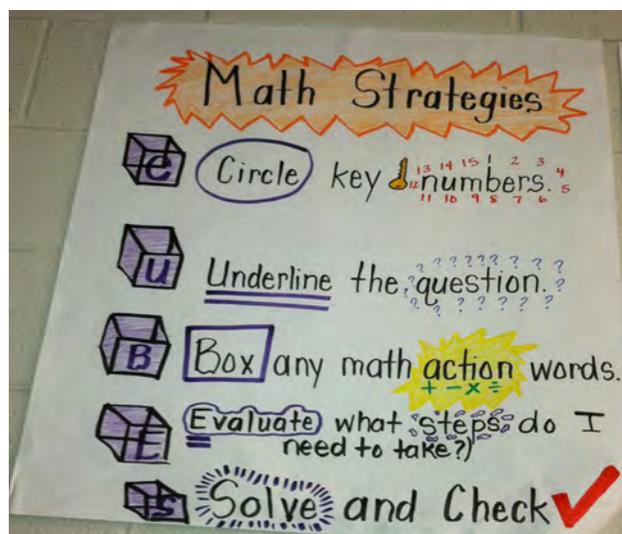
1. Underline the title of the passage. Make a prediction regarding what the passage is about. Write it by the title.
2. Number the paragraphs in order to be able to cite the paragraph when answering questions.
3. Summarize the main idea (one sentence) of each paragraph in the margin of the text.
4. Read the questions and answer choices – eliminate the two answers that are absolutely wrong.

INSTRUCT

IV: ASSESSMENT

Test Taking Strategy for Math

1. Circle key numbers
2. Underline the question
3. Box any math action words (+, -, X, =)
4. Evaluate – What steps do I need to take?
5. Solve, Check, and Justify



INSTRUCT

IV: ASSESSMENT



Teacher: _____ Subject: _____
 Grade Level: _____ Date: _____
 Principal Signature: _____ Teacher Signature: _____

CLASSROOM OBSERVATION INSTRUMENT (DOMAIN I: INSTRUCT)

ROOM ENVIRONMENT – 2 POINTS EACH

- Classroom is clutter-free, clean, and orderly
- Materials are easily accessible
- Displayed work is current, meaningful, and student-generated
- Environment is rich in meaningful artifacts (e.g., word walls, student products, charts, posters, and indicators posted, evidence of Daily Oral Language, Daily Mathematics, and/or Daily Analogies)
- A classroom management system is in place (e.g., routines, procedures, rules, rewards, and consequences)

Total

TEACHER – 4 POINTS EACH

- Plans activities that are rigorous and aligned to the South Carolina Academic Standards
- Asks questions addressing all levels of Bloom's Taxonomy
- Allows for appropriate wait-time when asking questions
- Connects previous learning to current learning
- Frequently assesses student understanding during the lesson
- Differentiates instruction to meet students' needs and learning styles
- Uses a variety of grouping techniques (whole, small, individual, pair-share)
- Demonstrates mastery of content area
- Exhibits evidence of high expectations for all students
- Provides opportunities for students to justify their thinking
- Moves around the room to observe, assist, and challenge students as they work on assignments
- Uses Marzano's Strategies Strategy Used: _____
- Utilizes a variety of technology throughout the lesson, as appropriate
- Exhibits positive rapport (e.g., praise, eye-contact, thumbs up, calling on individual students, etc.)
- Implements accommodations for students with special needs as documented in I.E.P. (lesson plans, grade book, etc.)
- Evidence of correlation between lesson plans, posted indicators, and grade book
- Follows the district pacing and sequencing calendar
- Corrects students' oral and written grammar
- Uses correct grammar during instruction (American Standard English)
- Demonstrates knowledge and use of the lesson cycle

Total

STUDENTS – 2 POINTS EACH

- Demonstrate and articulate an understanding of the concepts, content, and skills conveyed in the lesson
- Work well independently and interact appropriately in a variety of settings (whole, small, pair-share, individual)
- Use correct oral and written grammar (American Standard English)
- Utilize multiple strategies when completing tasks (e.g., note-taking, graphic organizers, journaling)
- Exhibit respect for teacher and others

Total

MARZANO CATEGORIES OF STRATEGIES	BLOOMS TAXONOMY	PROBLEM SOLVING STRATEGIES	BEST PRACTICES
<ul style="list-style-type: none"> ▪ Identifying similarities and differences ▪ Summarizing and note taking ▪ Reinforcing effort and providing recognition ▪ Homework and practice ▪ Nonlinguistic representations ▪ Cooperative learning ▪ Setting objectives and providing feedback ▪ Generating and testing hypotheses ▪ Cues, questions, and advance organizers 	<ul style="list-style-type: none"> ▪ Remembering ▪ Understanding ▪ Applying ▪ Analyzing ▪ Evaluating ▪ Creating 	<ul style="list-style-type: none"> ▪ Act out or use objects ▪ Make a picture or diagram ▪ Use or make a table ▪ Make an organized list ▪ Guess and check ▪ Use or look for a pattern ▪ Work backwards ▪ Use logical reasoning ▪ Make it simpler ▪ Brainstorm 	<ul style="list-style-type: none"> ▪ KWL Strategy ▪ Think-Pair-Share Strategy ▪ Frayer Model Strategy ▪ Summary Frames Strategy ▪ Two-Column Notes Strategy ▪ Rubrics Strategy ▪ Think-Aloud Strategy ▪ RAFT Strategy ▪ Anticipation Guide Strategy ▪ Graphic Organizers Strategy
THE 5Es	LESSON CYCLE	COMMENTS	GRAND TOTAL
<ul style="list-style-type: none"> ▪ Engage ▪ Explore ▪ Explain ▪ Elaborate ▪ Evaluate 	<ul style="list-style-type: none"> ▪ Objective and Purpose ▪ Direct Instruction ▪ Guided Practice ▪ Independent Practice ▪ Closure 	_____ _____ _____ _____	A: 100-93 B: 92-85 C: 84-77 D: 76-70 F: 69-0

Teacher's signature indicates that a conference has been held with the administrator.

INSTRUCT

IV: ASSESSMENT

Classroom Observation Instrument

ROOM ENVIRONMENT – 2 POINTS EACH

	Classroom is clutter-free, clean, and orderly
	Materials are easily accessible
	Display work is current, meaningful, and student-generated
	Environment is rich in meaningful artifacts (e.g., word walls, student products, charts, posters, and indicators posted, evidence of Daily Oral Language, Daily Mathematics, and/or Daily Analogies)
	A classroom management system is in place (e.g., routines, procedures, rules, rewards, and consequences)
	Total

STUDENTS – 2 POINTS EACH

	Demonstrate and articulate an understanding of the concepts, content, and skills conveyed in the lesson
	Work well independently and interact appropriately in a variety of settings (whole, small, pair-share, individual)
	Use correct oral and written grammar (American Standard English)
	Utilize multiple strategies when completing tasks (e.g., note-taking, graphic organizers, journaling)
	Exhibit respect for teacher and others
	Total

INSTRUCT

IV: ASSESSMENT

Classroom Observation Instrument

TEACHER – 4 POINTS EACH

	Plans activities that are rigorous and aligned to the South Carolina Academic Standards
	Asks questions addressing all levels of Bloom's Taxonomy
	Allows for appropriate wait-time when asking questions
	Connects previous learning to current learning
	Frequently assesses student understanding during the lesson
	Differentiates instruction to meet students' needs and learning styles
	Uses a variety of grouping techniques (whole, small, individual, pair-share)
	Demonstrates mastery of content area
	Exhibits evidence of high expectations for all students
	Provides opportunities for students to justify their thinking
	Moves around the room to observe, assist, and challenge students as they work on assignments
	Uses Marzano's Strategies Strategy Used: _____
	Utilizes a variety of technology throughout the lesson, as appropriate
	Exhibits positive rapport (e.g., praise, eye-contact, thumbs up, calling on individual students, etc.)
	Implements accommodations for students with special needs as documented in I.E.P. (lesson plans, grade book, etc.)
	Evidence of correlation between lesson plans, posted indicators, and grade book
	Follows the district pacing and sequencing calendar
	Corrects students' oral and written grammar
	Uses correct grammar during instruction (American Standard English)
	Demonstrates knowledge and use of the lesson cycle
	Total

INSTRUCT

IV: ASSESSMENT

UP Protocol

This very simple protocol is designed to help teachers reach their Unlimited Potential (UP). It is to be used to communicate meaningful feedback and assist you with follow up. After observing a classroom:

1. Tell the teacher one thing you observed that was very effective.
2. Provide one strategy and/or requirement for next steps and improvement.
3. Tell the teacher you expect to see this strategy in place when you return.
4. Keep a log of your brief conversation so that you will remember what to expect for your next visit.
5. Return to the classroom to see the new strategy in place.
6. Repeat the process.

Teacher Name:

Date:

UPlift (**U**Plift with one point of praise.)

Provide (**P**rovide one requirement for continuous improvement)

INSTRUCT

V: ENVIRONMENT

An inviting, engaging and well-ordered learning environment is essential for world-class teaching and learning to take place. It reflects the instructional thoughtfulness of the teacher who has purposefully considered what classroom systems are and look like. Those systems include addressing behaviors and attitudes that are important when creating a safe, comfortable, engaging and consistent environment for the best teaching and learning to take place. The classroom environment enhances student achievement. It allows students and teachers to maximize instructional time. It provides structure to know what is expected of both teachers and students. It creates an atmosphere that is conducive to learning and achievement. It provides an environment where students feel honored, respected and celebrated; yet, with a clear understanding that the classroom is a special place and requires mutual respect and cooperation.

ACTION

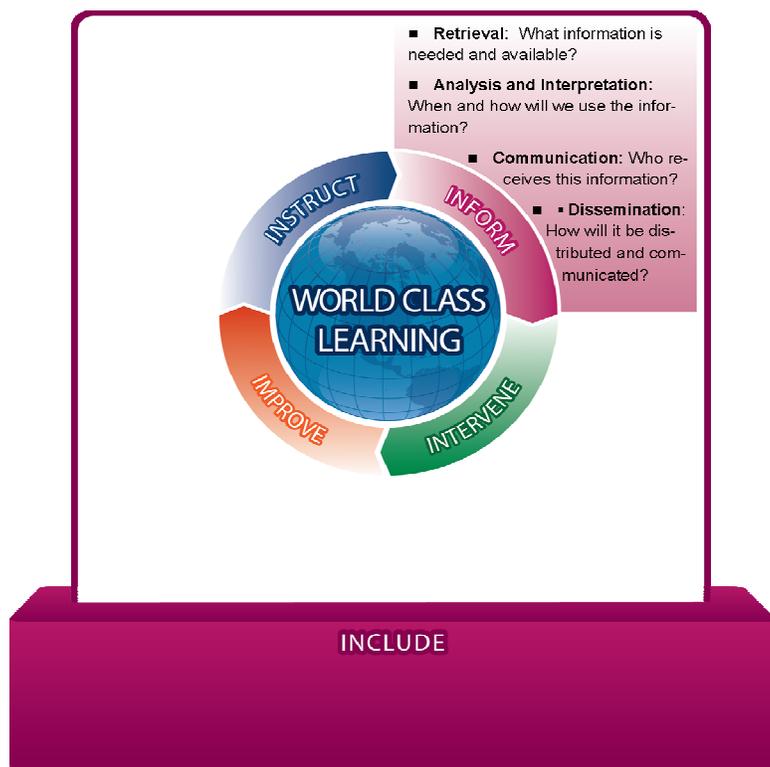
Effective teachers have classrooms that...

- Are student centered and inviting;
- Display student generated work that is varied, inclusive, current and reflective of the learning taking place in the classroom;
- Have furniture arranged to promote cooperative groupings;
- Have appropriate furniture that is, operable (not broken), and add to classroom order and systems;
- Have established classroom procedures and routines that are known and understood by all;
- Distinguish inappropriate off-task behavior;
- Demonstrate teaching from bell-to-bell as a norm;
- Are clean and orderly;
- Are highly organized and maximizes space;
- Are clutter free;
- Have learning outcomes clearly posted;
- Include up-to-date technology that is available for teacher and student use;
- Maintain time on task, keep and secure instructional momentum;
- Demonstrate shared ownership by students and teacher;
- Honor student voice;
- Where student voices are heard more often than the teacher's voice;
- Eliminate disruptions by communicating expectations;
- Have a clearly defined system of rewards and consequences;
- Use positive language;
- Are specific in what can be done or not done;
- Encourage a focus on personal relationship building;
- Focus on keeping students attentive and engaged and provide meaningful activities that minimize downtime;
- Is conducive to risk taking.



INFORM

How will we know they learned it?



As a Teaching & Learning Domain, **INFORM** addresses the many and varied ways the system, most especially campus administrators, teachers and other instructional staff are provided information about OCSD5 students (district-wide, school-wide, grade levels, classes, and individually). In all sorts of ways, **INFORM** provides the baseline data from which all teaching and learning proceeds. It does not assume, but it is based on reliable information (data), which comes in a variety of forms and from various sources. **INFORM** provides an essential understanding of what marks *data-driven decision making*. A **world-class culture of teaching and learning** is based upon a commitment from all members of the school community to be data informed professionals and who participate in data driven decision making.

The goals of the **INFORM** Domain are to provide a system of information to all members of the teaching and learning community. Its focus is an articulated response to the following questions:

- **Retrieval:** What information is needed and available?
- **Analysis and Interpretation:** When and how will we use the information?
- **Communication:** Who receives this information?
- **Dissemination:** How will it be distributed and communicated?

INFORM

How will we know they learned it?

Understanding data is vital to all planning and strategic thinking in order to create and maintain **a world-class culture of teaching and learning**. Instructional leaders and teachers must understand how to interpret and disaggregate data to use it effectively. It must be put into a format that:

- Is timely and communicates the current state of student achievement;
- Tells how students have or have not met achievement and/or performance goals;
- Makes it easy to identify which performance goals were or were not met and by what margin;
- Provokes questions to drive discussion regarding what action must take place next to improve/increase student achievement per performance goal;
- Provides baseline data to promote tracking of progress both annually and over multiple years;
- Is used to communicate progress to OCSD5 constituencies (Board, schools, community).

OCSD5 instructional personnel must be able to disaggregate and utilize multiple data sources to promote and provide research-based strategies and activities. In matters related to disaggregating data, time is of the essence. **INFORM** is dynamic. It does not take place on only one occasion, be it prior to the start of a new school year or at the end of a grading period. Administrators and teachers must remain steadfast and vigilant in gathering, analyzing, interpreting, and disseminating data.

INFORM data is categorized by four major sources:

1. Student Data
2. Teacher Data
3. Campus Data Profiles
4. District Data

Effective data-driven decision making considers the four major data sources and understands that each of these is further ordered as two sorts of data: **QUALITATIVE DATA** and **QUANTITATIVE DATA**. A highly effective instructional leader and teacher consider both qualitative and quantitative data in creating and maintaining strategies.

INFORM

QUALITATIVE (SOFT) DATA

Soft data is descriptive in nature and is used to describe a situation or individual. It is subjective, and what may be accurate for one situation or individual may not be the same for the next. Soft data is often described as anecdotal, since it may describe a situation at one point in time, and may or may not necessarily be a sustained condition. Soft data describes particular environments or circumstances.

ACTION

Effective educators use qualitative data to make decisions about their students, teachers, campuses, and district. The following forms of data are collected and analyzed:

For Students:

- Home life (foster, probation, parent history, etc.);
- Parental input;
- Permanent record file;
- Educational history;
- Interviews;
- Demographics;
- Anecdotal teacher notes;
- School facilities and location.

For Teachers:

- Educational philosophy, belief, attitude;
- Educational background, certification, PD history, longevity in district/tenure;
- Demographics (where grew up, home life).

For Campus:

- Community engagement (parents/families, greater community);
- School climate/culture, professionalism, environment, location, facilities, community involvement.

For District:

- Mission and Vision;
- Goals and Objectives;
- Strategic Intent;
- Core Values;
- 5 Year Strategic Plan.



INFORM

Hard Data (Quantitative)

Quantitative is numeric in nature. Hard data is information that defines a situation or individual. It is standardized and measurable. It is information that allows a system to predict outcomes. It can be systematized and easy to communicate. It can be used to take action, change course or improve current action plans. All data should result in an action.

ACTION

Effective educators use quantitative data to make decisions about their students, teachers, campuses, and district. The following forms of data are collected and analyzed:

For Students:

- Tests;
- Homework;
- Progress Reports;
- Class Work;
- Projects;
- Report Cards;
- Common Assessment Results;
- Teacher Observations;
- PASS;
- End-of-Course Exams;
- SAT/ACT.

For Teachers:

- Classroom Results;
- Annual Assessments;
- Intervention Plans.

For Campus:

- State Report Cards for each campus;
- Federal (AYP) Results for each campus;
- State Award Results for each campus;
- Student Data Walls.

For District

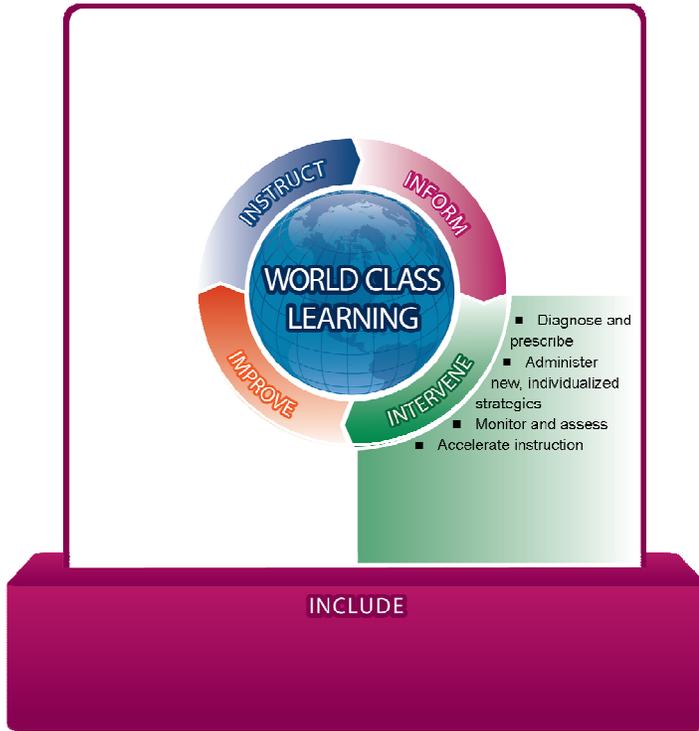
- District-wide State Report Card;
- Federal (AYP) Results for the District;
- State Award Results for the District.



INTERVENE

What will we do if they don't know it?

What will we do if they know it?



World-class teaching and learning automatically gives special consideration to students who, for a variety of reasons, may be unable to consistently achieve academic success; as established by their specific and pre-determined grade level or content standards. The Teaching & Learning Domain, **INTERVENE**, diagnoses learning gaps, and administers a prescriptive response to support students. It invites challenges and provides a map for teachers to consider when looking for ways to provide instruction to struggling students. Teachers, administrators and all instructional staff understand there is no stopping point when formative and summative assessments indicate other methods and strategies have failed to meet the students' educational needs. **INTERVENE** is founded on the principle that every child can learn and will learn; which requires that teachers "think outside the box" and adopt different instructional strategies and methods particular to the student who may be struggling.

The **INTERVENE** Domain provides guidance and support to teachers who have had limited professional development in this regard but who are now engaged because "one size does *not* fit all" for students. These teachers understand that for certain students to achieve academic success, new and different instructional strategies must be discovered and adopted. They are willing to be empowered with new knowledge and skills and work to become world-class teachers. These teachers are eager to become armed with best practices; thereby, leaving no child behind in the quest for high academic achievement.

This way of thinking also applies to school leaders who have come to accept and embrace the paradigm shift in school leadership-no longer ascribing to the ideology of *campus manager* but making the necessary transformation to *instructional leader*. The **INTERVENE** Domain provides necessary support to build capacity of school teachers and leaders, helping them to become adept in the essential knowledge and skills necessary to be world-class instructional leaders.

The goal of the **INTERVENE** Domain is for administrators and teachers to provide a system of intervention for students who have not demonstrated mastery at a level. Its focus is an articulated response to the following questions:

INTERVENE

What will we do if they don't know it?
What will we do if they know it?

- Who needs intervention?
- Who provides intervention?
- What intervention resources are needed?
- How, when, and where will intervention be provided?
- What is the desired outcome of intervention?
- Who will monitor success?
- How will success be determined?
- What happens once the student is successful?

Teaching is not a profession for the weak or the lazy. It is hard work and carries a huge responsibility. For the true professional, however, teaching brings rewards not found in any other field.

-Anonymous

Interventions are not optional. They recognize that every person is unique, and take seriously the charge to develop individuals to their fullest potential. Interventions are meant to bring out the best in each person. When used optimally, they also help districts meet the needs of accelerated learners who have mastered the curriculum and need to be challenged with more rigorous learning opportunities. Furthermore, the **INTERVENE** Domain recognizes that interventions, may not only be applicable to students, but also to teachers and administrators.

The **INTERVENE** Domain includes four components that serve students, teachers, and administrators:

- I. Diagnose and prescribe;
- II. Administer new, individualized strategies;
- III. Monitor and assess;
- IV. Accelerate instruction.

Response to Intervention (RTI)

Most can agree that if a patient is sick, he turns to a professional to assist in making him well. For example, just say someone is suffering from an itchy, runny nose accompanied by headaches, sneezing and coughing. He's tried a home remedy, but the symptoms persist to the point of discomfort and compromised health. It is obvious to everyone who comes in contact with that individual that something is not right. This prompts a visit to the doctor whose inquiries express concerns in an effort to accurately assess the symptoms in order to treat and provide a cure before the illness worsens.

Are the symptoms being caused by allergies? Are they symptoms of a cold, or are they symptoms of the flu? Can additional or different over the counter medications alleviate the symptoms, or is a prescription from a doctor necessary to cure a more severe medical concern? The symptoms (data) must be studied and analyzed to determine what they suggest (diagnose), what course of action is necessary to address the associated illness of that particular person (prescribe), to restore their health. If along the way, it is discovered that the prescription is not addressing the concern as intended, an adjustment to the prescription may be necessary.

INTERVENE

What will we do if they don't know it?
What will we do if they know it?

This scenario of early intervention is the goal of a Response to Intervention (RTI) Model. Classrooms utilizing this model meet the needs of students before their academic achievement gaps become too great. RTI is about early prevention and early support. Schools should not wait until students fall so far behind that we depend on a special education program to meet their needs. Instead, schools should provide systematic, targeted interventions to all students as soon as a need is demonstrated.

The six Response to Intervention (RTI) Principles are the impetus for the **INTERVENE** Domain. They will be defined and explained as they relate to the four components of the domain.

Principle 1: Use scientifically, research based interventions and instruction.

Principle 2: Monitor classroom performance.

Principle 3: Conduct screening and benchmarking.

Principle 4: Use a multi-tiered model of service delivery.

Principle 5: Monitor progress frequently.

Principle 6: Implement with fidelity.



INTERVENE

I. DIAGNOSE AND PRESCRIBE:

Proper diagnoses of a problem is the first step in finding a solution. As in the case of our sick patient, the proper diagnosis is critical to finding a cure. Just as all patients are not created equal, all students are not created equal, and teachers must take the time to ascertain, on a case by case basis, the learning challenges for each student. In other words, they must diagnose the problem. Once the problem is diagnosed, the proper prescription must be administered. In classrooms, this is done by adhering to *Principle 1, using scientifically, research based instruction and interventions*. If a strategy is not proven, it must be abandoned or never adopted from the beginning. Additionally, *Principle 2, monitoring classroom performance must take place* so that each student's understanding of concepts and skills will be analyzed to make future instructional decisions.

ACTION

Effective teachers intervene when they...

- Treat students as individuals;
- Perform item analysis on students' assessments;
- Ask students to explain their thinking to clarify any misunderstanding;
- Probe students with questions to get to the root of the misunderstanding;
- Review a student's instructional history (who the student's teachers were, anecdotal notes, etc.);
- Use previous data to find out historical performance;
- Identify interventions that are differentiated and specific, per student;
- Serve students with similar needs through alternate groupings (small groups, one-on-one, etc.);
- Recognize that if the majority of the class did not master a concept, whole group reteaching is necessary;
- Provide interventions early and often;
- Provide interventions during the day, before school, after school or on weekends - recognizing that students will not be able to fit into a single extended learning opportunity;
- Diagnose students' needs and prescribe a Three- Tiered Model of Response to Intervention (RTI).



INTERVENE

I. DIAGNOSE AND PRESCRIBE, CONTINUED

The same process described above may be applied to teachers or administrators who demonstrate symptoms that suggest their performance is less than optimal. They are in need of individualized attention to diagnose why their performance does not meet the standard. This requires an accompanying plan of action (interventions) to assist and empower them to reach their full potential. Teachers and administrators who demonstrate the need for additional professional development will be diagnosed and prescribed a plan to build personal, instructional, professional, and leadership capacity.

ACTION

Effective, districts diagnose and prescribe interventions ...

For Teachers when administrators:

- Help each teacher become their personal best;
- Collect data from teacher appraisals and individual teachers' student data;
- Hold meaningful conversations with teachers, asking probing clarifying questions, discovering teachers' self-perceived strengths and challenges;
- Offer their own appraisal of teachers;
- Provide interventions that are specific to teachers, according to data and observations;
- Collaborate with teachers to prescribe specific meaningful professional development to eliminate instructional challenges;
- Provide a mentor or mentors to assist struggling teachers;
- Assess "coachability";
- Compassionately and wisely counsel a teacher to consider that teaching may not be the most appropriate professional position for him/her; in a timely manner.

For Campus Administrators when central office administrators:

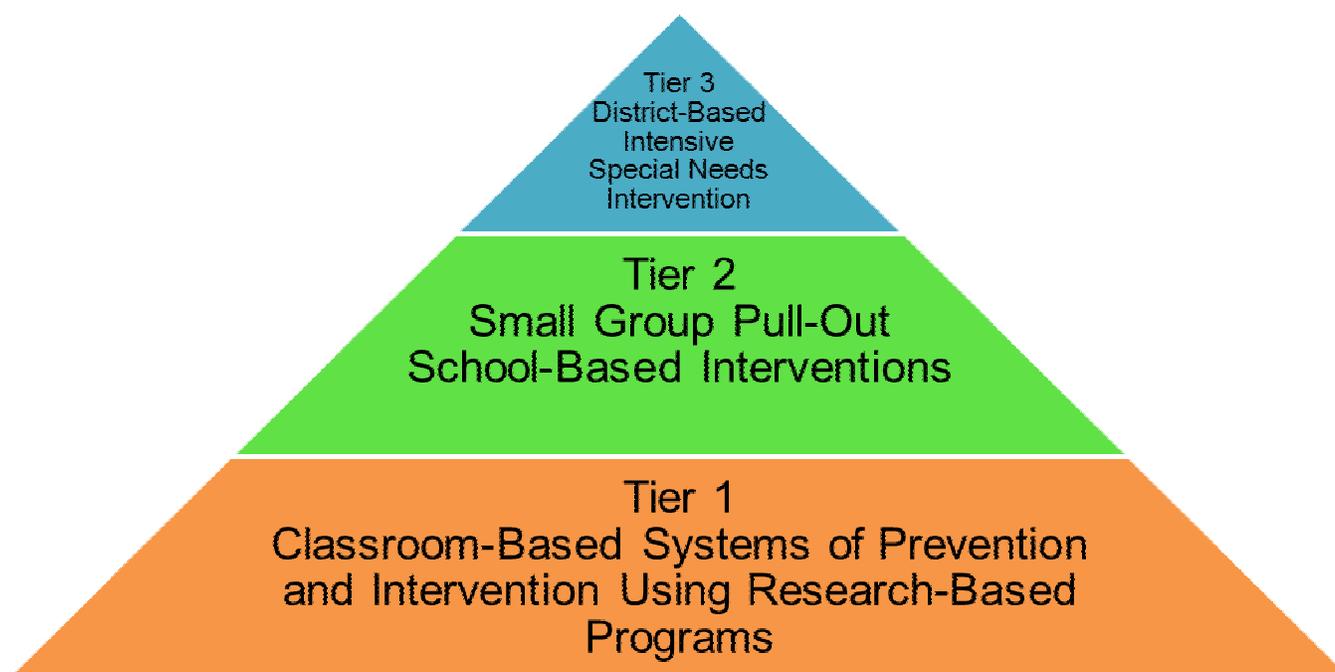
- Help each campus administrator become his/her personal best;
- Diagnose campus needs according to data;
- Help administrators make improvement to their campus profile (culture, climate, stat report card, student/teacher data, etc.);
- Hold meaningful conversations with administrators, asking probing clarifying questions;
- Provide meaningful feedback using qualitative and quantitative data;
- Provide interventions that are specific to administrator, according to campus data;
- Consider experience, amount/type of professional development;
- Collaboratively define specific professional development interventions and campus interventions.
- Assess "coachability";
- Compassionately and wisely counsel an administrator to consider that being an administrator may not be the most appropriate professional position for him/her.

INTERVENE

II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

*Principles three and four of RTI are screening and benchmarking to ascertain which students' performance is on, below, or above grade level and using a multi-tiered model of instructional delivery respectively. Assessing and checking for understanding is critical to diagnosing students' instructional needs. Teachers should use a three-tiered approach when diagnosing student needs. This approach allows Tier I students with minimal needs to be assisted in the classroom by their general education teacher through guided practice and small group instruction while others are independently working. Tier II students are those who are not being successful in the aforementioned process. These students will need to receive additional interventions during the school day by an interventionist (such as special education teacher, classroom teacher, or reading specialists) who works closely with the classroom teachers to reduce identified Tier I gaps. The interventionist uses *new and different strategies and resources* from the ones used in Tier I to address student needs. In the event that Tier I and Tier II instruction is marginally effective, students should be referred to the intensive care that is available through the Special Education Program.*

Pyramid of Intervention



INTERVENE

II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

Response to Intervention Guide: The Three-Tier Process

Why Use a Three-Tier System for All Students?

- I. Research supports the process.
 - **Tier I:** Quality classroom instruction based on our state curriculum frameworks.
 - **Tier II:** focused supplemental instruction for students who are not successful in Tier 1.
 - **Tier III:** Intensive interventions specifically designed to meet the *individual* needs of students who have not been successful in Tiers I and II.
 - ◆ Requires the use of progress monitoring to:
 - ◆ Determine if students are making adequate progress.
 - ◆ Identify students as soon as they begin to fall behind
 - ◆ Modify instruction early enough to ensure each student gains essential skills.
 - ◆ Requires chairperson to be the principal or principal's designee to provide resource reallocation for interventions.
- II. Prevents over identification of children as being disabled when the real issue may be student readiness, inadequate instructional delivery or a need for differentiated instruction.
- III. Allows a problem-solving approach using the input of teachers to help solve the problem.
- IV. Utilizes scientific inquiry in the decision-making process.
- V. Utilizes scientifically based research materials and methods to the extent that it is practical to implement.
- VI. Creates a record of instructional interventions that can track progress throughout a student's academic career.
- VII. Creates a timeline to provide assistance for at-risk students.
- VIII. Links assessments and instructions to interventions.

How the Three-Tier Model Works

The three-tier model of instruction is designed to meet the instructional needs of all students. It is a prevention model that is aimed at finding students early, before they fall, and providing the supports students need throughout their years of schooling.

INTERVENE

II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

Tier I Instruction

Tier I instruction incorporates the following basic elements:

- A high-quality program of instruction based the state or district curriculum standards.
- The use of quality research-based instructional strategies or materials.
- An ongoing assessment of students to determine instructional strengths and needs.
- Ongoing professional development to provide teachers with necessary tools to ensure every student receives quality instruction.
- Intervention is done within the general framework of the classroom.
- Curricula offerings are based on scientific research principles.

The focus is on improving the core classroom instruction that ALL students receive. Tier I instruction is designed to address the needs of the majority of all a school's students. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals.

Tier I Interventions

Tier I is the lowest level of intervention for a student and is provided solely by the classroom teacher in the general classroom setting. The task set forth is to upgrade the general classroom instruction in a manner that effectively addresses the needs of deficient students in the whole group setting. Students should be grouped in flexible, fluid groups depending on their area(s) of academic deficiency. The paradigm shift in any RTI model is understanding that the purpose of intervention is to define and refine the problem and then develop interventions that assure the child remains in the classroom. The teacher is the "interventionist" at this level and must accept the responsibility for what students learn.

Tier II Instruction

For 20 to 30 percent of students, focused instruction within the general education classroom setting is not enough. These students require *supplemental instruction in addition to the standard classroom instruction*. The supplemental instruction in Tier II is designed to meet the needs of these students by providing additional individual instruction, small group instruction, and/or technology-assisted instruction to support and reinforce skills taught by the classroom teacher. In Tier II, the interventionist may be the classroom teacher, a specialized teacher, or an external interventionist specifically trained for Tier II supplemental instruction.

Tier II provides additional instruction to students who score below benchmark criteria in one or more critical areas of instruction. Tutoring sessions reflect the important learning targets of content area subjects based on the grade level of the students. The amount of assistance and the method used are planned according to progress monitoring data. Students who progress to grade level are exited from the Tier II intervention process, and their progress is monitored to assure on-level performance. Those who do not exit are provided with the third tier of intervention.

INTERVENE

II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

Tier II Interventions

Tier II interventions are supplemental to the core academic instruction that is delivered in the classroom by the classroom teacher and are for students who have significantly lower levels of performance than their peers. These students should receive small group instruction for at least 30 minutes three to four times per week that is both diagnostic and prescriptive. Progress should be monitored and documented weekly. Instruction is provided to *same-ability* small groups of no more than three to five students. The homogeneity of the group and the flexibility to move from one group to another based upon instructional need is critical. Instructional materials must be matched with student ability. Teachers must not use the same independent seatwork assignments that were offered to the entire class, but should seek to provide different strategies and activities since the once used in class proved ineffective in Tier I.

Tier III Instruction

A small percentage of students who have received Tier II supplemental instruction will continue to have marked difficulty in acquiring necessary skills. These students require instruction that is more explicit, more intense, and specifically designed to meet their individual needs. Tier III is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer.

Tier III Interventions

The interventions at this level are intensive and targeted to specific deficiency areas for the individual students' needs. The main differences between Tier II and Tier III are not necessarily the interventions, but the frequency, duration and progress, monitoring requirements. Remember that the frequency and duration become at least *daily* for an hour per day (2 times per day for one half-hour each) while the progress monitoring requirement becomes a minimum of weekly with a recommendation of two times a week.

Summary of Tier I

- Students are taught in the general education classroom.
- At-risk students are usually identified in the first month of the school year.
- Once a student is identified as an at-risk performer, interventions begin and student's progress is monitored through the collection and tracking of data.
- All students are given general instruction, using evidence-based instructional strategies.
- The classroom teacher provides "just-in-time" interventions in the classroom both individually and in small groups based on specific skill deficiencies.
- Intervention strategies are designed to be both preventive and proactive.

INTERVENE

II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

Summary of Tier II

- If students are not progressing in comparison to peers and expected ability, instruction is supplemented with academic interventions.
- Students move in and out of Tier II as needed.
- Students receive instruction individually or in small groups.
- Students may be in Tier I for some subjects and in Tier II for others. Once the subject matter is mastered, students return to Tier I.
- Students receive general instruction plus supplemental instruction in the identified weak areas for thirty to ninety minutes two to three times per week.

Summary of Tier III

- If students are not progressing as expected after Tier II intervention, they are moved to Tier III.
- Students are referred for special education eligibility.
- Tier III interventions are more individualized with a specialist.
- Most students will receive special education services.
- Individualized interventions are intensive and assessment-based.

INTERVENE

III. MONITOR AND ASSESS

Principle five in the Response to Intervention process is *frequent progress monitoring* to determine if the intervention is working for each student. Progress monitors must make effective use of assessments and be sensitive to student changes in academic behavior. The *final principle, number six* involves *implementing all instruction and intervention with fidelity*. Intervention programs must be implemented as designed and intended. It is the responsibility of the school's administrator to ensure fidelity by monitoring instructional delivery.

A particular diagnosis and prescription for a given group (student, teacher, administrator) may be right on target; however, without the appropriate follow-up, the best intervention plan may easily fail. Therefore, it is imperative that a regular schedule to monitor and assess progress is also in place.

ACTION

Effective, districts produce intervention plans that are properly monitored and assessed...

For Students when teacher plans:

- Are student specific;
- Are organized in a student-specific file;
- Are considered by administrators and teachers to be essential, not a burden, to student success;
- Are developed with reliance upon specific student data (data-driven decisions);
- Are not developed in isolation, but collaboratively through the use of a campus School Intervention Team (SIT) and Response to Intervention (RTI);
- Include the use of frequent and "mini" assessments (formative assessments);
- Include the use of skill specific assessments;
- Include pull-outs for specific concepts (reteaching).

For Teachers when administrators:

- Conduct regular "walk-through" visits and keep specific notes, with conferences held after each observation;
- Note what students can/cannot do, based on posted objectives;
- Note improved (not) student behavior;
- Compare results of common assessments with those of same subject/level peers and conference with teachers to analyze data for mastery and growth;
- Compare teacher's prior year's data with current year's data;
- Provide necessary counsel to assist teachers in making decisions regarding remaining in teaching profession.

For Administrators when central office administrators:

- Review campus benchmark results;
- Conduct walkthroughs, observing classrooms;
- Provide content specialist support;
- Note positive data changes in growth and mastery;
- Note decreased discipline referrals;
- Note campus is clutter-free;
- Note presence of more volunteers on campus;
- Note a welcoming climate;
- Note teacher attitude is cooperative, inclusive, and demonstrates movement.

INTERVENE

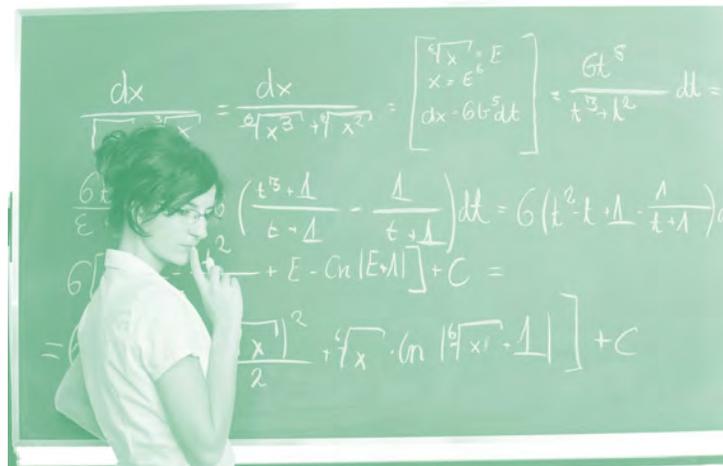
IV. ACCELERATE INSTRUCTION

By monitoring and assessing individuals' progress through the intervention plan, it may happen that the individual is quite accelerated in their progress, or it may be discovered that the original diagnosis or prescription needs to be adjusted. Above all, progress monitoring and assessing requires those in charge to remain focused on providing appropriate, individualized attention to students who are behind as well as students who are ahead. This type of acceleration provides opportunities to cognitively, advanced gifted students. When teachers see that some students have mastered curricular concepts, it is imperative that we advance them. To ignore the needs of these students invites boredom and behavior problems.

ACTION

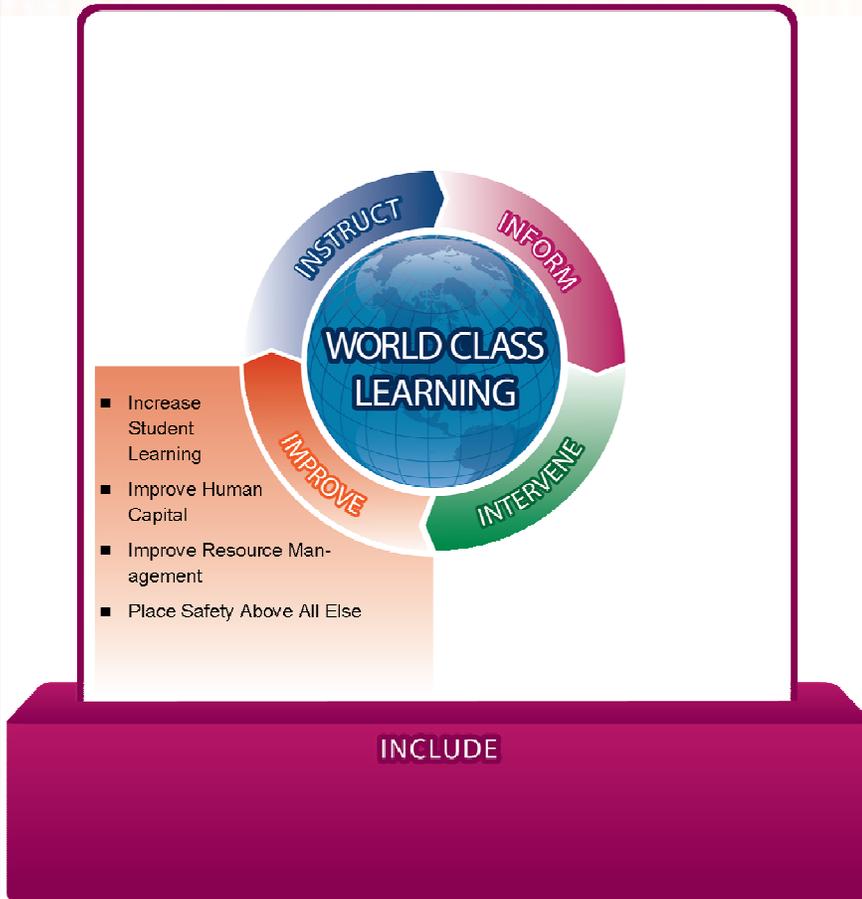
Effective teachers accelerate learning when they :

- Create independent student project activities for areas of interest
- Involve students in advanced academic competitions
- Provide assignments that go above and beyond what is covered in class
- Eliminate the temptation to simply give more work
- Provide assignments that are at the highest levels of Bloom's Taxonomy (analysis, synthesis, and evaluation)
- Incorporate multiple intelligences in each lesson
- Establish learning centers



IMPROVE

What will we do to increase excellence?



The Teaching & Learning Domain, **IMPROVE** is twofold. On one hand, we must celebrate our successes. On the other hand, we must remain committed to self-reflection and continuous improvement. To ride merely on past performances is nothing short of transportation down the avenue of mediocrity and stagnation. A district committed to excellence is always forward looking and forward thinking. On our quest for excellence, the students we educate, the personnel we employ, the community we serve, and the resources we utilize all work together for the good of creating and sustaining a culture of excellence.

The **IMPROVE** Domain is guided by the district vision, mission and goals; core values and strategic intent. The framework was created to facilitate honest, productive discussions with all members of the OSCD5 stakeholders. The core beliefs of the district offer a foundation to simplify and articulate a comprehensive and transparent plan of action to:

- I. Increase Student Learning
- II. Improve Human Capital
- III. Improve Resource Management
- IV. Place Safety Above All Else

IMPROVE

Goal I: Increase Student Learning

Our educators will utilize research-based best strategies. Strategies that do not yield proven results will be abandoned. These efforts will increase student achievement and the graduation rate. Consequently, OCSD5 will produce more college-ready students. Increasing student learning also includes accelerating learning for our on grade level students and our gifted and talented students. OCSD5 is determined to add value to every student. The weak will get strong, and the strong will get even stronger. Gaps will be filled, bridges will be built, and mountains will be climbed.

ACTION

An effective school district will...

- Implement a structured Response and Intervention model to assist students who are experiencing learning or behavior challenges;
- Implement a comprehensive literacy and numeracy program in grades pre-K through 12;
- Focus on low-performing schools with available resources;
- Create a College-Bound culture for all students by preparing them to make college and career choices after graduation;
- Increase student enrollment in Pre-Advanced and Advanced Placement courses and participation in AP exams, and develop monitoring processes to compare enrollment projections with actual campus enrollment;
- Establish school performance indicators that include factors that contribute to a well-rounded student such as athletics, fine arts and other extracurricular activities, community service collaborative learning opportunities;
- Expand Early Childhood Education opportunities by establishing extended programs for three and four-year old students who currently do not attend our programs; while increasing our partnership with our Head Start program provider;
- Study and replicate best practices from schools with proven high academic achievement and offer professional development;
- Review the full inventory of programs offered through Career and Technology Education and assess accessibility, viability, enrollment, and effectiveness;
- Communicate high expectations for instructional delivery and instructional standards;
- Provide real time assistance, support and professional development where needed.

IMPROVE

Goal II: Improve Human Capital

Each district employee and department has a direct impact on the success or failure of students. Whether you manage the money, drive the bus, cook the food, answer the phones, or stand in the front of the classroom. Each employee's contribution affects the reputation and results of the district. With that in mind, it is imperative that we recruit the very best, retain the very best, and train to be our very best. To this end, OCSD5 is committed to improving human capital in every school and every department.

ACTION

Human capital will improve as OCSD5...

- Strengthens teacher recruiting, selection, and staffing policies to attract top talent;
- Builds leadership capacity in administrators and other staff members across the district;
- Establishes accountability measures for all employees based on established goals and objectives of the position;
- Evaluates staff members based on an assessment model that clearly identifies and aligns the district goals with their individual role in the organization;
- Establishes district wide systems and non-negotiable standards for all levels in the organization that contribute to the successful implementation of the Five-Year Strategic Plan;
- Holds all employees accountable for their work.



IMPROVE

Goal III: Improve Resource Management

In order to maximize financial efficiency, resources must be appropriately allocated. Primary resource allocations should directly impact students in the classroom. It is encumbered upon the finance department and the school community to work hand in hand to determine needs and formulate plans to address them.

ACTION

Effective school districts...

- Build easily accessible and accurate data systems for district wide use in academic and business departments;
- Initiate an annual zero based budget protocol to allow opportunities to review financial resources that are matched with district goals that have been identified in the Five-Year Strategic Plan;
- Establish a process to monitor, evaluate and communicate changes in the district wide budget forecast if changes occur in state or national funding;
- Prioritize spending goals across the district and align them with student learning goals.



IMPROVE

Goal IV: Safety Above All Else

The district will work with schools, parents and the community to develop and implement specific actions that ensure the safety and security of every student and employee. We will enforce a zero-tolerance for bullying and violence. It is imperative that the community is secure in knowing that our schools provide a safe environment at all times.

ACTION

Effective school districts...

- Develop a safety and security manual for schools and facilities based on emergency preparedness procedures;
- Review, evaluate, and upgrade all security monitoring systems at district facilities;
- Develop and adopt a Zero Tolerance policy for individuals who threaten the safety and security of our schools; the policy will be strictly enforced and implemented across the school district;
- Review, evaluate, upgrade and adopt a Code of Student Conduct to guide our collective response to student behavioral issues;
- Work with local law enforcement entities to develop procedures that will assist us in providing a safe and secure environment for students, employees and the community at large.



INCLUDE

What do we do to engage all OCSD5 constituencies?



INCLUDE

- Engage all OCSD5 Constituencies: Board, District Personnel, Students, Parents, “Bootstraps,” Business Partners, OCSD5 Community at-large
- Create and Maintain Specific Community Engagement Opportunities
- Communicate with OCSD5 Constituencies

A world-class school system unequivocally recognizes that involving all segments of the system’s community is an important factor in achieving and maintaining its successes. Every stakeholder’s input is valued in OCSD5. We realize that our schools are microcosms of our communities. We further realize the very students that we educate today will be our community leaders tomorrow. Moreover, we hold fast to the mantra, “It takes a village to raise a child”. Likewise, it takes a village to create a world-class school system. Community mores, culture, history, and traditions inform and influence our ways of thinking, planning, and communicating our values, mission, and beliefs.

Engaging all constituencies provides the opportunity for the greater OCSD5 community to come to know

the district – its programs, personnel, students, challenges, hopes and successes. It provides opportunities to establish and nurture relationships that may well benefit both the district and the community. Engaging various constituencies also serves to provide opportunities for them to model various types of community service to the students.

The Teaching and Learning Domain, **INCLUDE**, is guided by three goals:

- I. Engage all OCSD5 constituencies;
- II. Create and maintain specific community engagement opportunities;
- III. Communicate with OCSD5 constituencies.

INCLUDE

Goal I: Engage all OCSD5 Constituencies

The primary purpose of teaching and learning is fulfilled most poignantly under the guidance of a world-class teacher; however, this purpose is made whole with the inclusion of many others. They are the various district constituencies – individuals and groups present in the immediate and larger community. They possess rich experiences, knowledge, skills and resources, which in turn can enhance world-class teaching and learning. They are looked upon not merely for how they might add to teaching and learning, but equally how our work will benefit them. The fruit of the district's work, preparing well-informed and responsible citizens who will be active and productive members of society, surely benefits everyone. A well educated student will positively impact the quality of life of any community.

Being a world-class school system, OCSD5 includes among its constituencies:

- Board of Education members;
- District personnel (district and school level faculty and staff members);
- Students;
- Parents and extended family;
- BOOTSTRAPS participants (faith based communities);
- Community residents with no school age children (retired, no children, etc.);
- Health and Social Service Agencies;
- Businesses/Business owners;
- Political, social, community leaders;
- Higher Education institutions;
- Etc.

ACTION

Effective school districts...

- Set aside specific times each month to include meetings with teachers, students, community, civic, church, political and business leaders to discuss issues relevant to the district;
- Develop methods to increase mentoring and tutoring opportunities for community members;
- Adopt more effective and varied communication structures and practices to engage external and internal stakeholders;
- Create opportunities between various school-district partners such as, Economic Development Corporation, Chamber of Commerce, elected officials, higher education leaders, clergy and business partners to engage all entities in the success of the Orangeburg Consolidated Five school system;
- Prepare and distribute a weekly newsletter that includes a calendar of activities for the week;
- Utilize multiple channels that leverage new and traditional media to ensure wide and authentic reach to different audiences.

INCLUDE

Goal II: Create and maintain specific community engagement activities

Specific community engagement activities represent a thoughtful consideration of what is needed to assist in the district's mission, and how various constituencies may be effective partners in this endeavor. They are organized, focused and objective-driven turning "good ideas" into action. They provide the structure for everyone involved to gauge and assess their effectiveness.

ACTION

OCSD5's community engagements activities are...

- Defined and decided upon collaboratively;
- Specific and focused to meet needs and objectives;
- Organized to facilitate action;
- Designed to foster "good-will" and a sense of "belonging" to the district to enhance academic achievement for the students and community at-large;
- Structured and act as gauge to assess their effectiveness.



INCLUDE

Goal III: Communicate with OCSD5 constituencies

INCLUDE challenges the district to maintain regular, open and informative communication with its constituencies. Through ongoing communication the district is able to keep all constituencies abreast of its latest developments, successes and challenges. It allows the district a prime opportunity to let all constituencies know that their involvement makes a difference and is valued.

A world-class school system communicates with its constituencies because their participation is an important element in the district's success.

ACTION

An effective school system communicates by...

- Demonstrating its appreciation for and encouragement to its supporters and partners;
- Delivering a message that "It takes a village" to achieve and maintain world-class status;
- Hosting community, district, school, and parent meetings;
- Publishing a regularly scheduled and distributed district newsletter;
- Providing an "open-door" policy;
- Making use of available media outlets to "spread the good word."



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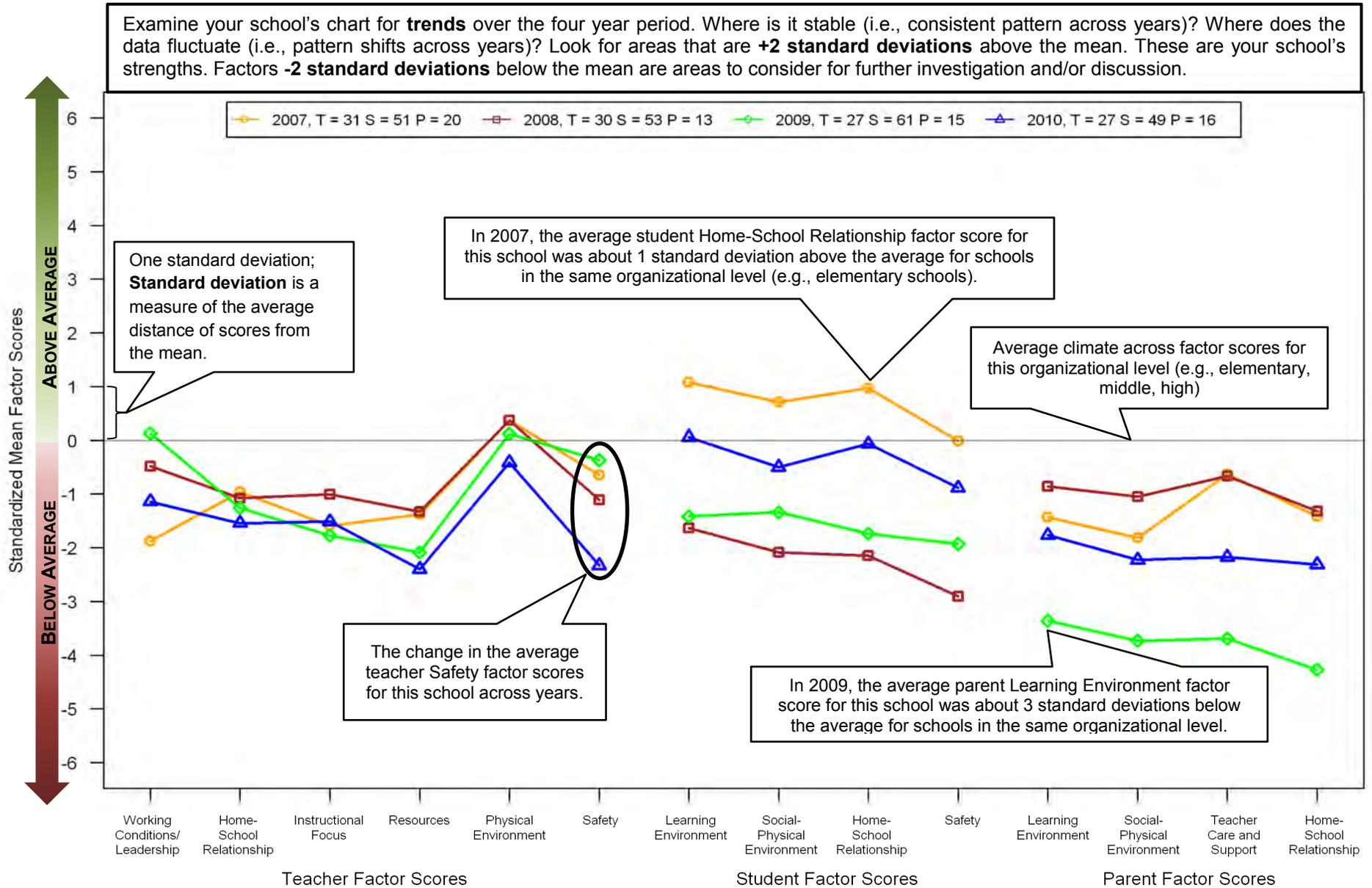
**South Carolina Educational Policy Center
College of Education, University of South Carolina**

**Palmetto Priority Schools:
School Climate Resources Interpretation Guide**

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Resource 1 Example: Mean Factor Scores Standardized by Organizational Level



Resource 2 Example: Factor Percentile Rank Tables

Examine how your school's scores compare with other schools at the same level across years:

In 2007, the average parent Home-School Relationship factor score was in the 8th percentile and then rose to 9th percentile in 2008. In 2009, it fell to the 1st percentile and increased slightly in 2010 to the 2nd percentile.

Percentile Ranking Among Elementary Schools				
	Percentile			
	2007	2008	2009	2010
Teacher Factors	<i>n</i> = 31	<i>n</i> = 30	<i>n</i> = 27	<i>n</i> = 27
Working Conditions/Leadership	5	27	45	12
Instructional Focus	7	14	6	9
Resources	9	9	3	3
Physical Environment	54	54	45	26
Safety	19	10	26	3
Home-School Relationship	19	13	11	8
Student Factors	<i>n</i> = 51	<i>n</i> = 53	<i>n</i> = 61	<i>n</i> = 49
Learning Environment	87	5	7	51
Social-Physical Environment	76	2	9	31
Safety	47	1	4	17
Home-School Relationship	83	3	4	45
Parent Factors	<i>n</i> = 20	<i>n</i> = 13	<i>n</i> = 15	<i>n</i> = 16
Learning Environment	9	18	1	5
Social-Physical Environment	5	14	1	2
Teacher Care and Support	25	24	1	2
Home-School Relationship	8	9	1	2

Examine how your school's scores across teacher, student, and parent factors compare to other schools at the same level for a given year:

In 2010, the factor scores' percentile ranks ranged from a low of 2 (for parent factors Social-Physical Environment, Teacher Care and Support, and Home-School Relationship) to a high of 51 (for the student factor Learning Environment).

A **percentile rank** is the proportion of scores in a distribution that a specific score is greater than or equal to. For example, a percentile rank of 12 on the teacher Working Conditions/Leadership factor indicates this school's factor score is greater than or equal to 12% of schools at the same organizational level.

Resource 3 Example: Item Scale Percentage Tables

Examine the percentage of respondents selecting a particular category:

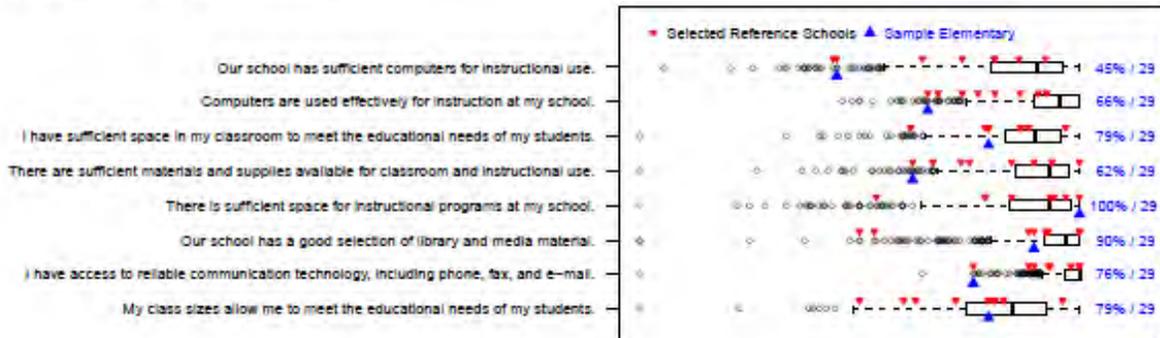
In 2010, of the 29 teachers who responded to the survey, approximately 21% responded “disagree” or “mostly disagree”, while 79% responded “agree” or “mostly agree” for this item on the teacher Resources factor.

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Resources Items							
Our school has sufficient computers for instructional use.	24.1	31.0	27.6	17.2	0.0	0.0	29
Computers are used effectively for instruction at my school.	10.3	24.1	31.0	34.5	0.0	0.0	29
I have sufficient space in my classroom to meet the educational needs of my students.	6.9	13.8	20.7	58.6	0.0	0.0	29
There are sufficient materials and supplies available for classroom and instructional use.	17.2	20.7	41.4	20.7	0.0	0.0	29
There is sufficient space for instructional programs at my school.	0.0	0.0	31.0	69.0	0.0	0.0	29
Our school has a good selection of library and media material.	3.4	6.9	55.2	34.5	0.0	0.0	29
I have access to reliable communication technology, including phone, fax, and e-mail.	13.8	10.3	41.4	34.5	0.0	0.0	29
My class sizes allow me to meet the educational needs of my students.	13.8	6.9	34.5	44.8	0.0	0.0	29

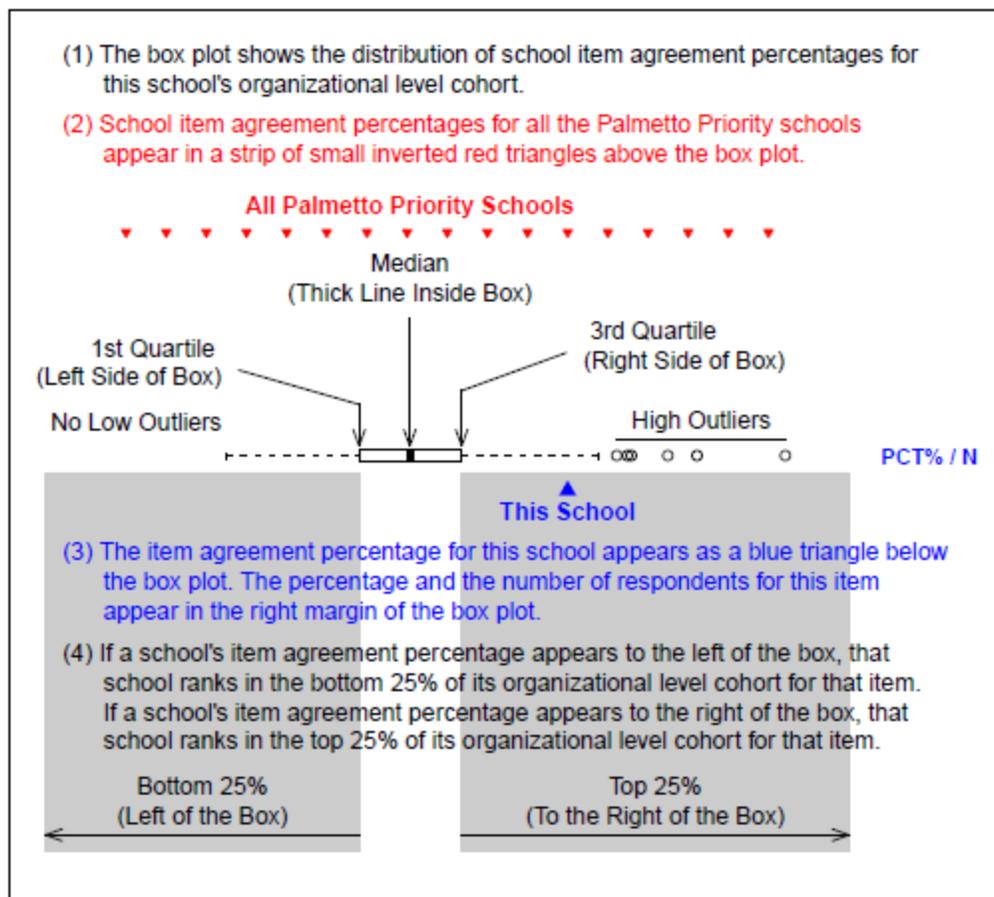
Total number of respondents

Item level responses indicate the percentage of respondents selecting each response category for every question. Use item survey responses as a follow-up to the factor score information (Resources 1 and 2) to gain more information about a group’s viewpoint concerning a particular set of items.

Resource 4 Example: Item Agreement Percentage Box Plots (Teacher Resources)

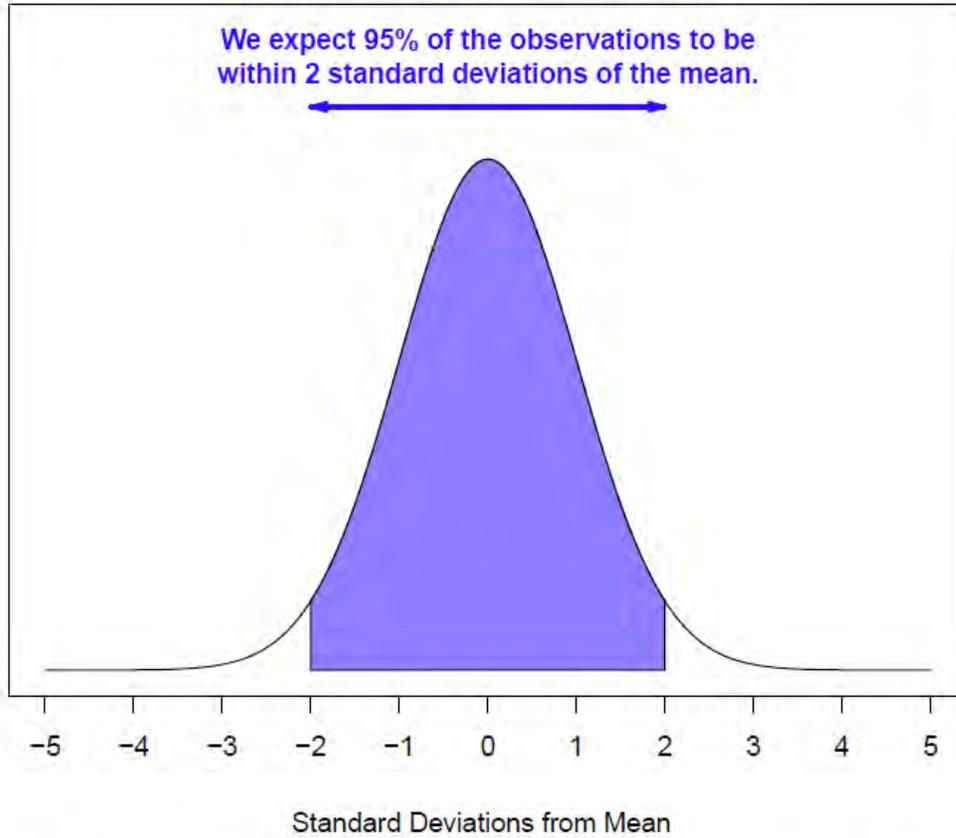


Parts of an Item Agreement Percentage Box Plot



The Empirical Rule: Standard Deviations and Percentages

The Empirical Rule 1-2-3 and 67%-95%-99%



We expect only 1 in 100 observations to lie outside 3 standard deviations from the mean.

s Standard Deviations from the Mean	Percentage Within $\pm s$	Fraction Outside $\pm s$
1	67	1 in 3
2	95	1 in 20
3	99	1 in 100
4	99.99	1 in 10,000
5	99.9999	1 in 1,000,000

Climate Resources Overview

Resource 1: Factor Scores

- The purpose of this chart is to examine your school's climate trends over a four-year period for climate factors from each respondent group (teachers, students, and parents).
- The total number of respondents per survey per year is located at the top of the graph. A school needed to have at least 10 teacher, 15 student, and 10 parent ratings to compute factor scores. If the totals for your school were insufficient, this is noted on your graph.
- A factor is a collection of items that share something in common. A factor score is like a "scaled" average score representing a school's response on the set of items for each factor.
- Factor scores were set to a mean of 0 and a standard deviation of 1 (i.e., standardized) by organizational level (elementary, middle, and high).
- The 0 line represents the average across factor scores for all schools at the same organizational level.
- Scores should be interpreted in terms of standard deviations. Standard deviation is a measure of the average distance of scores from the mean.
- The magnitude of the number tells how far away from the average your school is, while the sign, + or -, tells you if your school is above or below the average.

Resource 2: Percentile Ranks

- The purpose of this table is to indicate the relative position of your school's climate scores. Your school's teacher, student, and parent factor scores are compared to other schools in the same organizational level across the state.
- The position of your school is shown for a four-year period by the three groups (teachers, students, parents).
- The total number of respondents per each group per year is situated in the top row. If the total number of respondents for your school was insufficient to create a factor score, a dot is placed in the table.
- An examination across rows indicates how scores for a respondent group compare across years.
- The examination down columns indicates how scores compare across factors for a given year.

Resource 3: Item Level Responses by Survey

- This table indicates the percentage of respondents selecting each response category for every question by respondent group for the most recent survey.
- The table contains the items in rows and the response categories in columns. Response categories change across survey types and within the parent survey.
- Items are grouped by factor; items from the "Other Items" section are not included in the factor analysis for technical/statistical reasons.
- The total number of respondents per item is shown in the last column.

Resource 4: Boxplots

- The purpose of this graph is to compare your school's percentage agreement (Mostly Agree & Agree categories) for each item to other schools at the same organizational level.
- An examination of the graph indicates how your school (blue triangle) compares to other schools at the same organizational level (box plot). In addition, it shows how your school (blue triangle) compares to other similar schools (red triangles).
- The total number of respondents per item is shown at the end of each row.
- Your school's percentage of agreement is indicated at the end of each row.



Draft School Climate Profile, 2008–2011 for Sample Elementary School (Elementary) Sample School District

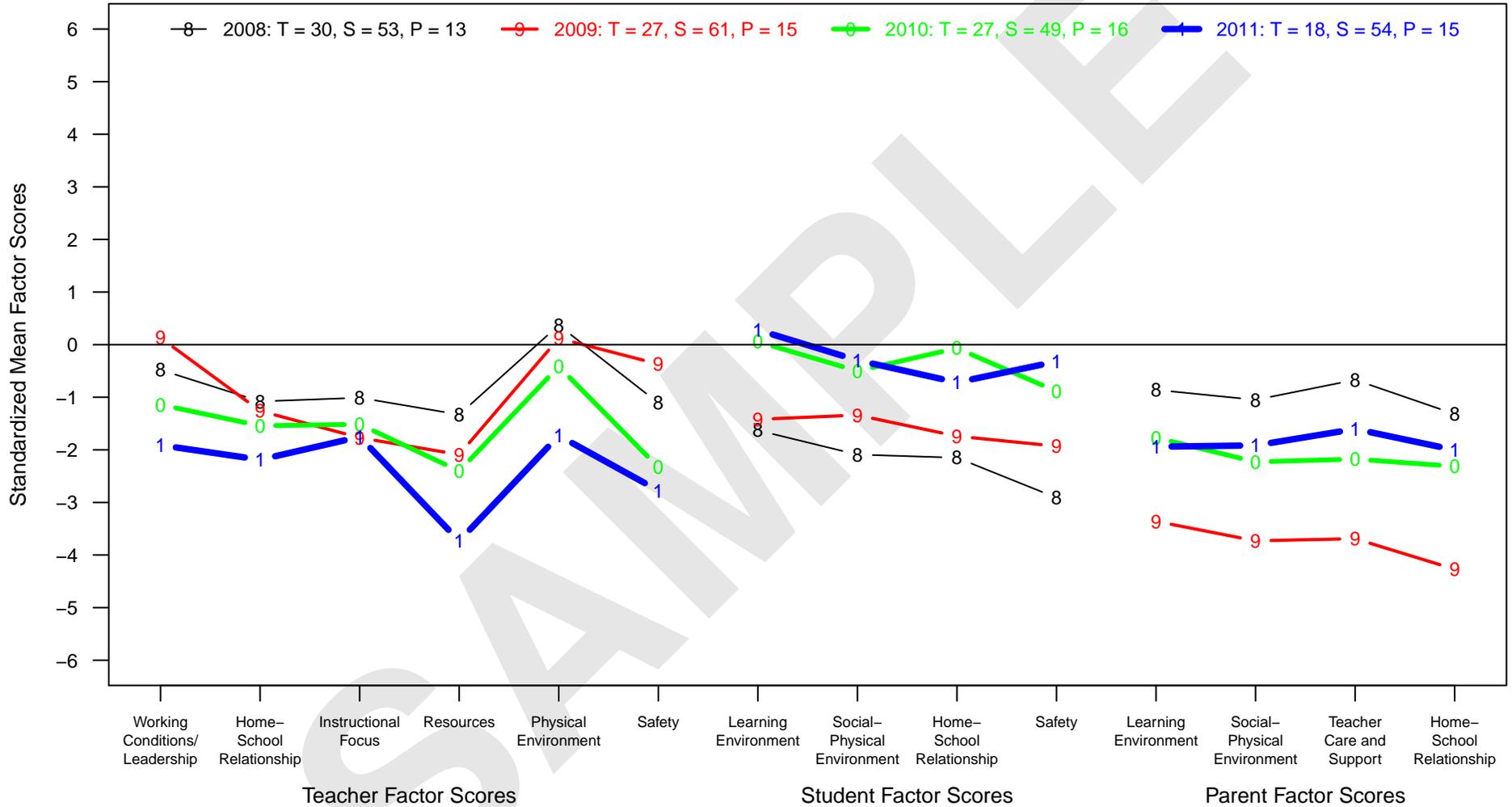
October 1, 2012

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Mean Factor Scores Standardized by Organizational Level, 2008–2011

Mean Factor Scores Standardized by Organizational Level, 2008–2011
 Sample Elementary School
 Sample School District



Factor Percentile Ranks, 2008–2011

Percentile Ranking Among Elementary Schools				
	Percentile			
	2008	2009	2010	2011
Teacher Factors	<i>n</i> = 30	<i>n</i> = 27	<i>n</i> = 27	<i>n</i> = 18
Working Conditions/Leadership	27	45	12	6
Home-School Relationship	13	11	8	3
Instructional Focus	14	6	9	6
Resources	9	3	3	1
Physical Environment	54	45	26	7
Safety	10	26	3	2
Student Factors	<i>n</i> = 53	<i>n</i> = 61	<i>n</i> = 49	<i>n</i> = 54
Learning Environment	5	7	51	62
Social-Physical Environment	2	9	31	37
Home-School Relationship	3	4	45	21
Safety	1	4	17	35
Parent Factors	<i>n</i> = 13	<i>n</i> = 15	<i>n</i> = 16	<i>n</i> = 15
Learning Environment	18	1	5	5
Social-Physical Environment	14	1	2	4
Teacher Care and Support	24	1	2	7
Home-School Relationship	9	1	2	3

2011 Teacher School Climate Dimension Items

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Working Conditions/Leadership Items							
I feel supported by administrators at my school.	10.5	15.8	26.3	47.4	0.0	0.0	19
The school leadership makes a sustained effort to address teacher concerns.	21.1	26.3	21.1	31.6	0.0	0.0	19
The school administration provides effective instructional leadership.	10.5	26.3	15.8	47.4	0.0	0.0	19
I feel comfortable raising issues and concerns that are important to me.	21.1	5.3	52.6	21.1	0.0	0.0	19
My decisions in areas such as instruction and student progress are supported.	5.3	10.5	52.6	31.6	0.0	0.0	19
Teachers at my school are recognized and appreciated for good work.	10.5	21.1	36.8	26.3	0.0	5.3	19
The school administration communicates clear instructional goals for the school.	0.0	21.1	31.6	47.4	0.0	0.0	19
Teachers at my school are encouraged to develop innovative solutions to problems.	5.3	5.3	36.8	52.6	0.0	0.0	19
The level of teacher and staff morale is high at my school.	52.6	5.3	31.6	10.5	0.0	0.0	19
The faculty and staff at my school have a shared vision.	0.0	0.0	52.6	47.4	0.0	0.0	19
I am satisfied with my current working conditions.	31.6	10.5	57.9	0.0	0.0	0.0	19
Teacher evaluation at my school focuses on instructional improvement.	0.0	10.5	31.6	57.9	0.0	0.0	19
The school administration sets high standards for students.	0.0	15.8	36.8	47.4	0.0	0.0	19
The school administration arranges for collaborative planning and decision making.	5.3	15.8	36.8	42.1	0.0	0.0	19
I am satisfied with the learning environment in my school.	15.8	15.8	47.4	21.1	0.0	0.0	19
School administrators visit classrooms to observe instruction.	0.0	21.1	21.1	57.9	0.0	0.0	19
The rules for behavior are enforced at my school.	10.5	26.3	36.8	26.3	0.0	0.0	19
Rules and consequences for behavior are clear to students.	0.0	5.3	26.3	68.4	0.0	0.0	19
Teachers respect each other at my school.	0.0	0.0	21.1	78.9	0.0	0.0	19

2011 Teacher School Climate Dimension Items (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Home-School Relationship Items							
Parents attend school meetings and other school events.	5.3	47.4	36.8	10.5	0.0	0.0	19
Parents at my school are interested in their children's schoolwork.	5.3	42.1	47.4	5.3	0.0	0.0	19
Parents attend conferences requested by teachers at my school.	15.8	36.8	47.4	0.0	0.0	0.0	19
I am satisfied with home and school relations.	15.8	31.6	36.8	15.8	0.0	0.0	19
Parents participate as volunteer helpers in the school or classroom.	26.3	47.4	21.1	5.3	0.0	0.0	19
Parents at my school support instructional decisions regarding their children.	0.0	26.3	52.6	21.1	0.0	0.0	19
Parents at my school cooperate regarding discipline problems.	0.0	47.4	42.1	10.5	0.0	0.0	19
Parents are involved in school decisions through advisory committees.	10.5	21.1	26.3	21.1	0.0	21.1	19
Parents at my school understand the school's instructional programs.	0.0	26.3	42.1	31.6	0.0	0.0	19
Students at my school behave well in class.	21.1	36.8	42.1	0.0	0.0	0.0	19
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21.1	36.8	42.1	0.0	0.0	0.0	19
Students at my school are motivated and interested in learning.	10.5	26.3	47.4	15.8	0.0	0.0	19
Parents at my school know about school activities.	0.0	15.8	36.8	47.4	0.0	0.0	19
Parents at my school are aware of school policies.	0.0	10.5	36.8	52.6	0.0	0.0	19

2011 Teacher School Climate Dimension Items (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Instructional Focus Items							
Teachers at my school focus instruction on understanding, not just memorizing facts.	0.0	0.0	21.1	73.7	0.0	5.3	19
Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	15.8	84.2	0.0	0.0	19
Teachers at my school have high expectations for students' learning.	0.0	0.0	21.1	78.9	0.0	0.0	19
Student assessment information is effectively used by teachers to plan instruction.	0.0	5.3	36.8	57.9	0.0	0.0	19
Effective instructional strategies are used to meet the needs of low achieving students.	0.0	5.3	36.8	52.6	0.0	5.3	19
My school provides challenging instructional programs for students.	0.0	10.5	26.3	63.2	0.0	0.0	19
Instructional strategies are used to meet the needs of academically gifted students.	0.0	15.8	52.6	26.3	5.3	0.0	19
My school offers effective programs for students with disabilities.	0.0	26.3	36.8	36.8	0.0	0.0	19
There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	5.3	26.3	68.4	0.0	0.0	19
Teacher Resources Items							
Our school has sufficient computers for instructional use.	47.4	31.6	15.8	5.3	0.0	0.0	19
Computers are used effectively for instruction at my school.	15.8	36.8	26.3	21.1	0.0	0.0	19
I have sufficient space in my classroom to meet the educational needs of my students.	10.5	5.3	26.3	57.9	0.0	0.0	19
There are sufficient materials and supplies available for classroom and instructional use.	42.1	21.1	36.8	0.0	0.0	0.0	19
There is sufficient space for instructional programs at my school.	0.0	5.3	21.1	73.7	0.0	0.0	19
Our school has a good selection of library and media material.	5.3	15.8	42.1	36.8	0.0	0.0	19
I have access to reliable communication technology, including phone, fax, and e-mail.	15.8	21.1	42.1	21.1	0.0	0.0	19
My class sizes allow me to meet the educational needs of my students.	31.6	15.8	42.1	10.5	0.0	0.0	19

2011 Teacher School Climate Dimension Items (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Physical Environment Items							
The hallways at my school are kept clean.	0.0	10.5	26.3	63.2	0.0	0.0	19
The grounds around my school are kept clean.	0.0	10.5	10.5	78.9	0.0	0.0	19
The bathrooms at my school are kept clean.	5.3	31.6	52.6	10.5	0.0	0.0	19
The school building is maintained well and repaired when needed.	0.0	26.3	42.1	31.6	0.0	0.0	19
Teacher Safety Items							
I feel safe at my school during the school day.	5.3	10.5	36.8	47.4	0.0	0.0	19
I feel safe at my school before and after school hours.	0.0	21.1	31.6	47.4	0.0	0.0	19
I feel safe going to or coming from my school.	0.0	10.5	36.8	52.6	0.0	0.0	19
Other Teacher Items							
I am familiar with local, state, and national policies and how they affect teaching and learning.	0.0	10.5	36.8	52.6	0.0	0.0	19
Local, state, or national policies assist me in meeting the educational needs of my students.	0.0	26.3	47.4	26.3	0.0	0.0	19
Teachers at my school collaborate for instructional planning.	0.0	0.0	26.3	73.7	0.0	0.0	19
I am satisfied with the social and physical environment at my school.	5.3	21.1	42.1	31.6	0.0	0.0	19
There are relevant professional development opportunities offered to teachers at my school.	15.8	10.5	36.8	36.8	0.0	0.0	19
The rules about how students should behave in my school are fair.	0.0	0.0	31.6	68.4	0.0	0.0	19
Teachers and students get along well with each other at my school.	5.3	10.5	47.4	36.8	0.0	0.0	19
Students from different backgrounds get along well at my school.	15.8	5.3	52.6	26.3	0.0	0.0	19
My non-instructional duties do not interfere with my essential role of educating students.	15.8	5.3	47.4	31.6	0.0	0.0	19
Sufficient resources are available to allow teachers to take advantage of professional development activities.	15.8	21.1	42.1	21.1	0.0	0.0	19
Student assessment information is used to set goals and plan programs for my school.	0.0	15.8	42.1	42.1	0.0	0.0	19
The school administration has high expectations for teacher performance.	0.0	5.3	42.1	52.6	0.0	0.0	19

2011 Student School Climate Dimensions

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	No Response or Multiple Marks	N
Student Learning Environment Items						
My teachers help students when they do not understand something.	3.7	0.0	27.8	68.5	0.0	54
My teachers spend enough time helping me learn.	1.9	3.7	24.1	70.4	0.0	54
My teachers want me to understand what I am learning, not just remember facts.	5.6	1.9	31.5	61.1	0.0	54
My teachers expect students to learn.	0.0	3.7	24.1	72.2	0.0	54
My teachers do a good job teaching me mathematics.	0.0	3.7	18.5	77.8	0.0	54
My teachers give homework assignments that help me learn better.	3.7	0.0	27.8	66.7	1.9	54
My teachers give tests on what I learn in class.	3.7	1.9	25.9	68.5	0.0	54
Teachers work together to help students at my school.	3.7	0.0	18.5	75.9	1.9	54
My teachers praise students when they do a good work.	1.9	7.4	25.9	63.0	1.9	54
My classes are interesting and fun.	3.7	5.6	37.0	53.7	0.0	54
The textbooks and workbooks I use at my school really help me to learn.	0.0	3.7	33.3	63.0	0.0	54
My teachers expect students to behave.	1.9	1.9	24.1	72.2	0.0	54
My teachers do a good job teaching me English language arts.	1.9	1.9	22.2	74.1	0.0	54
Student Social-Physical Environment Items						
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	14.8	27.8	31.5	25.9	0.0	54
Students at my school behave well in class.	14.8	22.2	38.9	24.1	0.0	54
The bathrooms at my school are kept clean.	53.7	13.0	14.8	18.5	0.0	54
The grounds around my school are kept clean.	16.7	25.9	27.8	29.6	0.0	54
Teachers and students get along well with each other at my school.	7.4	11.1	40.7	40.7	0.0	54
Students from different backgrounds get along well at my school.	18.5	13.0	31.5	35.2	1.9	54
The hallways at my school are kept clean.	5.6	3.7	53.7	37.0	0.0	54
Students at my school believe they can do a good work.	7.4	5.6	50.0	37.0	0.0	54
Broken things at my school get fixed.	11.1	13.0	24.1	51.9	0.0	54
I am satisfied with the social and physical environment at my school.	7.4	5.6	25.9	61.1	0.0	54

2011 Student School Climate Dimensions (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	No Response or Multiple Marks	N
Student Home-School Relationship Items						
My parent knows what I am expected to learn in school.	5.6	0.0	31.5	63.0	0.0	54
My parent helps me with my homework when I need it.	7.4	5.6	20.4	66.7	0.0	54
My parent knows how well I am doing in school.	5.6	1.9	35.2	57.4	0.0	54
Parents at my school know their children's homework assignments.	5.6	0.0	37.0	57.4	0.0	54
My school informs parents about school programs and activities.	3.7	1.9	38.9	53.7	1.9	54
I am satisfied with home-school relations.	11.1	3.7	22.2	63.0	0.0	54
Parents volunteer and participate in activities at my school.	5.6	7.4	27.8	59.3	0.0	54
Parents are welcomed at my school.	1.9	0.0	31.5	66.7	0.0	54
Student Safety Items						
I feel safe at my school during the school day.	3.7	3.7	33.3	59.3	0.0	54
I feel safe at my school before and after school hours.	7.4	7.4	25.9	59.3	0.0	54
I feel safe going to or coming from my school.	1.9	5.6	33.3	59.3	0.0	54

2011 Student School Climate Dimensions (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	No Response or Multiple Marks	N
Other Student Items						
My classes are challenging (not too easy; they make me think).	11.1	5.6	27.8	55.6	0.0	54
Work done by students can be seen on the walls of my school.	1.9	3.7	24.1	66.7	3.7	54
The media center at my school has a good selection of books.	7.4	7.4	33.3	50.0	1.9	54
I use computers and other technology at my school to help me learn.	1.9	3.7	22.2	70.4	1.9	54
I am satisfied with the learning environment in my school.	9.3	5.6	25.9	59.3	0.0	54
There is enough room for students to learn at my school.	5.6	3.7	40.7	46.3	3.7	54
Students at my school know the rules and what happens when students break the rules.	11.1	9.3	33.3	46.3	0.0	54
The rules about how students should behave in my school are fair.	3.7	5.6	25.9	64.8	0.0	54
The rules for behavior are enforced at my school.	5.6	5.6	25.9	63.0	0.0	54

2011 Parent Item Responses by School Climate Dimension

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Parent Learning Environment Items							
My child's teachers encourage my child to learn.	2.8	0.0	38.9	38.9	0.0	19.4	36
My child's school has high expectations for student learning.	5.6	8.3	55.6	16.7	0.0	13.9	36
My child's teachers give homework that helps my child learn.	0.0	0.0	50.0	27.8	0.0	22.2	36
My child's teachers provide extra help when my child needs it.	5.6	11.1	41.7	22.2	2.8	16.7	36
I am satisfied with the learning environment at my child's school.	11.1	5.6	38.9	25.0	2.8	16.7	36
Parent Social-Physical Environment Items							
My child feels safe at school.	2.8	5.6	52.8	25.0	0.0	13.9	36
I am satisfied with the social and physical environment at my child's school.	5.6	8.3	52.8	19.4	0.0	13.9	36
My child's school is kept neat and clean.	2.8	0.0	55.6	25.0	2.8	13.9	36
Students at my child's school are well-behaved.	11.1	13.9	30.6	11.1	19.4	13.9	36
My child's teachers care about my child as an individual.	0.0	0.0	52.8	25.0	5.6	16.7	36
Parent Teacher Care and Support Items							
My child's teachers tell me how I can help my child learn.	8.3	16.7	41.7	13.9	5.6	13.9	36
My child's teachers contact me to say good things about my child.	5.6	19.4	33.3	16.7	8.3	16.7	36
My child's teachers invite me to visit my child's classrooms during the school day.	13.9	19.4	33.3	13.9	5.6	13.9	36

2011 Parent Item Responses by School Climate Dimension (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Parent Home-School Relationship Items							
My child's school considers changes based on what parents say.	11.1	27.8	25.0	8.3	16.7	11.1	36
The principal at my child's school is available and welcoming.	2.8	5.6	52.8	27.8	0.0	11.1	36
My child's school includes me in decision-making.	8.3	8.3	52.8	11.1	5.6	13.9	36
I am satisfied with home and school relations at my child's school.	5.6	11.1	50.0	19.4	2.8	11.1	36
My child's school treats all students fairly.	5.6	5.6	44.4	13.9	19.4	11.1	36
My child's school schedules activities at times that I can attend.	2.8	11.1	58.3	13.9	2.8	11.1	36
My child's school gives me information about what my child should be learning in school.	5.6	22.2	44.4	13.9	2.8	11.1	36
My child's school returns my phone calls or e-mails promptly.	8.3	19.4	36.1	13.9	8.3	13.9	36

2011 Parent School Overall Effectiveness Item Responses

Item Text	Very Good	Good	Okay	Bad	Very Bad	Missing	N
Parent School Overall Effectiveness Items							
The school's overall friendliness.	25.0	36.1	33.3	0.0	2.8	2.8	36
The school's interest in parent's ideas and opinions.	19.4	44.4	30.6	0.0	2.8	2.8	36
The school's efforts to get important information from parents.	25.0	38.9	30.6	0.0	2.8	2.8	36
The school's efforts to give important information to parents.	27.8	38.9	25.0	0.0	2.8	5.6	36
How the school is doing overall.	19.4	25.0	36.1	5.6	5.6	8.3	36

2011 Parental Participation Item Responses

Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event	Missing	N
Parental Participation Items						
Attend Open Houses or parent-teacher conferences.	61.1	27.8	2.8	0.0	8.3	36
Attend student programs or performances.	52.8	33.3	0.0	0.0	13.9	36
Volunteer for school.	30.6	44.4	2.8	0.0	22.2	36
Go on trips with my child's school.	27.8	41.7	5.6	5.6	19.4	36
Participate in School Improvement Council Meetings.	16.7	50.0	16.7	0.0	16.7	36
Participate in Parent-teacher-Student Organizations (PTA, PTO, etc.).	36.1	36.1	8.3	0.0	19.4	36
Participate in school committees (textbook committee, spring carnival committee, etc.)	19.4	41.7	16.7	5.6	16.7	36
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).	22.2	41.7	13.9	5.6	16.7	36

2011 Parental Responsibility Item Responses

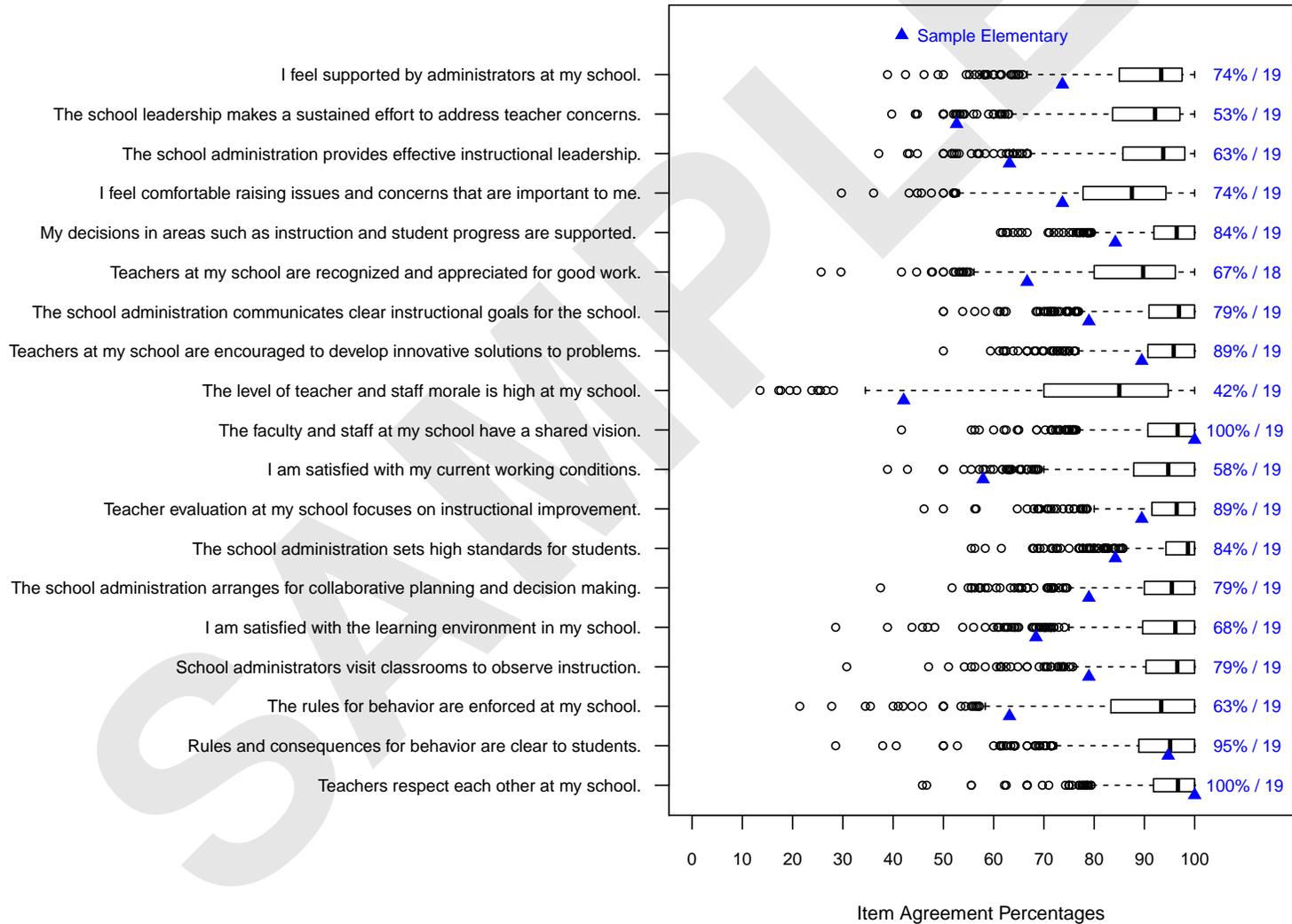
Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	Missing	N
Parental Responsibility Items					
Visit my child's classroom during the day.	44.4	41.7	2.8	11.1	36
Contact my child's teachers about my child's school work.	58.3	27.8	2.8	11.1	36
Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	69.4	19.4	2.8	8.3	36
Make sure my child does his/her homework.	83.3	2.8	0.0	13.9	36
Help my child with homework when he/she needs it.	88.9	0.0	2.8	8.3	36

2011 Parental Involvement Obstacle Item Responses

Item Text	True	False	Missing	N
Parental Involvement Obstacle Items				
Lack of transportation reduces my involvement.	27.8	63.9	8.3	36
Family health problems reduce my involvement.	25.0	63.9	11.1	36
Lack of available care for my children or other family members reduces my involvement.	16.7	72.2	11.1	36
My work schedule makes it hard to be involved.	50.0	41.7	8.3	36
The school does not encourage my involvement.	8.3	80.6	11.1	36
Information about how to be involved either comes too late or not at all.	25.0	63.9	11.1	36
I don't feel like it is appreciated when I try to be involved.	13.9	75.0	11.1	36

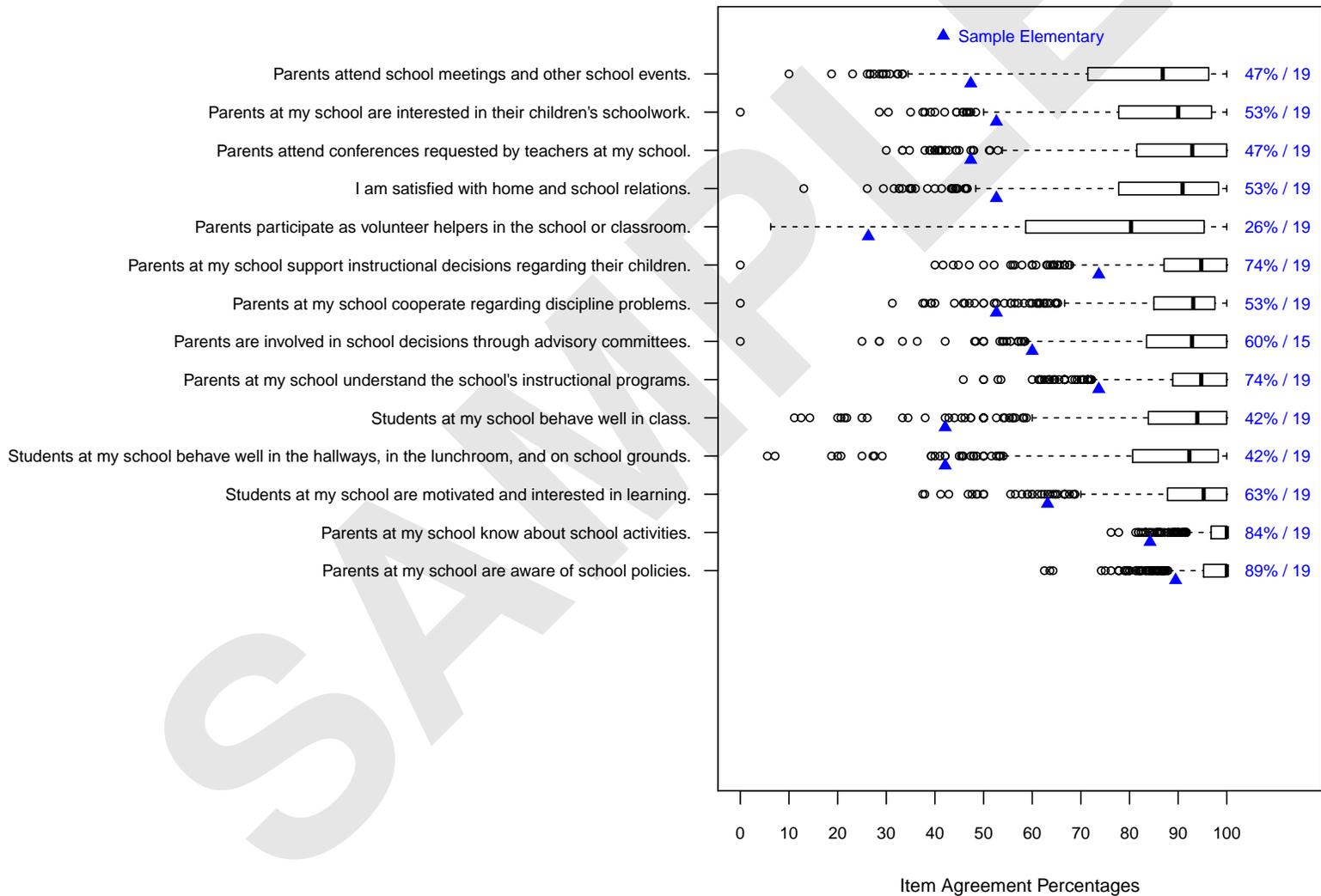
2011 Teacher Survey, Working Conditions/Leadership Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



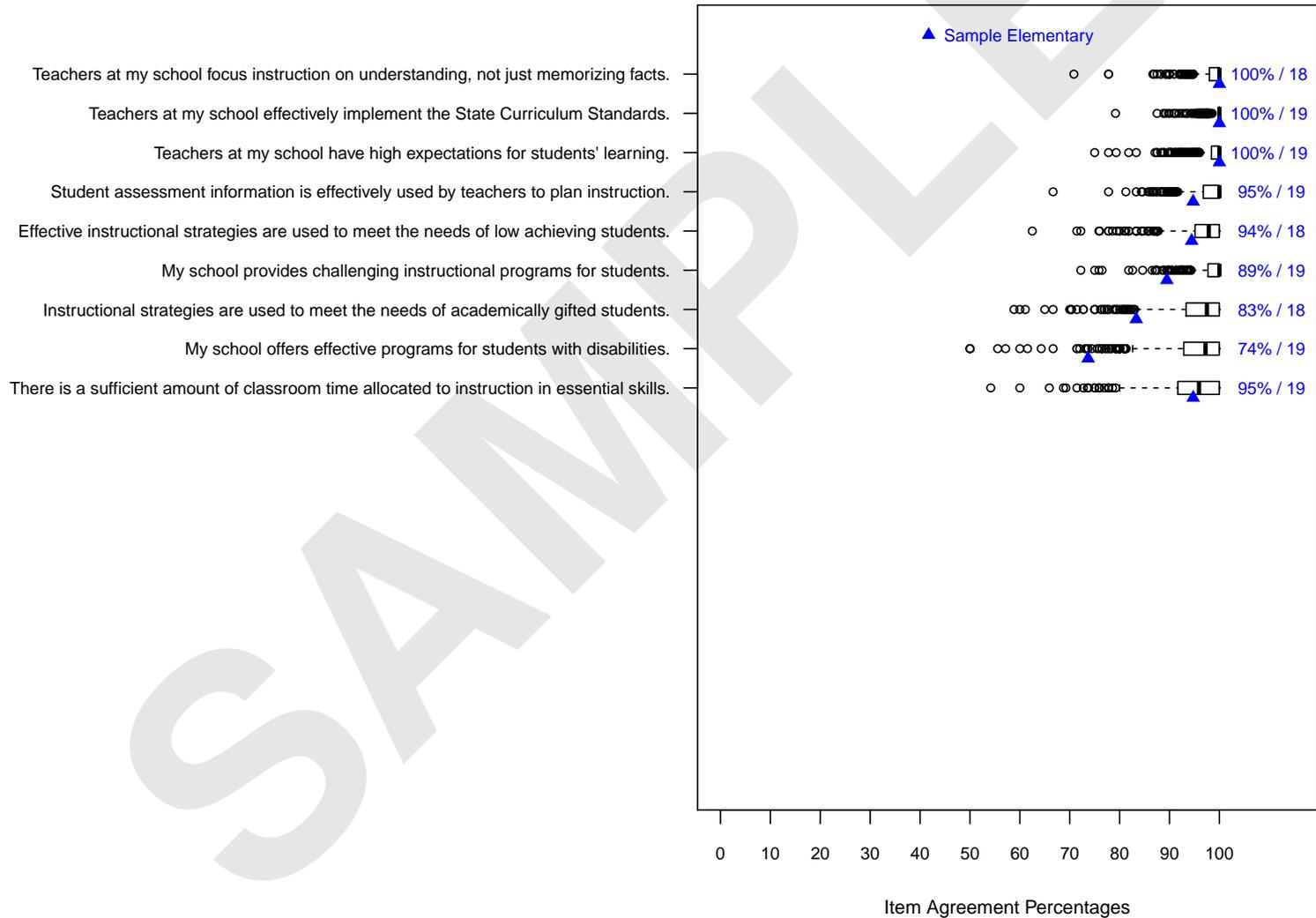
2011 Teacher Survey, Home–School Relationship Dimension Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



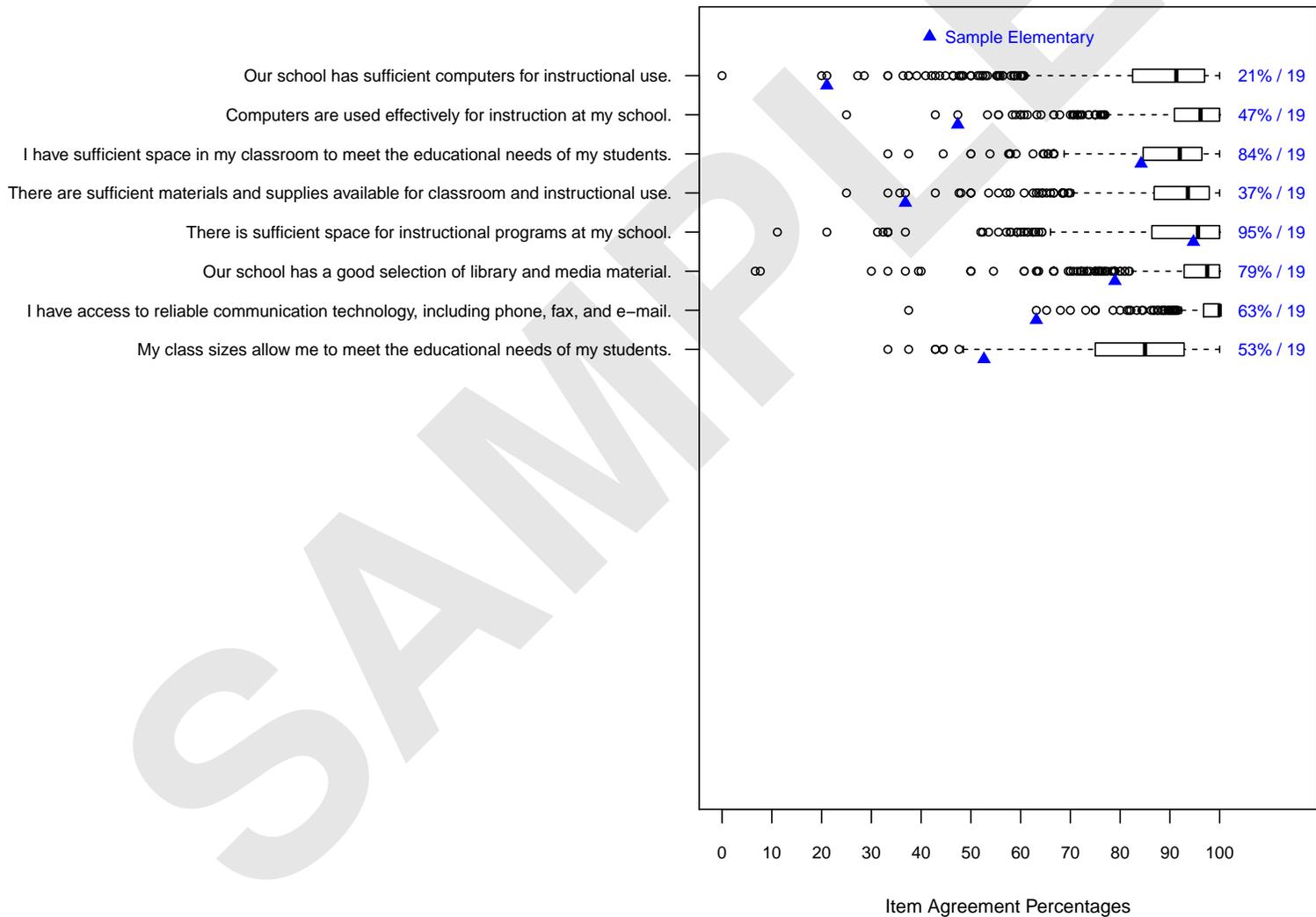
2011 Teacher Survey, Instructional Focus Dimension Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



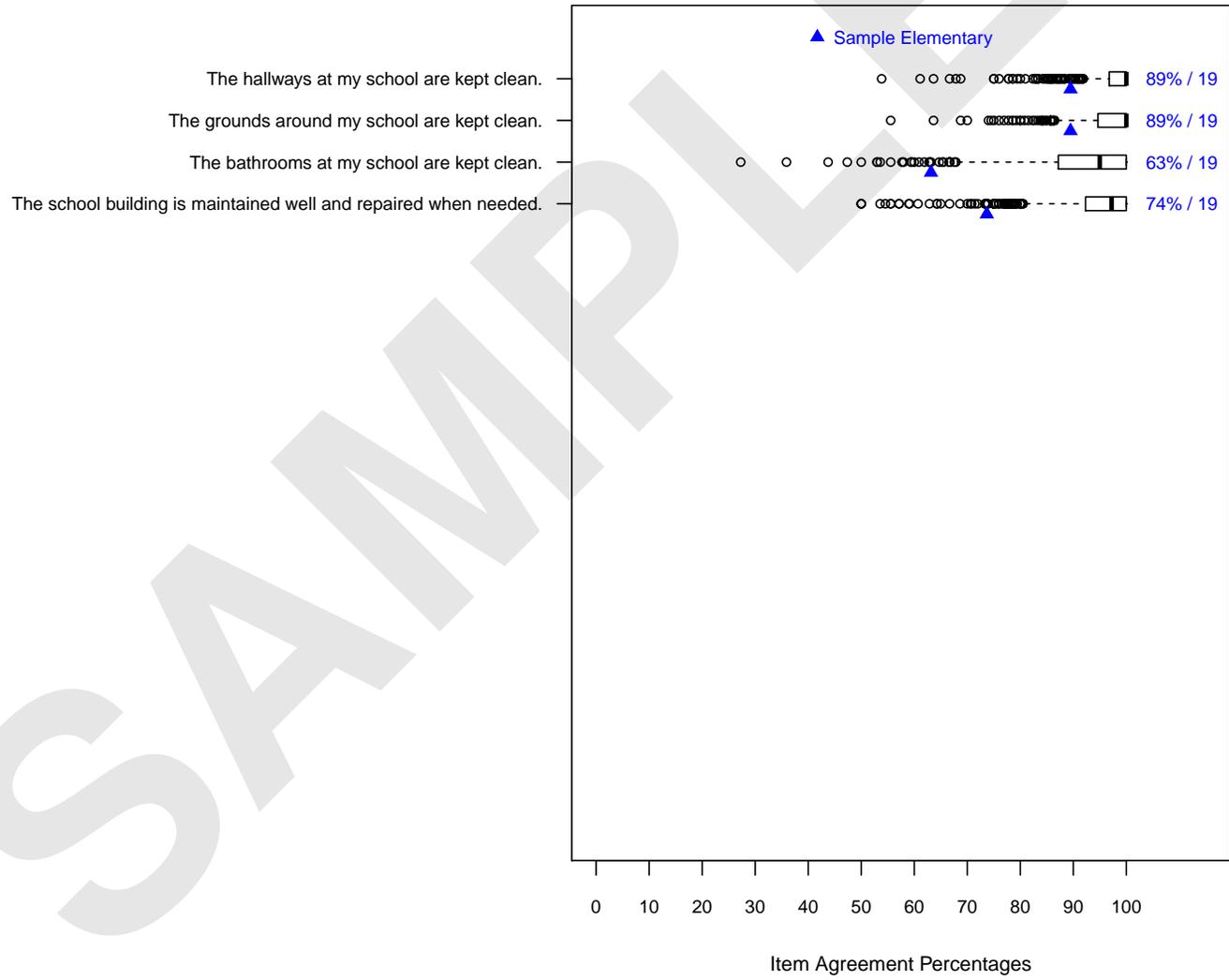
2011 Teacher Survey, Resources Dimension Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



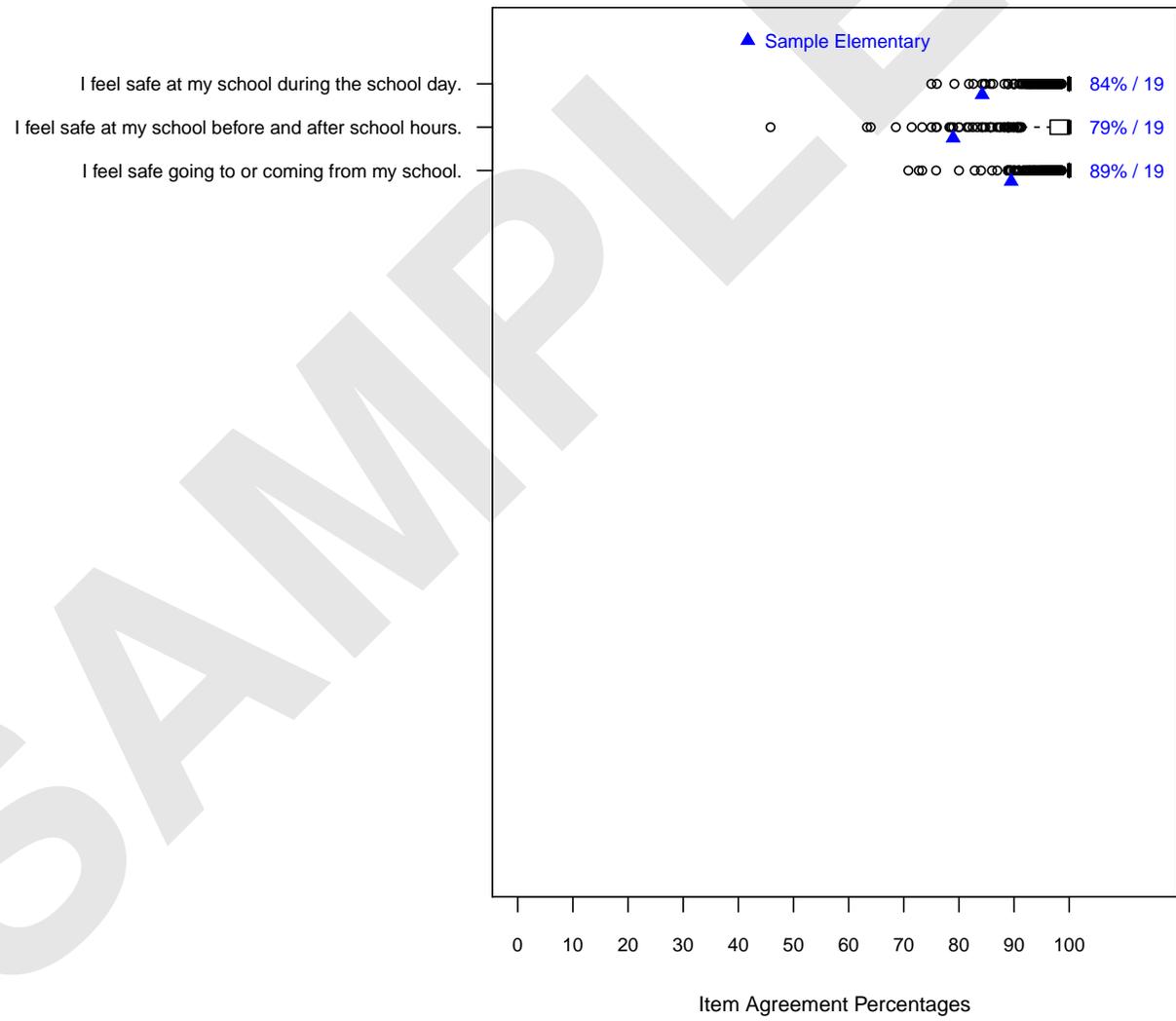
2011 Teacher Survey, Physical Environment Dimension Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



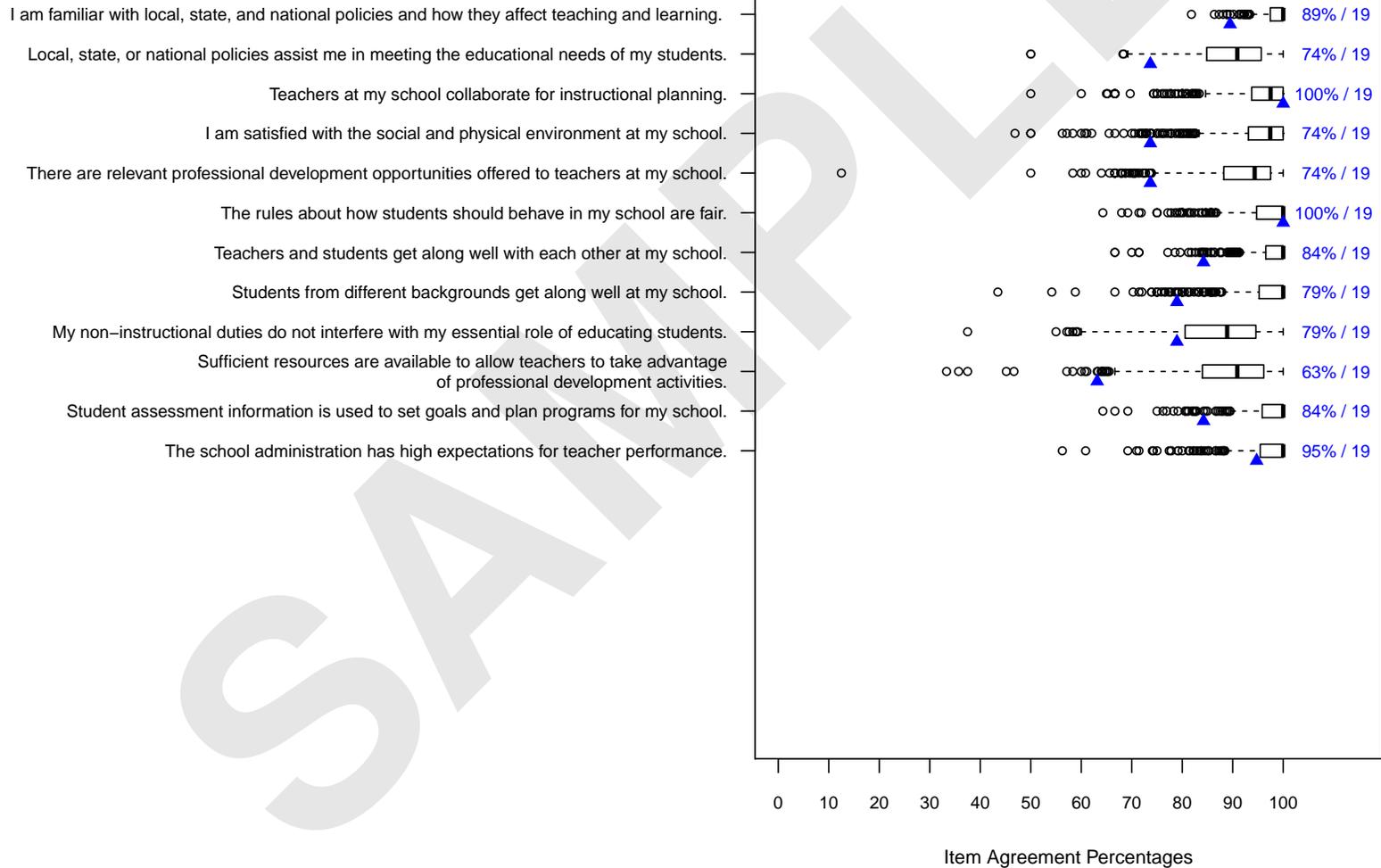
2011 Teacher Survey, Safety Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



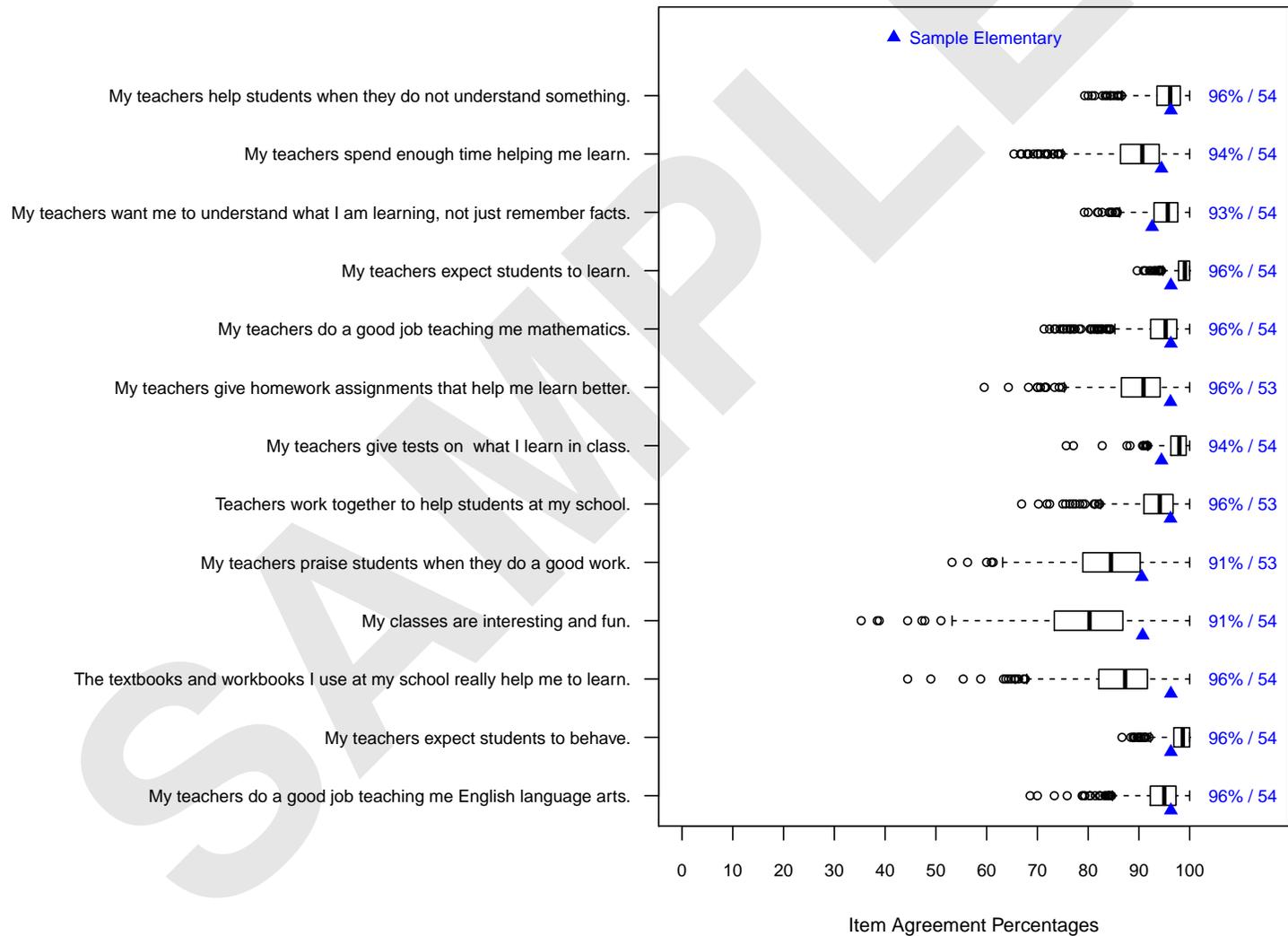
2011 Teacher Survey, Other Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



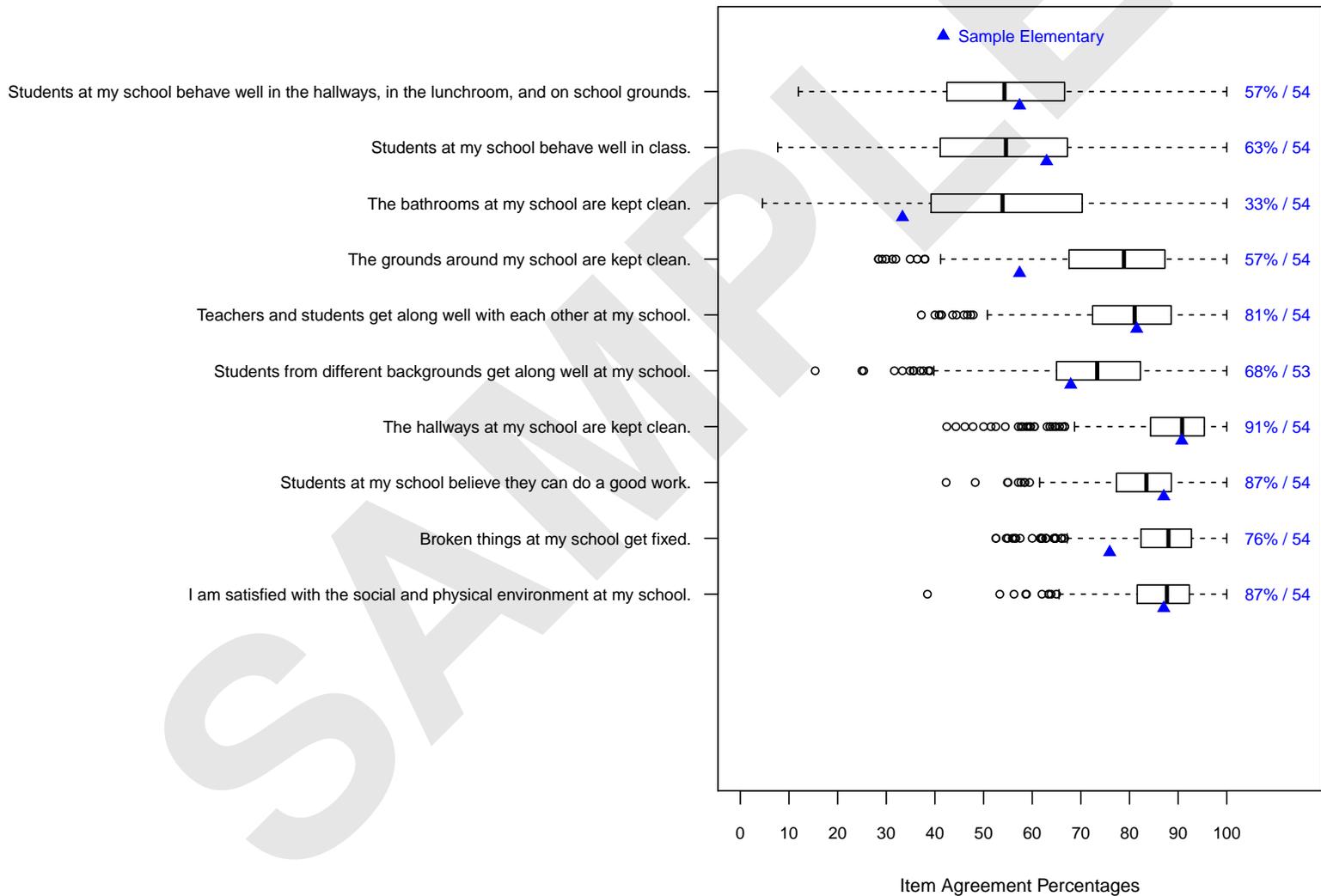
2011 Student Survey, Learning Environment Dimension Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



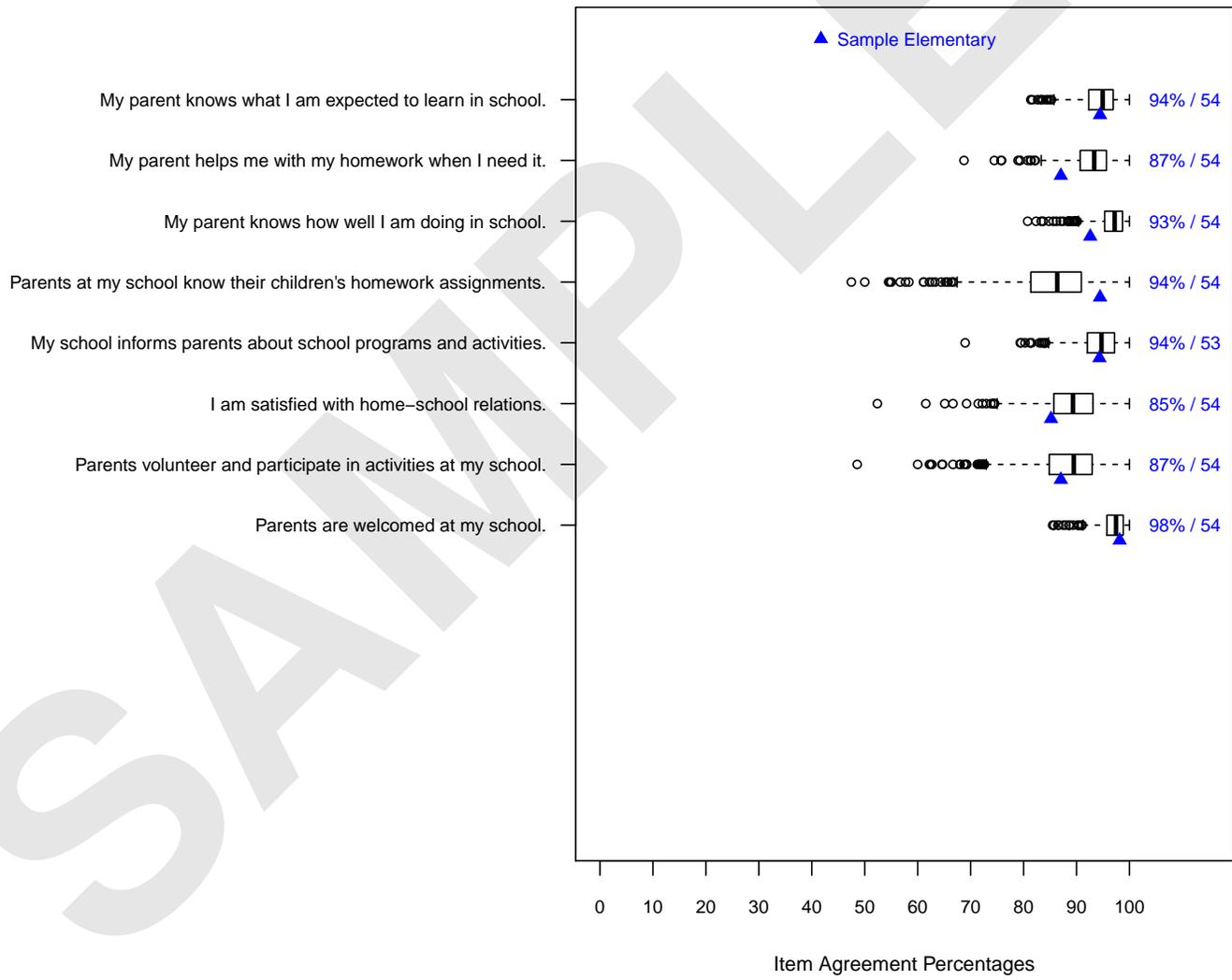
2011 Student Survey, Social-Physical Environment Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



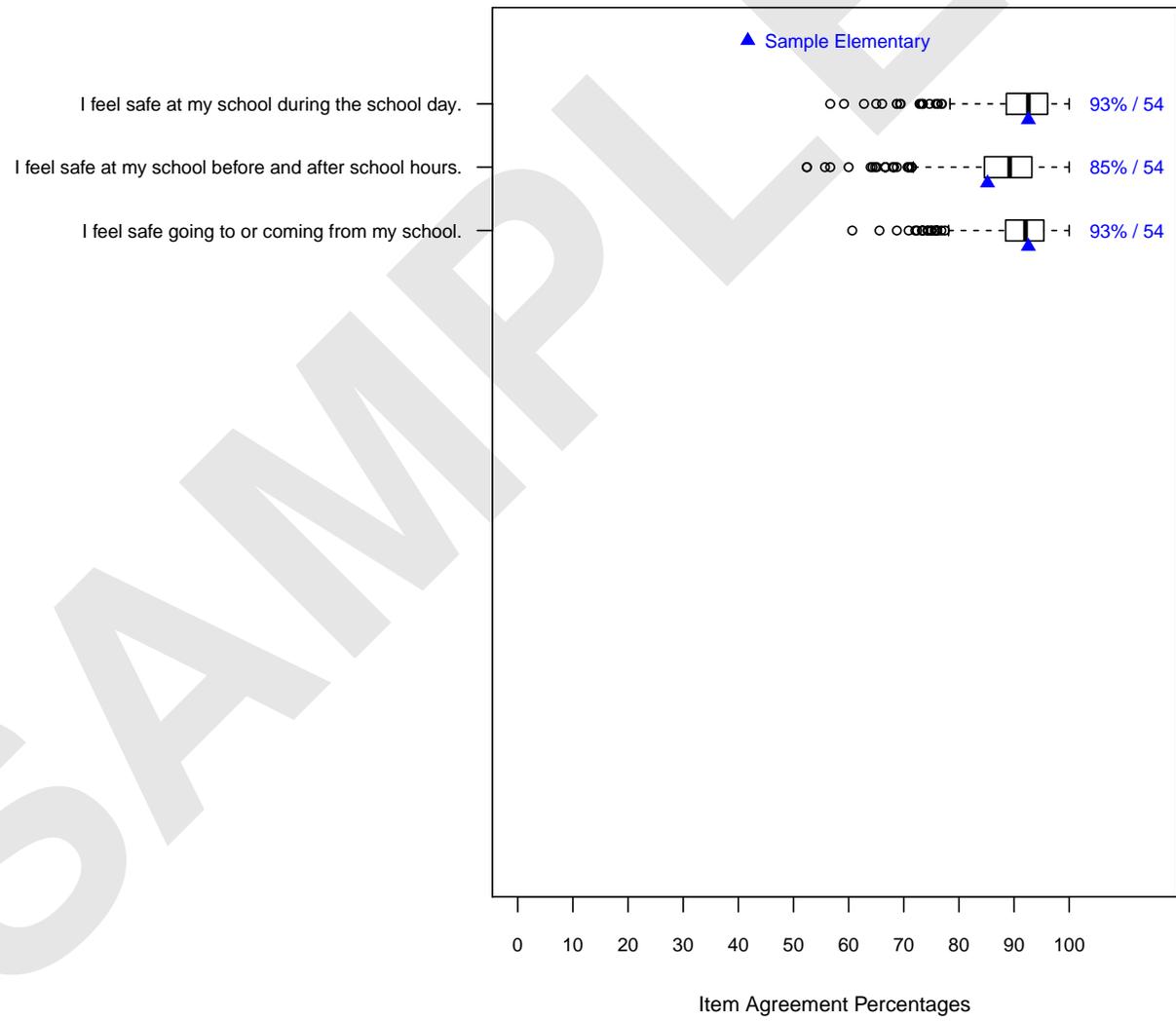
2011 Student Survey, Home–School Relationship Dimension Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



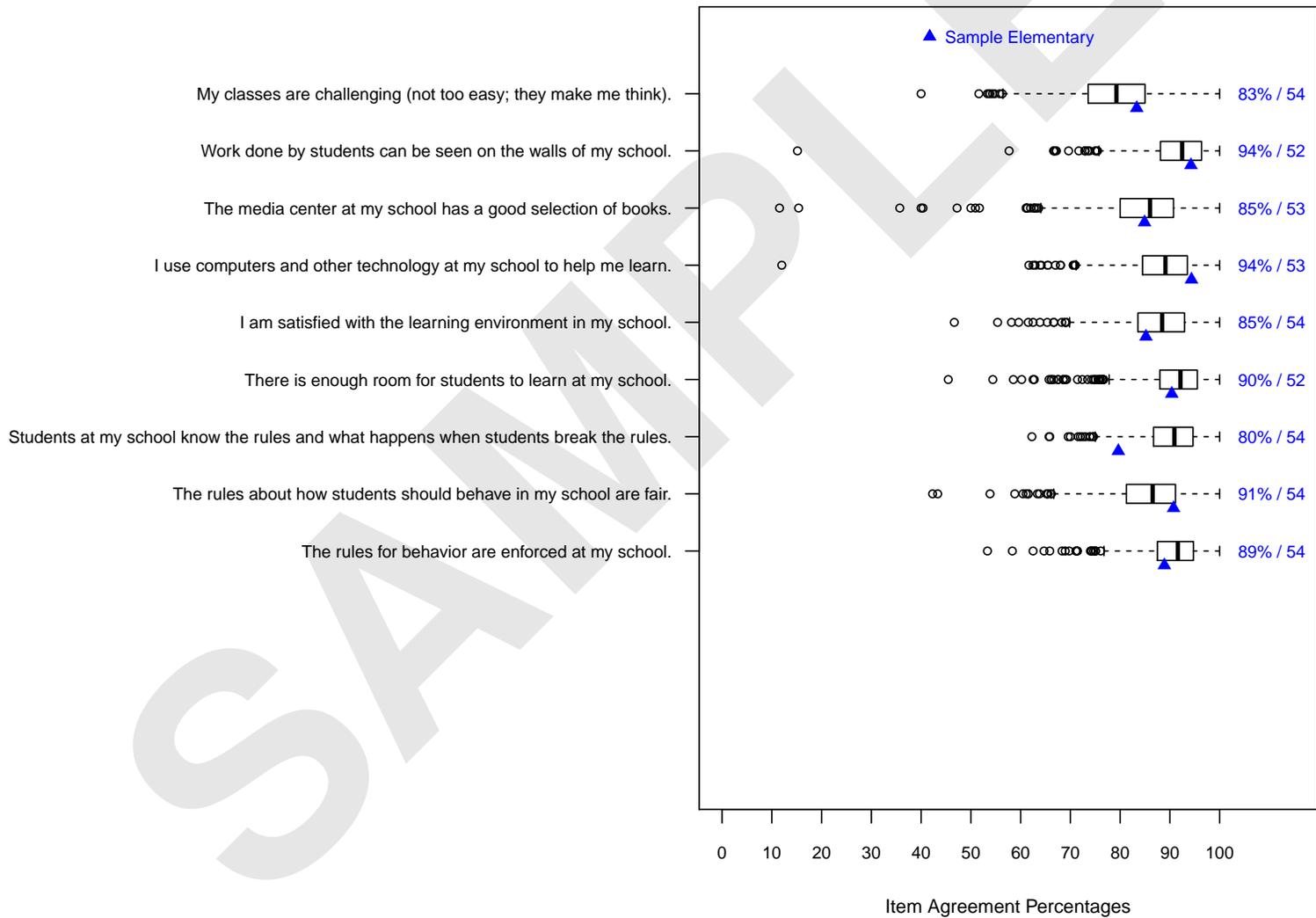
2011 Student Survey, Safety Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



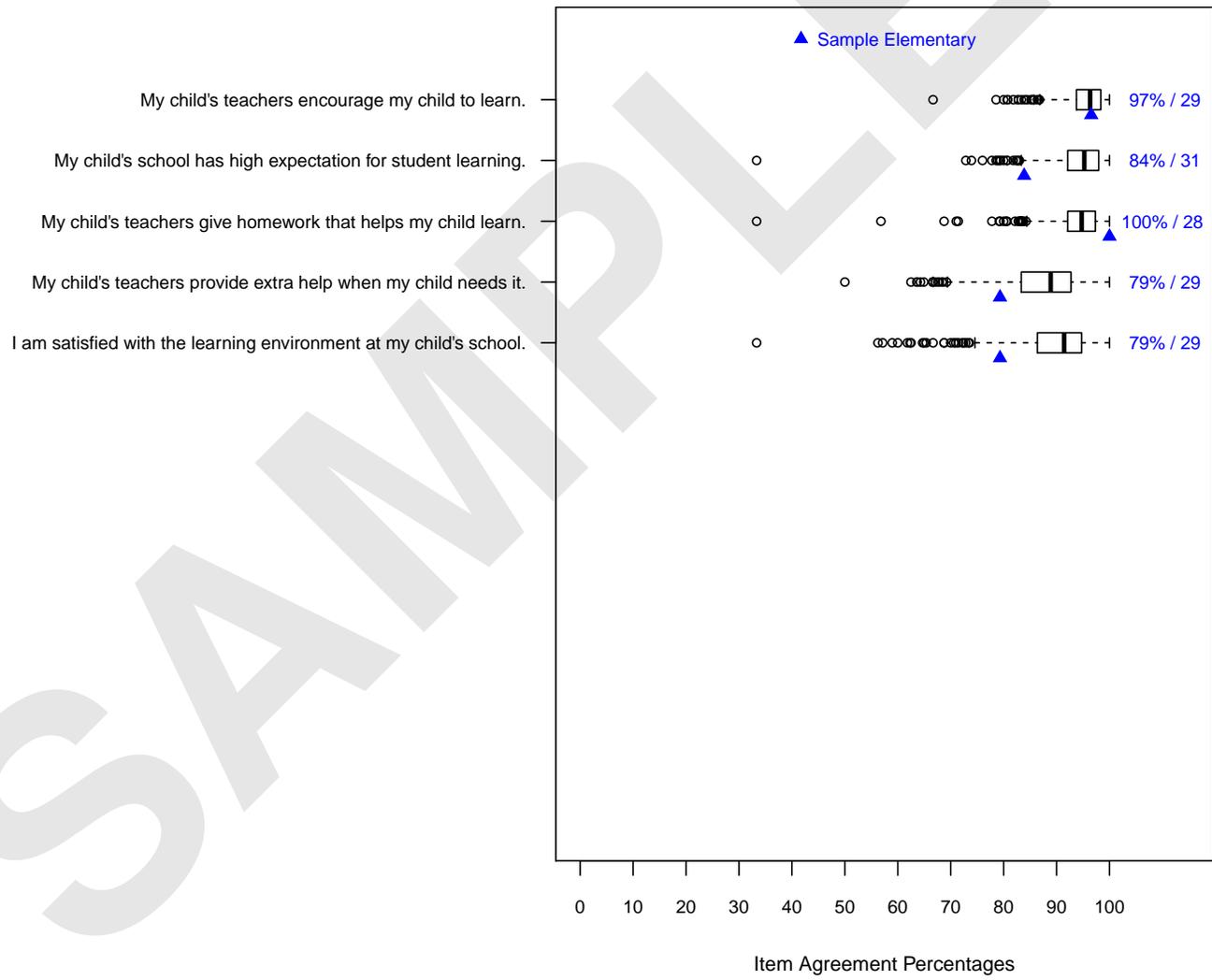
2011 Student Survey, Other Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



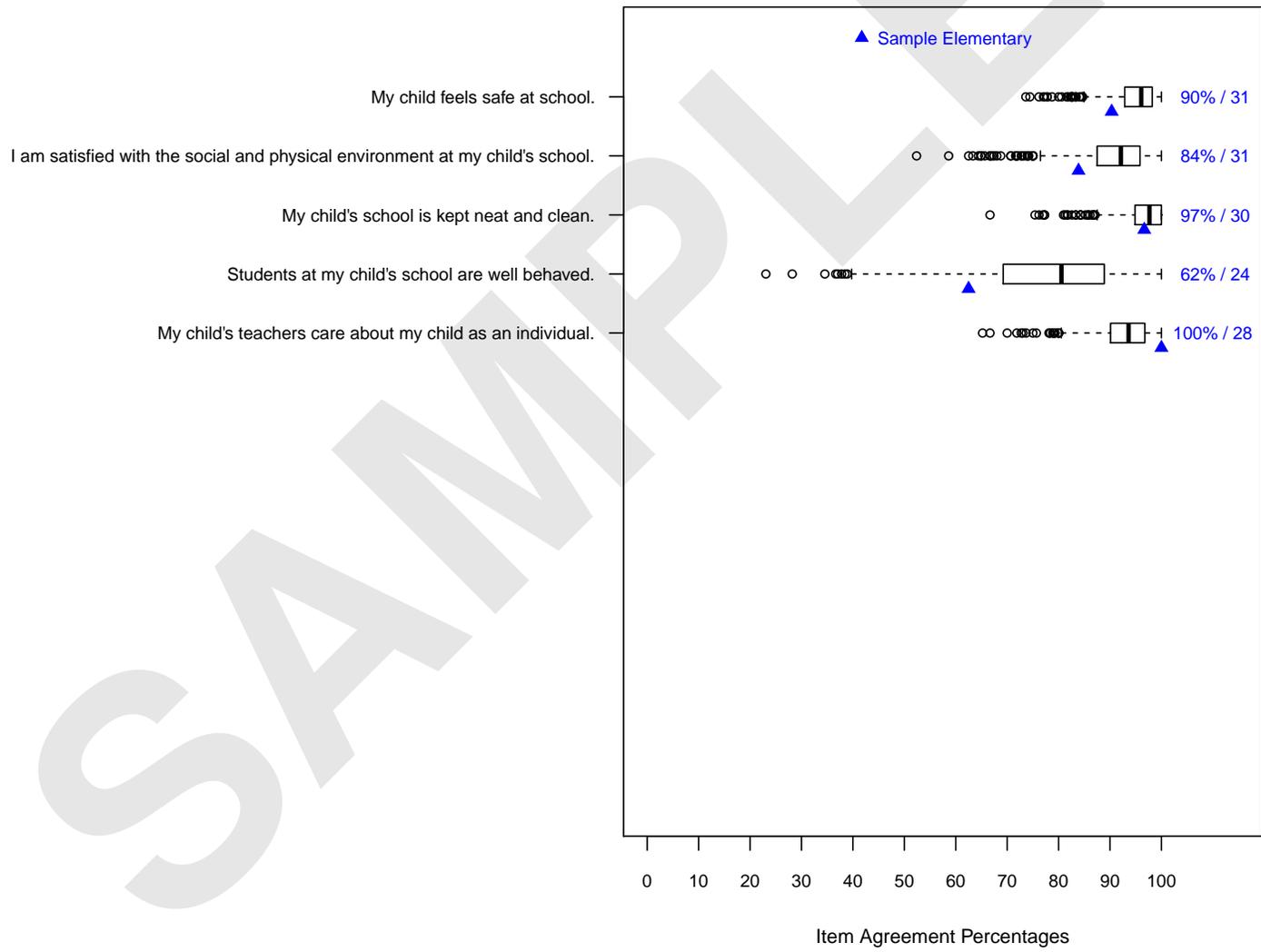
2011 Parent Survey, Learning Environment Dimension Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



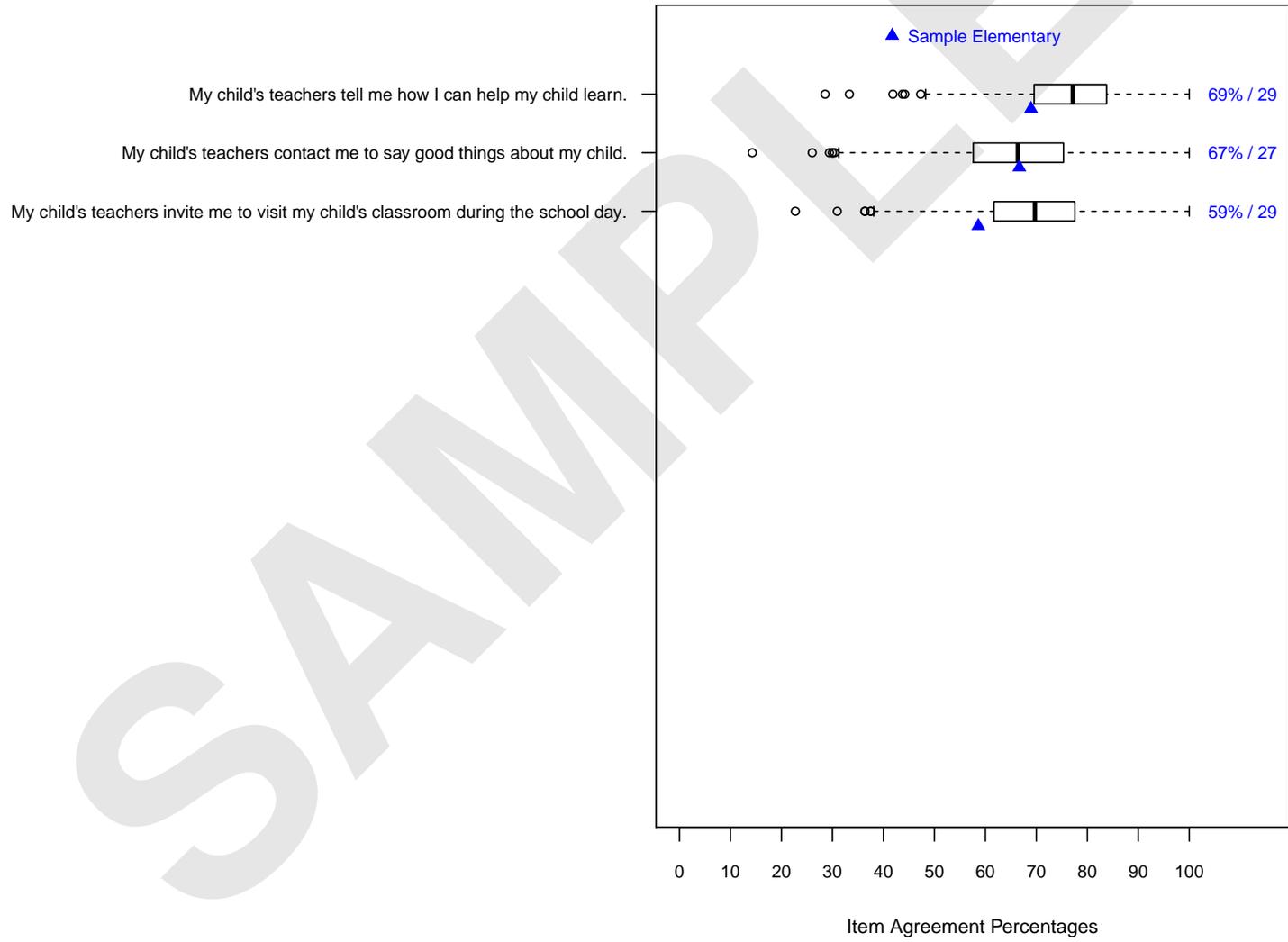
2011 Parent Survey, Social-Physical Environment Dimension Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



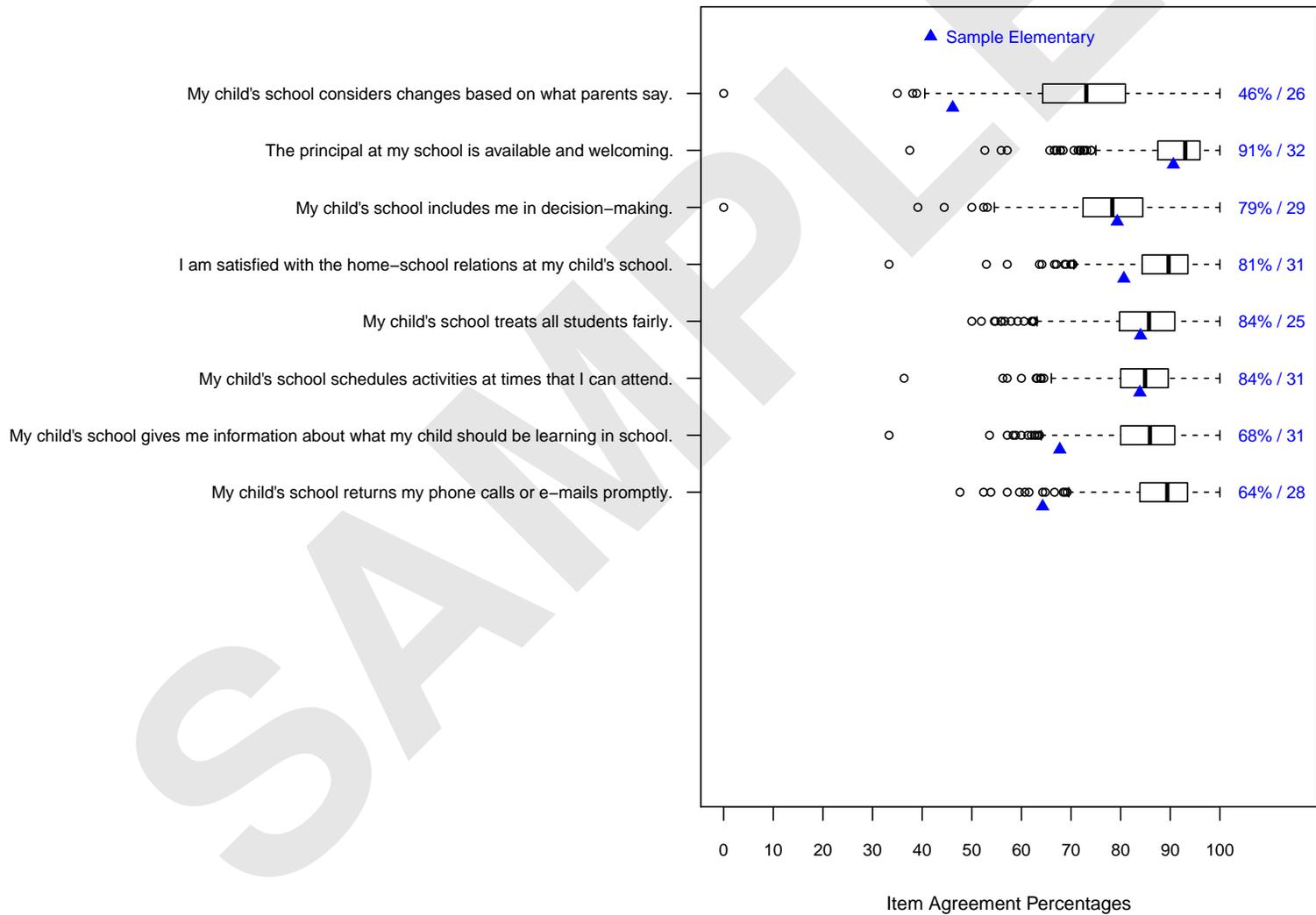
2011 Parent Survey, Teacher Care and Support Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



2011 Parent Survey, Home–School Relationship Dimension Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



Sample Elementary School (Elementary), Sample School District (0000000)

Data Notes

Per School Insufficient Data Thresholds For each stakeholder survey taken separately, if the number of respondents for a school was fewer than a threshold value, we did not publish percentile ranks for that school for confidentiality/privacy concerns, and model validity and reliability issues.

- The teacher respondent threshold was 10.
- The student respondent threshold was 15.
- The parent respondent threshold was 10.

Imputation and Listwise Deletion Rules For the purposes of deriving a school climate factor score, we included every survey with a sufficient number of items answered in the factor analysis used to compute school climate factor scores. A survey was judged to have a sufficient number of items answered if there were fewer than 25% missing responses per original survey subsection (Learning Environment, etc.). Missing response values were then imputed from the original survey subsection mean. Surveys with “don’t know” responses were listwise deleted.

Standardization by School Organizational Level We calculate the standardized mean factor score and factor percentile rank for each school within its organizational level (Elementary, Middle, or High). For schools with multiple report cards, we performed a separate standardization for each school organizational level with a published report card. For purposes of identifying which report cards a school would publish, we used the current year poverty index file, typically available from the SCDE (posted to its website) in mid-summer.

Contact

For additional information, please contact:

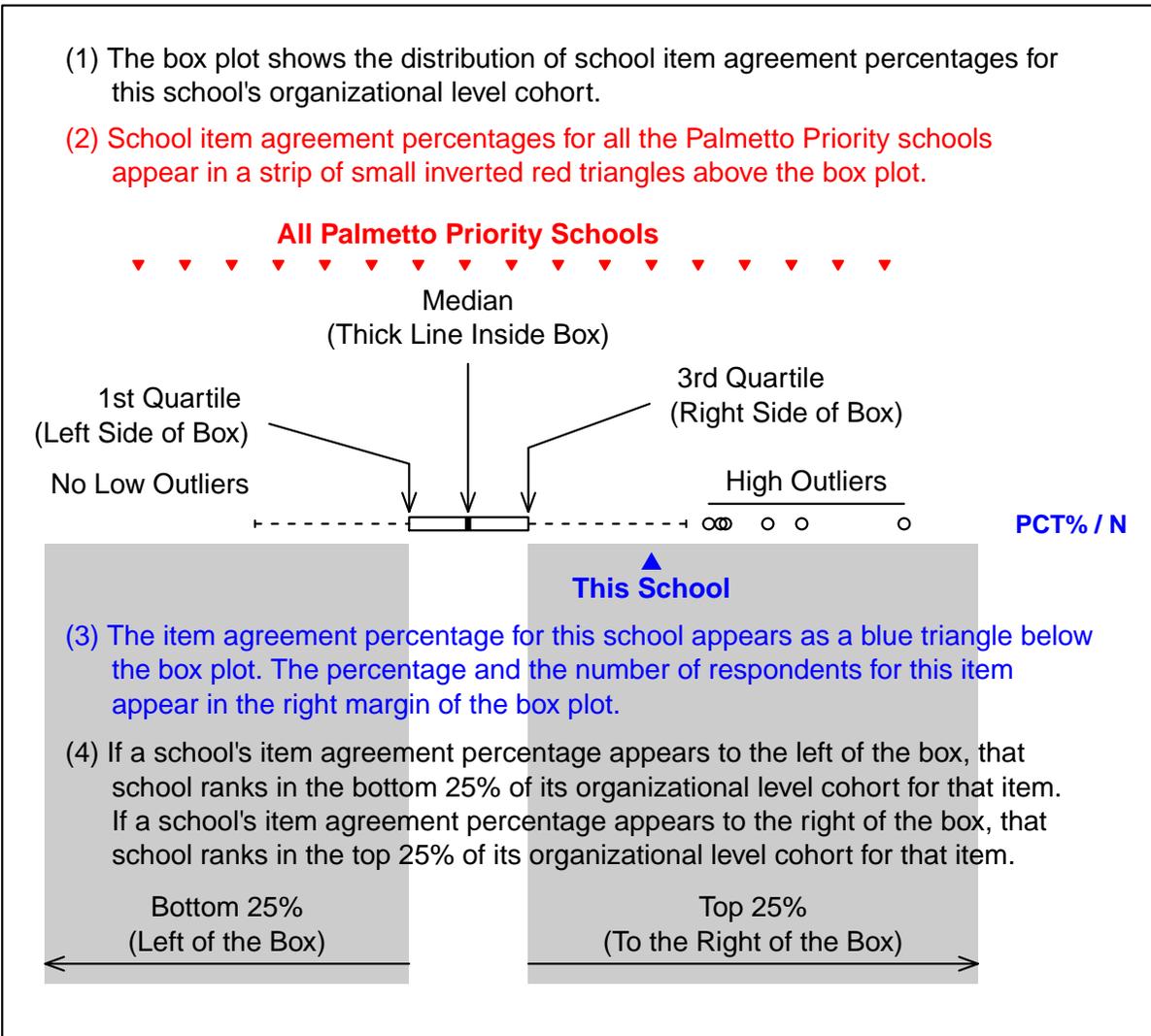
Diane M. Monrad, Director
South Carolina Educational Policy Center
College of Education, University of South Carolina
dmonrad@mailbox.sc.edu
803-777-8244



Item Agreement Percentage Box Plots

July 26, 2011

Parts of an Item Agreement Percentage Box Plot



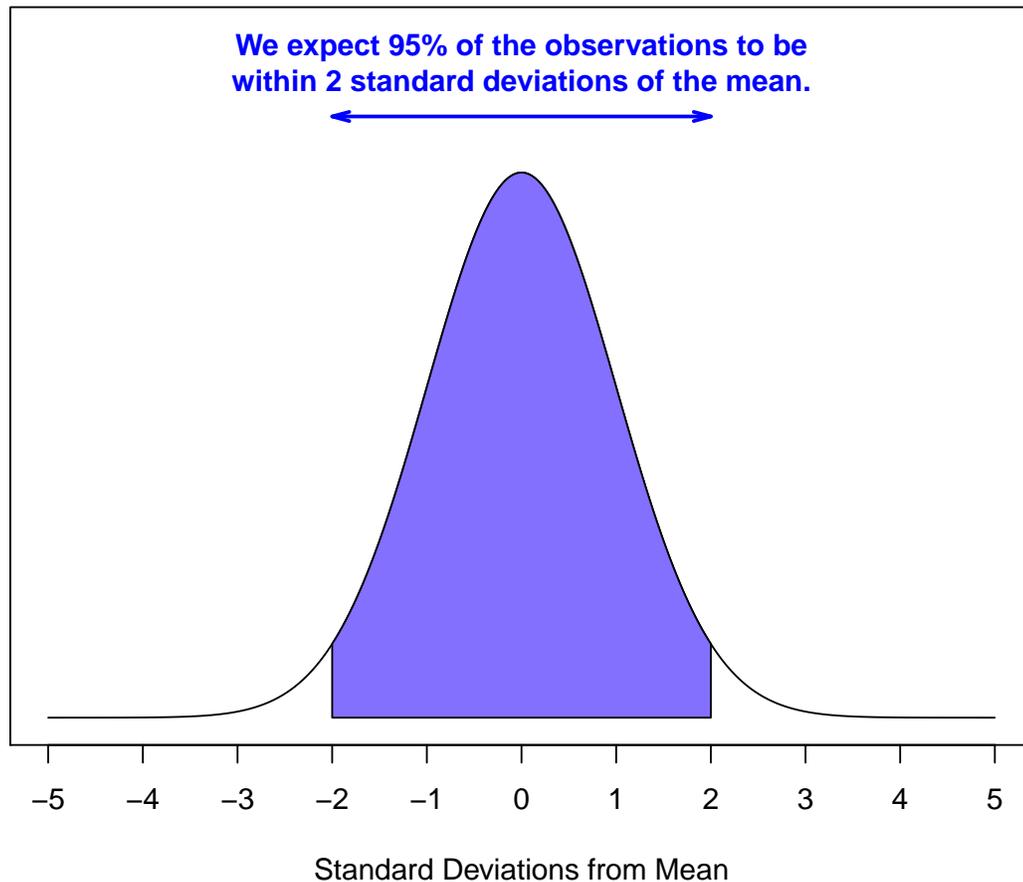
- The width of the box is the *Inter-Quartile Range*. The IQR is a measure of the spread of a distribution, like the variance or standard deviation. A relatively wide box indicates a distribution that is more spread out than a relatively narrow box.
- The whiskers extend from the edges box to the most extreme data point within 1.5x the IQR.
- Outliers appear as small black circles.



The Empirical Rule: Standard Deviations and Percentages

May 17, 2011

The Empirical Rule 1–2–3 and 67%–95%–99%



We expect only 1 in 100 observations to lie outside 3 standard deviations from the mean.

s Standard Deviations from the Mean	Percentage Within $\pm s$	Fraction Outside $\pm s$
1	67	1 in 3
2	95	1 in 20
3	99	1 in 100
4	99.99	1 in 10,000
5	99.9999	1 in 1,000,000

**Annual Measurable Objectives for South Carolina
Mean Student Scores on State Standards Assessments and End-Of-Course
Examinations**

	ELA			Math		
	Elementary	Middle	High	Elementary	Middle	High
2011–12	630	624	223	630	624	220
2012–13	635	628	226	635	628	223
2013–14	640	632	229	640	632	226
2014–15	645	636	232	645	636	230
2015–16	650	640	235	650	640	233
2016–17	655	644	238	655	644	236
2017–18	660	648	241	660	648	241
	Science			Social Studies		
	Elementary	Middle	High	Elementary	Middle	High
2011–12	630	624	76	630	624	71
2012–13	635	628	77	635	628	73
2013–14	640	632	78	640	632	75
2014–15	645	636	79	645	636	77
2015–16	650	640	80	650	640	79
2016–17	655	644	81	655	644	81
2017–18	660	648	82	660	648	82

Elementary school AMOs are an annual increase of 5 points based on Palmetto Assessment of State Standards (PASS).
 Middle school AMOs are an annual increase of 4 points based on Palmetto Assessment of State Standards (PASS).
 High school AMOs for ELA and math are an annual increase of 3-to-4 points based on the High School Assessment Program (HSAP).
 High school AMO for science (biology) is an annual increase of 1 point and the AMO for social studies (US History) is an annual increase of 1-to-2 points; both AMOs are based on End-Of-Course Examination Program (EOCEP).

We are projecting the anticipated AMOs through the 2017–18 school year based on guidance from the US Department of Education. South Carolina anticipates implementing the assessment being developed by the SMARTER Balanced Assessment Consortium during the 2014–15 school year. Prior to that time, the state proposes to re-formulate the AMOs that it uses for federal and state accountability.

Each component measures the success of the “all students” group and all student subgroups as defined by demographic categories of gender, race/ethnicity, disability status, limited English proficiency status, and socioeconomic status (as measured by eligibility for the free and reduced-price meals program).

The state has set ambitious and attainable goals for student performance on state standards assessments and end-of-course examinations. The table below, *Student Performance*

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
266104	08/01/2013	065135 BEARING DISTRIBUTORS		205.88
		100-254-410-0000-028 SUPPLIES	205.88	
266105	08/01/2013	070361 BELL'S TRANSMISSION		146.71
		100-254-323-0000-005 REPAIRS & MAINTENANCE	146.71	
266106	08/01/2013	990006 BENJAMIN T. ABRAHAM		300.00
		100-221-312-0000-107 IMPROVEMENTS SERVICES	300.00	
266107	08/01/2013	991645 BILLY'S LAWN FARM & GARDEN CENTER		180.21
		100-254-410-0000-005 SUPPLIES	12.23	
		100-254-410-0000-028 SUPPLIES	167.98	
266108	08/01/2013	992133 BLANCHARD EQUIPMENT COMPANY		1,438.65
		100-254-410-0000-005 SUPPLIES	384.14	
		100-254-410-0000-028 SUPPLIES	416.83	
		100-254-410-0000-405 SUPPLIES	261.63	
		100-254-540-0000-005 EQUIPMENT	376.05	
266109	08/01/2013	992255 BLUE RIDGE SECURITY SYSTEMS		1,289.48
		100-258-323-0000-001 SECURITY & FIRE SERVICES REPAIRS &	123.00	
		100-258-323-0000-039 OTHER PURCHASE SERVICES	515.00	
		100-258-410-0000-001 SECURITY & FIRE SERVICES SUPPLIES	48.75	
		100-258-410-0000-039 SECURITY & FIRE SERVICES SUPPLIES	602.73	
266110	08/01/2013	146535 CARRIER CAROLINAS		2,766.88
		100-254-540-0000-027 EQUIPMENT	2,766.88	
266111	08/01/2013	993254 CWA PRO WRESTLING		300.00
		100-221-325-9DOD-000 RENTALS-DISTRICT OPENING DAY	300.00	
266112	08/01/2013	989853 DILLON SUPPLY CO		296.29
		100-254-410-0000-005 SUPPLIES	296.29	
266113	08/01/2013	225911 DIRECT CARPETS		2,070.00
		100-254-323-0000-006 REPAIRS & MAINTENANCE	2,070.00	
*	266116	08/01/2013	258155 EDUCATION ASSOCIATES	1,750.00
		100-122-313-0000-028 STUDENT SERVICES	625.00	
		100-122-313-0000-037 STUDENT SERVICES	625.00	
		100-122-313-0000-028 STUDENT SERVICES	250.00	
		100-122-313-0000-037 STUDENT SERVICES	250.00	
266117	08/01/2013	278466 EMBASSY SUITES HOTEL		1,531.82
		100-221-492-0000-107 FOOD & BEVERAGES FOR MTGS	1,531.82	
*	266119	08/01/2013	993252 GAMEPLAY EXPRESS	505.25
		100-390-410-9BSB-000 SUPPLIES-BACK TO SCHOOL BASH	505.25	
*	266121	08/01/2013	991411 HILTON'S POWER EQUIPMENT	355.30
		100-254-410-0000-028 SUPPLIES	355.30	
*	266123	08/01/2013	990132 HP DIRECT GEM ORDERS	21,108.96
		100-266-545-0000-005 TECHNOLOGY EQUIP/SOFTWARE	21,108.96	

ORANGEBURG CONSOLIDATED DISTRICT 5
 CHECK REGISTER FOR 8/1/2013 TO 8/31/2013 & CHECK NUMBERS 0 TO 2147483647
 CASH ACCT 100-910-001-0000-000

CHECK #	CHECK DATE	VENDOR NO/ NAME	CHECK AMT
266124	08/01/2013	993204 HYMAN'S SEAFOOD CO., INC.	140.00
		201-223-332-0000-006 TRAVEL	140.00
266125	08/01/2013	991846 INDUSTRIAL FIRE SYSTEMS INC	2,100.00
		100-258-323-0000-010 SECURITY & FIRE SERVICES REPAIRS &	1,050.00
		100-258-323-0000-012 SECURITY AND FIRE SERVICES REPAIRS	1,050.00
* 266129	08/01/2013	990259 PALMETTO AIR & CHILLER SERVICE INC	312.50
		100-254-323-0000-028 REPAIRS & MAINTENANCE	312.50
* 266131	08/01/2013	801948 SIMPLEX-GRINNELL	131.25
		100-258-323-0000-042 SECURITY & FIRE SERVICES REPAIRS &	131.25
266132	08/01/2013	805910 SKILLPATH SEMINAR	183.13
		201-223-332-0000-006 TRAVEL	183.13
266133	08/01/2013	831262 SOUTH CAROLINA SCHOOL BOARD ASSOC.	16,257.00
		100-231-640-0000-000 DUES AND FEES	16,257.00
* 266135	08/01/2013	848765 STANDARD COFFEE SERVICE CO.	157.10
		100-254-410-0000-005 SUPPLIES	157.10
266136	08/01/2013	852860 STAPLES ADVANTAGE	208.49
		100-114-410-0000-028 SUPPLIES	208.49
266137	08/01/2013	991615 SWIFT BOOKS LLC	341.98
		201-223-410-0000-006 SUPPLIES	341.98
266138	08/01/2013	993065 THE METRO GROUP, INC.	222.80
		100-254-410-0000-028 SUPPLIES	222.80
266139	08/01/2013	904220 TRANE COMPANY	311.85
		100-254-410-0000-005 SUPPLIES	311.85
266140	08/01/2013	907100 TRAYCO	275.42
		100-254-410-0000-405 SUPPLIES	275.42
266141	08/06/2013	991596 ACSI	334.12
		100-940-004-5800-128 ACSI--STUDENT LOAN	334.12
266142	08/06/2013	990746 AFLAC	2,498.62
		100-940-004-5800-117 AFLAC	2,498.62
266143	08/06/2013	029960 AMERICAN AMICABLE LIFE INSURANCE	1,526.02
		100-940-004-5800-082 AMERICAN AMICABLE LIFE INS.	1,526.02
266144	08/06/2013	031418 AMERIPRISE FINANCIAL SERVICES, INC.	450.00
		100-940-004-5000-034 AMERIPRISE FINANCIAL SERVICES, INC	450.00
266145	08/06/2013	990830 CALHOUN COUNTY CLERK OF COURT	273.00
		100-940-004-5800-134 CALHOUN CO CHILD SUPPORT	273.00
266146	08/06/2013	991719 CLARENDON COUNTY FAMILY COURT	217.35
		100-940-004-5800-016 CLARENDON CO CHILD SUPPORT	217.35
266147	08/06/2013	167353 COLONIAL LIFE & ACCIDENT INS	2,777.30
		100-940-004-5800-020 COLONIAL LIFE INS	2,777.30

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266148	08/06/2013	174859 CONSECO HEALTH INSURANCE COMPANY	5,808.88
		100-940-004-5800-084 CONSECO	5,808.88
266149	08/06/2013	181736 COUNTRY CLUB OF FITNESS	647.46
		100-940-004-5800-090 COUNTRY CLUB OF FITNESS	647.46
266150	08/06/2013	227225 DIVERSIFIED COLLECTION SERVICE, INC	1,215.02
		100-940-004-5800-030 DIVERSIFIED OUTS STUDENT LOANS	1,215.02
266151	08/06/2013	991140 DORCHESTER COUNTY FAMILY COURT	637.35
		100-940-004-5800-107 DORCHESTER CHILD SUPPORT	637.35
266152	08/06/2013	254271 EDISTO FEDERAL CREDIT UNION	52,345.70
		100-940-004-5700-022 EDISTO CREDIT UNION	52,345.70
266153	08/06/2013	259575 EDUCATIONAL CREDIT MANAGEMENT CORP	496.36
		100-940-004-5800-103 EDUCATIONAL CREDIT MANAGEMENT CORP	496.36
266154	08/06/2013	293870 FARMERS AND MERCHANTS BANK	1,252.62
		100-940-004-5700-029 FARMERS & MERCHANTS BANK	1,252.62
266155	08/06/2013	992569 F.H. CANN & ASSOCIATES, INC.	287.94
		100-940-004-5800-125 FH CANN & ASSOC. INC.	287.94
266156	08/06/2013	992254 FLORIDA STATE DISBURSEMENT UNIT	384.60
		100-940-004-5800-019 FLORIDA DEPARTMENT OF REVENUE	384.60
266157	08/06/2013	990713 GENERAL REVENUE CORPORATION	1,101.22
		100-940-004-5800-095 GENERAL REVENUE CORP.-STUDENT LOAN	1,101.22
266158	08/06/2013	992845 GEORGIA DEPT. OF HUMAN SERVICES	189.54
		100-940-004-5800-129 DEPARTMENT OF HUMAN SERVICES	189.54
266159	08/06/2013	537657 HORACE MANN	745.00
		100-940-004-5000-031 HORACE MANN INSURANCE	745.00
266160	08/06/2013	441167 INTERNAL REVENUE SERVICE	1,103.98
		100-940-004-5310-000 FEDERAL TAX LEVY	1,103.98
266161	08/06/2013	EMPLOYEE VENDOR	165.00
		100-940-004-5800-131 TEACHERS PLACEMENT GROUP	165.00
266162	08/06/2013	346545 JOY S. GOODWIN, TRUSTEE	452.50
		100-940-004-5800-024 CHAPTER 13/GOODWIN,TRUSTEE	452.50
266163	08/06/2013	481597 KEITH AGENCY, INC	8,715.12
		100-940-004-5800-033 KEITH AGENCY/REG INS.	8,715.12
266164	08/06/2013	278676 LIFE INSURANCE COMPANY OF ALABAMA	1,491.90
		100-940-004-5800-011 LIFE OF ALABAMA	1,491.90
266165	08/06/2013	516612 LIFE INSURANCE COMPANY	9,632.29
		100-940-004-5000-074 LIFE INS CO OF SOUTH WEST	9,632.29
266166	08/06/2013	990892 MET LIFE RESOURCES	1,218.94
		100-940-004-5400-094 METLIFE RESOURCES-ORP	731.38
		100-940-004-6150-000 RETIREMENT POSTING FROM P/R	487.56

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/NAME</u>	<u>CHECK AMT</u>
266167	08/06/2013	554479 METROPOLITAN LIFE INSURANCE CO	125.00
		100-940-004-5000-039 METROPOLITAN LIFE INSURANCE	125.00
266168	08/06/2013	990466 MOTORISTS LIFE INSURANCE COMPANY	496.80
		100-940-004-5800-132 MOTORISTS LIFE INS CO	496.80
266169	08/06/2013	991740 NATIONAL SECURITY	439.98
		100-940-004-5800-037 NATIONAL SECURITY	439.98
266170	08/06/2013	991575 NATIONAL STUDENT LOAN PROGRAM	181.04
		100-940-004-5800-116 NATIONAL STUDENT LOAN PROGRAM	181.04
266171	08/06/2013	624396 NATIONAL WESTERN LIFE INSURANCE CO.	549.50
		100-940-004-5800-012 NATL WESTERN LIFE INSURANCE CO.	549.50
266172	08/06/2013	991214 NTALife BUSINESS SERVICES GROUP	27,338.76
		100-940-004-5800-010 ACCUFLEX SERVICES, INC.	27,338.76
266173	08/06/2013	292261 ORANGEBURG FAMILY COURT	2,424.76
		100-940-004-5800-015 COURT ORDERED CHILD SUPPORT	2,424.76
266174	08/06/2013	991215 PADGETT INSURANCE AGENCY LLC.	1,064.90
		100-940-004-5000-013 CANNADY AGENCY, INC.	175.00
		100-940-004-5800-014 CANNADY INSURANCE	889.90
266175	08/06/2013	993092 PERFORMANT RECOVERY, INC.	447.00
		100-940-004-5800-006 PERFORMANCE RECOVERY, INC.	447.00
266176	08/06/2013	991133 PHEAA	1,425.56
		100-940-004-5800-144 PHEAA	1,425.56
266177	08/06/2013	991388 PIONEER CREDIT RECOVERY, INC	529.12
		100-940-004-5800-135 PIONEER CREDIT RECOVERY, INC	529.12
266178	08/06/2013	992737 POURNELLE INSURANCE AGENCY	9,091.80
		100-940-004-5400-112 POURNELLE INS. AGENCY, LLC	6,035.00
		100-940-004-5800-133 POURNELLE INSURANCE	3,056.80
266179	08/06/2013	713655 PRE-PAID LEGAL SERVICES, INC.	944.74
		100-940-004-5800-093 PRE-PAID LEGAL SERVICES, INC.	944.74
266180	08/06/2013	991634 RELIASTAR LIFE INSURANCE COMPANY	1,327.50
		100-940-004-5800-004 ING (MCGRAW)	1,327.50
266181	08/06/2013	744570 RICHLAND CLERK OF COURT	567.79
		100-940-004-5800-017 CHILD SUPPORT PMT/RICHLAND	567.79
266182	08/06/2013	830887 S. C. RETIREMENT SYSTEM	250.81
		100-940-004-5400-121 DEFERRED RETIREMENT	250.81
266183	08/06/2013	993008 SOCIAL SECURITY ADMINISTRATION	100.00
		100-940-004-5800-101 SOCIAL SECURITY ADMIN	100.00
266184	08/06/2013	990347 SOUTH CAROLINA DC PROGRAM	5,103.49
		100-940-004-5970-066 DEFERRED COMP - 401K	3,824.17
		100-940-004-5990-068 DEFERRED COMP 457	1,279.32

CHECK #	CHECK DATE	VENDOR NO/ NAME	CHECK AMT
266185	08/06/2013	825897 SOUTH CAROLINA STATE	2,566.63
		100-940-004-5700-057 STATE CREDIT UNION	2,566.63
266186	08/06/2013	835526 SOUTH CAROLINA TAX COMMISSION	6,818.53
		100-940-004-5320-000 STATE TAX LEVY	6,818.53
266187	08/06/2013	991434 SPARTANBURG COUNTY CLERK OF COURT	193.73
		100-940-004-5800-142 CHILD SUPPORT-SPARTANBURG	193.73
266188	08/06/2013	857321 STATE EDUCATION ASSISTANCE AUTHORITY	1,231.04
		100-940-004-5800-032 SEAA STUDENT LOAN	1,231.04
266189	08/06/2013	990467 TEACHERS PLACEMENT GROUP	9,010.00
		100-940-004-5800-131 TEACHERS PLACEMENT GROUP	9,010.00
266190	08/06/2013	283111 THE EQUITABLE	1,568.50
		100-940-004-5000-027 EQUITABLE VARIABLE LIFE	1,568.50
266191	08/06/2013	989609 TIAA-CREF AS AGENT FOR JPM	1,646.98
		100-940-004-5400-097 TIAA-CREF	984.55
		100-940-004-6150-000 RETIREMENT POSTING FROM P/R	662.43
266192	08/06/2013	992394 TRUSTMARK VOLUNTARY BENEFIT SOLUTIONS, I	9,275.78
		100-940-004-5800-122 TRUSTMARK VOLUNTARY BENEFIT SOL.	9,275.78
266193	08/06/2013	915832 U. S. DEPARTMENT OF EDUCATION	2,561.54
		100-940-004-5800-091 US DEPT EDUCATION/STUDENT LOAN	2,561.54
266194	08/06/2013	989610 VALIC	839.65
		100-940-004-5400-092 VALIC (ORP)	503.79
		100-940-004-6150-000 RETIREMENT POSTING FROM P/R	335.86
*	266196	08/06/2013 934252 WADDELL & REED	895.00
		100-940-004-5000-083 WADDELL & REED	865.00
		100-940-004-5800-114 WADDELL AND REED (TAXABLE)	30.00
266197	08/06/2013	859830 WILLIAM K STEPHENSON JR, TRUSTEE	957.50
		100-940-004-5800-018 CHAPTER 13-STEPHENSON, TRUSTEE	957.50
*	266199	08/12/2013 EMPLOYEE VENDOR	275.00
		377-149-410-0000-006 SUPPLIES	275.00
266200	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-006 SUPPLIES	275.00
266201	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-006 SUPPLIES	275.00
266202	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
266203	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
266204	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00

CHECK #	CHECK DATE	VENDOR NO/ NAME	CHECK AMT
266205	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
266206	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
266207	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
266208	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
266209	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
266210	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
266211	08/12/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
*	266213	08/06/2013 993250 CAROLINA CHOO-CHOO TRAIN, LLC	200.00
		100-390-358-9BSB-000 PROMOTIONAL GIFTS	200.00
	266214	08/06/2013 990375 CEASAR'S MUSIC - DONALD CEASAR	200.00
		100-390-410-0000-000 SUPPLIES	0.00
		100-390-410-9BSB-000 SUPPLIES-BACK TO SCHOOL BASH	200.00
	266215	08/06/2013 993264 ALL AMERICAN PETTING ZOO	2,050.00
		100-390-325-9BSB-000 RENTALS- BACK TO SCHOOL BASH	1,000.00
		100-390-410-0000-000 SUPPLIES	1,050.00
*	266217	08/06/2013 380217 HARRISON'S PARAPHERNALIA	353.70
		100-390-410-9BSB-000 SUPPLIES-BACK TO SCHOOL BASH	353.70
	266218	08/06/2013 993186 HARRIS SCHOOL SOLUTION	41,768.00
		100-257-345-0000-000 MAINTENANCE CONTRACTS TECHNOLOGY	41,768.00
	266219	08/06/2013 993223 HARRY K. WONG PUBLICATIONS, INC.	6,887.20
		100-221-312-0000-107 IMPROVEMENTS SERVICES	5,500.00
		100-221-312-0000-107 IMPROVEMENTS SERVICES	1,387.20
	266220	08/06/2013 992825 JOHN RUSSELL ANDERSON	400.00
		100-390-410-9BSB-000 SUPPLIES-BACK TO SCHOOL BASH	400.00
*	266223	08/06/2013 535750 MAJOR GRAPHICS LLC	153.01
		100-254-410-0000-007 SUPPLIES	153.01
*	266226	08/06/2013 556420 MID-CAROLINA OFFICE EQUIP, INC.	1,513.64
		100-264-410-0000-003 SUPPLIES	509.32
		100-264-410-0000-003 SUPPLIES	1,004.32
	266227	08/06/2013 992145 NETSOURCE EDUCATIONAL TECHNOLOGIES LLC	19,688.46
		100-266-545-0000-005 TECHNOLOGY EQUIP/SOFTWARE	19,688.46
*	266229	08/06/2013 993251 PATRIOTIC AMUSEMENTS	2,047.50

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/NAME</u>		<u>CHECK AMT</u>
		100-390-358-9BSB-000 PROMOTIONAL GIFTS	2,047.50	
266230	08/06/2013	711053 POSTMASTER		106.00
		100-113-410-0000-010 SUPPLIES	106.00	
266231	08/06/2013	990429 REID'S/FOOD LION, LLC.		113.05
		100-221-492-0000-107 FOOD & BEVERAGES FOR MTGS	113.05	
266232	08/06/2013	825411 SOUTH CAROLINA HIGH SCHOOL LEAGUE		603.50
		710-271-660-0010-010 BOYS & GIRLS BASKETBALL	603.50	
266233	08/06/2013	852860 STAPLES ADVANTAGE		114.02
		858-224-410-0000-006 SUPPLIES	114.02	
266234	08/06/2013	993241 THE TRAVELING PHOTO BOOTH		457.65
		100-390-358-9BSB-000 PROMOTIONAL GIFTS	457.65	
266235	08/06/2013	936209 WALKER OIL CO.		490.98
		100-254-470-1000-105 ENERGY/GASOLINE	490.98	
266236	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266237	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266238	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266239	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266240	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266241	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266242	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266243	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266244	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266245	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266246	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266247	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	
266248	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-010 SUPPLIES	275.00	

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266249	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266250	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266251	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266252	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266253	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266254	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266255	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266256	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266257	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266258	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266259	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266260	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-010 SUPPLIES	275.00
266261	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-012 SUPPLIES	275.00
266262	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-012 SUPPLIES	275.00
266263	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-012 SUPPLIES	275.00
266264	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-012 SUPPLIES	275.00
266265	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-012 SUPPLIES	275.00
266266	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-012 SUPPLIES	275.00
266267	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-012 SUPPLIES	275.00

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
266268	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266269	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266270	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266271	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266272	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266273	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266274	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266275	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266276	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266277	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266278	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266279	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266280	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266281	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-012 SUPPLIES	275.00	
266282	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266283	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266284	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266285	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266286	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/NAME</u>		<u>CHECK AMT</u>
266287	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266288	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266289	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266290	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266291	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266292	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266293	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266294	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266295	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266296	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266297	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266298	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266299	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266300	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266301	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266302	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266303	08/12/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-026 SUPPLIES	275.00	
266304	08/06/2013	EMPLOYEE VENDOR		886.68
		858-224-332-0000-006 TRAVEL	886.68 A	
266305	08/06/2013	992255 BLUE RIDGE SECURITY SYSTEMS		6,610.70
		100-258-323-0000-007 SECURITY AND FIRE SERVICES REPAIRS	1,711.43 A	
		100-258-410-0000-007 SECURITY & FIRE SERVICES SUPPLIES	1,999.37 A	

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		100-258-323-0000-035 SECURITY & FIRE SERVICES REPAIRS &	1,602.14 A	
		100-258-410-0000-035 SECURITY & FIRE SERVICES SUPPLIES	1,297.76 A	
266306	08/06/2013	992994 CAPITOL BUS LINES, INC.		419.00
		100-940-004-9930-000 G&T MISC.- ELEMENTARY	419.00 A	
266307	08/06/2013	993211 CARNEGIE LEARING INC.		2,500.00
		338-221-312-SUM0-006 INST PROG IMPROVEMENTS	2,500.00 A	
* 266309	08/06/2013	146535 CARRIER CAROLINAS		1,771.83
		100-254-540-0000-010 EQUIPMENT	1,771.83 A	
266310	08/06/2013	219980 DEPT. OF PUBLIC UTILITIES		31,635.30
		100-254-321-0000-035 PUBLIC UTILITIES MELLICHAMP	244.12 A	
		100-254-321-0000-037 PUBLIC UTILITIES	274.07 A	
		100-254-321-0000-038 PUBLIC UTILITIES RIVELON	446.81 A	
		100-254-321-0000-039 PUBLIC UTILITIES SHERIDAN	131.50 A	
		100-254-470-0000-035 ENERGY	5,079.33 A	
		100-254-470-0000-037 ENERGY	9,424.04 A	
		100-254-470-0000-038 ENERGY	4,111.91 A	
		100-254-470-0000-039 ENERGY	5,052.20 A	
		100-254-321-0000-034 PUBLIC UTILITIES MARSHALL	260.50 A	
		100-254-470-0000-034 ENERGY	6,610.82 A	
266311	08/06/2013	992285 EDUCATIONAL SUPPORT SERVICES, LLC		4,500.00
		338-221-312-00C0-006 INST PROG IMPROVEMENTS	4,500.00 A	
266312	08/06/2013	EMPLOYEE VENDOR		140.10
		100-266-332-0000-005 TRAVEL	140.10 A	
266313	08/06/2013	EMPLOYEE VENDOR		324.01
		201-223-332-0000-006 TRAVEL	324.01 A	
266314	08/06/2013	297800 FEDERAL EXPRESS CORP.		103.44
		848-221-410-0000-000 SUPPLIES	103.44 A	
266315	08/06/2013	333852 GENERAL SALES CO., INC.		7,398.16
		600-256-540-0000-034 EQUIPMENT	7,398.16 A	
* 266317	08/06/2013	990974 REVELATION OUTDOOR MANAGEMENT, LLC		760.00
		100-910-001-9200-000 PREPAID EXPENSES	760.00 A	
266318	08/06/2013	992268 SIMPLIFIED OFFICE SYSTEMS, LLC		1,757.32
		100-257-329-0000-040 OTHER PROPERTY SERVICES	1,692.00 A	
		100-257-329-0000-040 OTHER PROPERTY SERVICES	65.32 A	
266319	08/06/2013	904220 TRANE COMPANY		280.87
		100-254-410-0000-040 SUPPLIES	280.87 A	
266320	08/06/2013	992722 TYRONE SINGLETON		150.00
		309-113-312-0000-006 INST PROG IMPROVEMENTS	150.00 A	
266321	08/06/2013	989250 XEROX		223.03
		100-254-325-0000-007 RENTALS	18.94 A	
		600-256-325-0000-008 RENTAL	204.09 A	

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266322	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266323	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266324	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266325	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266326	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266327	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266328	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266329	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266330	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266331	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266332	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266333	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266334	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266335	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266336	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266337	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266338	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266339	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00
266340	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-027 SUPPLIES	275.00

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266341	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266342	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266343	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266344	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266345	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266346	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266347	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266348	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266349	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266350	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266351	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266352	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266353	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266354	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266355	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266356	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266357	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266358	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266359	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266360	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266361	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266362	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266363	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266364	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266365	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266366	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266367	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-035 SUPPLIES	275.00
266368	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266369	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266370	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266371	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266372	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266373	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266374	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266375	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266376	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266377	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266378	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266379	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266380	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266381	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266382	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266383	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266384	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266385	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266386	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266387	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-038 SUPPLIES	275.00
266388	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266389	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266390	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266391	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266392	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266393	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266394	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266395	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266396	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266397	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
266398	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266399	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266400	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266401	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266402	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266403	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266404	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266405	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266406	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266407	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266408	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266409	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266410	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266411	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266412	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266413	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266414	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266415	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266416	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/NAME</u>		<u>CHECK AMT</u>
266417	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266418	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266419	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266420	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266421	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266422	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266423	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266424	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266425	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266426	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266427	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266428	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266429	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266430	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266431	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266432	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266433	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266434	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266435	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	

ORANGEBURG CONSOLIDATED DISTRICT 5

CHECK REGISTER FOR 8/1/2013 TO 8/31/2013 & CHECK NUMBERS 0 TO 2147483647

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
266436	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266437	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266438	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266439	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266440	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266441	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266442	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266443	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266444	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266445	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266446	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266447	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266448	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266449	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266450	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266451	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266452	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266453	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266454	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266455	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266456	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266457	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266458	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266459	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266460	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266461	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266462	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266463	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266464	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266465	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266466	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266467	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266468	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266469	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266470	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266471	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266472	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-028 SUPPLIES	275.00
266473	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266474	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266475	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266476	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266477	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266478	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266479	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266480	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266481	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266482	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266483	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266484	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266485	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266486	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266487	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266488	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266489	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266490	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266491	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266492	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00

ORANGEBURG CONSOLIDATED DISTRICT 5
 CHECK REGISTER FOR 8/1/2013 TO 8/31/2013 & CHECK NUMBERS 0 TO 2147483647
 CASH ACCT 100-910-001-0000-000

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/NAME</u>		<u>CHECK AMT</u>
266493	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266494	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266495	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266496	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266497	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266498	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266499	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266500	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266501	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266502	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266503	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266504	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266505	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266506	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266507	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266508	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266509	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266510	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00
266511	08/12/2013	EMPLOYEE VENDOR		
		377-113-410-0000-037 SUPPLIES	275.00	275.00

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266512	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266513	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266514	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266515	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266516	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266517	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266518	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266519	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266520	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266521	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266522	08/12/2013	EMPLOYEE VENDOR	275.00
		377-113-410-0000-037 SUPPLIES	275.00
266523	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266524	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266525	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266526	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266527	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266528	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266529	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266530	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266531	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266532	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266533	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266534	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266535	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266536	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266537	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266538	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266539	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266540	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266541	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266542	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266543	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266544	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266545	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266546	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266547	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266548	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266549	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00

ORANGEBURG CONSOLIDATED DISTRICT 5
 CHECK REGISTER FOR 8/1/2013 TO 8/31/2013 & CHECK NUMBERS 0 TO 2147483647
 CASH ACCT 100-910-001-0000-000

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266550	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266551	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266552	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266553	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266554	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266555	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266556	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266557	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266558	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266559	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266560	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266561	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266562	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266563	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266564	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266565	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266566	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266567	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
266568	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
266569	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-034 SUPPLIES	275.00	
266570	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-034 SUPPLIES	275.00	
266571	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-034 SUPPLIES	275.00	
266572	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-034 SUPPLIES	275.00	
266573	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-034 SUPPLIES	275.00	
266574	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-034 SUPPLIES	275.00	
266575	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-034 SUPPLIES	275.00	
266576	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-034 SUPPLIES	275.00	
266577	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266578	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266579	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266580	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266581	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266582	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266583	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266584	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266585	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266586	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	
266587	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-039 SUPPLIES	275.00	

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/NAME</u>	<u>CHECK AMT</u>
266588	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266589	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266590	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266591	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266592	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266593	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266594	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266595	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266596	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266597	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266598	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266599	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266600	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266601	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266602	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266603	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266604	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266605	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266606	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266607	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266608	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266609	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266610	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-039 SUPPLIES	275.00
266611	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266612	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266613	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266614	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266615	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266616	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266617	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266618	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266619	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266620	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266621	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266622	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266623	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266624	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00
266625	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-040 SUPPLIES	275.00

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/NAME</u>		<u>CHECK AMT</u>
266626	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266627	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266628	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266629	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266630	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266631	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266632	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266633	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266634	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266635	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266636	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266637	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266638	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266639	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266640	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266641	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266642	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266643	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00
266644	08/12/2013	EMPLOYEE VENDOR		
		377-112-410-0000-040 SUPPLIES	275.00	275.00

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
266645	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-040 SUPPLIES	275.00	
266646	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-040 SUPPLIES	275.00	
266647	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-040 SUPPLIES	275.00	
266648	08/12/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-040 SUPPLIES	275.00	
266649	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266650	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266651	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266652	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266653	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266654	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266655	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266656	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266657	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266658	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266659	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266660	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266661	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266662	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	
266663	08/12/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-042 SUPPLIES	275.00	

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266664	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-042 SUPPLIES	275.00
266665	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-042 SUPPLIES	275.00
266666	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-042 SUPPLIES	275.00
266667	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-042 SUPPLIES	275.00
266668	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-042 SUPPLIES	275.00
266669	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-042 SUPPLIES	275.00
266670	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-042 SUPPLIES	275.00
266671	08/12/2013	EMPLOYEE VENDOR	275.00
		377-114-410-0000-042 SUPPLIES	275.00
266672	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266673	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266674	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266675	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266676	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266677	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266678	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266679	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266680	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266681	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266682	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>	<u>CHECK AMT</u>
266683	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266684	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266685	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266686	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266687	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266688	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266689	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266690	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266691	08/12/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266692	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00
266693	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00
266694	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00
266695	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00
266696	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00
266697	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00
266698	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00
266699	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00
266700	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00
266701	08/12/2013	EMPLOYEE VENDOR	275.00
		377-115-410-0000-996 SUPPLIES	275.00

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
266702	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266703	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266704	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266705	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266706	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266707	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266708	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266709	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266710	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266711	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266712	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266713	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266714	08/12/2013	EMPLOYEE VENDOR		275.00
		377-115-410-0000-996 SUPPLIES	275.00	
266715	08/07/2013	991746 CONSUMERS LIFE INSURANCE COMPANY		837.46
		100-940-004-6300-000 OTHER EMPLOYER DEDUCTIONS	710.13	
		100-940-004-9600-000 CONSUMERS STANDARD INSURANCE	127.33	
266716	08/07/2013	989541 FBMC		481.79
		100-940-004-5800-102 MP ADM FEE/HUNT DUPREE	481.79	
266717	08/07/2013	989541 FBMC		10,695.71
		100-940-004-5530-000 MONEY PLUS MEDICAL SPENDING	8,473.11	
		100-940-004-5550-000 MONEY PLUS DEPENDENT CARE	2,222.60	
266718	08/07/2013	823808 S.C. PUBLIC EMPLOYEE BENEFIT AUTHORITY		580,885.08
		100-940-004-5570-000 SPOUSAL DEP LIFE	2,251.30	
		100-940-004-5750-000 SUPPLEMENTAL LONG TERM DISABILITY	2,955.08	
		100-940-004-5510-100 DENTAL INSURANCE	12,593.96	
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	9,783.25	
		100-940-004-5610-000 TAXABLE OPTIONAL LIFE	6,577.35	

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
		100-940-004-6200-000 HEALTH AND DENTAL POSTING FROM P/R	390,803.12	
		100-940-004-6300-000 OTHER EMPLOYER DEDUCTIONS	2,872.24	
		100-940-004-6300-000 OTHER EMPLOYER DEDUCTIONS	303.28	
		100-940-004-5540-000 VISION PLAN	5,767.28	
		100-940-004-5520-000 BLUE CHOICE	14,078.76	
		100-940-004-5500-000 GROUP HEALTH INSURANCE	123,587.94	
		100-940-004-5500-000 GROUP HEALTH INSURANCE	3,360.00	
		100-940-004-5560-000 DEPENDENT LIFE	463.76	
		100-940-004-5510-000 DENTAL INSURANCE	5,487.76	
*	266720	08/08/2013 EMPLOYEE VENDOR		217.55
		100-114-332-0000-010 TRAVEL	217.55	
*	266722	08/08/2013 EMPLOYEE VENDOR		224.55
		100-114-332-0000-010 TRAVEL	224.55	
	266723	08/08/2013 EMPLOYEE VENDOR		124.09
		100-940-004-5500-000 GROUP HEALTH INSURANCE	71.93	
		100-940-004-5510-000 DENTAL INSURANCE	6.86	
		100-940-004-5510-100 DENTAL INSURANCE	26.32	
		100-940-004-5540-000 VISION PLAN	8.24	
		100-940-004-5560-000 DEPENDENT LIFE	0.62	
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	3.90	
		100-940-004-5610-000 TAXABLE OPTIONAL LIFE	6.22	
	266724	08/08/2013 EMPLOYEE VENDOR		157.07
		858-114-332-0000-028 TRAVEL	157.07	
	266725	08/08/2013 EMPLOYEE VENDOR		267.55
		858-114-332-0000-028 TRAVEL	267.55	
	266726	08/08/2013 EMPLOYEE VENDOR		152.55
		100-233-332-0000-042 TRAVEL	152.55	
	266727	08/08/2013 EMPLOYEE VENDOR		176.50
		858-114-332-0000-028 TRAVEL	176.50	
	266728	08/08/2013 EMPLOYEE VENDOR		322.67
		201-223-332-0000-006 TRAVEL	322.67	
*	266730	08/08/2013 EMPLOYEE VENDOR		155.07
		201-223-332-0000-006 TRAVEL	155.07	
*	266732	08/08/2013 EMPLOYEE VENDOR		176.47
		100-266-332-SHP0-005 TRAVEL/TECHNICIAN GAS	176.47	
	266733	08/08/2013 EMPLOYEE VENDOR		145.12
		100-940-004-5510-100 DENTAL INSURANCE	11.30	
		100-940-004-5520-000 BLUE CHOICE	124.91	
		100-940-004-5540-000 VISION PLAN	3.88	
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	1.92	
		100-940-004-5610-000 TAXABLE OPTIONAL LIFE	1.91	
		100-940-004-5750-000 SUPPLEMENTAL LONG TERM DISABILITY	1.20	
*	266735	08/08/2013 EMPLOYEE VENDOR		101.70

ORANGEBURG CONSOLIDATED DISTRICT 5

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		100-233-332-0000-038 TRAVEL	101.70
266736	08/08/2013	EMPLOYEE VENDOR	218.48
		100-114-332-0000-010 TRAVEL	218.48
* 266740	08/08/2013	EMPLOYEE VENDOR	101.70
		100-221-332-000T-107 TRAVEL	101.70
266741	08/08/2013	EMPLOYEE VENDOR	125.79
		203-126-332-0000-037 TRAVEL	125.79
* 266743	08/08/2013	EMPLOYEE VENDOR	232.20
		858-114-332-0000-028 TRAVEL	232.20 A
266744	08/08/2013	992145 NETSOURCE EDUCATIONAL TECHNOLOGIES LLC	2,140.00
		510-266-395-1FB2-000 OTHER PROF. & TECH SERVIC	2,140.00 A
266745	08/08/2013	880017 TEACHER CREATED MATERIALS	317.98
		848-221-410-0000-000 SUPPLIES	317.98 A
266746	08/08/2013	989250 XEROX	146.39
		100-232-325-0000-000 RENTALS / LEASE XEROX COPIER	146.39 A
* 266748	08/08/2013	EMPLOYEE VENDOR	281.90
		100-940-004-5500-000 GROUP HEALTH INSURANCE	244.20 A
		100-940-004-5540-000 VISION PLAN	19.40 A
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	15.60 A
		100-940-004-5750-000 SUPPLEMENTAL LONG TERM DISABILITY	2.70 A
266749	08/08/2013	EMPLOYEE VENDOR	278.50
		100-940-004-5500-000 GROUP HEALTH INSURANCE	243.32 A
		100-940-004-5560-000 DEPENDENT LIFE	10.53 A
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	13.08 A
		100-940-004-5750-000 SUPPLEMENTAL LONG TERM DISABILITY	11.57 A
266750	08/08/2013	992079 DORCHESTER SCHOOL DISTRICT TWO	1,267.20
		100-121-373-0000-000 TUITION TO OTHER ENTITY	1,267.20 A
266751	08/08/2013	513346 LEXINGTON DISTRICT TWO	139.89
		100-121-373-0000-000 TUITION TO OTHER ENTITY	139.89 A
* 266753	08/08/2013	EMPLOYEE VENDOR	477.32
		344-143-332-0000-034 TRAVEL	477.32 A
266754	08/08/2013	989250 XEROX	232.92
		858-224-325-0000-006 RENTALS	107.85 A
		100-257-325-0000-038 RENTALS	96.07 A
		100-257-325-0000-038 RENTALS	29.00 A
266755	08/12/2013	835277 SOUTH CAROLINA TAX COMMISSION	1,731.43
		100-224-410-0002-107 SUPPLIES PD	17.79
		100-232-410-FB13-000 SUPPLY-FY12 FUND BALANCE	339.76
		100-266-323-WAN0-005 CONTRACT MAINT SERV MATCHING E-RAT	230.22
		100-266-410-SHP0-005 SUPPLIES	163.06
		100-390-410-0000-010 SUPPLIES	7.22
		201-112-410-0000-039 SUPPLIES	15.40

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<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
		201-113-410-0000-037 SUPPLIES	64.94	
		201-175-410-0000-010 SUPPLIES	8.87	
		201-175-410-0000-037 SUPPLIES	41.94	
		237-100-410-FOC0-034 SUPPLIES	66.00	
		341-147-410-0000-039 SUPPLIES	7.64	
		371-175-410-0000-012 SUPPLIES	148.08	
		371-175-410-0000-027 SUPPLIES	140.84	
		371-175-410-0000-035 SUPPLIES	211.54	
		371-175-445-0000-027 TECHN & SOFTWARE SUPPLIES	54.56	
		737-000-179-0801-037 FEES - STUDENT ID'S	20.79	
		796-273-660-0833-996 FUNDRAISERS - COFFEE SHOP	13.09	
		848-221-410-0000-000 SUPPLIES	112.80	
		853-112-410-0MB0-034 SUPPLIES	32.61	
		853-113-410-0RS0-034 SUPPLIES	34.28	
266756	08/12/2013	991351 ALLIED WASTE SERVICES OF COLUMBIA		5,608.59
		100-257-329-0000-000 OTHER PROPERTY SERVICES	5,608.59	
266757	08/12/2013	029811 AMERICAN ASSOCIATION OF SCHOOL		175.00
		100-264-640-0000-003 DUES & FEES	175.00	
266758	08/12/2013	989923 ANOTHER PRINTER INC		173.33
		100-221-410-0000-107 SUPPLIES & MATERIALS	161.99	
		100-221-410-0000-107 SUPPLIES & MATERIALS	11.34	
* 266761	08/12/2013	990375 CEASAR'S MUSIC - DONALD CEASAR		300.00
		100-232-690-WI0-000 OTHER OBJECTS	300.00	
266762	08/12/2013	151800 CENTREX OF ORANGEBURG, INC.		195.83
		100-223-410-0000-106 SUPPLIES	195.83	
266763	08/12/2013	990230 CITY ELECTRIC SUPPLY		143.12
		600-256-410-0000-026 SUPPLIES	76.03	
		600-256-410-0000-034 SUPPLIES	67.09	
266764	08/12/2013	187108 CRISIS PREVENTION INSTITUTE, INC		2,812.28
		100-215-410-0000-106 SUPPLIES	2,512.28	
		203-126-640-0000-037 DUES & FEES	150.00	
		203-223-640-0000-106 DUES & FEES	150.00	
266765	08/12/2013	188725 CRYSTAL SPRINGS BOOKS		396.83
		201-223-410-0000-006 SUPPLIES	396.83	
266766	08/12/2013	218616 DEPARTMENT OF EDUCATION		100.00
		100-111-640-0000-027 DUES & FEES	100.00	
266767	08/12/2013	219980 DEPT. OF PUBLIC UTILITIES		26,432.08
		100-254-321-0000-026 PUBLIC UTLITIES HOWARD MIDDLE	514.48	
		100-254-321-0000-027 PUBLIC UTLITIES BROOKDALE MIDDLE	588.56	
		100-254-321-0000-028 PUBLIC UTLITIES 0-W	1,336.34	
		100-254-321-0000-036 PUBLIC UTLITIES NIX	200.28	
		100-254-321-0000-040 PUBLIC UTLITIES WHITTAKER	370.22	
		100-254-321-0000-996 UTILITIES/TECHNOLOGY CENTER	610.06	
		100-254-470-0000-026 ENERGY	148.55	

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		100-254-470-0000-027 ENERGY	4,721.37	
		100-254-470-0000-028 ENERGY	980.65	
		100-254-470-0000-036 ENERGY	3,218.43	
		100-254-470-0000-040 ENERGY	6,253.52	
		100-254-470-0000-996 ENERGY/TECHNOLOGY CENTER	7,489.62	
*	266770	08/12/2013 992658 ESSENTIAL BEHAVIOR COUNSELING SERVICES,		600.00
		203-215-313-0000-006 PURCHASED SERVICES- CONTRACTUAL	600.00	
	266771	08/12/2013 295101 FATZ CAFE		176.33
		100-221-395-9TAW-000 MISC - CATERER-TEACHER AWARD BANQU	176.33	
	266772	08/12/2013 991940 FLOORING CONNECTION		9,136.99
		100-254-323-0000-010 REPAIRS & MAINTENANCE	1,793.81	
		100-254-323-0000-026 REPAIRS & MAINTENANCE	1,433.31	
		100-254-323-0000-028 REPAIRS & MAINTENANCE	1,975.04	
		100-254-323-0000-037 REPAIRS & MAINTENANCE	1,680.04	
		100-254-323-0000-042 REPAIRS & MAINTENANCE	1,108.67	
		100-254-323-0000-044 REPAIRS & MAINTENANCE	1,146.12	
	266773	08/12/2013 991540 FOREST LAKE TRAVEL		2,533.00
		237-100-332-FOC0-034 TRAVEL	0.00	
		237-910-001-9200-000 PREPAID EXPENSES	1,868.40	
		858-910-001-9200-000 PREPAID EXPENSE	664.60	
	266774	08/12/2013 992522 GEIGER O'CAIN LLC		1,925.04
		100-264-410-0000-003 SUPPLIES	1,925.04	
*	266776	08/12/2013 990132 HP DIRECT GEM ORDERS		716.63
		100-264-545-0000-003 TECHNOLOGY EQUIP/SOFTWARE	716.63	
	266777	08/12/2013 480024 KAMO		983.87
		100-910-001-7000-000 INVENTORY	983.87	
	266778	08/12/2013 529893 LOWE'S		101.77
		100-266-410-SHP0-005 SUPPLIES	101.77	
	266779	08/12/2013 535750 MAJOR GRAPHICS LLC		3,960.07
		100-221-360-0000-107 PRINTING & BINDING	668.75	
		100-221-360-0000-107 PRINTING & BINDING	2,484.54	
		100-390-410-0000-000 SUPPLIES	53.50	
		100-266-360-0000-005 PRINTING AND BINDING	753.28	
	266780	08/12/2013 556420 MID-CAROLINA OFFICE EQUIP, INC.		1,482.04
		237-220-410-FOC0-034 SUPPLIES	1,482.04	
	266781	08/12/2013 990117 MUSIC DOCTOR		199.53
		702-272-660-0886-042 FUNDRAISING - BAND	199.53	
	266782	08/12/2013 646160 OFFICE DEPOT		898.59
		100-112-410-0000-012 SUPPLIES	898.59	
	266783	08/12/2013 646166 OFFICE MAX		653.85
		100-264-410-0000-003 SUPPLIES	653.85	
	266784	08/12/2013 652561 ORANGEBURG CASH & CARRY		166.82

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		100-264-410-0000-003 SUPPLIES	128.81	
		600-256-410-SPL0-000 SUPPLIES SPECIAL EVENTS	38.01	
266785	08/12/2013	656059 ORANGEBURG CONSOLIDATED		495.00
		100-910-001-0900-000 PETTY CASH	495.00	
266786	08/12/2013	679997 PALMETTO OFFICE SUPPLY		1,188.25
		100-252-410-0000-000 SUPPLIES	1,176.42	
		100-252-410-0000-000 SUPPLIES	11.83	
266787	08/12/2013	991912 PEARSON ASSESSMENT/PSYCH CORP		293.80
		100-214-410-0000-106 SUPPLIES	293.80	
266788	08/12/2013	699450 PETE'S PEST CONTROL		1,275.00
		100-257-329-0000-000 OTHER PROPERTY SERVICES	1,275.00	
266789	08/12/2013	992813 PITNEY BOWES. INC.		160.50
		100-257-325-0000-000 RENTALS	160.50	
* 266792	08/12/2013	989899 SAM FELDER		200.00
		100-113-660-MSA0-006 PUPIL ACTIVITY	200.00	
* 266794	08/12/2013	801948 SIMPLEX-GRINNELL		716.31
		100-258-323-0000-026 SECURITY & FIRE SERVICES REPAIRS &	420.00	
		100-258-410-0000-026 SECURITY & FIRE SERVICES SUPPLIES	296.31	
266795	08/12/2013	812632 SMITH'S 66 & MARINE SERV		864.64
		680-256-470-1000-027 ENERGY/GASOLINE	864.64	
266796	08/12/2013	821690 SOUTH CAROLINA ASSOCIATION		150.00
		100-221-332-000T-107 TRAVEL	150.00	
266797	08/12/2013	991961 SOUTH CAROLINA BANK AND TRUST		6,086.77
		100-221-332-0SS0-105 TRAVEL	553.76	
		100-231-332-0000-000 TRAVEL	2,786.06	
		100-231-410-0000-000 SUPPLIES	390.31	
		100-232-332-0000-000 TRAVEL	1,693.98	
		100-232-490-0000-000 OTHER SUPPLIES/MATERIALS	154.58	
		201-223-332-0000-006 TRAVEL	254.04	
		201-223-332-0000-006 TRAVEL	254.04	
266798	08/12/2013	876573 SUN PRINTING, INC.		478.29
		100-264-360-0000-003 PRINTING AND BINDING	478.29	
266799	08/12/2013	903468 TOWN OF NORTH		242.47
		100-254-321-0000-042 PUBLIC UTILITIES/MAINT	116.15	
		100-254-321-0000-044 PUBLIC UTILITIES NORTH ELEM	126.32	
266800	08/12/2013	991558 UNITED TECHNOLOGY SOLUTIONS		450.00
		100-252-345-0000-000 TECHNOLOGY	450.00	
266801	08/12/2013	992288 VIRTUAL IMAGE TECHNOLOGY		197.51
		100-223-329-0000-106 OTHER PROPERTY SERVICES	197.51	
266802	08/12/2013	992237 WILLIE DEAN BRADLEY		457.80
		711-272-660-0881-010 FUNDRAISERS - VENDING	300.00	

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	711-273-660-0945-010	FUNDS - TEACHER INCENTIVES	157.80
266803	08/12/2013	989250 XEROX	1,286.13
	203-214-325-0000-106	RENTALS	142.60
	100-223-325-0000-106	RENTALS	299.54
	882-223-325-0000-006	RENTAL	231.52
	100-264-325-0000-003	RENTALS	513.91
	600-256-325-0000-008	RENTAL	98.56
266804	08/13/2013	989952 4 IMPRINT, INC.	535.74
	100-111-410-0000-012	SUPPLIES	535.74
* 266806	08/13/2013	088889 BLICK ART MATERIALS	482.60
	100-113-410-0000-042	SUPPLIES	241.30
	100-114-410-0000-042	SUPPLIES	241.30
266807	08/13/2013	992308 ID WHOLESALER	6,520.00
	100-266-545-0000-005	TECHNOLOGY EQUIP/SOFTWARE	6,520.00
266808	08/13/2013	992800 M&A SUPPLY COMPANY, INC.	950.46
	100-254-540-0000-026	EQUIPMENT	950.46
* 266810	08/13/2013	991912 PEARSON ASSESSMENT/PSYCH CORP	1,077.16
	100-223-410-0000-106	SUPPLIES	1,077.16
266811	08/13/2013	736500 REALLY GOOD STUFF, INC.	1,660.50
	237-220-410-FOC0-034	SUPPLIES	1,660.50
266812	08/13/2013	740790 RESOURCES FOR READING	315.54
	201-223-410-0000-006	SUPPLIES	315.54
266813	08/13/2013	781826 SCHOOL SPECIALTY	5,012.00
	701-273-660-0803-028	FEES - STUDENT REGISTRATION	5,012.00
266814	08/13/2013	908311 TRIARCO ARTS AND CRAFTS INC	456.08
	100-113-410-0000-042	SUPPLIES	228.04
	100-114-410-0000-042	SUPPLIES	228.04
266815	08/14/2013	EMPLOYEE VENDOR	275.00
	377-112-410-0000-039	SUPPLIES	275.00
266816	08/14/2013	EMPLOYEE VENDOR	275.00
	377-114-410-0000-028	SUPPLIES	275.00
266817	08/14/2013	EMPLOYEE VENDOR	275.00
	377-112-410-0000-035	SUPPLIES	275.00
266818	08/14/2013	EMPLOYEE VENDOR	275.00
	377-113-410-0000-027	SUPPLIES	275.00
266819	08/14/2013	EMPLOYEE VENDOR	275.00
	377-113-410-0000-026	SUPPLIES	275.00
266820	08/14/2013	EMPLOYEE VENDOR	275.00
	377-113-410-0000-037	SUPPLIES	275.00
266821	08/14/2013	EMPLOYEE VENDOR	275.00

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		377-114-410-0000-042 SUPPLIES	275.00
266822	08/14/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-034 SUPPLIES	275.00
* 266834	08/14/2013	EMPLOYEE VENDOR	389.18
		680-256-332-0000-000 TRAVEL	389.18
266835	08/14/2013	EMPLOYEE VENDOR	115.12
		680-256-332-0000-000 TRAVEL	115.12
* 266847	08/14/2013	EMPLOYEE VENDOR	300.27
		680-256-332-0000-000 TRAVEL	300.27
* 266852	08/14/2013	EMPLOYEE VENDOR	310.43
		680-256-332-0000-000 TRAVEL	310.43
266853	08/15/2013	993232 ANNA S. JACOBS	2,920.00
		849-223-312-0000-011 INST PROG IMPROVEMENTS	2,920.00
266854	08/15/2013	992795 ARTHUR L. ADAMS	2,500.00
		100-266-323-0000-005 CONTRCT MAINT SERV(NON-INSTRUCTION)	2,500.00
266855	08/15/2013	131130 CDW GOVERNMENT INC	173.66
		100-221-410-0000-107 SUPPLIES & MATERIALS	173.66
266856	08/15/2013	131130 CDW GOVERNMENT INC	2,303.49
		100-266-410-SHP0-005 SUPPLIES	2,303.49
266857	08/15/2013	151800 CENTREX OF ORANGEBURG, INC.	1,895.70
		100-266-410-0000-005 SUPPLIES	517.20
		100-266-410-0000-005 SUPPLIES	1,378.50
266858	08/15/2013	171035 COMPUSULT INC	41,125.00
		100-266-345-0000-005 TECHNOLOGY SOFTWARE/SUPPORT MAINT.	41,125.00
266859	08/15/2013	218148 DEPARTMENT OF EDUCATION	20,170.26
		100-271-660-0010-000 STATE BUS EXPENSE/PERMITS	20,170.26
266860	08/15/2013	218616 DEPARTMENT OF EDUCATION	877.69
		100-271-660-0010-000 STATE BUS EXPENSE/PERMITS	877.69
* 266862	08/15/2013	352688 GRAYBAR	3,092.33
		100-266-410-SHP0-005 SUPPLIES	3,092.33
266863	08/15/2013	535750 MAJOR GRAPHICS LLC	667.68
		100-264-360-0000-003 PRINTING AND BINDING	667.68
266864	08/15/2013	556420 MID-CAROLINA OFFICE EQUIP, INC.	3,952.87
		100-113-410-0000-035 SUPPLIES	587.97
		100-221-410-0000-107 SUPPLIES & MATERIALS	465.72
		100-264-445-0000-003 TECHN & SOFTWARE SUPPLIES	1,402.64
		100-264-445-0000-003 TECHN & SOFTWARE SUPPLIES	320.96
		100-222-410-0000-028 SUPPLIES	273.39
		100-114-410-0000-028 SUPPLIES	239.34
		100-114-410-0000-028 SUPPLIES	243.64
		100-212-410-0000-028 SUPPLIES	44.88

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		100-114-410-0000-028 SUPPLIES	239.03	
		100-233-410-0000-042 SUPPLIES	135.30	
266865	08/15/2013	989819 MOVIE LICENSING USA		350.00
		100-233-445-0000-035 TECHN & SOFTWARE SUPPLIES	350.00	
266866	08/15/2013	992145 NETSOURCE EDUCATIONAL TECHNOLOGIES LLC		14,025.00
		100-266-323-0000-005 CONTRCT MAINT SERV(NON-INSTRUCTION)	14,025.00	
266867	08/15/2013	689898 PEOPLE AND SOLUTIONS		2,073.40
		100-266-312-0000-005 INST PROG IMPROVEMENTS	2,073.40	
* 266869	08/15/2013	811580 ROGER SMITH		2,500.00
		100-266-323-0000-005 CONTRCT MAINT SERV(NON-INSTRUCTION)	2,500.00	
266870	08/15/2013	992337 RON HINNANT		100.00
		100-113-660-MSA0-006 PUPIL ACTIVITY	100.00	
266871	08/15/2013	991082 ROTONDA BANQUET & ENTERTAINMENT FACILIT'		508.60
		100-266-395-0000-005 OTHER PROF. & TECH SERVIC	508.60	
266872	08/15/2013	992458 SAM'S CLUB 6203		576.52
		600-256-410-0000-034 SUPPLIES	576.52	
* 266874	08/15/2013	991615 SWIFT BOOKS LLC		298.01
		100-233-410-0000-028 SUPPLIES	298.01	
266875	08/15/2013	903763 TOWN OF SANTEE		330.00
		100-266-490-0000-005 OTHER SUPPLIES/MATERIALS	330.00	
266876	08/15/2013	962680 WHOLESALE IND ELECTRONICS		336.41
		100-222-445-0000-028 TECHNOLOGY AND SOFTWARE SUPPLIES	336.41	
266877	08/15/2013	991262 WILLIAMSON PRINTING, INC		1,096.75
		100-113-410-0000-035 SUPPLIES	294.25	
		100-111-410-0000-035 SUPPLIES	267.50	
		100-112-410-0000-035 SUPPLIES	267.50	
		100-113-410-0000-035 SUPPLIES	267.50	
266878	08/15/2013	991262 WILLIAMSON PRINTING, INC		3,745.00
		100-221-360-0000-107 PRINTING & BINDING	3,745.00	
266879	08/15/2013	989250 XEROX		777.65
		100-255-325-0000-000 RENTALS	89.98	
		100-257-325-0000-026 RENTALS	256.19	
		100-252-325-0000-000 RENTALS	184.69	
		100-257-325-0000-042 RENTALS	87.62	
		100-266-325-0000-005 LEASE-RENTAL	159.17	
266880	08/15/2013	989415 ZAXBY'S		206.52
		100-266-410-0000-005 SUPPLIES	206.52	
266881	08/15/2013	EMPLOYEE VENDOR		242.35
		201-221-332-0130-040 TRAVEL	242.35	
* 266883	08/15/2013	EMPLOYEE VENDOR		267.55
		858-114-332-0000-028 TRAVEL	267.55	

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* 266888	08/15/2013	EMPLOYEE VENDOR 100-115-332-0000-996 TRAVEL	460.25
266889	08/15/2013	EMPLOYEE VENDOR 100-115-332-0000-996 TRAVEL	236.45
* 266894	08/15/2013	EMPLOYEE VENDOR 858-114-332-0000-028 TRAVEL	267.55
266895	08/15/2013	EMPLOYEE VENDOR 100-114-332-0000-010 TRAVEL	225.29
266896	08/15/2013	EMPLOYEE VENDOR 100-233-332-0000-038 TRAVEL	101.70
* 266898	08/15/2013	EMPLOYEE VENDOR 100-233-332-0000-038 TRAVEL	169.50
* 266900	08/15/2013	EMPLOYEE VENDOR 100-221-332-0000-106 TRAVEL	317.84
266901	08/15/2013	EMPLOYEE VENDOR 207-221-332-0004-996 TRAVEL	170.35
266902	08/15/2013	EMPLOYEE VENDOR 100-115-332-0000-996 TRAVEL	160.46
266903	08/15/2013	EMPLOYEE VENDOR 344-143-332-0000-037 TRAVEL	259.19
* 266906	08/15/2013	EMPLOYEE VENDOR 858-114-332-0000-028 TRAVEL	267.55
* 266909	08/15/2013	EMPLOYEE VENDOR 858-114-332-0000-028 TRAVEL	267.55
266910	08/15/2013	989952 4 IMPRINT, INC. 100-266-410-0000-005 SUPPLIES	329.69
266911	08/15/2013	991662 ALPHA CARD 100-114-410-0000-028 SUPPLIES 100-233-545-0000-028 TECHNOLOGY EQUIPMENT AND SOFTWARE	1,808.35
* 266914	08/15/2013	990033 TREE HOUSE 100-115-445-0000-996 TECHNOLOGY SUPPLIES	399.45
266915	08/15/2013	041499 APPLE COMPUTERS/EDUCATION DIVISION 371-112-545-0000-035 TECHNOLOGY EQUIP/SOFTWARE	38,129.45 A
266916	08/15/2013	992094 CONNIE MAXWELL CHILDREN'S HOME 221-175-312-0120-006 INST PROG IMPROVEMENTS 221-175-312-0000-006 INST PROG IMPROVEMENTS	1,912.50 1,581.25 A 331.25 A
266917	08/15/2013	993258 DEXTER AVE. KING MEMORIAL BAPTIST CHURCH 848-221-332-0000-000 TRAVEL	352.00 352.00 A
266918	08/15/2013	992285 EDUCATIONAL SUPPORT SERVICES, LLC	3,000.00

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		338-221-312-00C0-006 INST PROG IMPROVEMENTS	3,000.00 A	
266919	08/15/2013	EMPLOYEE VENDOR		209.62
		858-114-332-0000-028 TRAVEL	209.62 A	
266920	08/15/2013	655487 ORANGEBURG CONSOLIDATED		28,230.38
		100-221-312-0000-107 IMPROVEMENTS SERVICES	14,048.95 A	
		344-412-720-0000-000 TRANSFER TO OTHER UNITS	7,797.02 A	
		344-412-720-00C0-000 TRANSFER TO OTHER GOVT	6,384.41 A	
266921	08/15/2013	778220 SCHOLASTIC BOOK FAIRS, INC		164.70
		726-000-179-0948-026 FUNDS- LIBRARY	164.70 A	
266922	08/15/2013	992268 SIMPLIFIED OFFICE SYSTEMS, LLC		114.69
		100-257-329-0000-026 OTHER PROPERTY SERVICES	114.69 A	
266923	08/15/2013	825049 SOUTH CAROLINA ETV		885.00
		311-224-312-0000-006 PURCH SERV - CONTRACTUAL	885.00 A	
266924	08/15/2013	828807 SOUTH CAROLINA EMPLOYMENT		12,010.55
		100-264-260-0000-000 UNEMPLOYMENT COMP TAX	12,010.55 A	
266925	08/15/2013	990622 SOUTH CAROLINA DEPARTMENT OF		1,493.53
		100-121-373-0000-000 TUITION TO OTHER ENTITY	1,493.53 A	
266926	08/15/2013	908988 TROXELL COMMUNICATIONS INC		2,053.28
		510-266-545-1FB2-035 TECHNOLOGY EQUIP/SOFTWARE	2,053.28 A	
* 266928	08/15/2013	165071 BORDEN DAIRY COMPANY OF SOUTH CAROLINA		4,086.33
		680-256-460-0000-010 SUMMER FEEDING	218.26	
		680-256-460-0000-026 SUMMER FEEDING	145.54	
		680-256-460-0000-027 FOOD	48.50	
		680-256-460-0000-028 SUMMER FEEDING	1,588.43	
		680-256-460-0000-034 SUMMER FEEDING	921.50	
		680-256-460-0000-035 SUMMER FEEDING	169.79	
		680-256-460-0000-038 SUMMER FEEDING	363.77	
		680-256-460-0000-039 SUMMER FEEDING	291.03	
		680-256-460-0000-040 SUMMER FEEDING	339.51	
266929	08/15/2013	992366 CAROLINA PRODUCE COMPANY, INC.		3,403.00
		680-256-460-0000-010 SUMMER FEEDING	20.50	
		680-256-460-0000-026 SUMMER FEEDING	194.50	
		680-256-460-0000-028 SUMMER FEEDING	1,362.00	
		680-256-460-0000-034 SUMMER FEEDING	602.00	
		680-256-460-0000-035 SUMMER FEEDING	226.00	
		680-256-460-0000-037 SUMMER FEEDING	21.00	
		680-256-460-0000-038 SUMMER FEEDING	289.50	
		680-256-460-0000-039 SUMMER FEEDING	352.00	
		680-256-460-0000-040 SUMMER FEEDING	335.50	
* 266931	08/15/2013	131130 CDW GOVERNMENT INC		207.69
		701-273-660-0948-028 FUNDS- LIBRARY	207.69	
266932	08/15/2013	989465 CENTRAL RESTAURANT PRODUCTS		674.65
		600-256-410-0000-010 SUPPLIES	56.23	

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		600-256-410-0000-026 SUPPLIES	56.22	
		600-256-410-0000-027 SUPPLIES	56.22	
		600-256-410-0000-028 SUPPLIES	56.22	
		600-256-410-0000-034 SUPPLIES	56.22	
		600-256-410-0000-035 SUPPLIES	56.22	
		600-256-410-0000-037 SUPPLIES	56.22	
		600-256-410-0000-038 SUPPLIES	56.22	
		600-256-410-0000-039 SUPPLIES	56.22	
		600-256-410-0000-040 SUPPLIES	56.22	
		600-256-410-0000-042 SUPPLIES	56.22	
		600-256-410-0000-044 SUPPLIES	56.22	
266933	08/15/2013	992210 CHICK-FIL-A / WAYNE MURPHY		209.35
		701-273-660-0947-028 CANTEEN	209.35	
266934	08/15/2013	989781 DERST BAKING COMPANY		3,502.52
		680-256-460-0000-010 SUMMER FEEDING	106.50	
		680-256-460-0000-026 SUMMER FEEDING	107.70	
		680-256-460-0000-027 FOOD	148.92	
		680-256-460-0000-028 SUMMER FEEDING	1,497.15	
		680-256-460-0000-034 SUMMER FEEDING	882.47	
		680-256-460-0000-035 SUMMER FEEDING	104.20	
		680-256-460-0000-037 SUMMER FEEDING	114.27	
		680-256-460-0000-038 SUMMER FEEDING	132.70	
		680-256-460-0000-039 SUMMER FEEDING	143.00	
		680-256-460-0000-040 SUMMER FEEDING	203.45	
		680-256-460-0000-042 SUMMER FEEDING	62.16	
266935	08/15/2013	380217 HARRISON'S PARAPHERNALIA		695.93
		100-113-490-0000-012 OTHER SUPPLIES/MATERIALS	695.93	
*	266937	08/15/2013 EMPLOYEE VENDOR		130.22
		100-264-332-0000-003 TRAVEL	130.22	
266938	08/15/2013	499499 LAKESHORE LEARNING MATERIALS		558.94
		371-112-410-0000-035 SUPPLIES	558.94	
266939	08/15/2013	529893 LOWE'S		350.87
		796-272-660-0843-996 FUNDRAISERS - GREENHOUSE	250.95	
		796-273-660-0829-996 FUNDRAISERS - CANTEEN	99.92	
266940	08/15/2013	556420 MID-CAROLINA OFFICE EQUIP, INC.		102.67
		100-213-410-0000-006 SUPPLIES	102.67	
*	266942	08/15/2013 646160 OFFICE DEPOT		851.05
		100-113-410-0000-012 SUPPLIES	851.05	
266943	08/15/2013	652561 ORANGEBURG CASH & CARRY		496.00
		237-100-410-FOC0-034 SUPPLIES	496.00	
266944	08/15/2013	679997 PALMETTO OFFICE SUPPLY		156.76
		100-115-410-GR00-996 SUPPLIES/TEACHERS	31.57	
		100-115-410-0000-996 SUPPLIES	125.19	

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* 266948	08/15/2013	992081 READING WAREHOUSE INC	538.00
		371-113-410-0000-026 SUPPLIES	538.00
266949	08/15/2013	990429 REID'S/FOOD LION, LLC.	862.06
		796-273-660-0829-996 FUNDRAISERS - CANTEEN	99.67
		100-266-490-0000-005 OTHER SUPPLIES/MATERIALS	163.44
		237-100-410-FOC0-034 SUPPLIES	598.95
266950	08/15/2013	992337 RON HINNANT	110.00
		702-271-660-0723-042 ATHLETICS - VOLLEYBALL	110.00
* 266952	08/15/2013	816110 SMS SPORTS WORLD	1,359.97
		100-113-540-MSA0-006 EQUIPMENT/CAPITAL OUTLAY	1,359.97
266953	08/15/2013	990055 STEPHEN WINKLER	568.17
		100-233-490-0000-026 OTHER SUPPLIES/MATERIALS	568.17
266954	08/15/2013	915908 US FOODS, INC.	17,757.46
		680-256-460-0010-010 SUMMER FEED-BK	59.30
		680-256-460-0010-035 SUMMER FEED-BK	14.01
		680-256-460-0010-037 SUMMER FEED-BK	21.16
		680-256-460-0010-038 SUMMER FEED-BK	100.27
		680-256-460-0000-010 SUMMER FEEDING	328.31
		680-256-460-0000-026 SUMMER FEEDING	269.56
		680-256-460-0000-028 SUMMER FEEDING	10,992.18
		680-256-460-0000-034 SUMMER FEEDING	1,782.64
		680-256-460-0000-035 SUMMER FEEDING	173.89
		680-256-460-0000-038 SUMMER FEEDING	1,273.34
		680-256-460-0000-039 SUMMER FEEDING	1,286.94
		680-256-460-0000-040 SUMMER FEEDING	370.37
		680-256-460-0000-042 SUMMER FEEDING	56.80
		680-256-410-0000-010 SUMMER FEEDING SUPPLIES	22.10
		680-256-410-0000-026 SUMMER FEEDING SUPPLIES	20.74
		680-256-410-0000-028 SUMMER FEEDING SUPPLIES	577.83
		680-256-410-0000-034 SUMMER FEEDING SUPPLIES	19.28
		680-256-410-0000-035 SUMMER FEEDING SUPPLIES	79.55
		680-256-410-0000-038 SUMMER FEEDING SUPPLIES	137.77
		680-256-410-0000-039 SUMMER FEEDING SUPPLIES	75.77
		680-256-410-0000-040 SUMMER FEEDING SUPPLIES	95.65
266955	08/15/2013	958207 WHALEY FOODSERVICE REPAIRS	178.03
		600-256-410-0000-008 SUPPLIES	178.03
266956	08/15/2013	992237 WILLIE DEAN BRADLEY	381.50
		100-111-490-0000-012 OTHER SUPPLIES/MATERIALS	381.50
266957	08/15/2013	EMPLOYEE VENDOR	275.00
		377-149-410-0000-009 SUPPLIES	275.00
266958	08/15/2013	EMPLOYEE VENDOR	275.00
		377-112-410-0000-044 SUPPLIES	275.00
266959	08/15/2013	EMPLOYEE VENDOR	275.00

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		377-112-410-0000-012 SUPPLIES	275.00	
266960	08/15/2013	EMPLOYEE VENDOR		275.00
		377-114-410-0000-028 SUPPLIES	275.00	
266961	08/15/2013	EMPLOYEE VENDOR		275.00
		377-149-410-0000-009 SUPPLIES	275.00	
266962	08/21/2013	031418 AMERIPRISE FINANCIAL SERVICES, INC.		450.00
		100-940-004-5000-034 AMERIPRISE FINANCIAL SERVICES, INC	450.00	
266963	08/21/2013	990830 CALHOUN COUNTY CLERK OF COURT		273.00
		100-940-004-5800-134 CALHOUN CO CHILD SUPPORT	273.00	
266964	08/21/2013	991719 CLARENDON COUNTY FAMILY COURT		217.35
		100-940-004-5800-016 CLARENDON CO CHILD SUPPORT	217.35	
266965	08/21/2013	991140 DORCHESTER COUNTY FAMILY COURT		637.35
		100-940-004-5800-107 DORCHESTER CHILD SUPPORT	637.35	
266966	08/21/2013	254271 EDISTO FEDERAL CREDIT UNION		51,512.70
		100-940-004-5700-022 EDISTO CREDIT UNION	51,512.70	
266967	08/21/2013	992254 FLORIDA STATE DISBURSEMENT UNIT		384.60
		100-940-004-5800-019 FLORIDA DEPARTMENT OF REVENUE	384.60	
266968	08/21/2013	992845 GEORGIA DEPT. OF HUMAN SERVICES		189.54
		100-940-004-5800-129 DEPARTMENT OF HUMAN SERVICES	189.54	
266969	08/21/2013	537657 HORACE MANN		745.00
		100-940-004-5000-031 HORACE MANN INSURANCE	745.00	
266970	08/21/2013	441167 INTERNAL REVENUE SERVICE		1,103.98
		100-940-004-5310-000 FEDERAL TAX LEVY	1,103.98	
266971	08/21/2013	346545 JOY S. GOODWIN, TRUSTEE		452.50
		100-940-004-5800-024 CHAPTER 13/GOODWIN,TRUSTEE	452.50	
266972	08/21/2013	516612 LIFE INSURANCE COMPANY		9,740.79
		100-940-004-5000-074 LIFE INS CO OF SOUTH WEST	9,740.79	
266973	08/21/2013	990892 MET LIFE RESOURCES		1,156.44
		100-940-004-5400-094 METLIFE RESOURCES-ORP	693.88	
		100-940-004-6150-000 RETIREMENT POSTING FROM P/R	462.56	
266974	08/21/2013	554479 METROPOLITAN LIFE INSURANCE CO		125.00
		100-940-004-5000-039 METROPOLITAN LIFE INSURANCE	125.00	
266975	08/21/2013	624396 NATIONAL WESTERN LIFE INSURANCE CO.		549.50
		100-940-004-5800-012 NATL WESTERN LIFE INSURANCE CO.	549.50	
266976	08/21/2013	292261 ORANGEBURG FAMILY COURT		2,424.76
		100-940-004-5800-015 COURT ORDERED CHILD SUPPORT	2,424.76	
266977	08/21/2013	991215 PADGETT INSURANCE AGENCY LLC.		225.00
		100-940-004-5000-013 CANNADY AGENCY, INC,	225.00	
266978	08/21/2013	992737 POURNELLE INSURANCE AGENCY		6,075.00

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		100-940-004-5400-112 POURNELLE INS. AGENCY, LLC	6,075.00
266979	08/21/2013	991634 RELIASTAR LIFE INSURANCE COMPANY	1,327.50
		100-940-004-5800-004 ING (MCGRAW)	1,327.50
266980	08/21/2013	744570 RICHLAND CLERK OF COURT	567.79
		100-940-004-5800-017 CHILD SUPPORT PMT/RICHLAND	567.79
266981	08/21/2013	830887 S. C. RETIREMENT SYSTEM	250.81
		100-940-004-5400-121 DEFERRED RETIREMENT	250.81
266982	08/21/2013	993008 SOCIAL SECURITY ADMINISTRATION	100.00
		100-940-004-5800-101 SOCIAL SECURITY ADMIN	100.00
266983	08/21/2013	990347 SOUTH CAROLINA DC PROGRAM	5,068.49
		100-940-004-5970-066 DEFERRED COMP - 401K	3,789.17
		100-940-004-5990-068 DEFERRED COMP 457	1,279.32
266984	08/21/2013	825897 SOUTH CAROLINA STATE	2,648.59
		100-940-004-5700-057 STATE CREDIT UNION	2,648.59
266985	08/21/2013	835526 SOUTH CAROLINA TAX COMMISSION	5,748.03
		100-940-004-5320-000 STATE TAX LEVY	5,748.03
266986	08/21/2013	991434 SPARTANBURG COUNTY CLERK OF COURT	193.73
		100-940-004-5800-142 CHILD SUPPORT-SPARTANBURG	193.73
266987	08/21/2013	283111 THE EQUITABLE	1,568.50
		100-940-004-5000-027 EQUITABLE VARIABLE LIFE	1,568.50
266988	08/21/2013	989609 TIAA-CREF AS AGENT FOR JPM	1,700.42
		100-940-004-5400-097 TIAA-CREF	1,016.61
		100-940-004-6150-000 RETIREMENT POSTING FROM P/R	683.81
266989	08/21/2013	989610 VALIC	847.96
		100-940-004-5400-092 VALIC (ORP)	508.78
		100-940-004-6150-000 RETIREMENT POSTING FROM P/R	339.18
* 266991	08/21/2013	934252 WADDELL & REED	895.00
		100-940-004-5000-083 WADDELL & REED	865.00
		100-940-004-5800-114 WADDELL AND REED (TAXABLE)	30.00
266992	08/21/2013	859830 WILLIAM K STEPHENSON JR, TRUSTEE	957.50
		100-940-004-5800-018 CHAPTER 13-STEPHENSON, TRUSTEE	957.50
* 266995	08/21/2013	050440 AT&T	6,917.89
		100-266-340-0000-005 COMMUNICATIONS	3,622.54
		100-266-340-0000-010 COMMUNICATIONS	399.20
		100-266-340-0000-012 COMMUNICATIONS	399.20
		100-266-340-0000-026 COMMUNICATIONS	255.79
		100-266-340-0000-027 COMMUNICATIONS	215.79
		100-266-340-0000-028 COMMUNICATIONS	257.79
		100-266-340-0000-034 COMMUNICATIONS	196.80
		100-266-340-0000-035 COMMUNICATIONS	202.30
		100-266-340-0000-036 COMMUNICATIONS	200.36
		100-266-340-0000-037 COMMUNICATIONS	318.31

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		100-266-340-0000-038 COMMUNICATIONS	194.86	
		100-266-340-0000-039 COMMUNICATIONS	196.80	
		100-266-340-0000-040 COMMUNICATIONS	200.36	
		100-266-340-0000-996 COMMUNICATIONS	257.79	
266996	08/21/2013	993006 BLACK ROCK BUSINESS SOLUTIONS		1,840.13
		100-264-410-0000-003 SUPPLIES	1,840.13	
266997	08/21/2013	085360 BLIMPIE		320.36
		100-224-490-0000-027 OTHER SUPPLIES/MATERIALS	320.36	
266998	08/21/2013	992255 BLUE RIDGE SECURITY SYSTEMS		4,174.50
		100-258-329-FIN0-020 OTHER PROPERTY SERVICES	4,174.50	
266999	08/21/2013	117158 BSN SPORTS/SPORT SUPPLY GROUP		342.54
		100-221-410-9DOD-000 SUPPLIES-DISTRICT OPENING DAY	342.54	
267000	08/21/2013	989481 CARAWAY FIRE & SAFETY		1,190.00
		600-256-323-0000-010 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-026 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-027 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-028 REPAIRS & MAINTENANCE	170.00	
		600-256-323-0000-034 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-035 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-036 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-037 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-038 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-039 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-040 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-042 REPAIRS & MAINTENANCE	85.00	
		600-256-323-0000-044 REPAIRS & MAINTENANCE	85.00	
267001	08/21/2013	131130 CDW GOVERNMENT INC		4,250.51
		100-266-545-0000-005 TECHNOLOGY EQUIP/SOFTWARE	2,869.98	
		100-266-410-0000-005 SUPPLIES	1,380.53	
267002	08/21/2013	157725 CHILDS & HALLIGAN, P.A.		6,202.43
		100-231-319-0000-000 LEGAL SERVICES	6,202.43	
267003	08/21/2013	990230 CITY ELECTRIC SUPPLY		1,108.37
		100-266-410-SHP0-005 SUPPLIES	1,108.37	
267004	08/21/2013	171035 COMPUSULT INC		138.00
		858-224-445-0000-006 SUPPLIES - TECHNOLOGY	138.00	
267005	08/21/2013	993191 CORNERSTONE COMMUNITY CHURCH		500.00
		100-221-325-0000-107 RENTALS	500.00	
267006	08/21/2013	181736 COUNTRY CLUB OF FITNESS		2,490.00
		100-221-350-9DOD-000 ADV & PROMO GIFTS-DISTRICT OPENING	2,490.00	
267007	08/21/2013	993269 DAVID TARTELL, III		315.00
		100-266-323-0000-005 CONTRCT MAINT SERV(NON-INSTRUCTION)	315.00	
267008	08/21/2013	231626 DON'S AUTO ELECTRIC SERV		170.00

CHECK #	CHECK DATE	VENDOR NO/ NAME	CHECK AMT
		100-114-323-0000-028 REPAIRS & MAINTENANCE	170.00
267009	08/21/2013	990784 EMBARQ D/B/A CENTURY LINK	14,308.93
		100-266-323-WAN0-038 REPAIRS & MAINT	325.00
		100-266-323-WAN0-042 REPAIRS & MAINT	250.00
		100-266-323-WAN0-996 REPAIRS & MAINT	550.00
		100-266-323-WAN0-027 REPAIRS & MAINT	250.00
		100-266-323-WAN0-005 CONTRACT MAINT SERV MATCHING E-RAT	12,383.93
		100-266-323-WAN0-039 REPAIRS & MAINT.	550.00
*	267011	08/21/2013 992522 GEIGER O'CAIN LLC	606.72
		100-264-410-0000-003 SUPPLIES	606.72
*	267013	08/21/2013 992299 INTERNATIONAL AVAYA USERS GROUP	200.00
		100-266-640-0000-005 DUES & FEES	200.00
267014	08/21/2013	529893 LOWE'S	483.92
		100-221-410-9DOD-000 SUPPLIES-DISTRICT OPENING DAY	483.92
267015	08/21/2013	529911 LRP PUBLICATIONS INC	5,129.00
		100-221-345-0000-106 TECHNOLOGY	5,129.00
267016	08/21/2013	535750 MAJOR GRAPHICS LLC	4,804.30
		100-390-360-0000-000 PRINTING AND BINDING	808.92
		201-188-410-0000-006 SUPPLIES	706.20
		100-390-410-0000-000 SUPPLIES	1,826.49
		100-390-410-9BSB-000 SUPPLIES-BACK TO SCHOOL BASH	321.00
		100-263-350-0000-000 ADVERTISING	454.75
		100-266-360-0000-005 PRINTING AND BINDING	686.94
267017	08/21/2013	556915 MF ATHLETIC CO	899.31
		728-271-660-0010-028 BOYS & GIRLS BASKETBALL	899.31
267018	08/21/2013	556420 MID-CAROLINA OFFICE EQUIP, INC.	1,999.36
		100-221-410-0SS0-105 SUPPLIES	35.30
		100-390-410-0000-000 SUPPLIES	775.33
		100-111-410-0000-039 SUPPLIES	212.93
		100-233-445-0000-040 TECHNOLOGY SUPPLIES	975.80
267019	08/21/2013	561319 MILLS HOUSE	400.00
		100-252-332-0000-000 TRAVEL	400.00
*	267021	08/21/2013 993282 NATALIE GLOVER	300.00
		100-212-332-0000-026 TRAVEL	300.00
267022	08/21/2013	645100 O'BRIEN HOTEL SUPPLY CO	2,328.86
		600-256-410-0000-010 SUPPLIES	194.08
		600-256-410-0000-026 SUPPLIES	194.08
		600-256-410-0000-027 SUPPLIES	194.07
		600-256-410-0000-028 SUPPLIES	194.07
		600-256-410-0000-034 SUPPLIES	194.07
		600-256-410-0000-035 SUPPLIES	194.07
		600-256-410-0000-037 SUPPLIES	194.07
		600-256-410-0000-038 SUPPLIES	194.07

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		600-256-410-0000-039 SUPPLIES	194.07	
		600-256-410-0000-040 SUPPLIES	194.07	
		600-256-410-0000-042 SUPPLIES	194.07	
		600-256-410-0000-044 SUPPLIES	194.07	
267023	08/21/2013	646166 OFFICE MAX		1,443.97
		100-232-410-0000-000 SUPPLIES	1,443.97	
267024	08/21/2013	646900 ONE SOURCE SUPPLY		488.92
		600-256-410-0000-010 SUPPLIES	40.75	
		600-256-410-0000-026 SUPPLIES	40.75	
		600-256-410-0000-027 SUPPLIES	40.75	
		600-256-410-0000-028 SUPPLIES	40.75	
		600-256-410-0000-034 SUPPLIES	40.74	
		600-256-410-0000-035 SUPPLIES	40.74	
		600-256-410-0000-037 SUPPLIES	40.74	
		600-256-410-0000-038 SUPPLIES	40.74	
		600-256-410-0000-039 SUPPLIES	40.74	
		600-256-410-0000-040 SUPPLIES	40.74	
		600-256-410-0000-042 SUPPLIES	40.74	
		600-256-410-0000-044 SUPPLIES	40.74	
267025	08/21/2013	652561 ORANGEBURG CASH & CARRY		831.20
		600-256-410-0000-010 SUPPLIES	63.67	
		600-256-410-SPL0-000 SUPPLIES SPECIAL EVENTS	53.57	
		100-390-490-9BSB-000 SNACKS/MEET&EAT FOOD/MEALS	346.59	
		100-221-350-9DOD-000 ADV & PROMO GIFTS-DISTRICT OPENING	195.81	
		100-221-410-9DOD-000 SUPPLIES-DISTRICT OPENING DAY	93.66	
		701-273-660-0947-028 CANTEEN	77.90	
267026	08/21/2013	653793 ORANGEBURG COUNTY		170.00
		100-390-640-0000-000 DUES AND FEES	170.00	
267027	08/21/2013	679997 PALMETTO OFFICE SUPPLY		5,916.33
		100-264-445-0000-003 TECHN & SOFTWARE SUPPLIES	529.61	
		100-221-540-0SS0-105 EQUIPMENT	2,725.30	
		100-232-540-0000-000 EQUIPMENT	2,635.95	
		100-232-410-FB13-000 SUPPLY-FY12 FUND BALANCE	25.47	
267028	08/21/2013	992813 PITNEY BOWES. INC.		160.50
		100-257-325-0000-000 RENTALS	160.50	
267029	08/21/2013	726140 QUILL		991.99
		201-223-410-0000-006 SUPPLIES	973.52	
		201-223-410-0000-006 SUPPLIES	18.47	
267030	08/21/2013	726140 QUILL		356.84
		100-221-410-0000-107 SUPPLIES & MATERIALS	356.84	
267031	08/21/2013	990429 REID'S/FOOD LION, LLC.		123.96
		100-390-410-9BSB-000 SUPPLIES-BACK TO SCHOOL BASH	16.91	
		701-273-660-0947-028 CANTEEN	107.05	
267032	08/21/2013	740785 RESOURCES FOR EDUCATORS - CCH INC.		509.00

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		600-256-410-0000-010 SUPPLIES	46.28
		600-256-410-0000-026 SUPPLIES	46.28
		600-256-410-0000-027 SUPPLIES	46.28
		600-256-410-0000-034 SUPPLIES	46.27
		600-256-410-0000-035 SUPPLIES	46.27
		600-256-410-0000-037 SUPPLIES	46.27
		600-256-410-0000-038 SUPPLIES	46.27
		600-256-410-0000-039 SUPPLIES	46.27
		600-256-410-0000-040 SUPPLIES	46.27
		600-256-410-0000-042 SUPPLIES	46.27
		600-256-410-0000-044 SUPPLIES	46.27
267033	08/21/2013	746730 RIDDELL/ALL AMERICAN	4,449.55
		728-271-660-0100-028 FOOTBALL	4,449.55
267034	08/21/2013	760981 ROSES STORES INC	287.30
		100-232-410-0000-000 SUPPLIES	248.78
		100-221-410-9DOD-000 SUPPLIES-DISTRICT OPENING DAY	38.52
267035	08/21/2013	993187 SCHOOLINSITES.COM, LLC	1,695.00
		100-266-323-WAN0-005 CONTRACT MAINT SERV MATCHING E-RAT	1,695.00
267036	08/21/2013	991578 SOFTDOCS	625.00
		100-257-329-0000-000 OTHER PROPERTY SERVICES	607.00
		100-257-329-0000-000 OTHER PROPERTY SERVICES	18.00
267037	08/21/2013	821690 SOUTH CAROLINA ASSOCIATION	360.00
		100-264-332-0000-003 TRAVEL	360.00
267038	08/21/2013	821690 SOUTH CAROLINA ASSOCIATION	1,605.00
		100-232-640-0000-000 DUES AND FEES	1,605.00
267039	08/21/2013	989998 SPIRIT COMMUNICATIONS	173.98
		100-266-340-0000-005 COMMUNICATIONS	173.98
267040	08/21/2013	848765 STANDARD COFFEE SERVICE CO.	103.84
		100-252-410-0000-000 SUPPLIES	103.84
267041	08/21/2013	852860 STAPLES ADVANTAGE	304.68
		100-114-410-0000-028 SUPPLIES	197.73
		100-114-410-0000-028 SUPPLIES	106.95
267042	08/21/2013	879910 TDS TELECOM	2,297.19
		100-266-340-0000-042 COMMUNICATIONS	1,366.29
		100-266-340-0000-044 COMMUNICATIONS	930.90
*	267044	08/21/2013 897389 THE TIMES & DEMOCRAT	1,360.00
		100-390-350-9BSB-000 ADVERTISING	1,360.00
267045	08/21/2013	992011 TRUE VINE MEDICAL LLC	788.38
		203-121-410-0000-010 SUPPLIES	52.27
		203-121-410-0000-012 SUPPLIES	52.27
		203-121-410-0000-026 SUPPLIES	52.27
		203-121-410-0000-027 SUPPLIES	52.27
		203-121-410-0000-028 SUPPLIES	52.26

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		203-121-410-0000-034 SUPPLIES	52.27	
		203-121-410-0000-035 SUPPLIES	52.27	
		203-121-410-0000-036 SUPPLIES	52.27	
		203-121-410-0000-037 SUPPLIES	52.27	
		203-121-410-0000-038 SUPPLIES	52.27	
		203-121-410-0000-039 SUPPLIES	52.27	
		203-121-410-0000-040 SUPPLIES	52.27	
		203-121-410-0000-042 SUPPLIES	52.27	
		203-121-410-0000-044 SUPPLIES	52.26	
		203-121-410-0000-996 SUPPLIES	56.62	
267046	08/21/2013	990756 TWIN SYSTEMS LLC		33,000.00
		600-256-540-0000-037 EQUIPMENT	11,000.00	
		600-256-540-0000-039 EQUIPMENT	11,000.00	
		600-256-540-0000-040 EQUIPMENT	11,000.00	
267047	08/21/2013	993283 WESTIN POINSETT HOTEL		661.56
		100-264-332-0000-003 TRAVEL	661.56	
267048	08/21/2013	962680 WHOLESALE IND ELECTRONICS		399.90
		100-266-410-SHP0-005 SUPPLIES	399.90	
267049	08/21/2013	989250 XEROX		891.09
		100-257-325-0000-996 RENTALS	21.67	
		100-257-325-0000-028 RENTALS	220.63	
		100-114-325-0000-028 COPY SUPPLIES / O-W	172.82	
		100-257-325-0000-009 RENTALS	84.50	
		100-232-325-0000-000 RENTALS / LEASE XEROX COPIER	158.11	
		201-210-325-0000-006 RENTALS	233.36	
267050	08/22/2013	EMPLOYEE VENDOR		317.84
		100-223-332-0000-106 TRAVEL	317.84	
267051	08/22/2013	EMPLOYEE VENDOR		664.44
		100-940-004-5500-000 GROUP HEALTH INSURANCE	613.12	
		100-940-004-5510-000 DENTAL INSURANCE	42.68	
		100-940-004-5560-000 DEPENDENT LIFE	2.48	
		100-940-004-5570-000 SPOUSAL DEP LIFE	3.08	
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	3.08	
*	267053	08/22/2013	EMPLOYEE VENDOR	418.61
		100-233-332-0000-026 TRAVEL	418.61	
267054	08/22/2013	EMPLOYEE VENDOR		572.52
		600-256-410-0000-034 SUPPLIES	572.52	
*	267058	08/22/2013	EMPLOYEE VENDOR	100.00
		100-222-332-0000-028 TRAVEL	100.00	
*	267062	08/22/2013	EMPLOYEE VENDOR	344.80
		858-114-332-0000-028 TRAVEL	344.80	
*	267067	08/22/2013	EMPLOYEE VENDOR	516.60
		100-940-004-5500-000 GROUP HEALTH INSURANCE	287.72	

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		100-940-004-5510-000 DENTAL INSURANCE	27.44	
		100-940-004-5510-100 DENTAL INSURANCE	105.28	
		100-940-004-5540-000 VISION PLAN	32.96	
		100-940-004-5560-000 DEPENDENT LIFE	2.48	
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	10.84	
		100-940-004-5610-000 TAXABLE OPTIONAL LIFE	49.88	
267068	08/22/2013	EMPLOYEE VENDOR		218.76
		264-183-332-005C-000 TRAVEL	218.76	A
267069	08/22/2013	835277 SOUTH CAROLINA TAX COMMISSION		2,189.39
		100-113-410-0000-034 SUPPLIES	24.33	
		100-113-410-0000-040 SUPPLIES	28.11	
		100-221-410-0550-105 SUPPLIES	3.15	
		201-112-345-0000-040 PS - TECHNOOGY	108.36	
		201-112-445-0000-040 SUPPLIES - COMPUTER	314.58	
		201-112-545-0000-035 EQUIPMENT - COMPUTER	127.71	
		201-112-545-0000-040 EQUIPMENT - COMPUTER	4.20	
		201-175-410-0000-040 SUPPLIES	12.03	
		341-147-410-0000-027 SUPPLIES	17.91	
		341-147-410-0000-034 SUPPLIES	4.96	
		344-143-410-0000-000 SUPPLIES	257.47	
		371-112-345-0000-027 TECHNOLOGY	195.72	
		371-112-410-0000-035 SUPPLIES	0.00	
		701-273-660-0891-028 FUNDS - CLASS OF 2007	275.44	
		701-273-660-0930-028 FEES - ROTC	26.95	
		711-273-660-0796-010 FEES - LOST TEXTBOOKS	5.94	
		726-273-660-0835-026 FUNDRAISERS - CONCESSIONS - SPRING	32.96	
		728-271-660-0300-028 STUDENT COUNCIL	30.65	
		734-273-660-0948-034 FUNDS- LIBRARY	59.76	
		739-000-179-0842-039 FUNDRAISERS - FUNDRAISER FOR STUDEN	168.00	
		739-273-660-0968-039 GUIDANCE	77.60	
		853-111-410-0DL0-035 SUPPLIES	18.01	
		853-112-410-TBAC-039 SUPPLIES	5.73	
		882-223-410-0000-006 SUPPLIES	48.79	
		100-111-410-0000-012 SUPPLIES	29.12	
		201-112-410-0000-034 SUPPLIES	129.14	
		201-188-410-0000-034 PARENTING SUPPLIES	153.15	
		344-143-410-0000-000 SUPPLIES	4.64	
		702-273-660-0732-042 CLUBS - BETA CLUB - SENIOR	19.31	
		735-272-660-0000-035 ENTERPRISE ACTIVITY	5.67	
267070	08/22/2013	835277 SOUTH CAROLINA TAX COMMISSION		9,822.68
		100-113-410-0000-040 SUPPLIES	297.58	
		100-113-445-0000-037 SUPPLIES/TECH & SOFTWARE	151.69	
		100-221-410-FB13-034 SUPPLIES	41.35	
		100-223-545-0000-006 TECHNOLOGY EQUIP/SOFTWARE	2,555.00	
		100-232-410-0000-000 SUPPLIES	303.75	
		201-112-410-0000-027 SUPPLIES	12.62	
		201-112-410-0000-034 SUPPLIES	121.33	
		201-113-410-0000-006 SUPPLIES	296.96	

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201-114-445-0000-028		SUPPLIES - TECHNOGY		95.62
201-188-445-0000-034		TECHN & SOFTWARE SUPPLIES		148.14
203-121-410-0000-034		SUPPLIES		4.78
203-121-445-0000-026		SUPPLIES - TECHNOLOGY		7.21
203-121-445-0000-036		SUPPLIES - TECHNOLOGY		7.21
203-121-445-0000-037		SUPPLIES - TECHNOLOGY		0.80
203-121-445-0120-037		TECHN & SOFTWARE SUPPLIES		6.41
207-115-410-0014-996		SUPPLIES		115.39
251-113-545-0000-006		TECHNOLOGY EQUIP/SOFTWARE		2,945.94
251-113-545-0120-006		TECHNOLOGY EQUIP/SOFTWARE		1,876.21
325-115-410-0000-996		SUPPLIES		109.60
341-147-410-0000-027		SUPPLIES		2.66
341-147-410-0000-039		SUPPLIES		35.05
341-147-445-0000-040		TECHN & SOFTWARE SUPPLIES		126.58
341-147-545-0000-040		TECHNOLOGY EQUIP/SOFTWARE		14.77
600-256-410-0000-010		SUPPLIES		1.61
600-256-410-0000-026		SUPPLIES		1.61
600-256-410-0000-027		SUPPLIES		1.61
600-256-410-0000-028		SUPPLIES		1.61
600-256-410-0000-034		SUPPLIES		1.61
600-256-410-0000-035		SUPPLIES		1.61
600-256-410-0000-037		SUPPLIES		1.61
600-256-410-0000-038		SUPPLIES		1.61
600-256-410-0000-039		SUPPLIES		5.15
600-256-410-0000-040		SUPPLIES		1.61
600-256-410-0000-042		SUPPLIES		1.61
600-256-410-0000-044		SUPPLIES		1.61
701-273-660-0930-028		FEES - ROTC		13.99
702-273-660-0914-042		FUNDS - JUNIOR PROM		19.67
704-273-660-0903-044		FUNDS - FIELD DAY		71.23
711-272-660-0859-010		FUNDRAISERS - PICTURES		8.96
734-273-660-0924-034		FUNDS - PHYSICAL EDUCATION		16.47
735-272-660-0879-035		FUNDRAISERS - T-SHIRT/ FIELD DAY		4.40
737-271-660-0717-037		ATHLETICS - MIDDLE SCHOOL ATHLETICS		22.40
811-188-445-0000-012		TECHN & SOFTWARE SUPPLIES		32.80
849-114-445-0000-011		SUPPLIES - TECHNOLOGY		132.16
849-114-545-0000-011		TECHNOLOGY EQUIP/SOFTWARE		107.10
853-113-410-CAST-035		SUPPLIES		8.60
858-114-410-0000-011		SUPPLIES		0.35
930-127-545-0000-026		TECHNOLOGY EQUIP/SOFTWARE		24.38
930-127-545-0000-036		TECHNOLOGY EQUIP/SOFTWARE		30.33
930-127-545-0000-037		TECHNOLOGY EQUIP/SOFTWARE		30.33
267071	08/23/2013	992079 DORCHESTER SCHOOL DISTRICT TWO		1,118.09
		100-121-373-0000-000 TUITION TO OTHER ENTITY	1,118.09 A	
267072	08/23/2013	313148 FOLLETT LIBRARY BOOK CO.		198.34
		967-113-410-0000-037 SUPPLIES	198.34 A	
*	267074	08/23/2013 510498 LEGO DACTA-PITSCO, LLC		628.72
		811-188-410-0000-012 SUPPLIES	471.54 A	

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		811-188-410-0000-044 SUPPLIES	157.18 A	
267075	08/23/2013	990095 ORANGEBURG COUNTY SHERIFF'S DEPARTMENT		26,475.89
		100-223-311-0000-006 INSTRUCTIONAL SERVICES	26,475.89 A	
267076	08/23/2013	670535 ORIENTAL TRADING CO.		450.00
		100-232-410-FB13-000 SUPPLY-FY12 FUND BALANCE	450.00 A	
267077	08/23/2013	778310 SCHOLASTIC INC		58,075.20
		201-113-410-0000-006 SUPPLIES	21,485.63 A	
		201-113-410-0000-037 SUPPLIES	634.58 A	
		201-114-410-0000-010 SUPPLIES	2,969.08 A	
		201-175-410-0000-006 SUPPLIES	6,804.62 A	
		201-175-410-0000-010 SUPPLIES	0.00 A	
		201-175-410-0000-037 SUPPLIES	1,864.38 A	
		201-221-410-0000-026 SUPPLIES	389.04 A	
		201-221-410-0000-027 SUPPLIES	6,448.73 A	
		201-223-410-0000-006 SUPPLIES	8,645.81 A	
		371-113-410-0000-026 SUPPLIES	8,833.33 A	
267078	08/23/2013	992268 SIMPLIFIED OFFICE SYSTEMS, LLC		963.47
		100-257-329-0000-035 OTHER PROPERTY SERVICES	720.00 A	
		100-257-329-0000-035 OTHER PROPERTY SERVICES	243.47 A	
267079	08/23/2013	897389 THE TIMES & DEMOCRAT		100.00
		100-263-410-0000-000 SUPPLIES	100.00 A	
267080	08/23/2013	908988 TROXELL COMMUNICATIONS INC		32,730.61
		510-266-545-1FB2-010 TECHNOLOGY EQUIP/SOFTWARE	6,969.66 A	
		510-266-545-1FB2-026 TECHNOLOGY EQUIP/SOFTWARE	6,324.34 A	
		510-266-545-1FB2-035 TECHNOLOGY EQUIP/SOFTWARE	2,373.76 A	
		510-266-545-1FB2-038 TECHNOLOGY EQUIP/SOFTWARE	6,324.34 A	
		510-266-545-1FB2-040 TECHNOLOGY EQUIP/SOFTWARE	4,414.17 A	
		510-266-545-1FB2-996 TECHNOLOGY EQUIP/SOFTWARE	6,324.34 A	
267081	08/23/2013	989250 XEROX		771.09
		100-221-325-0000-107 RENTALS	361.94 A	
		100-221-325-0000-107 RENTALS	409.15 A	
267082	08/23/2013	188341 CROWN AWARDS		842.55
		100-263-410-0000-000 SUPPLIES	842.55	
267083	08/23/2013	993146 KITS FOR KIDZ		17,978.73
		100-390-358-9BSB-000 PROMOTIONAL GIFTS	2,535.74	
		805-390-410-9BSB-000 SUPPLIES	5,907.31	
		100-390-358-9BSB-000 PROMOTIONAL GIFTS	4,682.70	
		805-390-410-9BSB-000 SUPPLIES	3,752.98	
		849-390-410-9BSB-011 SUPPLIES	1,100.00	
267084	08/23/2013	539611 MARCHING SHOW CONCEPTS		1,320.00
		728-271-660-0140-028 BAND	1,320.00	
267085	08/23/2013	670535 ORIENTAL TRADING CO.		343.20
		100-221-350-9DOD-000 ADV & PROMO GIFTS-DISTRICT OPENING	343.20	

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267086	08/23/2013	765055 S & S OPPORTUNITIES		433.93
		100-221-410-9DOD-000 SUPPLIES-DISTRICT OPENING DAY	433.93	
267087	08/26/2013	993267 AGC TRAINING CENTER, LLC		388.01
		100-113-410-0000-042 SUPPLIES	194.00	
		100-114-410-0000-042 SUPPLIES	194.01	
267088	08/26/2013	535716 AMSAN MAINTENANCE SUPPLY		7,589.60
		100-910-001-7000-000 INVENTORY	7,589.60	
*	267090	08/26/2013 992295 CARL O. THOMPSON		275.00
		100-213-312-0010-006 OSHA CONTRACTED SERVICES	275.00	
*	267092	08/26/2013 990230 CITY ELECTRIC SUPPLY		463.68
		100-266-410-SHP0-005 SUPPLIES	463.68	
*	267094	08/26/2013 991697 COMPASS LEARNING INC.		54,500.00
		100-149-312-0000-009 PURCHASED SERV - CONTRACTUAL	1,500.00	
		849-223-345-0000-011 TECHNOLOGY	53,000.00	
267095	08/26/2013	993249 COUNTRY INN & SUITES		106.92
		100-221-312-0000-107 IMPROVEMENTS SERVICES	106.92	
267096	08/26/2013	990739 COUNTY LINE CATERERS		1,837.00
		100-114-395-0000-028 OTHER PROF. & TECH SERVIC	1,730.00	
		701-273-660-0947-028 CANTEEN	107.00	
267097	08/26/2013	181832 COX SUBSCRIPTIONS INC		672.64
		100-222-440-0000-028 PERIODICALS	672.64	
267098	08/26/2013	313148 FOLLETT LIBRARY BOOK CO.		1,243.97
		100-222-430-0000-028 LIBRARY BOOKS	1,243.97	
267099	08/26/2013	992725 GAYLE A. SINGLETON		150.00
		309-113-312-0000-006 INST PROG IMPROVEMENTS	150.00	
*	267101	08/26/2013 989545 HAYNES HOME IMPROVEMENT		600.00
		203-121-323-0000-037 REPAIRS & MAINTENANCE	600.00	
*	267103	08/26/2013 990132 HP DIRECT GEM ORDERS		1,075.45
		100-252-545-0000-000 TECHNOLOGY & SOFTWARE EQUIP.	1,075.45	
267104	08/26/2013	990217 HUFFMAN'S FISH & CHIPS		297.73
		100-233-490-0000-044 OTHER SUPPLIES/MATERIALS	297.73	
267105	08/26/2013	992261 JU'S SPORTS, INC.		2,082.90
		742-271-660-0030-042 FOOTBALL	2,082.90	
267106	08/26/2013	480024 KAMO		26,354.96
		100-910-001-7000-000 INVENTORY	26,354.96	
267107	08/26/2013	481620 KELLEY COMMUNICATIONS		2,355.72
		100-113-445-0000-026 TECH SUPPLIES	2,355.72	
*	267109	08/26/2013 992828 LEARNING STATION.COM INC		52,219.96
		100-266-345-0000-005 TECHNOLOGY SOFTWARE/SUPPORT MAINT.	3,416.26	

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		100-266-345-0000-005 TECHNOLOGY SOFTWARE/SUPPORT MAINT.	48,803.70
267110	08/26/2013	529893 LOWE'S	345.19
		796-273-660-0979-996 CONSTRUCTION ENTERPRISE	121.94
		796-273-660-0750-996 CLUBS - FFA	48.35
		701-273-660-0947-028 CANTEEN	174.90
* 267113	08/26/2013	556915 MF ATHLETIC CO	595.67
		728-271-660-0010-028 BOYS & GIRLS BASKETBALL	595.67
267114	08/26/2013	556420 MID-CAROLINA OFFICE EQUIP, INC.	10,998.52
		100-221-410-0000-107 SUPPLIES & MATERIALS	2,202.60
		100-221-410-0000-107 SUPPLIES & MATERIALS	2,202.60
		100-221-410-0000-107 SUPPLIES & MATERIALS	574.59
		100-221-410-0000-107 SUPPLIES & MATERIALS	175.18
		701-273-660-0948-028 FUNDS- LIBRARY	991.88
		100-221-410-0000-107 SUPPLIES & MATERIALS	179.60
		100-221-410-0000-107 SUPPLIES & MATERIALS	495.37
		100-233-410-0000-028 SUPPLIES	277.40
		740-273-660-0737-040 CLUBS - CONCERNED CITIZENS	62.02
		100-111-410-0000-035 SUPPLIES	298.70
		100-112-410-0000-035 SUPPLIES	298.70
		100-113-410-0000-035 SUPPLIES	298.72
		100-233-410-0000-035 SUPPLIES	153.88
		100-254-540-0000-034 EQUIPMENT	1,711.98
		100-113-410-0000-034 SUPPLIES	829.21
		100-112-410-0000-034 SUPPLIES	246.09
267115	08/26/2013	623076 NATIONAL SEMINARS GROUP	149.00
		100-221-332-000T-107 TRAVEL	149.00
267116	08/26/2013	992819 OCSD5 H.S. FOR HEALTH PROFESSIONS	82,800.47
		100-416-720-0000-000 TRANSFERS CHARTER SCHOOL	82,800.47
267117	08/26/2013	652561 ORANGEBURG CASH & CARRY	124.35
		796-273-660-0829-996 FUNDRAISERS - CANTEEN	124.35
267118	08/26/2013	679997 PALMETTO OFFICE SUPPLY	1,549.84
		100-233-410-0000-028 SUPPLIES	147.07
		100-233-410-0000-034 SUPPLIES	455.82
		100-233-410-0000-034 SUPPLIES	946.95
267119	08/26/2013	705997 PIZZA HUT	255.28
		701-273-660-0947-028 CANTEEN	220.73
		701-273-660-0947-028 CANTEEN	34.55
267120	08/26/2013	711053 POSTMASTER	106.00
		100-233-410-0000-044 SUPPLIES	106.00
267121	08/26/2013	726140 QUILL	158.64
		100-223-410-0000-106 SUPPLIES	158.64
267122	08/26/2013	990722 RAE CROWTHER FOOTBALL COMPANY	521.15
		728-271-660-0100-028 FOOTBALL	521.15

ORANGEBURG CONSOLIDATED DISTRICT 5

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267123	08/26/2013	990429 REID'S/FOOD LION, LLC.	747.19
		100-264-410-0000-003 SUPPLIES	199.12
		100-233-490-0000-039 OTHER SUPPLIES/MATERIALS	87.26
		738-273-660-0790-038 CLUBS - TIGER INSTITUTION	136.34
		701-273-660-0947-028 CANTEEN	88.20
		701-273-660-0947-028 CANTEEN	149.31
		701-271-660-0712-028 ATHLETICS - FOOTBALL	86.96
267124	08/26/2013	749203 RIVERBANKS ZOOLOGICAL PARK	462.00
		237-910-001-9200-000 PREPAID EXPENSES	462.00
267125	08/26/2013	760981 ROSES STORES INC	208.59
		740-273-660-0737-040 CLUBS - CONCERNED CITIZENS	148.40
		740-273-660-0950-040 CONTRIBUTIONS / GRANTS - DONATIONS	60.19
267126	08/26/2013	765891 SAFEGUARD BUSINESS SYSTEMS	1,081.46
		100-252-410-0000-000 SUPPLIES	1,081.46
267127	08/26/2013	781826 SCHOOL SPECIALTY	157.39
		100-214-410-0000-106 SUPPLIES	157.39
267128	08/26/2013	805910 SKILLPATH SEMINAR	941.08
		201-223-410-0000-006 SUPPLIES	941.08
267129	08/26/2013	816110 SMS SPORTS WORLD	4,879.20
		100-113-540-MSA0-006 EQUIPMENT/CAPITAL OUTLAY	4,879.20
267130	08/26/2013	821919 SOUTH CAROLINA ASSOCIATION	1,152.00
		100-214-332-0000-106 TRAVEL	1,152.00
267131	08/26/2013	821919 SOUTH CAROLINA ASSOCIATION	200.00
		100-214-332-0000-106 TRAVEL	200.00
267132	08/26/2013	825411 SOUTH CAROLINA HIGH SCHOOL LEAGUE	200.00
		742-271-660-0050-042 VOLLEYBALL	100.00
		742-271-660-0100-042 GIRLS BASKETBALL	100.00
267133	08/26/2013	991991 SOUTHEASTERN PAPER GROUP	2,665.37
		100-910-001-7000-000 INVENTORY	2,632.20
		100-910-001-7000-000 INVENTORY	33.17
*	267136	08/26/2013 992822 TE21, INC.	105,219.00
		338-221-312-00C0-006 INST PROG IMPROVEMENTS	105,219.00
267137	08/26/2013	993216 THE CHILDREN'S MUSEUM OF SC, INC.	213.00
		237-910-001-9200-000 PREPAID EXPENSES	213.00
267138	08/26/2013	991262 WILLIAMSON PRINTING, INC	187.25
		100-111-410-0000-027 SUPPLIES	187.25
267139	08/26/2013	991262 WILLIAMSON PRINTING, INC	4,905.95
		100-221-410-00ST-107 STANDARDIZED TEST	4,905.95
267140	08/26/2013	989250 XEROX	640.84
		100-257-325-0000-044 RENTALS	220.64
		858-224-325-0000-006 RENTALS	234.90

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		100-112-325-0000-040 RENTALS	80.49	
		851-211-325-0000-000 RENTAL	104.81	
267141	08/27/2013	012576 AIKEN ELECTRIC C0-OP		4,261.68
		100-254-470-0000-044 ENERGY	4,261.68	
267142	08/27/2013	219980 DEPT. OF PUBLIC UTILITIES		18,293.42
		100-254-321-0000-037 PUBLIC UTILITIES	218.27	
		100-254-321-0000-039 PUBLIC UTILITIES SHERIDAN	124.10	
		100-254-470-0000-037 ENERGY	11,858.60	
		100-254-470-0000-039 ENERGY	6,092.45	
267143	08/27/2013	219980 DEPT. OF PUBLIC UTILITIES		35,601.28
		100-254-321-0000-010 PUBLIC UTILITIES/BOWMAN	677.49	
		100-254-321-0000-012 PUBLIC UTILITIES BOWMAN ELEM	677.49	
		100-254-321-0000-013 PUBLIC UTILITIES NORTH ROAD	36.68	
		100-254-321-0000-053 PUBLIC UTILITY SERVICES - BUS SHOP	14.18	
		100-254-470-0000-010 ENERGY	4,831.05	
		100-254-470-0000-012 ENERGY	4,831.06	
		100-254-470-0000-013 ENERGY/NORTH ROAD	662.35	
		100-254-470-0000-026 ENERGY	6,605.48	
		100-254-470-0000-028 ENERGY	16,744.91	
		100-254-470-0000-053 ENERGY - BUS SHOP	520.59	
267144	08/27/2013	219980 DEPT. OF PUBLIC UTILITIES		7,201.59
		100-254-321-0000-001 PUBLIC UTILITIES	24.18	
		100-254-321-0000-005 PUBLIC UTILITIES OLD WHSE	28.02	
		100-254-321-0000-006 PUBLIC UTILITIES ELLIS AVE.	192.98	
		100-254-321-0000-007 PUBLIC UTILITIES NEW WHSE	22.67	
		100-254-470-0000-001 ENERGY/	521.02	
		100-254-470-0000-005 ENERGY/OLD WHSE	1,098.53	
		100-254-470-0000-006 ENERGY/ELLIS AVE	4,117.22	
		100-254-470-0000-007 ENERGY/NEW WHSE	1,196.97	
267145	08/27/2013	295101 FATZ CAFE		155.82
		882-223-410-0000-006 SUPPLIES	155.82	
267146	08/27/2013	830749 SC RETIREMENT SYSTEM		804,528.85
		100-940-004-5400-000 RETIREMENT DEDUCTION	804,528.85	
267147	08/27/2013	825048 SOUTH CAROLINA ELECTRIC & GAS		8,632.13
		100-254-470-0000-042 ENERGY	8,632.13	
267148	08/27/2013	EMPLOYEE VENDOR		275.00
		377-112-410-0000-044 SUPPLIES	275.00	
267149	08/27/2013	EMPLOYEE VENDOR		275.00
		377-113-410-0000-027 SUPPLIES	275.00	
267150	08/28/2013	989952 4 IMPRINT, INC.		501.18
		100-112-410-0000-035 SUPPLIES	501.18	
*	267153	08/28/2013	993262 CENTURY NOVELTY CO. INC.	111.11
		100-390-410-9BSB-000 SUPPLIES-BACK TO SCHOOL BASH	111.11	

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*	267155	08/28/2013 992854 EXCEL INDUSTRIES, INC.	1,362.91
		100-254-540-0000-005 EQUIPMENT	1,362.91
	267156	08/28/2013 991665 FULL MOON	165.00
		100-113-410-0000-042 SUPPLIES	165.00
	267157	08/28/2013 340411 GLENDALE	445.95
		701-273-660-0930-028 FEES - ROTC	445.95
	267158	08/28/2013 529911 LRP PUBLICATIONS INC	1,253.70
		100-223-445-0000-106 TECHN & SOFTWARE SUPPLIES	1,253.70
*	267160	08/28/2013 993240 PLASCO ID	19,414.00
		100-114-545-0000-028 EQUIPMENT-COMPUTER	19,414.00
	267161	08/28/2013 710760 POSITIVE PROMOTIONS	158.45
		100-212-410-0000-038 SUPPLIES	158.45
	267162	08/28/2013 993242 PUPIL TRANSPORTATION SAFETY INSTITUTE, I	381.00
		100-255-410-0000-000 SUPPLIES	381.00
	267163	08/28/2013 736500 REALLY GOOD STUFF, INC.	323.95
		100-111-410-0000-034 SUPPLIES	46.36
		100-113-410-0000-034 SUPPLIES	38.68
		100-112-410-0000-034 SUPPLIES	218.97
		100-113-410-0000-034 SUPPLIES	19.94
	267164	08/28/2013 750181 ROCHESTER 100 INC	782.00
		100-111-410-0000-044 SUPPLIES	191.67
		100-112-410-0000-044 SUPPLIES	191.67
		100-113-410-0000-044 SUPPLIES	191.66
		100-111-410-0000-034 SUPPLIES	207.00
	267165	08/28/2013 990033 TREE HOUSE	753.10
		100-222-445-0000-038 TECHNOLOGY SUPPLIES	421.12
		100-233-445-0000-038 TECHNOLOGY SUPPLIES	331.98
	267166	08/28/2013 993275 AADVANTAGE LAUNDRY SYSTEMS	281.60
		710-271-660-0030-010 FOOTBALL	281.60
	267167	08/28/2013 989923 ANOTHER PRINTER INC	414.82
		203-223-360-0000-106 PRINTING AND BINDING	414.82
	267168	08/28/2013 992795 ARTHUR L. ADAMS	2,500.00
		100-266-323-0000-005 CONTRCT MAINT SERV(NON-INSTRUCTION)	2,500.00
	267169	08/28/2013 047235 ASSOCIATION FOR SUPERVISION	217.63
		100-221-410-0SS0-105 SUPPLIES	204.99
		100-221-410-0SS0-105 SUPPLIES	12.64
	267170	08/28/2013 992784 BERKELEY HIGH SCHOOL	800.00
		728-271-660-0010-028 BOYS & GIRLS BASKETBALL	80.00
		728-271-660-0020-028 BASEBALL	80.00
		728-271-660-0030-028 GOLF	80.00
		728-271-660-0040-028 WRESTLING	80.00

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		728-271-660-0050-028 TENNIS	80.00	
		728-271-660-0060-028 SOCCER	80.00	
		728-271-660-0070-028 SOFTBALL	80.00	
		728-271-660-0080-028 TRACK & CROSS COUNTRY/B&G	80.00	
		728-271-660-0090-028 VOLLEYBALL	80.00	
		728-271-660-0100-028 FOOTBALL	80.00	
267171	08/28/2013	993006 BLACK ROCK BUSINESS SOLUTIONS		7,844.99
		100-221-490-0ss0-105 OTHER SUPPLIES/MATERIALS	2,844.99	
		100-264-490-0000-003 OTHER SUPPLIES/MATERIALS	3,000.00	
		100-266-490-0000-005 OTHER SUPPLIES/MATERIALS	2,000.00	
267172	08/28/2013	992568 CAROLINA CHILLERS, INC.		1,670.00
		100-254-323-0000-027 REPAIRS & MAINTENANCE	1,670.00	
267173	08/28/2013	131130 CDW GOVERNMENT INC		654.82
		100-266-410-0000-005 SUPPLIES	654.82	
267174	08/28/2013	992210 CHICK-FIL-A / WAYNE MURPHY		437.20
		100-266-490-0000-005 OTHER SUPPLIES/MATERIALS	437.20	
267175	08/28/2013	992210 CHICK-FIL-A / WAYNE MURPHY		233.47
		100-221-490-0000-107 OTHER SUPPLIES/MATERIALS	233.47	
267176	08/28/2013	167783 COLUMBIA FIRE & SAFETY		2,284.71
		600-256-410-0000-028 SUPPLIES	2,284.71	
267177	08/28/2013	991761 COOK & BOARDMAN INC. OF S.C.		256.80
		100-254-410-0000-005 SUPPLIES	256.80	
267178	08/28/2013	181686 COUNCIL FOR EXCEPTIONAL CHILDREN		142.00
		203-223-640-0000-106 DUES & FEES	142.00	
267179	08/28/2013	993268 DIVERSIFIED COMPUTER SOLUTIONS, INC.		10,211.15
		100-266-323-0000-005 CONTRCT MAINT SERV(NON-INSTRUCTION)	7,711.15	
		100-266-323-0000-005 CONTRCT MAINT SERV(NON-INSTRUCTION)	2,500.00	
267180	08/28/2013	990715 FASTENAL COMPANY		855.42
		100-254-540-0000-007 EQUIPMENT	855.42	
267181	08/28/2013	993278 FLOCABULARY, LLC		1,200.00
		100-113-445-0000-026 TECH SUPPLIES	1,200.00	
267182	08/28/2013	352688 GRAYBAR		834.24
		100-266-410-SHP0-005 SUPPLIES	834.24	
267183	08/28/2013	380217 HARRISON'S PARAPHERNALIA		582.61
		100-113-490-0000-010 OTHER SUPPLIES/MATERIALS	582.61	
267184	08/28/2013	380217 HARRISON'S PARAPHERNALIA		687.11
		100-231-410-0000-000 SUPPLIES	44.62	
		100-221-350-9DOD-000 ADV & PROMO GIFTS-DISTRICT OPENING	642.49	
267185	08/28/2013	409551 HOME BUILDERS SUPPLY CO.		3,114.58
		100-254-540-0000-037 EQUIPMENT	520.95	
		100-254-540-0000-037 EQUIPMENT	458.98	

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		100-254-540-0000-037 EQUIPMENT	2,134.65
267186	08/28/2013	990132 HP DIRECT GEM ORDERS	18,236.59
		338-221-545-00C0-006 TECHNOLOGY EQUIP/SOFTWARE	18,236.59
267187	08/28/2013	991846 INDUSTRIAL FIRE SYSTEMS INC	3,409.40
		100-258-323-0000-010 SECURITY & FIRE SERVICES REPAIRS &	987.80
		100-258-323-0000-012 SECURITY AND FIRE SERVICES REPAIRS	987.80
		100-258-410-0000-010 SECURITY & FIRE SERVICES SUPPLIES	716.90
		100-258-410-0000-012 SECURITY & FIRE SERVICES SUPPLIES	716.90
267188	08/28/2013	480024 KAMO	1,489.44
		100-254-540-JAN0-007 JANITORIAL EQUIPMENT/CAPITAL OUTLAY	1,489.44
* 267190	08/28/2013	592801 MC CALL SUPPLY CO. INC.	687.89
		100-254-540-0000-006 EQUIPMENT	687.89
267191	08/28/2013	990088 MCCALL THOMAS ENGINEERING COMPANY	198.75
		100-390-410-9BSB-000 SUPPLIES-BACK TO SCHOOL BASH	198.75
267192	08/28/2013	556420 MID-CAROLINA OFFICE EQUIP, INC.	1,927.32
		100-113-410-0000-042 SUPPLIES	56.48
		100-114-410-0000-042 SUPPLIES	46.22
		100-115-410-0000-996 SUPPLIES	1,603.40
		100-254-410-0000-007 SUPPLIES	174.16
		100-214-410-0000-106 SUPPLIES	47.06
267193	08/28/2013	529940 M & M ELECTRIC SALES & SERVICE	19,910.00
		100-258-323-0000-027 SECURITY & FIRE SERVICES REPAIRS &	3,102.00
		100-258-323-0000-034 SECURITY & FIRE SERVICES REPAIRS &	2,638.00
		100-258-323-0000-036 SECURITY & FIRE SERVICES REPAIRS &	1,696.00
		100-258-323-0000-037 SECURITY & FIRE SERVICES REPAIRS &	4,752.00
		100-258-323-0000-038 SECURITY & FIRE SERVICES REPAIRS	2,150.00
		100-258-323-0000-039 OTHER PURCHASE SERVICES	2,791.00
		100-258-323-0000-996 SECURITY & FIRE SERVICES REPAIRS &	2,781.00
267194	08/28/2013	652561 ORANGEBURG CASH & CARRY	916.34
		711-273-660-0795-010 FEES - LOCKS/LOCKERS	197.40
		600-256-410-SPL0-000 SUPPLIES SPECIAL EVENTS	718.94
267195	08/28/2013	653521 ORANGEBURG COUNTY	275.00
		100-231-332-0000-000 TRAVEL	250.00
		100-232-332-0000-000 TRAVEL	25.00
267196	08/28/2013	679997 PALMETTO OFFICE SUPPLY	522.54
		100-115-410-0000-996 SUPPLIES	163.60
		100-115-410-0000-996 SUPPLIES	241.24
		100-115-410-0000-996 SUPPLIES	117.70
267197	08/28/2013	674938 PEACHTREE BUSINESS PRODUCTS	208.65
		100-115-410-0000-996 SUPPLIES	208.65
267198	08/28/2013	991912 PEARSON ASSESSMENT/PSYCH CORP	1,828.50
		100-214-410-0000-106 SUPPLIES	851.20
		100-214-445-0000-106 TECHN & SOFTWARE SUPPLIES	327.70

CHECK #	CHECK DATE	VENDOR NO/NAME	CHECK AMT
		100-214-445-0000-106 TECHN & SOFTWARE SUPPLIES	649.60
267199	08/28/2013	694900 PERFECT NETWORK INC	4,382.19
		100-115-445-0000-996 TECHNOLOGY SUPPLIES	2,327.25
		100-115-445-0000-996 TECHNOLOGY SUPPLIES	2,054.94
267200	08/28/2013	699450 PETE'S PEST CONTROL	1,275.00
		100-257-329-0000-000 OTHER PROPERTY SERVICES	1,275.00
267201	08/28/2013	990429 REID'S/FOOD LION, LLC.	404.81
		100-266-410-0000-005 SUPPLIES	298.42
		711-272-660-0859-010 FUNDRAISERS - PICTURES	106.39
* 267204	08/28/2013	832921 SC INT'L READING ASSOC	500.00
		100-112-332-0000-034 TRAVEL	500.00
* 267206	08/28/2013	992904 SC DIV ON CAREER DEVELOP & TRANSITION	120.00
		203-221-332-0000-106 TRAVEL	120.00
267207	08/28/2013	810528 SMITH COLLISION REPAIR	650.00
		100-254-323-0000-005 REPAIRS & MAINTENANCE	650.00
267208	08/28/2013	821690 SOUTH CAROLINA ASSOCIATION	1,200.00
		100-232-640-0000-000 DUES AND FEES	1,200.00
267209	08/28/2013	830286 SOUTH CAROLINA MIDDLE	125.00
		100-233-640-0000-026 DUES AND FEES	125.00
267210	08/28/2013	991303 SUBSTATION II -STONEHENGE INC.	256.38
		237-220-410-FOC0-034 SUPPLIES	256.38
267211	08/28/2013	992769 SUPERIOR MOTORS, INC.	2,303.98
		100-254-323-0000-005 REPAIRS & MAINTENANCE	548.41
		100-254-323-0000-005 REPAIRS & MAINTENANCE	1,755.57
267212	08/28/2013	993065 THE METRO GROUP, INC.	222.80
		100-254-410-0000-028 SUPPLIES	222.80
* 267214	08/28/2013	900624 TODD & MOORE, INC	661.28
		100-115-410-0000-996 SUPPLIES	661.28
267215	08/28/2013	904220 TRANE COMPANY	3,776.19
		100-254-410-0000-005 SUPPLIES	296.60
		100-254-410-0000-996 SUPPLIES	115.96
		100-254-540-0000-039 EQUIPMENT	2,619.98
		100-254-540-0000-038 EQUIPMENT	743.65
267216	08/28/2013	974714 WILSON & ASSOCIATES	1,758.00
		100-254-323-0000-010 REPAIRS & MAINTENANCE	828.00
		100-254-323-0000-028 REPAIRS & MAINTENANCE	630.00
		100-254-323-0000-042 REPAIRS & MAINTENANCE	300.00
267217	08/28/2013	989250 XEROX	714.56
		100-257-325-0000-038 RENTALS	28.25
		100-254-325-0000-007 RENTALS	125.27
		100-112-325-0000-039 RENTALS	245.13

ORANGEBURG CONSOLIDATED DISTRICT 5

CHECK REGISTER FOR 8/1/2013 TO 8/31/2013 & CHECK NUMBERS 0 TO 2147483647
 CASH ACCT 100-910-001-0000-000

CHECK #	CHECK DATE	VENDOR NO/ NAME	CHECK AMT
		100-257-325-0000-039 RENTALS	67.13
		100-257-325-0000-027 RENTALS	248.78
267218	08/29/2013	EMPLOYEE VENDOR	101.70
		341-147-332-0000-000 TRAVEL	78.40
		341-147-332-00C0-035 TRAVEL	23.30
* 267220	08/29/2013	EMPLOYEE VENDOR	270.55
		344-143-332-0000-028 TRAVEL	270.55
* 267224	08/29/2013	EMPLOYEE VENDOR	189.09
		100-252-332-0000-000 TRAVEL	138.24
		600-256-332-0000-008 TRAVEL	50.85
* 267227	08/29/2013	EMPLOYEE VENDOR	241.96
		710-271-660-0010-010 BOYS & GIRLS BASKETBALL	241.96
* 267230	08/29/2013	EMPLOYEE VENDOR	328.63
		344-143-332-0000-028 TRAVEL	328.63
* 267232	08/29/2013	EMPLOYEE VENDOR	197.36
		203-215-332-0000-035 TRAVEL	197.36
* 267234	08/29/2013	EMPLOYEE VENDOR	800.00
		711-271-660-0712-010 ATHLETICS - FOOTBALL	800.00
267235	08/29/2013	EMPLOYEE VENDOR	183.11
		100-114-332-0000-010 TRAVEL	134.11
		938-114-332-00C0-010 TRAVEL	49.00
* 267237	08/29/2013	EMPLOYEE VENDOR	125.01
		100-233-332-0000-044 TRAVEL	125.01
267238	08/29/2013	EMPLOYEE VENDOR	108.99
		100-233-332-0000-044 TRAVEL	108.99
* 267241	08/29/2013	EMPLOYEE VENDOR	300.00
		702-271-660-0712-042 ATHLETICS - FOOTBALL	300.00
267242	08/29/2013	EMPLOYEE VENDOR	289.20
		100-233-332-0000-034 TRAVEL	289.20
* 267247	08/30/2013	EMPLOYEE VENDOR	159.86
		100-940-004-5500-000 GROUP HEALTH INSURANCE	126.68 A
		100-940-004-5510-000 DENTAL INSURANCE	3.82 A
		100-940-004-5510-100 DENTAL INSURANCE	22.83 A
		100-940-004-5540-000 VISION PLAN	3.88 A
		100-940-004-5570-000 SPOUSAL DEP LIFE	0.59 A
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	1.48 A
		100-940-004-5610-000 TAXABLE OPTIONAL LIFE	0.58 A
267248	08/30/2013	992775 BLACKVILLE-HILDA PUBLIC SCHOOLS	365.25
		100-121-373-0000-000 TUITION TO OTHER ENTITY	232.81 A
		100-121-373-0000-000 TUITION TO OTHER ENTITY	132.44 A
* 267250	08/30/2013	157788 CI CI PIZZA	192.78

CHECK #	CHECK DATE	VENDOR NO/NAME		CHECK AMT
		727-273-660-0817-027 FIELD TRIPS - K - FIELD TRIP	192.78 A	
267251	08/30/2013	992094 CONNIE MAXWELL CHILDREN'S HOME		1,281.25
		221-175-312-0000-006 INST PROG IMPROVEMENTS	1,281.25 A	
267252	08/30/2013	EMPLOYEE VENDOR		175.98
		100-940-004-5500-000 GROUP HEALTH INSURANCE	153.28 A	
		100-940-004-5510-000 DENTAL INSURANCE	10.67 A	
		100-940-004-5540-000 VISION PLAN	3.88 A	
		100-940-004-5560-000 DEPENDENT LIFE	0.62 A	
		100-940-004-5570-000 SPOUSAL DEP LIFE	0.77 A	
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	1.92 A	
		100-940-004-5610-000 TAXABLE OPTIONAL LIFE	3.45 A	
		100-940-004-5750-000 SUPPLEMENTAL LONG TERM DISABILITY	1.39 A	
267253	08/30/2013	EMPLOYEE VENDOR		157.23
		100-940-004-5500-000 GROUP HEALTH INSURANCE	126.68	
		100-940-004-5510-000 DENTAL INSURANCE	3.82	
		100-940-004-5510-100 DENTAL INSURANCE	22.83	
		100-940-004-5570-000 SPOUSAL DEP LIFE	0.59	
		100-940-004-5600-000 OPTIONAL LIFE INSURANCE	1.48	
		100-940-004-5610-000 TAXABLE OPTIONAL LIFE	1.17	
		100-940-004-5750-000 SUPPLEMENTAL LONG TERM DISABILITY	0.66	
* 267255	08/30/2013	991455 S. C. COUNCIL FOR AFRICAN AMERICAN STUDI		361.00
		848-221-312-0000-000 PURCH SERV - CONSULTANTS	361.00 A	
267256	08/30/2013	EMPLOYEE VENDOR		134.98
		100-214-332-0000-106 TRAVEL	94.58 A	
		100-214-332-0000-106 TRAVEL	40.40 A	
267257	08/30/2013	989608 SIGN-A-RAMA		2,449.92
		100-232-690-0000-000 OTHER OBJECTS	2,449.92 A	
267258	08/30/2013	835277 SOUTH CAROLINA TAX COMMISSION		445.81
		100-252-690-0000-000 OTHER OBJECTS	445.81 A	
* 267260	08/30/2013	989250 XEROX		252.53
		100-257-325-0000-034 RENTALS	252.53 A	
267261	08/30/2013	992210 CHICK-FIL-A / WAYNE MURPHY		414.36
		735-272-660-0848-035 FUNDRAISERS - MELLICHAMP PAGEANT	206.78	
		735-272-660-0848-035 FUNDRAISERS - MELLICHAMP PAGEANT	207.58	
267262	08/30/2013	992223 CYNNAMON MORANT		125.00
		728-258-660-0120-028 SECURITY POLICE	125.00	
267263	08/30/2013	991425 EDWARD J. JENKINS		125.00
		728-258-660-0120-028 SECURITY POLICE	125.00	
267264	08/30/2013	990227 ERIC BONAPARTE		125.00
		728-258-660-0120-028 SECURITY POLICE	125.00	
267265	08/30/2013	295101 FATZ CAFE		292.12
		600-256-410-SPL0-000 SUPPLIES SPECIAL EVENTS	292.12	

ORANGEBURG CONSOLIDATED DISTRICT 5
 CHECK REGISTER FOR 8/1/2013 TO 8/31/2013 & CHECK NUMBERS 0 TO 2147483647
 CASH ACCT 100-910-001-0000-000

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
267266	08/30/2013	333852 GENERAL SALES CO., INC.		1,952.75
		600-256-410-0000-040 SUPPLIES	1,952.75	
267267	08/30/2013	969888 JOSEPH R. WILLIAMS		125.00
		728-258-660-0120-028 SECURITY POLICE	125.00	
267268	08/30/2013	499499 LAKESHORE LEARNING MATERIALS		2,021.18
		341-147-410-00C0-038 SUPPLIES	2,021.18	
267269	08/30/2013	529893 LOWE'S		1,146.49
		100-221-410-0000-107 SUPPLIES & MATERIALS	762.05	
		100-113-445-0000-026 TECH SUPPLIES	282.83	
		600-256-410-0000-010 SUPPLIES	101.61	
267270	08/30/2013	556420 MID-CAROLINA OFFICE EQUIP, INC.		109.12
		100-113-410-0000-038 SUPPLIES	28.88	
		100-233-445-0000-038 TECHNOLOGY SUPPLIES	80.24	
267271	08/30/2013	652561 ORANGEBURG CASH & CARRY		200.75
		100-252-410-0000-000 SUPPLIES	200.75	
267272	08/30/2013	991972 PAUL BIRCHETTE		125.00
		728-258-660-0120-028 SECURITY POLICE	125.00	
267273	08/30/2013	711053 POSTMASTER		138.00
		100-112-410-0000-038 SUPPLIES	138.00	
267274	08/30/2013	992055 ROBERT DARLINGTON		150.00
		728-258-660-0120-028 SECURITY POLICE	150.00	
267275	08/30/2013	863342 RONALD STOKES		125.00
		728-258-660-0120-028 SECURITY POLICE	125.00	
267276	08/30/2013	760981 ROSES STORES INC		429.07
		201-360-410-0000-006 SUPPLIES	429.07	
* 267278	08/30/2013	781826 SCHOOL SPECIALTY		371.80
		341-147-410-00C0-038 SUPPLIES	371.80	
* 267280	08/30/2013	990471 THOMAS STROMAN		125.00
		728-258-660-0120-028 SECURITY POLICE	125.00	
267281	08/30/2013	915908 US FOODS, INC.		227.68
		600-256-410-0000-010 SUPPLIES	113.84	
		600-256-410-0000-028 SUPPLIES	56.92	
		600-256-410-0000-034 SUPPLIES	56.92	
267282	08/30/2013	962680 WHOLESALE IND ELECTRONICS		1,259.90
		100-266-410-SHP0-005 SUPPLIES	1,259.90	
267283	08/30/2013	991262 WILLIAMSON PRINTING, INC		128.40
		100-111-410-0000-035 SUPPLIES	128.40	

FY 2013-2014

ORANGEBURG CONSOLIDATED DISTRICT 5
CHECK REGISTER FOR 8/1/2013 TO 8/31/2013 & CHECK NUMBERS 0 TO 2147483647
CASH ACCT 100-910-001-0000-000

<u>CHECK #</u>	<u>CHECK DATE</u>	<u>VENDOR NO/ NAME</u>		<u>CHECK AMT</u>
			TOTAL NUMBER OF CHECKS:	1,024
				3,222,717.87
			TOTAL NUMBER OF EPAYMENTS:	0
				0.00
		** OUT OF SEQUENCE CHECKS ON REPORT **		<u>3,222,717.87</u>

County /
District:

Williamsburg 45 / 01

Total Williamsburg School District

Location Code: 4501

# Of Students	4,948	District Total	\$	57,338,302			
Total Expenditures	\$ 57,338,302	Capital & Out-of-District Obligations	\$	5,146,705	Current Expenditures	Per Pupil	% To Total
Function	Sub-Function	Detail Function			\$ 52,191,597	\$ 10,548	100.00%

INSTRUCTION					\$	25,548,001	\$	5,163	48.95%
Face-To-Face Teaching					\$	23,762,092	\$	4,802	45.53%
Instructional Teachers					\$	21,610,331	\$	4,367	41.41%
Substitutes					\$	125,239	\$	25	0.24%
Instructional Paraprofessionals					\$	2,026,522	\$	410	3.88%
Classroom Materials					\$	1,785,909	\$	361	3.42%
Pupil-Use Technology & Software					\$	766,335	\$	155	1.47%
Instructional Materials & Supplies					\$	1,019,574	\$	206	1.95%

INSTRUCTIONAL SUPPORT					\$	10,281,265	\$	2,078	19.70%
Pupil Support					\$	5,589,312	\$	1,130	10.71%
Guidance & Counseling					\$	1,312,369	\$	265	2.51%
Library & Media					\$	743,540	\$	150	1.42%
Extracurricular					\$	1,870,571	\$	378	3.58%
Student Health & Services					\$	1,662,832	\$	336	3.19%
Teacher Support					\$	4,022,311	\$	813	7.71%
Curriculum Development					\$	2,692,964	\$	544	5.16%
In-Service & Staff Training					\$	1,329,347	\$	269	2.55%
Program Support					\$	669,642	\$	135	1.28%
Program Development					\$	-	\$	-	0.00%
Therapists, Psychologists, Evaluators, Personal Attendants, & Social Workers					\$	669,642	\$	135	1.28%

OPERATIONS					\$	11,464,073	\$	2,317	21.97%
Non-Instructional Pupil Services					\$	5,270,365	\$	1,065	10.10%
Transportation					\$	1,706,754	\$	345	3.27%
Food Service					\$	3,454,581	\$	698	6.62%
Safety					\$	109,030	\$	22	0.21%
Facilities					\$	4,765,032	\$	963	9.13%
Building Upkeep & Maintenance					\$	4,765,032	\$	963	9.13%
Business Services					\$	1,428,676	\$	289	2.74%
Data Processing					\$	644,415	\$	130	1.23%
Business Operations					\$	784,261	\$	159	1.50%

OTHER COMMITMENTS					\$	-	\$	-	0.00%
Contingencies					\$	-	\$	-	0.00%
Budgeted Contingencies					\$	-	\$	-	0.00%
Capital					\$	4,943,546	\$	999	9.47%
Debt Service					\$	4,851,435	\$	980	9.30%
Capital Projects					\$	92,111	\$	19	0.18%
Out-Of-District Obligations					\$	203,159	\$	41	0.39%
Parochial, Private, Charter, & Public School Pass Throughs					\$	203,159	\$	41	0.39%
Retiree Benefits & Other					\$	-	\$	-	0.00%
Legal Obligations					\$	-	\$	-	0.00%
Claims & Settlements					\$	-	\$	-	0.00%

LEADERSHIP					\$	4,898,258	\$	990	9.39%
School Management					\$	2,660,366	\$	538	5.10%
Principals & Assistant Principals					\$	2,044,803	\$	413	3.92%
School Office					\$	615,563	\$	124	1.18%
Program Management					\$	1,305,607	\$	264	2.50%
Deputies, Senior Administrators, Researchers & Program Evaluators					\$	1,305,607	\$	264	2.50%
District Management					\$	932,285	\$	188	1.79%
Superintendent & School Board					\$	786,600	\$	159	1.51%
Legal					\$	145,685	\$	29	0.28%

South Carolina Department of Education Proficiency-Based System

Application for 2013–2014

With the approval of the revised State Board of Education Regulation 43-234, districts will submit a Proficiency-Based System application to the South Carolina Department of Education (SCDE) rather than submitting individual proficiency course requests (with the exception of Career and Technical Education [CTE] proficiency courses, which must still be reviewed individually due to funding and work experience attached to courses). The application submitted for approval will provide an overview of the district's Proficiency-Based System and will be signed by both the district superintendent and the local board of education chairperson.

Any district that has schools using a Proficiency-Based System for initial credit or for credit recovery during the 2013–14 school year should complete this application and submit it by July 15, 2013, to the address on the application.

Applications should be e-mailed to Darlene Prevatt at dprevatt@ed.sc.gov or mailed to the following address:

Ms. Darlene Prevatt
South Carolina Department of Education
Room 501-A
Rutledge Building
1429 Senate Street
Columbia, S.C. 29201

The Division of Accountability staff will review the application and will approve the application by August 1, 2013. The approved application will be valid for the 2013–14 school year.

The Proficiency-Based System may be part of the annual district accreditation review.

Please Complete the Following:

District:	
Date Submitted:	
School Year:	
Person Submitting the Application:	
Position:	
Mailing Address:	
Phone Number, including area code:	
E-mail Address:	

This application contains **two sections**, both of which must be completed. **Section I** contains a list of assurances which must be checked and which have both the superintendent and the local board of education chairperson's signatures. **Section II** contains three questions, each of which must be answered.

SECTION I

ASSURANCES

Assurances, checked by the district superintendent, attest that the district has or will comply with the following requirements:

- 1. The local school board will annually approve the district's Proficiency-Based System. The documentation for submission to the local school board should include, but not be limited to, the following criteria. Documentation of the local board approval will be housed at the district level and available for review.
 - An explanation of how the needs assessment conducted substantiates the need for each proficiency course
 - A description of the subject area course procedures for each high school proficiency-based credit the school will implement
 - A complete syllabus for each course, including instructional methodologies used (i. e. online program, direct instruction, computer-assisted instruction, etc.)
 - Documentation that demonstrates that each course and all proficiency assessments are aligned to the State adopted subject area academic standards for the current year
 - The criteria that will be used for selecting students for each course, including prerequisite courses
 - The proposed assessment methodologies to be used to determine proficiency for each course
 - An explanation of how the assessments will be standardized across the district if the courses will be offered in multiple schools
- 2. The Proficiency-Based System will be evaluated annually, and districts will report the results back to the local board of education.
- 3. The district will communicate NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
- 4. Proficiency-based courses meet all relevant state statutes and regulations unless a State Board of Education (SBE) waiver has been granted to the district.
- 5. Teachers of all proficiency courses must hold South Carolina certification and be appropriately certified for the proficiency subjects taught unless a SBE waiver has been granted.

Signature of District Superintendent

Date

Signature of Chairperson of Board of Education

Date

SECTION II

Description of District Plan for Proficiency-Based System

1. **Describe your rationale and justification for using a Proficiency-Based System, including any pertinent needs assessment data. This answer may include, but not be limited to, the following:**
 - Discuss, in detail, needs assessment data that precipitated the decision to use proficiency-based instruction.
 - How will this plan address the individual needs of students as they work toward receiving a diploma, moving to the workforce, and/or attending college?
 - What evidence of support is there for the policy from students, parents, staff, and the community?
 - How will the district's policy on proficiency be communicated to stakeholders?

2. Provide a brief description of the structure and scope of the Proficiency-Based System in your district. This answer may include, but not be limited to, the following:

- Will proficiency-based courses be used to award initial credit? Credit recovery?
- Describe how proficiency-based education will be implemented in your district. Include instructional methodology, delivery of instruction, student eligibility, staff, funding, system for awarding credit, time frame, etc.
- Who will be authorized to grant credit for proficiency?
- What staff development or training will be required?
- How, when, and where will students have opportunities to earn credit for proficiency?
- How will students learn knowledge and skills and demonstrate performance and achievement in ways that may not be dependent on “seat time”?
- How will the plan help provide students proficiency opportunities in-class, out-of-class, or through prior learning?
- How will the plan align with and support current State Board of Education approved content area academic State standards?

3. Describe the methods the district will annually use to evaluate the overall proficiency process and the program outcomes. This answer may include, but not be limited to, the following:

- When and how will the plan implementation be analyzed and evaluated? At what stages will data be analyzed and evaluated?
- Who will do the analysis and evaluation, and what methods and measures will be used?
- How will students who have gained success through proficiency be tracked in their next steps?
- What methods will the district use to check that students earning credit through this process have the skills and knowledge they need for subsequent work in that subject area?

Support for Race to the Top District Grant Application

Name of School Manning Early Childhood Grade Level: Pk - 1st

District: Clarendon Two

Number of Administrators: 2 (Admin) Number of Classroom Teachers: 58 (CT)

Number of Non-classroom teacher instructional staff: 17 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
Betty Hawington	<i>Betty Hawington</i>	9-17-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Alina Cseh	<i>Alina Cseh</i>	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Christy Geddings	<i>Christy Geddings</i>	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rosa D. Stokes	<i>Rosa D. Stokes</i>	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Genia Baker	Genia Baker	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Chelsie Cannon	Chelsie Cannon	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Dorothy Mathis	Dorothy Mathis	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lori Jordan	Lori Jordan	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rosalin Blair	Rosalin Blair	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kathryn Epps	Kathryn Epps	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rhonda Joyner	Rhonda Joyner	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tracey White	Tracey White	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sandy Felder	Sandy Felder	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
3 Willette Gaiter	3 Gaiter	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Briana Whitaker	Briana Whitaker	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Spring Stephens	Spring Stephens	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Patricia McFadden-Moyd	Patricia McFadden-Moyd	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jamie N. Davis	Jamie N. Davis	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Carla Laney	Carla Laney	9-25-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Susaa Tyler	Susan Tyler		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Bre'Ana Alder	Bre'Ana Alder	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Melonie Richbury	Melonie Richbury	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jerru' Sabore	Jerru' Sabore	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Colonda F. Lee	Colonda F. Lee	9-27-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Felicia Mack	Felicia Mack	9-27-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Stacey Evans	Stacey Evans	9-27-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Tami Wynne	Tami Wynne	9-29-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Gloria Sanchez	Gloria Sanchez	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Shanta Witherspoon	Shanta Witherspoon	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Debbie Gibson	Debbie Gibson	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Dena Evans	Dena Evans	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Dorothy T. Bethen	Dorothy T. Bethen	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Margaree R. Bennett	Margaree R. Bennett	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Lydia Shorter	Lydia Shorter	9/30/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Linda Richburg	Linda Richburg	9-30-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mary Horne	Mary Horne	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Courtney Gamble	Courtney Gamble	09/30/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jessica Jones	Jessica Jones	09/30/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Ericha Floyd	Ericha Floyd	9/30/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lily Bryant	Lily Bryant	9/30/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Linda Bird	Linda Bird	9/30/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Darle Blakley	Darle Blakley	9/30/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Regina Richburg	Regina Richburg	9/30/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Mattie Fry	Mattie Fry	9/30/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS <input checked="" type="checkbox"/> Nurse
Rhonda Y. Pringle	Rhonda Y. Pringle	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sandra R. Woods	Sandra R. Woods	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Casey Hilton	Casey Hilton	9-30-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Susan Reeder	Susan Reeder	9-30-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Support for Race to the Top District Grant Application

Name of School Manning Primary School Grade Level: 2nd - 3rd

District: Clarendon School District Two

Number of Administrators: 3 (Admin) Number of Classroom Teachers: 28 (CT)

Number of Non-classroom teacher instructional staff: 5 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee <input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Judy Holmes	Judy Holmes	9-11-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Carolyn Carter	Carolyn Carter	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Erica Epps	Erica Epps	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Paula McNeil	Paula McNeil	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Q

TaMukia Barr	Mukia Barr	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Holleyt Barna	Hollyt Barnean	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Millie R. Love	Millie R. Love	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Patricia T. Flowers	Patricia J. Flowers	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kendra Baltzegar	Kendra Baltz	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Eddie Lee	Eddie Lee	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Karen H. Washington	Karen H. Washington	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rebecca Marshall	Rebecca Marshall	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ashley Davis	Ashley Davis	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Wendy Yates	Wendy Yates	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Michelle Demery	Michelle Demery	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Otis Reed, Jr.	Otis Reed, Jr.	9/12/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Annelise Martens	Annelise Martens	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nancy Moore	Nancy Moore	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marion Robinson	Marion Robinson	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Elizabeth Briley	Elizabeth Briley	09-12-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Loretta Braulstord	Loretta Braulstord	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kathy Brunson	Kathy Brunson	09-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Zammy Moye	Z. K. Moye	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Christy Nexsen	Christy Nexsen	9-13-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tschanner H. Lord	Tschanner H. Lord	9-13-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shelly A. Brooker	Shelly A. Brooker	9-16-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jacob Smith	Jacob Smith	9/16/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mildred W. Nick	Mildred W. Nick	9/23/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Beverly Cummings	Beverly Cummings	9/23/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Support for Race to the Top District Grant Application

Name of School Manning Elementary School Grade Level: 4-5

District: Clarendon District Two

Number of Administrators: 2 (Admin) Number of Classroom Teachers: 37 (CT)

Number of Non-classroom teacher instructional staff: 5 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee <input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Shanna Morgan	<i>Shanna Morgan</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kelli Bellant	<i>Kelli Bellant</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mary McLeod	<i>Mary McLeod</i>	9-10-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Courtney Cole	<i>Courtney Cole</i>	9-10-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Aggie Bradham	Aggie Bradham	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Shemika Hilton	Shemeika Hilton	9/10/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Linda M. Hilton	Linda M. Hilton	9/10/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Richard Inbody	Richard Inbody	9/10/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Paulea McDuffie	Paulea McDuffie	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Joy Lynch	Joy Lynch	9/10/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Cathy Smiley	Cathy Smiley	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Christy Blanding	Christy Blanding	9/10/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amanda Williamson	Amanda Williamson	9/10/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Laura Hendrix	Laura Hendrix	09/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Nicoleta Lorb	Nicoleta Lorb	09/10/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sharon Davis	Sharon Davis	9/10/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sylinda Spry	Sylinda Spry	9-10-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Johni Smith	Johni Smith	9-13-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
TERRI GEDDINGS	Terri Geddings	9-13-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Janelle Doyler	Janelle Doyler	9/13/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Margaret Haggerty	Margaret L. Haggerty	9/13/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jo Eaves	Jo Eaves	9/13/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jordan Price	Jordan Price	9/13/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Patricia Adam	Patricia Adam	9/13/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kristi Motley	Kristi Motley	9/16/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Allan Davisco	Allan Davisco	9/16/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kimberly Fleming	Kimberly Fleming	9/16/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amy Board	Amy Board	9/16/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Denise Jones	Denise Jones	9-16-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Kim Harrison	Kim Harrison	9/16/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Ardienna Elliott	Ardienna Elliott	9/16/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Dorothy Tindal-Ragin	Dorothy Tindal-Ragin	9/16/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Nancy Moore	Nancy Moore	9/16/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Brenda C Clark	Brenda C Clark	9/16/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Allyson H Goff	Allyson H Goff	9/16/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Chris Olic	<i>[Signature]</i>	9-16-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jessie Davis	Jessie Davis Gipsy	9-16-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
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Support for Race to the Top District Grant Application

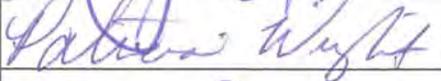
Name of School Manning Junior High School Grade Level: 7th-8th

District: Clarendon School District Two

Number of Administrators: 2 (Admin) Number of Classroom Teachers: 33 (CT)

Number of Non-classroom teacher instructional staff: 1 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
Margaree Sima		09/24/13	<input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Patricia Wright		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rhonda Jackson		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tiffani Burgess		9.24.13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Laneshia Sheard		9-24-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Adela Suai	Suia A	9/24/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Wanda Woods	Wanda Woods	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Verdell Baxter	Verdell Baxter	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Leila C. McCoy	Leila C. McCoy	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jenny Erickson	Jenny M. Erickson	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stephanie Wells	Stephanie Wells	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marian Marlowe	Marian Marlowe	9/24/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
W.J. MOTLEY	William J. Motley	9-24-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
B.R. Wilcox	Brian R. Wilcox	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Flury G. Wilson	Flury Wilson	9-26-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Terrie T. Arod	Terrie J. Arod	9-27-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Mabel Brown	Mabel Brown	09/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tommy Ridgway	Tammy Ridgway	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nease Anca		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Catherine Cobb	Catherine Cobb	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Susan Freeman	Susan Freeman	9-24-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Jill Owens	Jill Owens	9-24-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Terkie Arnd	Jemie J. Arnd	9-24-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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Support for Race to the Top District Grant Application

Name of School Manning High School Grade Level: 9 - 12

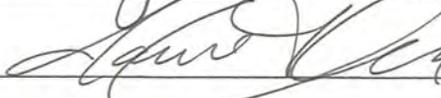
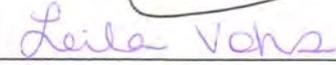
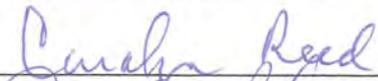
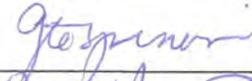
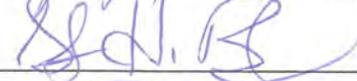
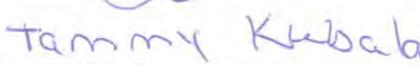
District: Clarendon School District Two

Number of Administrators: 3 (Admin) Number of Classroom Teachers: 43 (CT)

Number of Non-classroom teacher instructional staff: 2 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
Charles Magwood	<i>Charles K. Magwood</i>	9/24/13	<input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Charles Magwood	<i>Charles K. Magwood</i>	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Anthony P. Brown	<i>Anthony P. Brown</i>	9-24-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Janet Farmer	<i>Janet m farmer</i>	9-24-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tracy Weeks	<i>Tracy Weeks</i>	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Brian Joyner		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rose M. Fout		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mihaela Gutu		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Anita Hatfield		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rose Ann Infinger		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
JAMIE TYLER		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Leila Vohs		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Carolyn Reed		9/24/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Jennie Simmons		9-24-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Neshunda Wilkes		9/24/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Henry William		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ma. Girlie Espinosa		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stacy H. Bell		9/24/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Paul M. KEEN		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tammy Kubala		9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Alfreda Johnson	Alfreda Johnson	9-24-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jacob Hunt	April L. Hunt	9-24-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Susan Bench	Susan Bench	9/24/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Jenny Aycock	Jay J. Aycock	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Catherine Robinson	Catherine Robinson	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marlene Hodge	Marlene Hodge	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Petra Doby	Petra Doby	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Wanda Barkley	Wanda Barkley	9/24/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Joni Lyles	Toni Lyles	9/24/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Belinda Windley	Belinda Windley	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Dusty Taylor	Dust tail	9/24/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Karen T. Young	Karen T. Young	9/25/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jacquie Corbett	Jacquie Corbett	9/25/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Elizabeth S. Ray	Elizabeth S. Ray	9/25/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
C Bramlett	C Bramlett	9/25/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Justin Gandy	<i>Justin Gandy</i>	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ariadna Ichim	<i>Ariadna</i>	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Palm Nelson	<i>Palm Nelson</i>	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ricky Noled	<i>Ricky</i>	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
FRANK LABSON	<i>Frank Labson</i>	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Susan S. McFaddin	Susan S. McFaddin	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Leila Carson	Leila Carson	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Delbill Calab	<i>Delbill</i>	9-25-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
STEWELWARD	<i>Steweward</i>	9/26/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Michael Hey	<i>Michael Hey</i>	9/26/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Russell O. Weinstein	RUSSELL O. WEINSTEIN	9/26/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Arnold George	<i>Arnold</i>	9/26/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Willie A. Felder	Willie A. Felder	9/26/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Total Classroom Teachers: 37
 Classroom Teacher Signatures: 30
 Percentage of Support: 81.1%

Support for Race to the Top District Grant Application

Name of School: Whittaker Elementary Grade Level: Pre K-Fifth Grade

District: Orangeburg Consolidated School District 5

Number of Administrators: 4 (Admin) Number of Classroom Teachers: 30 (CT)

Number of Non-classroom teacher instructional staff: 16 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
			<input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Cassandra H. Jenkins	<i>[Handwritten Signature]</i>	9-17-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Lisa Axson	<i>[Handwritten Signature]</i>	9.17.13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Sammic Gordon	<i>[Handwritten Signature]</i>	9/17/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Mary Robinsun	<i>[Handwritten Signature]</i>	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Tremelia Burns	Tremelia Burns	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Danielle Hayes	Danielle Hayes	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Georgette Kennedy	B. Kennedy	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Andrea Perkins	Andrea Perkins	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ronald Cottin	Ronald C	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
TRESE REED	T. Reed	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Danyell Dowling	Danyell Dowling	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nevea Johnson	Nevea Johnson	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Carmen Charley	Carmen Charley	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Kimberly Behling	Kimberly Behling	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Cynthia A. Mack-Brown	Cynthia A. Mack-Brown	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Joel P. Wade	J. Wade	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ruby Gentry-Edwards	Ruby Gentry-Edwards	9/17/13	<input checked="" type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Printed Name	Signature	Date	Type of Employee
Willa Maynard	Willa Maynard	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Teresa C. Jennings	Teresa C. Jennings	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tonya Gamble	Tonya Gamble	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Alfreda Jamison	Alfreda Jamison	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Granita Richardson	Granita C. Richardson	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
MONICA AIKEN	Monica Aiken	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nieka Huggins	Nieka Huggins	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amanda Dinkins	Amanda Dinkins	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Julaunder Davis	Julaunder Davis	9/17/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amanda Smith	Amanda Smith	9/17/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lakeshia Dawkins	Lakeshia Dawkins	9/17/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Printed Name	Signature	Date	Type of Employee
Chedra Anthony	Chedra Anthony	Sept 17, 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Taisha Jefferson-Brown	Taisha Jefferson-Brown	Sept 17, 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tamika Dickerson	Tamika Dickerson	Sept. 17, 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Beatrice Keith-Williams	Beatrice Keith Williams	Sept. 17, 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Andre S. Moss	Andre S. Moss	Sept. 17, 2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Chinyeaka Ihekweazu	C. Ihekweazu	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Faye H. Thompson	Faye Thompson	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jill Hyde	Jill Hyde	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
B. Jones	B. Jones		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
B. Jones	B. Jones	9-19-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Brenda Gadson	Brenda Gadson	9, 19-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Margaret Moore	Margaret Moore	9-19-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Stephanie Hilliard	Stephanie Hilliard	9-19-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Melinda Jacques	Melinda Jacques	9-19-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Murvell Rivers	Murvell Rivers	9, 19, 13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Print Name

Signature

Date

Print Name	Signature	Date	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Anna Ellis	Anna Ellis	9/19/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sharon McMillan	Sharon McMillan	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
PATRICIA GRIMMARD	Patricia Grimmard	09/25/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sharon Fogle	Sharon Fogle	9/25/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Ann Amick	Ann Amick	9/25/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Roselyn Washington	Roselyn Washington	9/25/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Janice Lingo	Janice Lingo	9/25/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Nancy Hopkins	Nancy Hopkins	9/25/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Total Classroom Teachers: 18
 Classroom Teacher Signatures: 18
 Percentage of Support: 100%

Support for Race to the Top District Grant Application

Name of School: Robert E. Howard Middle School Grade Level: Sixth Grade-Eighth Grade

District: Orangeburg Consolidated School District 5

Number of Administrators: 4 (Admin) Number of Classroom Teachers: 18 (CT)

Number of Non-classroom teacher instructional staff: 18 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
			<input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Dartene W. Dunmore	<i>D.W. Dunmore</i>	9-17-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Priscilla E. Charley	<i>Priscilla Charley</i>	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
David Pasley	<i>DM Pasley</i>	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Allie RUST	<i>A Rust</i>	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Sandra Davio	Sandra Davio	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Bala Ganti	Bala Ganti	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Portia Alexander	Pat Alexander	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jacqueline Garrett	Jacqueline Garrett	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Aretha Bradley-Leigler	Aretha Bradley-Leigler	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Kara C. Watson	Kel. Watson	9/17/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rajini Somireddy	S. Somireddy	9/17/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Linda Aiken	Linda Aiken	9/17/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marcella Nesbitt	Marcella Nesbitt	9/17/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shanay Williams	Shanay Williams	9-17-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Kurtis Yarbrough	Kurtis Yarbrough	9-17-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Monica Young	Monica Young	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Rachel Wilson	Rachel Wilson	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Andreal Robinson	Andreal Robinson	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Tamika Tucker	Tamika Tucker	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Linda W Foster	Linda W Foster	9-17-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Patricia Weathers	Patricia Weather	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sarah Knorr	Sarah Knorr	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sadie Kenny	Sadie Kenny	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Helen Chao	Helen Chao	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shirley McVint		9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Cedric L. Walker	Cedric L. Walker	9/17/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Ronc Elg	Ronc Elg	9/17/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Charles Outen	Charles Outen	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jackie William	Jackie William	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
William Young	William Young	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
May Lo Cuello	May Lo Cuello	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Esther Willis	Esther Willis	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Doris Green	Doris Green	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sandra Thomas	Sandra Thomas	9-17-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Beverly A. Inabinette	Beverly A. Inabinette	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Heddie L. Carson	Heddie L. Carson	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Hartford Wright	Hartford Wright	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sharon Stokes	Sharon Stokes	9/18/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Joi Jamison	Joi Jamison	09/18/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Eric Brea	Eric Brea	9/18/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Total Classroom Teachers: 82.
 Classroom Teacher Signatures: 71
 Percentage of Support: 86.6%

Support for Race to the Top District Grant Application

Name of School: Orangeburg-Wilkinson High School Grade Level: Ninth Grade-Twelfth Grade

District: Orangeburg Consolidated School District 5

Number of Administrators: 6 (Admin) Number of Classroom Teachers: 71 (CT)

Number of Non-classroom teacher instructional staff: 11 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee <input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Mary McClam	Mary McClam	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Allen Pope, Jr.	Allen Pope, Jr.	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Lynn J. Shaw	Lynn J. Shaw	9/17/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sharon Simpson	Sharon Simpson	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Mary Braddy	Mary Braddy	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Tonya S. Wright	Tonya S. Wright	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Joyce Jamison	Joyce Jamison	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Wanda McClain	Wanda McClain	9/17/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Coral Johnson	Coral Johnson	9/17/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Peggy Lingard	Peggy Lingard	9/17/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Jane Winnings	Jane Winnings	9/17/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Suzette Young	Suzette Young	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Chris Robinson	Chris Robinson	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Thomasina W. Snell	Thomasina W. Snell	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Harry E. Schantz	H. E. Schantz	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shirley Green Jones	Shirley Green Jones	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Colin Collins	Colin Collins	9/17/10	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Teal Ryant	Teal Ryant	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Deborah Hailcy	Deborah Hailcy	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rosa Collier	Rosa Collier	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Erette Calvary	Erette Calvary	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Angela M. Williams	Angela M. Williams	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Donna Holman	Donna Holman	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Dale Evans	Dale Evans	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Tracey M. Gamble	Tracey M. Gamble	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Andrea M. Matthews	Andrea Matthews	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Andrew St-James	Andrew St-James	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mackenzie McLaughlin	Mackenzie McLaughlin	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Saundra Feagins	Saundra Feagins	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Karibasappa C. Nagaraja	Karibasappa	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Joyce Archie	Joyce Archie	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Klein Parker	Klein Parker	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Ralph Alexander	Ralph Alexander	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
James Harris	James Harris	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Katie Meisel	Katie Meisel	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Onize Isa	Onize Isa	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Wayne Ross	Wayne Ross	9/17/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Barbara J. Henryburg	Barbara J. Henryburg	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Yvonne Mitchell	Yvonne Mitchell	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kimberly Malle	Kimberly Malle	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mahesh. Donthula	Mahesh. Donthula	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Paulette Richardson	Paulette Richardson	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ti-Esha Williams-Vaughan	Ti-Esha Williams-Vaughan	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kathryn Jensen	Kathryn Jensen	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sarah Priester	Sarah Priester	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Margaret Jenkins	Margaret Jenkins	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sean Grismer	Sean Grismer	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sharice Walker	Sharice Walker	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Harriett Davis	Harriett Davis	17 Sept 13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Paul Rosser	Paul Rosser	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
JOSEPH MATHEW	Joseph Mathew	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
SHAHANA HASAN	Shahana Hasan	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
JOSHUA JOHNPAUL	J. Joshua Ebinger	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Latania Garun	Lanita Garun	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hannah Kinkead	Hannah Kinkead	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Aronca Frazier	Aronca Frazier	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Janette Miller	Janette Miller	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Johnerra O. Alford	Johnerra O. Alford	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Melissa Hoffman	Melissa Hoffman	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Linda G Addison	Linda G Addison	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Alex Barra	Alex Barra	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Laverne P. Harris	Laverne P. Harris	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Alexander Traxiody	Alexander Traxiody	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hannah Frierson	Hannah Frierson	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

D Edmond ~~D Edmond~~ 9/17/13

M

DIANA JOSEPH MANI	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Erick Kona-egni	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sharlene Foster	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kevin Watney	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Annette Grims	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Joshua J. Staley	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Charles Fellers	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jennifer Ceisel	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Trene Gold	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tanya Cypri	Handwritten signature	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Horace Bookman	Handwritten signature	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
John L. Banks	Handwritten signature	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
BRIAN HATHAWAY	Handwritten signature	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
James Ouzts	Handwritten signature	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
ANNA LK GAMBLE	Handwritten signature	17 Sept 13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Aldern Gilmore	Aldern Gilmore	9-17-2013	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Dmyale Mosley	Dmyale Mosley	9-17-2013	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Tiara Vaught	Tiara Vaught	9-17-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Melissa Amaker-Smith	Melissa Amaker-Smith	9-21-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Joyce Jamison	Joyce Jamison	9-17-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shirl E. Greene	Shirl E. Greene	9/17/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kareem Gordon	Kareem Gordon	9/17/2013	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Patricia Goldsmith	Patricia Goldsmith	9/17/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

All Signatures 100%

Support for Race to the Top District Grant Application

Name of School Clemson Road Child Development Center Grade Level: 4-yr olds District: Richland School District Two

Number of Administrators: 2 (Admin) Number of Classroom Teachers: 21 (CT)

Number of Non-classroom teacher instructional staff: 35 (IS)

We, the undersigned, support the district's participation in the **Carolina Consortium for Enterprise Learning** (CCEL) as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee <input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Debbie Brady	<i>Debbie Brady</i>	9/20/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Deborah DePaoli	<i>Deborah DePaoli</i>	9/20/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Quinne Evans	<i>Quinne Evans</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tammy Jackson	<i>Tammy Jackson</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Carmen Heard	<i>Carmen Heard</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Erica Booth	<i>Erica Booth</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Susan Kirby	<i>Susan Kirby</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Nelsa Padin Verticchio	<i>N. Padin Verticchio</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Mary Kathryn Lostetter	<i>Mary Kathryn Lostetter</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sue Ott	<i>Sue Ott</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ami Carpenter	<i>Ami Carpenter</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stacy Johnson	<i>Stacy Johnson</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stacy Jewell	<i>Stacy Jewell</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Flo Jackson	<i>Flo Jackson</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Deidra Walker	<i>Deidra Walker</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Angela Vereen	<i>Angela Vereen</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Lynn Grady-Cosby	<i>Lynn Grady-Cosby</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Gisele Johnson	<i>Gisele Johnson</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Elizabeth Cameron	<i>Elizabeth Cameron</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Gloria Chol	<i>Gloria Chol</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Emiko Brown	<i>Emiko Brown</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Annet Espinosa	<i>Annet Espinosa</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Angie Lewis	<i>Angie Lewis</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Ebony Thomas	<i>Ebony Thomas</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Marie Tanis	<i>Marie Tanis</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Shantelle Graham	<i>Shantelle Graham</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Angela Bradshaw	<i>Angela Bradshaw</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Liz Sakarcian	<i>Liz Sakarcian</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Beth Kirincich	<i>Beth Kirincich</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stephanie Haas	<i>Stephanie Haas</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Karen Brown	<i>Karen Brown</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Andrea Allen Walkes	<i>Andrea Allen Walkes</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Joanna Wiggins	<i>Joanna Wiggins</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Anna Cadena Garcia	<i>Anna Garcia</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Paige Eadon	<i>Paige Eadon</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sheshori Spry	<i>Sheshori Spry</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Lorena Ortiz	<i>Lorena Ortiz</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Kelli Turnipseed	<i>Kelli Turnipseed</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Melissa Cermak	<i>Melissa Cermak</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Wendy Myers	<i>Wendy Myers</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Kenyetta Gallman	<i>Kenyetta Gallman</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Madhuri Samanthapudi	<i>Madhuri Samanthapudi</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Theresa Johnson	<i>Theresa Johnson</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tamika Scott	<i>Tamika Scott</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Rebecca Burney	<i>Rebecca Burney</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Etoshia McFarland	<i>Etoshia McFarland</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Mary Paul Hoile	<i>Mary Paul Hoile</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Venus Arnold	<i>Venus Arnold</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Lashandra Scott	<i>Lashandra Scott</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Carol Jackson	<i>Carol Jackson</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kathy Powell	<i>Kathy Powell</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Kim Baker	<i>Kim Baker</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Abigail Hallman	<i>A. Hallman</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Rocio Herron	<i>M. Rocio Herron</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tanya Rawlinson	<i>Tanya Rawlinson</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Jennifer Erickson	<i>Jennifer Erickson</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lydia Rice	<i>Lydia Rice</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Lucy Harris	<i>Lucy Harris</i>	9/20/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

21
✓

35₅
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Support for Race to the Top District Grant Application

*Classroom
Teachers:
85%*

Name of School L. B. Conder Elementary School Grade Level: preK-5 District: Richland School District Two

Number of Administrators: 4 (Admin) Number of Classroom Teachers: 49 (CT)

Number of Non-classroom teacher instructional staff: 14 (IS)

We, the undersigned, support the district's participation in the **Carolina Consortium for Enterprise Learning (CCEL)** as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
			<input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Dr. Shawn Suber, Principal	<i>Dr. Shawn Suber</i>	<i>9/9/13</i>	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Paula China, AP	<i>Paula China</i>	<i>9/10/13</i>	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Connie May, AP	<i>Connie May</i>	<i>9/10/13</i>	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Karen Brown <i>Cleason Rd.</i>			<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Joanna Wiggins <i>Cleason Rd.</i>			<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

School Educators: 81

*3
4 Admin
58 CT¹
19 IS*

	Signature	Date	
Paige Eadon	Clemson Rd.		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rebecca Conolly			<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kourtney Davis	Kourtney Davis	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Karen Hall	Karen Hall	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Yolanda James			<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ashley Luchsinger			<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Melody Thomas	Melody Thomas	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tomiko Brown	Tomiko Brown	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Medina Conners	Medina Conners	9-10-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stephanie Ervin	Stephanie Ervin	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Michelle Evans	Michelle Evans	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jennifer Rushing	Jennifer Rushing	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Della Johnson	Della Johnson	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marcus Lambert	Marcus Lambert	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kristy Dvorak	Kristy Dvorak	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

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	Signature	Date	
Erica Dowling	<i>Erica Dowling</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Darlene Landy	<i>Darlene Landy</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mironda Perkins	<i>Mironda Perkins</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mary Scoville	<i>Mary Scoville</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tara Smith	<i>Tara C. Smith</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Aba Wallace	<i>Aba Wallace</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ralph Summers	<i>Ralph Summers</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kimberly Castro	<i>Kim Castro</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jessica Burkett	<i>Jessica Burkett</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Emily Drummond	<i>Emily Drummond</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shamela Reynolds	<i>Shamela Reynolds</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jillian Ringhausen			<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Phermella Tullock	<i>Phermella Tullock</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
LaChae Williams	<i>LaChae Williams</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Monica Addison	<i>Monica Addison</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

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	Signature	Date	
Katrina Brown	<i>Katrina Brown</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Teneshia Bridges	<i>Tm Bridges</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sarah Hayes	<i>S Hayes</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Charlene Walker	<i>Charlene Walker</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jessica Newman	<i>Jessica Newman</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Emily Caskey	<i>Emily Caskey</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Samantha Eastwood	<i>Samantha Eastwood</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Erin Odom	<i>Erin Odom</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tabatha Rojas	<i>Tabatha Rojas</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amy Singleton	<i>Amy Singleton</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Brooke Compton	<i>Brooke Compton</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Christian Kivita			<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ryan Labella	<i>Ryan Labella</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Davin Lail	<i>Davin Lail</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ortega Missouri	<i>Ortega Missouri</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

14

	Signature	Date	
Veneshia Stribling			<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Linda Steffey	Linda Steffey	9/9/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Leighton Harris	Leighton Harris	9/9/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nassiya Ali	Nassiya Ali	9-10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Andrea Allen-Walkes			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Angelette Belton	Angelette Belton	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Wanda Cain	Wanda Cain	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Clarissa Capers	Clarissa S. Capers	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Anna Garcia			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Terry Gilley	Terry Gilley	09/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Karen Johnson	Karen Johnson	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Linda Phillips	Linda Phillips	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Samantha Eargle			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Michelle Shackelford	Michelle Shackelford	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Tyreea Sumter	Tyreea Sumter	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Signature

Date

Yoshi Spry			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Melanie Hamilton	<i>Melanie Hamilton</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Anna Parrish	<i>Anna Parrish</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rachele Etter	<i>Rachele Etter</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Melissa Olivares	<i>Melissa Olivares</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Allison Coleman	<i>Allison Coleman</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Gaye Light			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Beth Gilbert	<i>Beth Gilbert</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Bonnie Larson	<i>Bonnie Larson</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Regi Strickland	<i>Regi Strickland</i>	9/9/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Falecia Dickson	<i>Falecia Dickson</i>	9/9/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
<i>Donna Washington</i>	<i>Donna Washington</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
<i>Heronetta White-Huff</i>	<i>Heronetta White-Huff</i>	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
<i>Xavier Martin</i>	<i>X. Martin</i>	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
<i>Rhonda McCoy</i>	<i>Rhonda McCoy</i>	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Rosa Zozaya

RR Zozaya

9-10-13

1 8 IS

5

Classroom teachers
signatures= 75%

Support for Race to the Top District Grant Application

Name of School Dent Middle School Grade Level: 6-8 District: Richland School District Two

Number of Administrators: 9 (Admin) Number of Classroom Teachers: 72 (CT)

Number of Non-classroom teacher instructional staff: 9 (IS)

We, the undersigned, support the district's participation in the **Carolina Consortium for Enterprise Learning (CCEL)** as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
Anderson, Michelle	<i>Michelle Anderson</i>	9-18	<input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input checked="" type="checkbox"/> Non-CT Instructional Staff (IS)
Ashford, Tamala Trinette	<i>Tamala Ashford</i>	9-09-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Baldwin, Tracey Johns	<i>Tracey Baldwin</i>	9-11-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Barker, Helen Marie	<i>Helen Marie Barker</i>	9/18/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Basile, David Vito	<i>David Basile</i>	9-9-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

School has 109 educators. Of those, 96 are classroom teachers.

Benincasa, Kathy Marie	<i>[Signature]</i>	9/11/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Blackwell, Amanda Lee	<i>[Signature]</i>	9/20/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Blamire, Ruth Helen E.	<i>[Signature]</i>	9/19/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Boyd, Marianne			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Brown, Jamie L	<i>[Signature]</i>	9/14/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Brown, Michele Jordan	<i>[Signature]</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Brown, Quinn L	<i>[Signature]</i>	9/19/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Burnett, Ashley Olivia	<i>[Signature]</i>	9/9/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Byars, Lelia Freeman	<i>[Signature]</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Campbell, Catherine Savage	<i>[Signature]</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Carl, Shay Rhoda Rabon	<i>[Signature]</i>		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Carraway, Jeffrey Michael	<i>[Signature]</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Carroll, Jill Suzanne	<i>[Signature]</i>	9-19-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Cheatham, Cheryl Mason	<i>[Signature]</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Cira, Stephanie Rose	<i>[Signature]</i>	9/19/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Claxton, Shamone A	<i>Sh Shamone</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Coker, Vickie Lorain	<i>Vickie Coker</i>	9/11/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Collins, Elizabeth Ellis	<i>Elizabeth Ellis</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Cooper-Shaw, Katherine	<i>Katherine Cooper-Shaw</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Creech, Kenneth Devon	<i>Kenneth Creech</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Davis, Rebecca Elise			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Deas, Shanitra Singleton	<i>Shanitra Deas</i>	9-9-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Dinkins, Kelley Faith	<i>K. Dinkins</i>	9/19/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Dockery, Samantha Elizabeth			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Farmer, Bonnie Jordan			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Franco, Shelli Lee Meyer	<i>Shelli Meyer</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Frohnhofer, Brittany			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Fulmer, Mary Jane	<i>Mary Jane Fulmer</i>	9-19-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Gallo, Reyne Mari			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Giles, Delphia Aldridge	<i>Delphia Giles</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Gonzalez, Nayda V.			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Guenther, Eric James			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Hall, Dejoyce S	<i>DeJoyce S. Hall</i>		<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Harrison, Brandon Waymer	<i>Brandon Waymer</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hayden, Melissa Anne	<i>[Signature]</i>	<i>o/a</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hicks, Timothy Edward	<i>Timothy E. Hicks</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
High, Jennifer G	<i>Jessica Phinise</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hill, Sharonda McCoy	<i>Sharonda McCoy</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hipps, Wesley Steven	<i>Wesley S. Hipps</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hobensack, Christine Cook	<i>Christine C. Hobensack</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hollis, Nanette Johnson	<i>Nanette J. Hollis</i>	<i>9-17-2013</i>	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Hoover, Joshua P.	<i>Joshua P. Hoover</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Huff, Bridgette Nicole	<i>Bridgette Huff</i>		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hutchins, Brian Scott	<i>Brian Scott Hutchins</i>	<i>9/13</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ivey, Norman Waylon	<i>Norman Waylon Ivey</i>	<i>9/19/13</i>	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS <i>ITC</i>

Jackman, Lorraine J	<i>Lorraine Jackman</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
James, Frank Vertell		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Jeffords, Chloe McLeod	<i>Chloe Jeffords</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jennings, LeCinda Renee	<i>LeCinda Renee Jennings</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jones, Sondra Mccants	<i>Sondra M Jones</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jones, Tamara Joy	<i>Tamara Jones</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kennedy, Elizabeth Anne		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Kolb, Sally Lambert	<i>Sally L. Kolb</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lambert, Briana C	<i>Briana Lambert</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Legault, Jennifer Lynn		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Mack, Aundrea Elenora	<i>Aundrea Mack</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mason, Bessie Vanessa	<i>Bessie Mason</i>	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
McClain, Terence	<i>Terence McClain</i>	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Means, Ebony Thompson		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Meekins, Lauren Kiser	<i>Lauren Meekins</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Michael, Carrie Lynne	<i>Carrie Lynne</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Morey, Megan Lee	<i>Megan Lee</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Morris, Mellissa Ann	<i>Mellissa Ann Morris</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nelson, Iris Yolanda	<i>Iris Yolanda Nelson</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nesmith, Pamela Kay	<i>Pamela Kay Nesmith</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nine, Lisa Rae	<i>Lisa Rae Nine</i>	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Patterson, Christopher	<i>Christopher Patterson</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Patterson, George Curtis	<i>George Curtis Patterson</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Porter, Sara Anne	<i>Sara Anne Porter</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Pouly-Loera, Geneva Camille	<i>Geneva Camille Pouly-Loera</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ratterree, Mertha Pitts	<i>Mertha Pitts Ratterree</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Reed, Jennifer Clyburn		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Ridings, Glenn Melvin	<i>Glenn Melvin Ridings</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Robinson, Christal Metanoia		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Rohman, Stacey Lynn	<i>Stacey Lynn Rohman</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Rubinger, Diana Talmor	<i>Diana T Rubinger</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sawyer, Kason Nicole	<i>Kason Sawyer</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Scott, Rolanda V.	<i>Rolanda Scott</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shields, Allison Altman	<i>Allison Shields</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shumpert, Marise Estella	<i>Marise Shumpert</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Simmons, Carolyn Y	<i>Carolyn Simmons</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Simons, Joyce Ann	<i>Joyce Simons</i>	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sims, Mark Anthony	<i>Mark Sims</i>	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Smith, Urusha Tenora		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Stinson, Cathy Gail	<i>Cathy Gail Stinson</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sturgeon, La'Ai Numera	<i>La'Ai Sturgeon</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sumpter, Makesia Selena	<i>Makesia Sumpter</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tanner, Diana Lee	<i>Diana Tanner</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tate, Wendell Jack	<i>Wendell Tate</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Teuber, Thomas Justin	<i>Thomas Teuber</i>	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Tipton, Justin Scott	<i>Justin Scott</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Toole, Earle Bernard	<i>Earle Bernard Toole</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Turner, Marc A	<i>Marc Turner</i>	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Valentine, Karen Andrea	<i>Karen Valentine</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Walker, Martha Campbell	<i>Martha Walker</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Washington, Lorelei Renee	<i>Lorelei Washington</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Weaver, Lisa Ann	<i>Lisa Weaver</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Weston, Whitney Deanna	<i>Whitney Weston</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Whaley, Andre' Terrell		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Whitworth, Melody Clowney		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Williams, Dalisha Shante'		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Williams, Jane Frances	<i>Jane Williams</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Williams, Mattie C	<i>Mattie Williams</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Wilson, Brent Russell	<i>Brent Wilson</i>	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Classroom Teachers: 100%

Support for Race to the Top District Grant Application

Name of School Richland Northeast High School Grade Level: 9-12 District: Richland School District Two

Number of Administrators: 12 (Admin) Number of Classroom Teachers: 97 (CT)

Number of Non-classroom teacher instructional staff: 19 (IS) (128 Total)

We, the undersigned, support the district's participation in the **Carolina Consortium for Enterprise Learning (CCEL)** as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
Aris Woodward	<i>Aris Woodward</i>	9/9/13	<input type="checkbox"/> Administrator (Admin) <input checked="" type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Christine Phelps	<i>Christine Phelps</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nathan O'Neill	<i>Nathan O'Neill</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Betsy Kinsella	<i>Betsy Kinsella</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kala Raxter	<i>Kala Raxter</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Gabriela Sabau	<i>Gabriela Sabau</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

School has 97 teachers.

Kailey Shin	Kailey Shin	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Valerie Ward	Valerie M. Ward	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Robert Stutts	Robert Stutts	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input checked="" type="checkbox"/> IS ^{coops}
Lamar Johnson	Lamar Johnson	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tameka Sumner	Tameka Sumner	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stephanie Stone	Stephanie Stone	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Harriet Morris	Harriet Morris	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Julie Gendil	Julie Gendil	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Denise Owens	Denise Owens	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Laurie D'Amico	Laurie D'Amico	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lisa McCliment	Lisa McCliment	9-9-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS (Psych.)
Sara Thornton	Sara Thornton	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Brent Davis	Brent Davis	9-9-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Roger Mize	Roger W. Mize	9-9-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS Student activities Director

Joseph A. Watson	Joseph A. Watson	9-9-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Thaddeus Davenport	Thaddeus Davenport	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Cory Wright	Cory Wright	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Keith M. Hoyle	Keith M. Hoyle	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Denise M. Lewis	Denise M. Lewis	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Roberta Daniels	Roberta Daniels	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Brenda Reese	Brenda Reese	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Cary A. Daniel	Cary A. Daniel	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Daphne Edwards-Darosa	Daphne Edwards-Darosa	9-10-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Jacqueline Kennebra	Jacqueline Kennebra	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Evelyn J. King	Evelyn J. King	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Patrick Blake	Patrick Blake	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Kyana Maize	Kyana Maize	9-10-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Maurice Sumner	Maurice Sumner	9-10-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

RDT/C

Lisa Landrum	Lisa Landrum	10 Sept 2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Linda Rayl	Linda Rayl	9/10/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Devin L. Robinson	Devin L. Robinson	9/10/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Melanie Cleare-Horns	Melanie Cleare-Horns	9/10/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Patrick Murch	Patrick Murch	9/10/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Laura Deas	Laura Deas	9/11/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Shirley Ballard	Shirley Ballard	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stanetta Henryhand	Stanetta Henryhand	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Eronda L. Jackson	Eronda L. Jackson	9-23-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Stephen Venugopal	Stephen Venugopal	9-23-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mindy McTeckle	Mindy McTeckle	9-23-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
BURTON ABLER	Burton Abler	9/23/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kimberly J. Abler-Wood	Kimberly J. Abler-Wood	9/23/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Beeth Lyle	Beeth Lyle	9/23/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Elmer	Elmer Baul	9/27/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kimberly	Harris-Jones, Kimberley		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Daniel	Daniel Cammisa		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Scott	Scott Nelson		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Daniel	Daniel Strickland		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kathleen	Kathleen Druzba		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Roderick	Roderick Henderson		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Margit Torres	Margit Torres		<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Bennett Weigle	Bennett Weigle		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jacob Loure	Jacob Loure	9/27/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Print Name	Signature	Date	Type of Employee
Margo Maynes	<i>Margo Maynes</i>	09/09/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Susan Mathews	<i>Smathews</i>	09/09/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hannah Medlock	<i>Hannah Medlock</i>	09/09/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Caroline Cowen	<i>Caroline Cowen</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lara Hamilton	<i>L Hamilton</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sara Berk	<i>Sara Berk</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jaymeson Benton	<i>Jaymeson Benton</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hedi England	<i>Hedi England</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Justin Purdy	<i>Justin Purdy</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sandra L. Olive	<i>Sandra L. Olive</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sharonda Jacobs	<i>Sharonda Jacobs</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mindy McDade	<i>Mindy McDade</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
DeVita Oliver	<i>DeVita S. Oliver</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Alisha Seymour	<i>Alisha Seymour</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nancy Correa	<i>Nancy Correa</i>	9/9/13	<input checked="" type="checkbox"/> CT

Print name	Signature	Date	Type of Employee
Tanya Amoako	Tanya Amoako	9 Sept 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Natasha Donkor	N. Donkor	9/9/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Nancy Riley	Nancy Riley	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Robert Hill	Robert Hill	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shelma Mason	Shelma Mason	9/9/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Cassandra Randolph	Cassandra Randolph	9/9/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
SASWATI MAZUMDER	Saswati Mazumder	9/9/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kathy A. Jeffers	Kathy A. Jeffers	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hannah M. Johnson	Hannah M. Johnson	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Yolanda Smith-Charleston	Yolanda Smith-Charleston	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
STEPHEN Anderson	Stephen Anderson	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sabrina Suber	Sabrina Suber	9-9-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Print Name

Signature

Date

Type of Employee

Print Name	Signature	Date	Type of Employee
Bruce Bradham	<i>Bruce Bradham</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ginger Baxa	<i>Ginger Baxa</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
JOANNA CHRISWELL	<i>Joanna Chriswell</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Donna Wilson	<i>Donna Wilson</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Wanda Brown	<i>Wanda Brown</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Precious Caldwell	<i>Precious Caldwell</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lindsey Ott	<i>Lindsey Ott</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stephen Stokes	<i>Stephen Stokes</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
CHARLES F. VAUGHAN	<i>Charles F. Vaughan</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Perry McLeod	<i>Perry McLeod</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Thane Maness	<i>Thane Maness</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Porscha Mack	<i>Porscha Mack</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Yvonne EASAW	Yvonne Easaw	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Vanessa Rhoden	<i>Vanessa Rhoden</i>	9/9/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Print Name	Sign	Date	Type of Employee
Elizabeth M. Mears	<i>Elizabeth Mears</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> ^{Classroom Teacher} CT <input type="checkbox"/> IS ^{Non-CT Instructional Staff}
Nicole Hardenbergh	<i>Nicole Hardenbergh</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mary Catherine Newman	<i>Mary Catherine Newman</i>	9/9/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amy Labross	<i>Amy Labross</i>	9/9/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sierra Machado	<i>Sierra Machado</i>	9/9/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
NANCY UNDERWOOD	<i>Nancy Underwood</i>	9-9-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Becky Sussman	<i>Becky Sussman</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Linda Thompson	<i>Linda Thompson</i>	9-9-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS ^{Career Specialist}
Nina Brook	<i>Nina Brook</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sharon Owens	<i>Sharon Owens</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Susan Baumann	<i>Susan Baumann</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Margot Jeffers	<i>Margot Jeffers</i>	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Janis H. Post	<i>Janis H. Post</i>	9-9-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Matthew Hall	<i>Matthew Hall</i>	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Print Name

Signature

Date

Type of Employee
Classroom Teacher
Instructional Assistant

Jonathan Bradley		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mary Malonza		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marrwah Schwallier		2/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jessica Forman		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kim Johnston		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kate Benedict		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amanda Stiglbauer		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jenny Proctor		9.9.13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Gwenn M. Lucas		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Benita Brunson		9/9/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Chad Rochester		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Wanda Boyd		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
David Letts		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Xionna Keels		9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Alia S. Bines

Alia S. Bines

9/9/13

CT

15

Support for Race to the Top District Grant Application

Name of School C.E. Murray High School Grade Level: 7th 12th

District: Williamsburg County School District

Number of Administrators: 2 (Admin) Number of Classroom Teachers: 34 (CT)

Number of Non-classroom teacher instructional staff: 8 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee <input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
JANICE M. GAMBK	<i>Janice M. Gambk</i>	8-30-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
DARREN MAZYCK	<i>Darren Mazyck</i>	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
BOLONDA THOMPSON	<i>Bolonda Thompson</i>	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
ELIZABETH J. COLLINS	<i>Elizabeth Collins</i>	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Sylvia R Singletory	Sylvia R Singletory	9/5/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Leticia Gallishaw	Leticia Gallishaw	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Brian Reddin	Brian Reddin	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Krista Picciotti	Krista Picciotti	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marchelle Reddin	Marchelle Reddin	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Lashanda Smith	Lashanda Smith	9-5-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Andrea S. Mc Cray	Andrea S. Mc Cray	9-15-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Clarence Hilton	Clarence Hilton	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Katie Wagner	Katie Wagner	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Dave Hulms	Dave Hulms	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Eurrett Huff	Eurrett Huff	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lyntha Kennedy	Lyntha Kennedy	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Janie Montgomery	Janie Montgomery	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Francesca Womack	Francesca Womack	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
J Mickens	J Mickens	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Meredith Green	Meredith Green	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Steven Kirby	Steven Kirby	9/5/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Stephanie Halmo	Steph Halmo	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jimmy Mills	Jimmy A. Mills	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jacques Lambert	Jacques Lambert	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Danny L Bryant	Danny L Bryant	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Senja Harvin	Senja H	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sophia Brown	Sophia B	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Clara Perez	Clara P	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Barbara L. Giles	Barbara L. Giles	9/6/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Vera D. Johnson	Vera D. Johnson	9/06/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kenneth D. Brown	Kenneth D. Brown	09/06/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Levern O. Brown	Levern O. Brown	09-6/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Brian P. Smith	B.P. Smith	9-6/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shaunta Mace	SMace	9-6/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Timothy Fitzwater		9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
John Carey		9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amy Carlson		9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Debra S. Keels		9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tara C. Cantey		9/5/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Shelby Martin		9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

District

MARIO PEREZ	Mario Perez	9-9-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Bobbie J. Wilson	Bobbie J. Wilson	9-9-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
CYNTHIA A. COOPER	Cynthia A. Cooper	9/9/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lafolfa Sabb	Lafolfa Sabb	9/9/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Caretha Sabb	Caretha Sabb		<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

100%

Support for Race to the Top District Grant Application

Name of School Greeleyville Elementary Grade Level: CD-6

District: Williamsburg County

Number of Administrators: 1 (Admin) Number of Classroom Teachers: 23 (CT)

Number of Non-classroom teacher instructional staff: 7 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee <input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Sam Giles	<i>Sam Giles</i>	9-11-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Roxie Bryant	<i>Roxie Bryant</i>	9-11-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tracy Washington	<i>Tracy Washington</i>	9-11-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rachel Abraham	<i>Rachel Abraham</i>	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

April Brown	April Brown	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Penny Windham	Penny Windham	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Samfullard Singleton	Samfullard Singleton	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Neomia Couvert	Neomia Couvert	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Angelina Watson	Angelina Watson	9-12-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Lorraine Holmes	Lorraine Holmes	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Virginia McBride	Virginia McBride	9-12-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Angela Wilson	Angela Wilson	9-12-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Cressia Ellison	Cressia Ellison	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Deborah Tisdale	Deborah Tisdale	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amanda Dorris	Amanda Dorris	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tonya Montgomery	Tonya Montgomery	9-12-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Marvel McCray	Marvel McCray	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Susan Elmore	Susan Elmore	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Christine Scott	Christine Scott	9-12-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Frances Murray	Frances Murray	9-12-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Rebecca Gamble	Rebecca Gamble	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Diana Whitfield	Diana Whitfield	9-12-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Shantel Brown	Shantel Brown	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Beverly Graham	Beverly Graham	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Alicia Gibson	Alicia Gibson	9-12-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kathleen Williams	Kathleen Williams	9-16-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Dorothy Bufkin	Dorothy Bufkin	9-16-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sara Hatch	Sara Hatch	9/16/13	<input checked="" type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tia Drakeford	Tia Drakeford	9-16-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Karen Dickey	Karen Dickey	9-16-13	<input checked="" type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Michele Burks	Michele Burks	9-16-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

100%

Support for Race to the Top District Grant Application

Name of School Kenneth Gardner Elementary School Grade Level: 3-5

District: Williamsburg County Schools

Number of Administrators: 2 (Admin) Number of Classroom Teachers: 26 (CT)

Number of Non-classroom teacher instructional staff: 11 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee <input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Jennifer Gardner	<i>Jennifer Gardner</i>	9-5-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Faith Gordon	<i>Faith Gordon</i>	9-5-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Lokesta Howard	<i>Lokesta Howard</i>	9/5/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Macie Davis	<i>Macie Davis</i>	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Letha Smalls - Pressley	Letha Smalls - Pressley	9-5-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Geraldine F. Nathaniel	Geraldine F. Nathaniel	9-5-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Crystal Mitchum	Crystal Mitchum	9-5-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stephanie Bradley-Terry	Stephanie Bradley-Terry	9-5-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Dennis Swaringer	Dennis Swaringer	9-5-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Cassandra Pressley	Cassandra Pressley	9-5-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Robinette Whitaker	Robinette Whitaker	9-5-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Kent Burrow	Kent Burrows	9-5-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Elaine B. Celest	Elaine Celest	9-5-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Monique S. Pressley	Monique S. Pressley	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sharon Scott	Sharon Scott	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Mary E. Schilling	Mary E. Schilling	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ruth Lykin	Ruth Lykin	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Suzena Smith	Suzena Smith	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mary Rose	Mary Rose	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Mary F. Hannah	Mary F. Hannah	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jillian R. Lynch	Jillian R. Lynch	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Monte Blackwell	Monte Blackwell	9/5/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Donna Hall	Donna Hall	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Chrissonya Dorsey	Chrissonya D. Dorsey	9/5/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Prudence Robert	Prudence Robert	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
LaShonda June	LaShonda June	Sub 9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tereatha G. Brown	Tereatha M. Brown	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Genevieve Jackson	Genevieve Jackson	9/5/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Karen R. McAlbee	Karen R. McAlbee	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stacie Duker	Stacie Duker	9/5/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Marie S. Murphy	Marie S. Murphy	9/5/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Jacqueline W. Simmons	Jacqueline W. Simmons	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Domonique J. Goodley	Domonique J. Goodley	9/5/2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
D. Nichole Godwin	D. Nichole Godwin	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Tracy McBride	Tracy McBride	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Abigail Malburg	Abigail Malburg	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Eric Ziemba	Eric Ziemba	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Derricka Black	Derricka Black	9/5/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Shirley Woodard	Shirley Woodard	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lauren Schollaert	Lauren Schollaert	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Support for Race to the Top District Grant Application

Name of School Kingstree Middle School Grade Level: 6-8

District: Williamsburg

Number of Administrators: 2 (Admin) Number of Classroom Teachers: 26 (CT)

Number of Non-classroom teacher instructional staff: 25 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
Lee Roy Campbell, Jr	<i>[Signature]</i>	9-4-13	<input checked="" type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Lashanda Keels	<i>[Signature]</i>	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kenneth Burgess	<i>[Signature]</i>	9-4-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Sarah W. McFadden	<i>[Signature]</i>	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Shaneka Newell	<i>[Signature]</i>	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

J Woodrow Gamble	J Woodrow Gamble	9-4-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ellen Hoffschneider	Ellen Hoffschneider	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Darren L. Dicks	Darren L. Dicks	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Tanya Kosabutski	Tanya Kosabutski	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Carolyn Singletary	Carolyn Singletary	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Jessie Scott	Jessie Scott	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sharon Dukes	Sharon Dukes	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Charlotte Driggers	Charlotte Drige	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Winifred Graham	Winifred Graham	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
SHEILA G. PARSON	Sheila G Parson	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Tammy Tisdale	Tammy Tisdale	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sharon McKnight	Sharon McKnight	9/4/13	<input checked="" type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kim Garvin	Kim Garvin	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jennifer Abbott	J Abbott	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Adrian N. Pressley	Adrian N. Pressley	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Emily Gorndt	Emily Gorndt	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jaishri Shankar	Jaishri Shankar	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Gloria H. Jackson	Gloria H. Jackson	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Loretta Easterling	Loretta Easterling	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
ARDRINA WISE	ARDRINA WISE	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Debra M. McBride	Debra M. McBride	9/4/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
LEONARD FLEMING	Leonard Fleming	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Jamie Webb	Jamie Webb	9/5/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Jacquelyn Bishop	Jacquelyn Bishop	9/5/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Zoe L. Lewis	Zoe L. Lewis	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Vernishia Hunter	Vernishia Hunter	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lena M. Greene	Lena M. Greene	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Linda Collins	Linda Collins	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Danielle R Brown Opeky	Danielle R Brown Opeky	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Katherine Brown	Katherine Brown	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Omar Hilton	Omar Hilton	9/5/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ruby Brown	Ruby Brown	9-5/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
WILLIE BURGESS	Willie Lee Burgess	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kim S Hamilton	Kim S Hamilton	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Domenico Simone	Domenico Simone	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
W. Wendell Williams	W. Wendell Williams	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kenyatta Bell	Kenyatta Bell	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Susie Gamble	Susie Gamble	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Kelvin Brockington	Kelvin Brockington	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Bobby Lee Spates	Bobby L. Spats	9-6-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Cecelia EPPs	Cecilia EPPs	9-6-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Cynthia McClorn	Cynthia McClorn	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Tammy Cooper	Tammy Cooper	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Mary Felder	Mary Felder	9-6-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Gloria Chandler	Gloria Chandler	9-6-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
ANNIE R COOPER	Annie R Cooper	9-6-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Melissa Woods	Melissa Woods	9-6-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Romana Greene	Romana Greene	9-6-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

94%

Support for Race to the Top District Grant Application

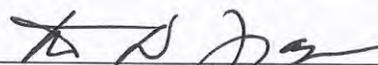
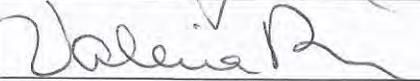
Name of School Kingstree Senior High School Grade Level: 9th -12th

District: Williamsburg County School District

Number of Administrators: 4 (Admin) Number of Classroom Teachers: 30 (CT)

Number of Non-classroom teacher instructional staff: 13 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee <input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Willie D. Frazier		9/4/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Alex E. Gordon		09/04/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Valeria Brown		9/4/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
MACK H. Burgess		9-4-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

Shirley Barr	Shirley Barr	9/4/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Gwendolen Hope Kelly	Gwendolen Hope Kelly	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Barbara Chandler	Barbara Chandler	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Devin Nuñez	Devin Nuñez	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lorraine Wilson	Lorraine Wilson	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Alex Kautza	Alex Kautza	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Fred Fulton	Fred Fulton	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lysandra Lawrence	Lysandra Lawrence	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Valerie Johnson	Valerie Johnson	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marlene Grant	Marlene Grant	9/04/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Blondell Singleton	Blondell Singleton	9/04/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Deadra Mercer	Deadra Mercer	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
R. Daranoff	R. Daranoff	9/4/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Martin Barr	Martin Barr	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Nicola Taylor	N. Taylor	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

ELENA NITU	<i>Elena</i>	9/4/2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
PENEKETH PECHU	<i>Penekehtin</i>	9/02/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ray James	<i>Ray James</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Evelyn Sumpter	<i>Evelyn Sumpter</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Francis Berger	<i>Francis B</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sadie Cooper	<i>Sadie Cooper</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Towanda Tisdale	<i>Towanda Tisdale</i>	9/4/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
EVA KUNZER	<i>Eva K</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Linda Weaver	<i>L. Weaver</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rhonda L'oker	<i>Rhonda L'oker</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Betty S. Scott	<i>Betty S. Scott</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sarah L Wilson	<i>Sarah L Wilson</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jamie B. Nunnay	<i>Jamie B. Nunnay</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
VERONICA COOPER	<i>Veronica Cooper</i>	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Felix H. Rhue	<i>Felix H. Rhue</i>	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Johanna Dennis	Johanna Dennis	9/4/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
John Congers	John Congers	9/4/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Ivie Nicholson Fulton	Ivie Nicholson Fulton	9/4/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Cynthia Greene Dukes	Cynthia Greene Dukes	9/4/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Sherida Fuson	Sherida Fuson	9/4/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Shirley Madison	Shirley Madison	9/4/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Michael Akelly	Michael Akelly	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Leroy Jamison	Leroy Jamison	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
James Daniel	James Daniel	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Latoya C. Thompson	Latoya C. Thompson	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

100%

Support for Race to the Top District Grant Application

Name of School Williamsburg County Magnet School of the Arts Grade Level: K-6

District: Williamsburg

Number of Administrators: 2 (Admin) Number of Classroom Teachers: 25 (CT)

Number of Non-classroom teacher instructional staff: 13 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee
Dorothy Gamble	<i>Dorothy Gamble</i>	9-17-2013	<input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input checked="" type="checkbox"/> Non-CT Instructional Staff (IS)
Ashley Fleming	<i>Ashley Fleming</i>	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Hester McClary	<i>Hester McClary</i>	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Martha S. Dykes	<i>Martha S. Dykes</i>	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Diane Nesmith	<i>Diane C. Nesmith</i>	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Print name	Signature	Date	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Martha M. Rhodes	Martha M. Rhodes	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ida B. Fulton	Ida B. Fulton	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Gwendolyn Fleming	Gwendolyn Fleming	9-17-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jennifer Murray	Jennifer Murray	9-17-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jacqueline Jenkins	Jacqueline Jenkins	9-17-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Wlenevere Moody	Wlenevere Moody	9-17-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Denice McKnight	Denice McKnight	9-17-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Alene Springs	Alene Springs	9-17-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Natasha Johnson	Natasha Johnson	9-17-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Claudia Goodwin	Claudia Goodwin	9-17-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Mary Ann Murphy	Mary Ann Murphy	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Sarah Boyd	Sarah Boyd	9-17-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Lerlisa McKnight	Lerlisa McKnight	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marisa Lewis	Marisa Lewis	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Rhoda Coleman	Rhoda Coleman	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Print name	Signature	Date	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jonathan Chandler	Jonathan Chandler	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ruby Faison	Ruby Faison	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Brenda Dorrell	Brenda Dorrell	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Roseilyn Burgess	Roseilyn Burgess	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Patricia F. Blake	Patricia F. Blake	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Donald A. Gillard	Donald A. Gillard	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Teresa Dorn	Teresa Dorn	9/12/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Jean Williams	Jean Williams	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
DOROTHY L FLOYD	DOROTHY L FLOYD	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Barbara McBride-Jones	Barbara McBride-Jones	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Ginger White	Ginger White	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Melanie Miller	Melanie Miller	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Cynthia Redden	Cynthia Redden	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Heather Edwards	Heather Edwards	9/17/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Helen S. Wilson	Helen S. Wilson	9/17/13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Chelsea Marone	Chelsea M	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Andrea Jacobs	Andrea Jacobs	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Woodrena Segres	Woodrena Segres	9-17-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Sharon Blackwell	Sharon Blackwell	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Michael Gambrell	Michael Gambrell	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Beverly James	Beverly James	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kent Pressley	Kent Pressley	9-17-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Mack H. Burgin	mack H. Burgess	9-17-13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS

100%

Support for Race to the Top District Grant Application

Name of School W.M. Anderson Primary School Grade Level: CD-2nd

District: Williamsburg County School District

Number of Administrators: 3 (Admin) Number of Classroom Teachers: 28 (CT)

Number of Non-classroom teacher instructional staff: 11 (IS)

We, the undersigned, support the district's participation in the Carolina Consortium for Enterprise Learning as a means to ensure school turnaround and capacity building to sustain progress. We understand that CCEL will focus on student engagement, readiness, achievement, student graduation rates, and college/career infusion across the curriculum. We are committed to using the RTTT-D funds to personalize learning, expand infusion of technology and digital resources, improve instruction, and build sustainable partnerships to support our students and our schools.

Printed Name	Signature	Date	Type of Employee <input type="checkbox"/> Administrator (Admin) <input type="checkbox"/> Classroom Teacher (CT) <input type="checkbox"/> Non-CT Instructional Staff (IS)
Teresa H. Wright	<i>Teresa H. Wright</i>	9/4/13	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Cora A. Ravenell	<i>Cora A. Ravenell</i>	9/4/2013	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Wanda F. Giles	<i>Wanda F. Giles</i>	9/4/2013	<input checked="" type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
Brittani Burroughs	<i>Brittani Burroughs</i>	9-4-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS

Ashley Supter	Ashley Supter	Sept. 4, 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Amelia Jeffers	Amelia Jeffers	Sept. 4 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Charmaine Elmore	Charmaine Elmore	Sept. 4, 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Megan McClary	Megan McClary	Sept. 4, 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Chalene McKenzie	Chalene McKenzie	Sept 4, 2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Elizabeth Barrineau	Elizabeth Barrineau	9-4-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Dana Streett	Dana Streett	9-4-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Bridgette Rodgers	Bridgette Rodgers	9-4-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Annie R. Washington	Annie R. Washington	9-4-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Cynthia McKenzie	Cynthia McKenzie	9-4-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Barbara Montgomery	Barbara Montgomery	9-4-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Betty Wallace	Betty Wallace	9-4-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Robin Grubb	Robin Grubb	9-4-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Laketa Stagers	Laketa Stagers	9-4-2013	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Gloria McGill	Gloria McGill	9-4-2013	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Ulette McFadden	Ulette McFadden	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Stephanie Evans	Stephanie Evans	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Marge Mahoney	Marge Mahoney	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Margaret Ouimette	Margaret Ouimette	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Myrtle Fulton	Myrtle Fulton	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Kelsey Gaskins	Kelsey Gaskins	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
LATASHA A. SCOTT	LATASHA A. SCOTT	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Verbiakne F Weaver	Verbiakne F Weaver	9/4/13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Lisa Cooper	Lisa Cooper	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Latoya Burro	Latoya Burro	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Keshia Scott	Keshia Scott	9-4-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Sandra Flutt	Sandra Flutt	9-4-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Shamani China	Shamani China	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Tawanna Bright	Tawanna Bright	9-05-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Vanessa P. Murray	Vanessa P. Murray	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS

Deloris Riggins	Deloris Riggins	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Lucy Smith	Lucy Smith	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Virnese Seward	Virnese Seward	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Tiffany Mathis	Tiffany Mathis	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Ashley Holmes	Ashley Holmes	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Barbara B. Greene	Barbara B. Greene	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
Melba Brunson	Melba Brunson	9-5-13	<input type="checkbox"/> Admin <input type="checkbox"/> CT <input checked="" type="checkbox"/> IS
Roberta W. McKnight	Roberta W. McKnight	9-5-13	<input type="checkbox"/> Admin <input checked="" type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
			<input type="checkbox"/> Admin <input type="checkbox"/> CT <input type="checkbox"/> IS
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Kingstree High School

616 Martin Luther King, Jr. Avenue
Kingstree, South Carolina 29556



(Phone) 843-355-6525
(Fax) 843-355-7730

KINGSTREE SENIOR HIGH SCHOOL

Parent Orientation/PTA

&

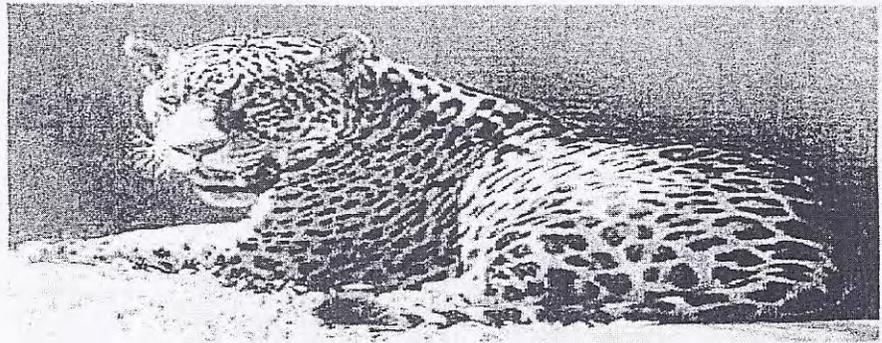
Title I Review

August 28, 2013

6:30PM

Greetings.....	Mr. Alex Gordon, Assistant Principal
Welcome	
Ninth Grade Academy Overview.....	Ms. Valerie Brown, Principal Ninth Grade Academy
Gear Up.....	Ms. Towanna Tisdale, Coordinator
School Climate.....	Mr. Alex Gordon
Attendance.....	Mrs. Louise Montgomery, Manager Power-School
Parenting.....	Mrs. Michelle Patrick, Parent Liaison
Title I Review.....	Mrs. Betty Scott, Curriculum & Title I Specialist
Race to the Top Overview.....	District Personnel
PTA Meeting.....	Mr. Jacob Wilson, President
Questions	
Remarks	
Closing	

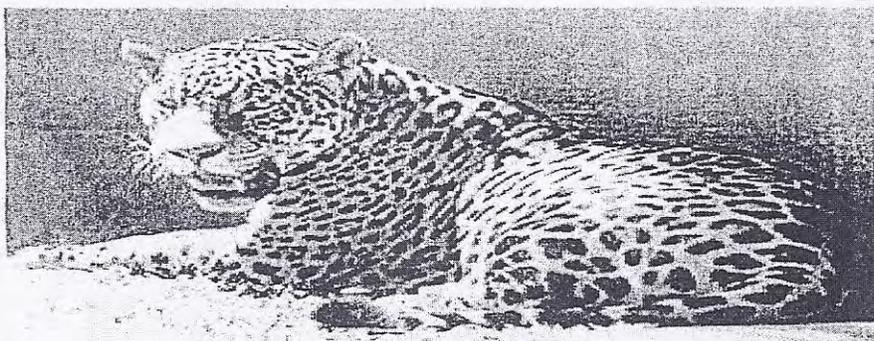
Parents



EVENT Open House - Title | SIGN IN SHEET Review
DATE 8/28/13 | TIME 6:00p

Joyce Graham (Joshua Miles Graham)	
Katherine Adk Graham	
Dexter Graham	
Angela F. McClary	(Caleb McClary)
Karen Boyd	(Kaira Boyd)
Deadrake Gray	
Bilene Miller	(Nathan McKnight)
Wanda C. Wilson	Julian Wilson
Jacob D. Wisnyski	Julian Wilson
Tawana Bright	Demetria Bright
Cornelia White	Mickia White
Doris Cooper	Essence Cooper
James A. Carraway	James S. Carraway
Dorinda Wilton	Lawrence Wilton Jr.
Sarah Wilson	Randall Wilson

Parents

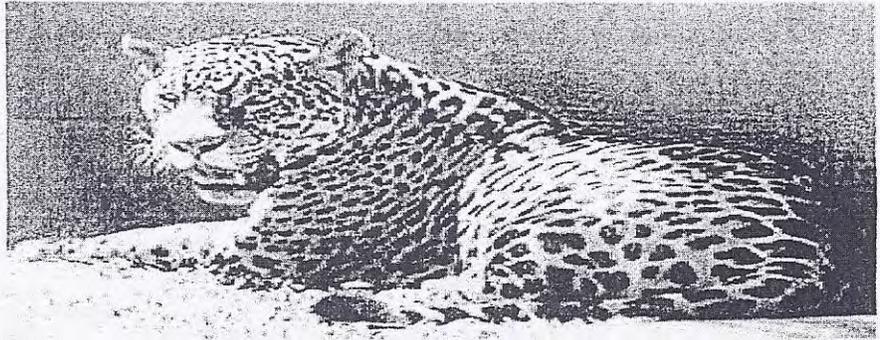


SIGN IN SHEET

EVENT Open House - Title 1 Review
DATE 8/28/13 TIME 6:00P

Cassandra Huitt	Detasha A. Huitt
Samuel McCreas	Samuel McCrea, Jr.
Willette Thompson	Jasrianna Casan
Megan Cox	Megan Cox
Sherrin King	Tyrwan James
Alta Althea	Alet Sandoz
Melissa McCarty	David Laurie
Michelle Nesmith	LeRon McCrea
Ronnie Robinson	Ronnet Robinson
Stacci Scott	
Natasha Miller	
Nesun Fulton	
Laura Woods	Arianna Woods
Jayna Cyrus	Jaynora Cyrus
Karen McCree	

Parents

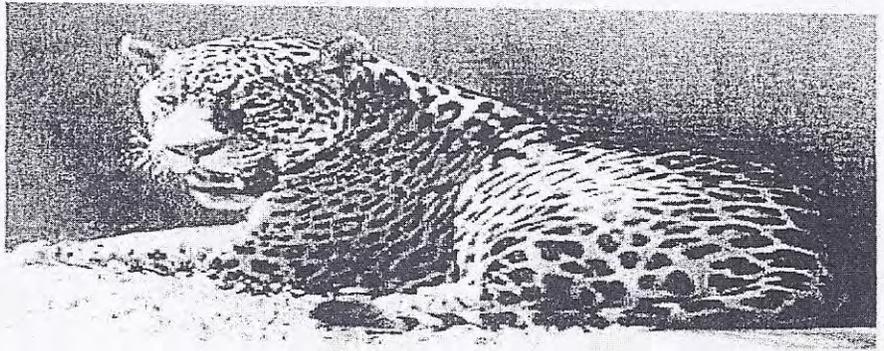


SIGN IN SHEET

EVENT Open House - Title 1 Review
DATE 8/28/13 TIME 6:00 p

Shirley Yackle	Dionna McFadden
Quaha Sinfoty	Armon Greene
Wella McCallister	
Karen Miles	Essence McClary
Leticia Casagrande	Leticia Casagrande
Leon Harris Jr.	
Rhonda McCallister	Jeremy Hannah
Janice Snow	Debra Samuels Snow
Latrice Carr	James Carr
Cynthia Chandler	Arduan Charles Anthony
Ressie Cooper	Tekyrien McClary
Laura Murphy	Dayshawn Chakram Murphy
Libby Blackman	Dubna Jones
John Brown	Debra Cummins
Vincent Staggars	
Cherry Porcheg	

FACULTY AND STAFF



SIGN IN SHEET

EVENT Open House - Little Review
 DATE 8/28/13 TIME 6:00p

ELENA NITU	5 ⁵⁰ p.m.
Lateya Thompson	
Devin Nuñez	5:53 PM
R. Datarajy	6:55 PM
Betty S. Scott	6:00
Jonanie Wilson	4:00
Ray Jones	6:00
Barbara Handley	6:00
Rhonda L. Cohen	6:00
Penekel Pecher	5:55
Marta Barr	
John Conyers	5:54
Louise Montgomery	6:00
Francie Berger	6:00
Jamie Nurney	6:00

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

Dear Students:

The US Department of Education (USDE) launched the Race to the Top (RTT) funding opportunity in 2009 to inspire dramatic education reform nationwide. The basis of the program is to provide a framework for states to set higher standards, increase data-driven decision making, provide greater support for teachers, and provide turnaround interventions in persistently low-performing schools. The USDE has implemented the next phase which proposes to build on those principles at the classroom level, supplying teachers with the strategies and tools they need to help every student learn at his or her own pace.

Williamsburg County School District, a consortium with several other districts, has positioned itself to apply for the Race to the Top - District grant and if successful will have an opportunity to receive \$20 million dollars in revenues to support direct instruction initiatives at the classroom level. Please let us know your support of the district's efforts to secure this grant by an indication of yes or no on the attached survey instrument.

Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Student Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: WE should also get some I pads!!
And no more ~~uniform~~ dress codes just
Saysn.

School District of Williamsburg County

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Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Student Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: It is good effort to try to help low-performance schools gain success because they are in desperate need of a best.

School District of Williamsburg County

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Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Student Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: Could we better stuff at Kingstree senior high school. I think this school should be upgraded like other school are. Better text books cause how we learn in the textbook in the textbook pages draw, and pages rip out or half rip. We need newer things in this school.

School District of Williamsburg County

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Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Student Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: *I think this will really help improve the school!*

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

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Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Student Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

Achieve it!

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

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The US Department of Education (USDE) launched the Race to the Top (RTT) funding opportunity in 2009 to inspire dramatic education reform nationwide. The basis of the program is to provide a framework for states to set higher standards, increase data-driven decision making, provide greater support for teachers, and provide turnaround interventions in persistently low-performing schools. The USDE has implemented the next phase which proposes to build on those principles at the classroom level, supplying teachers with the strategies and tools they need to help every student learn at his or her own pace.

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Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Student Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: For students like me, this would be good - work hard and there is always room for improvement in students and teachers.

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

Dear Parents:

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Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

--

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

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Yes:

No:

Comments:

--



C. E. Murray High School
 PTSA/Parenting Open House
 Thursday, August 29, 2013
 6:00 pm



Presiding.....	Cheynera Canty Miss C. E. Murray
Welcome.....	Klantray Epps Mr. C. E. Murray
Pledge of Allegiance.....	Paulette Springer Miss Popularity
Words of Inspiration.....	Ms. Meredith Greene Teacher of the Year
Poem	Keren McClary Senior
Back to School PPE Quick Tips.....	Mrs. Daydra Brown
Race to the Top Grant.....	Mrs. La Dine Gamble WCSD Coordinator of Grants and Parenting
Williamsburg County School District Office of Instruction.....	Mr. Mark Easterling WCSD Coordinator of Math and Science
Introduction of Speaker.....	Ms. Meredith Greene Teacher of the Year
Speaker.....	Dr. Linwood Cooper WCSD Board Member
Contemporary Dance.....	Na-Dya Gamble Freshmen
PTSA Updates.....	Ms. Savetta Driffin PTSA President
Updates/Remarks.....	Dr. Janice Gamble Principal

Refreshments~ Cafeteria /Classroom Visits
 Conversation with Dr. J. Barnes and Board Members

C. E. Murray Preparing Students for Life

C. E. Murray High School
 Title I
 PTSA/ Parenting
 Open House- August 29, 2013

Name	Address	Home & Cell Number	Email Address	Student Name & Grade
Ally Baul	P.O. Box 150	872-6924	1rb@cehs.com	Aisha + Alexander Baul 8th
Carol Cooper	2017 Easter Hwy Greelyle 423 School St.	843-401-8260		Adrian Cooper 9th
Mark A. Easterling	Kingsreeg SC 29556 P.O. Box 43	(843) 355-5571	measterling@uscd.k12.sc.us	Instruction
Jennie Barber	Lane sc. 134 Paw Circle	(843) 387-5585	-	Jay Barber
Lynette McCallum	Salters, SC 29590	(843) 387-7015	lmcshir@311.org.hoo.com	Jermine McCallum 10th
Michelle Kinnel	275 Lane Rd Lane SC	843 387 6988		Monica Kinnel
Alveda Epp	40 Mt. Royal Dr Greelyle, SC 2962	843-372-4702	eppealFreda@hotmail.com	Malik Woods 10th
Valerie Cooper	962 Anderson St Kingsreeg, SC	843-401-8929	vcooper@wcd.k12	Tamaya Green 10th
Beverly Kinnel	Greelyle	426-4172		

Name	Address	Home and Cell Number	Email Address	Student Name & Grade
Sharon Smith	66 Courville RD Spartanburg, SC	387-5363		
Alanna Saines	1447 Edmund RD			
Devinia Hildes	Saffers St.	387-5746		
Gloria Williams	32 Elberta RD Greenville, SC	486-4270 372-2675		
Nancy B. Smith	1 Independence Circ. Greenville	486-9399		
Katherine McBride	1039 Lexington Ave Kingsstree, SC 29556	372-4325		Kayla McBride Kimbarna McBride
L. Graham		387-3522		Saspar Graham Dabrewna Graham
J. J. J. J.		387-4489		Tiera Meyer Tatiana Meyer
Kelly Mayfield	P.O. Box 107 Lans, SC 29724	843-356.2533		Tawni Baker 1144
Jonya Dicks	1173 Burgess Rd Greenville, SC	843-325-4282		Yelsey Collins

Name	Address	Home and Cell Number	Email Address	Student Name & Grade
Mary Montgomerie	Pr. Dock St 11 Kingstree SC 29526	843-382-0674 843-244-0515	shunburg99@aol.com	M. Quasia Morrison 5th
Shane Burgess				
Virginia McBlade				
Tracy	6600 Easton Hwy Stedley SC 29526	813-420-4401		S Cooper
Nebraska Newell	1000 103 Hwy 521 Greenville SC	843-499-4910	Nebraska1@gmail.com	Makayla Starling 8th
Francene Taylor	5 Farm Lane Salt Lick SC	843-322-1307	francene1956@yahoo.com	Taylor Reed
Tamela Johnson	55 Cross Street Lane SC 29524	843-785-3954 387-5047	JohnsonE@link.com	De'Pantia Johnson
Will	4644-1111 Hwy Kalam SC 29524	861-6843	—	M. Thomas 12th
Paul Parker				
Andrea S. Mistry	B Jerry Rd Georgetown SC 29526	843-244-4516	andreamistry@yahoo.com	Janyia Singletta 11th Grade Nasia Singletta 9th Grade

Name	Address	Home and Cell Number	Email Address	Student Name & Grade
Rose Brindle	766 Cornwell Rd Salem, S.C. 29577	843-357-5611 843-496-5558	rose.particle@yahoo.com	Margery Brindle 1 st grade
Peggy Scott	5080 Williamsburg Forest Hwy Kirkland	(843) 424-4175 352-1684		Whitney Scott
Margaret Lee	601 Feathered Dr - Greenville, SC 29615	426-4345	mllee1345@yahoo.com	John Lee 7
Dominie Williams	Salters S.C. 544 Canal Rd 548 Broadstreet Rd Kane S.C. 29564	387-6266 244-8450 (843) 372-9390	janelle@adventure.com	Anthony Janson Marceline Brown 5 th Sagean Brown 7 th
Kacehel Williams	211 McPherson Rd Salters, SC 29585	(843) 424-2146	m30m30@earthlink.net gmail.com	Taanna Caddy 12 th grade
Fusha McKnight	176 Southpark Lone SC	843-357-5042	WESTIB@earthlink.net	Matthew Thompson 11 Maddie Casady 10
Monica Anderson	491 Crutcher Rd Salters, SC 29586	(843) 244-1976 (843) 352-4783 (H)	monj@earthlink.net	Pria Anderson 5 th Kasli Anderson 10 th
Angela Williams	9 Cadogan Lane Salters SC 29585	543-312-5485	kinghanswilliams@yahoo.com	Regan Grant 8 th grade
Adrienne Williams	138 S.S.C. Ave Lone SC 29564	803-357-1353 813-387-5170 843-499-1427	adrienne.williams@yahoo.com	Micah Brindle 8 th grade

Name	Address	Home and Cell Number	Email Address	Student Name & Grade
Adrian Giles	85 Fitch Rd Leno SC 29354 Spartan SC	843-387-5186	leno.giles@sc.edu	Adrian Giles 7th Grade
Anna McGee	35 Cabana Lane 1521 Jimwell Rd	(913) 379-5566	anna.mcgee@phs.com	Anna McGee 7th
Alia Nemt	Andrews St, Jct 60 Federal Dr Greely, SC 29326	(913) 387-5825	aliamnem@phs.com	Alia Nemt 7th
Ruby Sue	1153 Bruckshaw Horseshoe Rd	(843) 269-7552		Ruby Sue 7th
Isabella Duffin	1000 Deer Drive Kinnossee	(813) 344-4444	isabelladuffin@phs.com	Isabella Duffin 7th
Latosha Eaddy	411 N. 12th St Florida City FL			Latosha Eaddy 7th
Aliza Jenkins	227 Jane Haron Lake St 21804	843-387-1223	aliza.jenkins@phs.com	Aliza Jenkins 7th
Dayshawn Wansfield	431 Aundin Road Lane	843-379-1695		Dayshawn Wansfield 7th
LeQuetta Fisher	1389 Easter Hwy	813-356-0996	lequetta.fisher@phs.com	LeQuetta Fisher 7th



Name	Address	Home and Cell Number	Email Address	Student Name & Grade
Chequeta County	243 IZEBERG RD Greelyville SC 29662	843-356-0997	Chequeta_murray@ yahoo.com	Maryssa Murray 11th
Karla Darby	857 Johnson Ave Rd Salers SC 29596	(843) 372-5154	Kdarbyjoe@ yahoo.com	Karla Joe 9th
Joyce Williams	66 SWEET PLACE Andrews SC 29626	243-221-4494	Jwilliams1965@ yahoo.com	Michael Williams 12th
Michelle Mack	5405 Robin Dr Salers SC 29598	843-356-9664	Michelle_mack@ yahoo.com	Melton Mack 9th
Sheila Wilkins	370 Sweets Bluffs	843-426-2387	swilliams@ yahoo.com	Kimberly Wilkins
Ltts Williams	370 Sweets Bluffs	843-426-2387		Kimberly Williams
Alma Pauli	Deer Creek Rd	387-5346 372-5976	Alma_pauli@ yahoo.com	Devon Pauli
Joanne Edwards	P.O. Box 101 Greelyville	843-496-4113	joanneedwards 2003@yahoo.com	
Rebecca Thompson	1564 Courtyard Salers SC	843-426-2314	rethompson2@ yahoo.com	Reckell Thompson
T. Washington	1219 Marshall Bluffs	434/4211	TWashington@ yahoo.com	Emily Washington
Jamie Huff				Jamie Jameson

Name	Address	Home and Cell Number	Email Address	Student Name & Grade
Teresa Capor	741 Savenack Sellers, SC 29590	(803) 357-5249	Theresa_Capor@ yahoo.com	Savannah Capors + Samantha Capors
Debra Harrison	P.O. Box 106 Le Mire St Greenville, SC 29615	843-387-4165		Raquan Morrison
Classy Myler	16 Mire St Greenville, SC 29615	843-372-6968		Christy Myler
Berlin Mack	5 Robin Dr Sellers, SC	382-4946 356-9464	mtwbyaz@ yahoo.com	Marlon Mack - 11th
Shaney Barron	825 Tomlinson St Apt 4E	803-488-1395	shaney_barron@ yahoo.com	Brianna Barron - 9th
Merritt L Green	1230 McMillan Rd Greenville, SC P.O. Box 302	843 426 4667	MerrittLGreen@ gmail.com	Lauren + Morgan Green
K-Dine W. Gombh	Greenville, SC	(843) 426 2313	NadineGombh@ gmail.com	Malcolm + Nadine
Melvin King	3010 Shaw Rd Manning, SC	803-478-8073		Nigel Johnson
Cynthia Kennedy	661 Calhoun Rd Greenville, SC	843-426-255		Ariel Kennedy
Calita Overt	410 Calhoun Rd Sellers, SC 29576	843-387-9312 346-4315	calita_overt@ gmail.com	Dischea Overt + Dana Overt
Shaney Collins	1533 Berkeley Rd Sellers, SC 29576	(843) 387-1777 (843) 379-8457	shaney_collins@ gmail.com	Shaney Collins

Name	Address	Home and Cell Number	Email Address	Student Name & Grade
Tanika Bearrow	112 Quat Ave Greelyville, S.C.	(843) 426-2383 (803) 225-4713	mlha@expresscc wccoc.com	Shelvin White 9th Aria White 8th Michelle White 8th
Leah Harschel	Greelyville 307 End Loop	(919) 327-6813	_____	Jamessie Cooper
Mary F. Bulkin	Salters, S.C. 29544	(843) 445-_____	_____	Maria Bulkin 11th
Tracey Brown	54 Leaks Loop Greelyville, SC	843-356-105-	_____	Israel Brown 7th
Paul Tony E. Sr	5 Banks Loop Salters SC	(919) 373-5394	hans.o.f.f.s@earthlink.net	Taylor Reed 7th
Karen Dickson	4122 Flintrock Rd N.E. Zion, SC	843-659-2874	kdiddle@earthlink.net	Tawn Dickson
Nakota Johnson	54 Stryeys Loop Kingstree, SC	(843) 358-0320	njohnson@worldnet.att.net	Marya Johnson Eric Muldrow
Resawade Wike	PO Box 353	843-666-1855	mishue34@aol.com	MaKayla Spaulding 8th
Tanika Bredshaw	Greelyville	356-0494	johnson.c.com	Southern Bredshaw 9th
Sean Harris	301 S. Lewis Rd Salters, SC 29540	(919) 357-6101	_____	Sharonne Harris Israel Harris 6th

Name	Address	Home and Cell Number	Email Address	Student Name & Grade
Alvin Covert	21 Colburn Ln Salters 28560	387-1255 465-7214	alcovert1977@gmail.com	Ronald Covert 9th
Linda Brown	Careyville	356-3039	brownlinda@yahoo	Madison Brown
Gwendolyn Miller	17 McArthur Ct Farmingdale	843-3597 2195	gwendolynmiller@yahoo.com	Amelia Miller
Shirley Burgess	5221 1st St Sellersville	843 347-6191	shirleyburgess@yahoo.com	Jemimah Burgess 8th
Sally Howell	1068 Edman Rd Sellersville			

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Sincerely,

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Yes:

No:

Comments: please give us Ipods, Ipods, and Kindles

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Yes: _____

No: _____

Comments: *Yes, cause we need it.*

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Yes:

No:

Comments:

I am behind this grant 110%
Our district really could use 20 million dollars

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I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: I feel that if we receive this grant, we should use the money to update our school's technology.

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Williamsburg County School District

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I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

Whatever helps my community and school as a whole, I feel as if it is a great idea.

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No:

Comments:

What all will recieve? What is this money goes towards? This sound great anything kids.

August 30, 2013

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Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

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I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: I think that this is a wonderful idea

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Williamsburg County School District

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Yes:

No:

Comments:

Because it good. My - 10/14

August 30, 2013

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Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Student Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

Because is gonna be the right thing.
I know it

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

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Yes: _____

No: _____

Comments:

It is an great opportunity.

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I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

As a student at C.E. Murray High School my fellow classmates and I really need the help in certain things. The fundings would really help our school. I totally recommend and support this race.

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Race to the Top-Student Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

I would like to see more new technology for the students, and a upgrade to our school.

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: *If its going to help them through out the School year, so better they selves,*

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: Anything to better the education for the students will get my support.

Beulah Dukes Hilton

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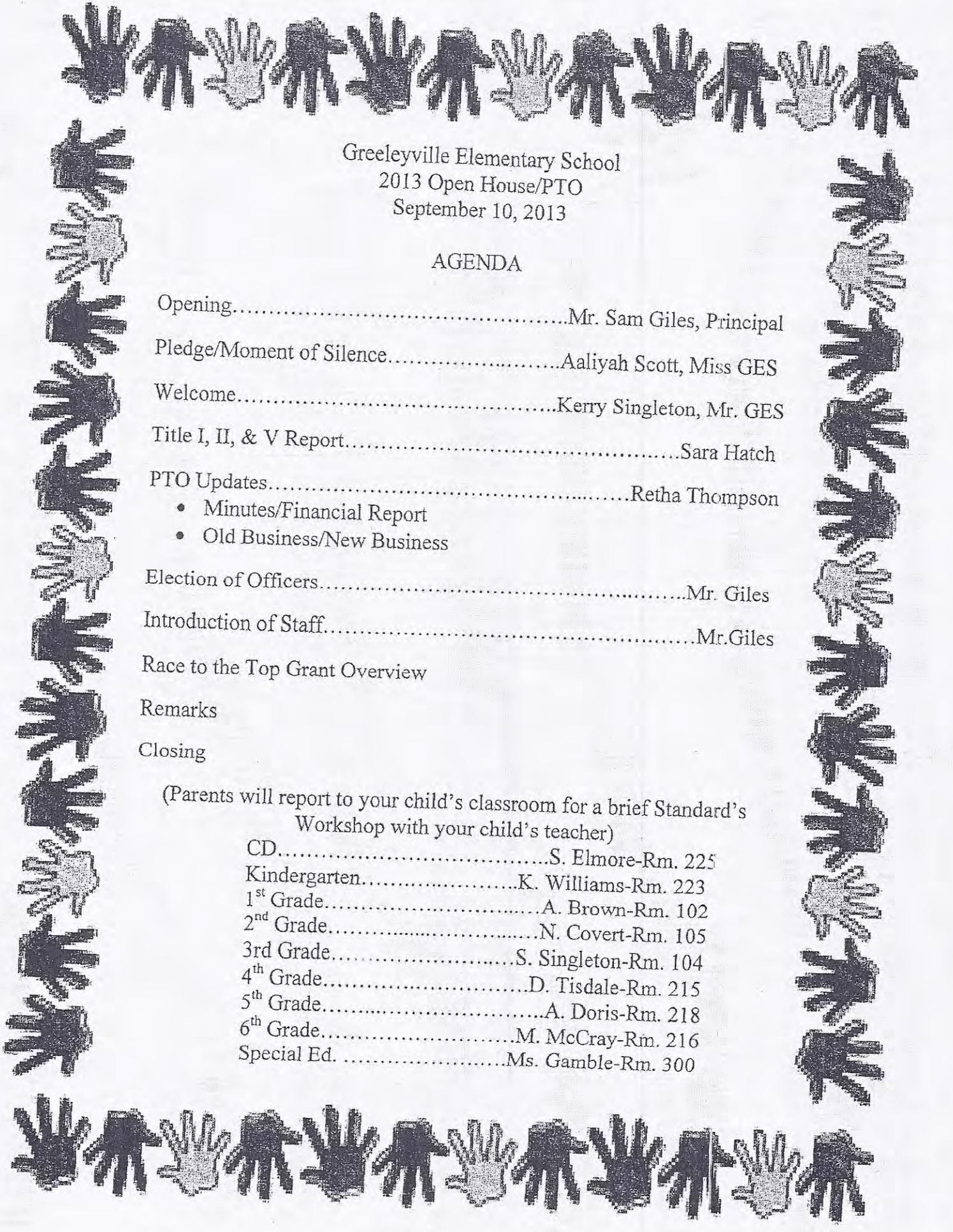
Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:



Greeleyville Elementary School
2013 Open House/PTO
September 10, 2013

AGENDA

- Opening.....Mr. Sam Giles, Principal
Pledge/Moment of Silence.....Aaliyah Scott, Miss GES
Welcome.....Kerry Singleton, Mr. GES
Title I, II, & V Report.....Sara Hatch
PTO Updates.....Retha Thompson
- Minutes/Financial Report
 - Old Business/New Business
- Election of Officers.....Mr. Giles
Introduction of Staff.....Mr. Giles
Race to the Top Grant Overview
Remarks
Closing

(Parents will report to your child's classroom for a brief Standard's Workshop with your child's teacher)

- CD.....S. Elmore-Rm. 225
Kindergarten.....K. Williams-Rm. 223
1st Grade.....A. Brown-Rm. 102
2nd Grade.....N. Covert-Rm. 105
3rd Grade.....S. Singleton-Rm. 104
4th Grade.....D. Tisdale-Rm. 215
5th Grade.....A. Doris-Rm. 218
6th Grade.....M. McCray-Rm. 216
Special Ed.Ms. Gamble-Rm. 300



GREELEYVILLE ELEMENTARY SCHOOL



7 Varner Ave.

Post Office Box 128

Greeleyville SC 29056

Phone Number: (843) 426-2116

**2013 Open House/PTO
Sign In Sheet
September 10, 2013**

Kacy Stewart	Latomya Shaw
Carla Darcy	Charlene Davis
Rosa Murray	Valerie Cooper
Debra Williams	Alma Faulkner
Allen Porter	Cara Williams
GLYS Durant	Pamela SARB
Allyson Durant	Projecto Canty
Heather DeLisha	Johnnie Brown
Jana Hicks	Krista C. Montgomery
Carly M. Keen	Stephia M. Hamble
Blonda Cherry	Stevens
FRANCE Taylor	Savva Durant
Richard Dany	Doreen Wallace
Castellon Allen	Best Wilson
Barbara Scott	Deborah Wilson-McPherson
Barbara Scott	Mrs. Lisa McPherson
Denise Lemon	Sherlean Wilson
Martha Woods/Kyan	Betty D. Matthews
Darby	



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2013 Open House/PTO

Sign In Sheet

September 10, 2013

Lisa Bann	Lillie Wilson
Lakeisha / Kevin Snowden	Genie J. Spang
Shirley Fanning	Ernestine Brown
Ben Finley	Shirley M. McAdams
Rich Moor	Roshanda Myadler
Frank Bann	Geneva Blake
Roggy Scott	Fatima Blake
Shirley Washington	RICHARD NELSON
Melanie	Johnnie
Katrena McBride	Christine Wood
Hessie L Moore	Glenn Moore
Edith Mansfield	Tara Tisdale
Patricia Scott	Andrey Lido
Sherrin Hayde	Shakena McFadden
Debra	Jamara Kuida
Sophia Montgomery	Erica Williams
Ambler Myers	Adetta Campbell
Rajee Brijef	Stephanie Gamble



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September 10, 2013**

Carlos & Haleah Roberson	
Missy J. Felton	
Latoria Gumbie	
Elaine Brown	
Priscilla Darby	
Joan Miller	
Shara Burgess	
Carol C. Lockhart	
Genashia Williams	
Mary Mack	
Therese A. App.	
Maria Robinson	
Heather Gray	
April Att	

School District of Williamsburg County

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· Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

my 2 children need help at a slower
pace.

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Yes:

No:

Comments:

Why Should Greeleyville Elementary School Receive a Large Amount of Funding?

Kiera
Joe

Our school, Greeleyville

Elementary, is an awesome place to be. I enjoy coming to school every day. Although it is fun, there are some things that we are lacking. I think that Greeleyville Elementary School should receive a large amount of funding for the following reasons: we should have more books, new classrooms, and more supplies.

In my opinion, we need new books. We need new books such as: text books, work books, and library books. We need text books because some of the books we have now are torn up. Also, students write in them, and the pages are torn out. We need new work books because our current ones do not go along with the standards. Our library books are old, and everyone have already used them. We want books that are interesting.

wed 11/3/2022

Next, we need new classrooms. We need paint added because students are rubbing on the walls and scratching the walls with pencils and pens. The classroom that I am in now is so old that there is mold growing on the floors. The rooms are also too small for kids my age and size. In actuality, we need a whole new school, but we'll take new classrooms for now.

Last, we need more supplies. Our school needs to give the students notebooks and binders. Everyone is not as fortunate to get these things from the store. We also need new desks. Our desks in the classroom are broken. We can hear them squeak and crack every time we sit down. These are things that we really need, so I hope we receive the money.

In conclusion, we should have more supplies. We work hard

enough to deserve these things.
It would be fantastic, if we
were to receive this funding. I
can hardly wait.

JASMINE
MACK

Why should Greeleyville Elementary School Receive
a large Amount of Funding

Sep. 6, 2012

Greeleyville Elementary School should receive a large amount of money. There are a lot of new things we really need to make this school successful. My school is the best out of all the other schools in Williams County. I think we can make this school successful by buying new textbooks, a new gym, and new laptops.

Beginning, we can use the funding to buy new textbooks. We need new textbooks because our old ones are useless. We want to know more multiplication, history from the past, scientific experiments, making good health choices, and reading. We need the money for new textbooks because we don't want to be behind. Our school deserves the money.

Secondly, we can use the money to get a new gym. We need a new gym because we don't have much room for the activities we want to play. There are not a lot of gym supplies to use. We also need benches. I want our gym to be twice as big as it is now. Our PE teacher want us to be more active, and it is difficult to do that in our small gym. G.E.S needs a new gym now.

Finally, we can use the money to buy new laptops. We need new laptops because the ones we have now are worthless. They slows down on the work that we try we try to do. Our laptops don't work like how we want them to. Our school has to be the best.

In closing, Greeleyville Elementary School should receive a large amount of money. Our school can

Definitely be a successful school. I can hardly wait
to see the outcome.

Why Should Greeleyville Elementary school

Ervin
Coroina
01/4/13

Receive a large Amount of funding?

My school, Greeleyville Elementary, does its best to provide for the kids. There are many things that we would be able to improve, if we had financial assistance. Greeleyville Elementary school should receive a large amount of funding for many reasons, such as: Extra Curricular activities, Computers, and new books.

First, we will benefit from extra curricular activities.

These type of activities can help students a lot. We can start a school sports team. It can help kids try sports to see what sport they're good at. Our school also needs extra curricular activities, so we can win more awards.

Extra Curricular activities can better the school and students.

Next, our school needs more computers.

We need to use more technology. We can learn more than what the teachers teach us by using computers. By having more computers kids can learn how to use the internet. This can give the students the experience of using technology.

In addition, our school needs new books. The books we have are old.

Most of the books we have are ripped up, and have pages missing from them.

If we had new books we can learn more information. Our school can use this.

In conclusion, no matter what you say, I believe that my school needs funding for these reasons and more. If the government would do this for us, we will be proud. With this money, the children would have a chance to feel more connected with surrounding areas.

Nasser
Einfelder
9/5/17

Why should Greeleyville Elementary School receive a large amount of funding?

Our school is an amazing educational environment, but it needs much more! Our teachers, faculty, and staff try their best, but it's not much they can do without certain funds. It would be lucky to receive funds for the following reasons: we need updated books, newer technology, and also more school supplies.

First, our school would love to have updated books. Our textbooks and our library books are falling apart. They are also falling apart. Our books need to be updated, so they will correlate with the standards. It would be a huge improvement if our books were updated.

Next, newer technology is much needed. Our computers seem to function extremely slow. The computers that are currently being occupied crash or overheat very often. New computers will also improve many test scores. This will help our school advance in academics, as well as knowledge to make a brighter future.

Last but not least, we need better school supplies. This will help us as students do more hands on activities. This will also help us to master our lessons and standards. We have such little supplies, little supplies that are very old and broken. If we received funding to get more supplies, I would cry tears of joy.

In conclusion, it would be ideal if our school, Greeleyville Elementary School, to receive free financial assistance from the government. Our school would be so much better if we could receive funds for updated books, newer technology, and also more school supplies. Our school is an amazing place, but more funding is much needed for us to strive towards excellence.

Why Should Greeleyville Elementary School Receive a Large Amount of Funding?

Bronxline
Anderson
9/4/13

I enjoy going to Greeleyville Elementary School. School is a great place for kids to learn. Every parent wants his or her child to get the best education they can. They also want them to learn in a positive environment. It would be an even better school, if we had the following things: new computers, new desks, and new textbooks.

To begin with, my school needs new computers. The ones we have are very, very old. They are slow and sometimes we can not get on them because they are so old. If we get new computers, they will be updated and give us more information.

Next, we need new desks. The desks we have are extremely old. They have gum underneath them and sometimes I can feel the gum under it. That is very disgusting! Also, they make noises when you sit down or move them. It is distracting and annoying.

Lastly, our books are exceedingly old. Our textbooks are outdated and need to be updated, so we can learn newer things. Our library books have stains and torn pages in them. In some of them, we can't even turn the pages without the pages ripping.

Contrary to what you may think, Greeleyville Elementary School is an amazing school. Kids can come here and learn wonderful things. It would be an even better school if it had the following things: new computers, new desks, and new textbooks. I can hardly wait to see if we receive the funding or not.

Why Should Greeleyville Elementary School receive a Large Amount of Funding?

Miraijah McGee 9-5-1

Greeleyville Elementary School should receive a large amount of funding. Our school can be even better than what it is, if we were to get some financial assistance. The following things could be done if Greeleyville Elementary received the funding. We could build a green house, buy new books, and get better restrooms.

First, our school would like to have a green house. We would be able to learn about nature. Also, we can learn how to plant fruits and vegetables. In addition, we can plant flowers and conduct various types. It would be fun and educational as well. My school would really enjoy having a green house.

Secondly, our school needs new books. The books that my school have now are ragged. Some of the pages are torn, which makes it difficult for us to read the lesson. Also our current books are not up-to-date. We need to know new information. My school would be grateful for new books.

Lastly, better restrooms would be fantastic. One of the sinks in the girls restroom is broken, so if we need to wash our hands, we have to wait on each other. Some of the toilets have a lot of stains and sometimes they don't flush. Some restroom stall doors are very hard to close. I know that all of the girls on our hall will be excited.

In conclusion, Greeleyville Elementary School should receive a large amount of funding. We should be able to do the following: build a green house, buy new books, and get better restrooms. All of the students at my school, can hardly wait to receive this gift from the government.

Why should Greeleyville Elementary Receive a Large Amount of Funding?

Kyrel Brown
4-5-13

Greeleyville Elementary School should receive a large amount of funding because the students have good attitudes, and we always strive to do our best. There are several ways that we can use that free money, such as getting new text books, buying new activity books, and getting musical instruments.

First of all, we could get new text books. We usually have our old books, which are torn and we have to pay for them. The school needs to buy books with updated information. Students would usually need help with work. The books also need tabs to find the right page to work on.

Second, we would need new activity books. The books we use now, have their pages torn out, which is bad. The activity books will give us extra help with our lesson. Also, the new books will be related to the Common Core State Standards.

Third, we could buy new instruments for music. The instruments could let kids show their talents if we have a talent show. During music class, students can learn about rhythm, timing, and beat. The school can also start a school band to march in the parades.

Finally, Greeleyville Elementary School needs more materials, so the principal, students, teachers, and others can improve the school. We can make the school better than ever. We know the golden rule, treat others the way you want to be treated. If you believe that your school deserves the funding, we feel the same way.

Why should Greeleyville Elementary School Receive a Large Amount of Funding?

Quantya Swin
Final Draft

9/4/13

Why should Greeleyville Elementary School receive a large amount of funding? I think my school should have more funding because we need more things to add to our school to make it better. Other schools are different from schools in Williamsburg County, and the reason for that is we don't have enough money to buy many things. Some of the needs that we can use funding for is as follows: better computers, educational activities, and bigger gym. First, we need better computers. If we do get new computers we'll be able to learn and play educational games such as online word search, crossword puzzle, and a b c order. We have computers that only work ever so often and sometimes they don't work at all. The websites that we go to are amazing, but we can't go on them if the computers are broken. I will prefer that we have new and higher updated computers that will help us.

Second, we need more clubs and activities. Greeleyville Elementary has clubs like Junior Beta Club and Student Advisory Committee. In my opinion, learning is fun, so we need to take advantage of our students that won't to participate. Clubs and activities will teach the children that learning is great. Activities can help children succeed at skills they couldn't do at one point of time.

Third, we need a bigger school gym. We need a bigger gym, so there will be more equipments. Our school has assemblies and a lot of people come. Most of the time people have to stand along the walls, there is not enough space for the entire student body. A bigger gym will allow more people to come to our assemblies. The one thing I want my school gym to have an indoor basketball court we would appreciate a bigger gym.

In closing, my school needs more funding for better computers, educational clubs and activities, and an bigger gym. I hope my school gets more funding because we really need it. Miracles can happen! Greeleyville Elementary School is great, but I want it to be better than great, so I'm praying that my school gets more funding.

Why Should Greeleyville Elementary School Receive a Large Amount of Funding?

Tarjwan
Trisdale
9-5-13

In my opinion, it will be great to get the money. It will help get new things. If this does happen, I think it would help benefit our school. We will use the funding for things like and more computers.

First, I believe that we need new books because there is no need to keep the old books. They are always tearing and they fall apart. The information in our old books is outdated. We will be behind because we don't have current information. Buying new books will definitely be a plus.

Secondly, with this grant, we can get new desks for the students. For example, the desks are too old. If a student sits down the wrong way, the desk will fall apart. I don't believe that we have a reason to keep the old desks. They are kind of dangerous and someone will get hurt.

Then, we could get high tech computers. Our computers are just too slow. I don't like the fact of someone coming to our school and not being able to get on the internet. There are several educational websites that take forever to download. In addition, the old computers are just boring. They were probably here since the beginning of time.

Contrary to what you might say, I think that we need the money. It could get new things. I believe that the government hear our cry for help and come to the rescue. We will then be a better school than we already are.

Aalyah
Scott

September 5, 201

"Why Should Greeleyville Elementary School Receive a Large Amount of Funding?"

Greeleyville Elementary School is a great school, but it could use a few improvements. The principal here does his best to get the materials that we need, but we don't have all of the materials. This school needs a grant for the following reasons: new technology; extra curricular activities, and equipment for the science lab.

First and foremost, we can get new technology. If we can get new technology students that don't have access to the internet will now have access to the internet. With the technology students can play fun, and educational games. Programs that let you keep track of your progress can be installed. Technology is very important when it comes down to education, so that's why we need the funding.

Secondly, extra curricular activities are fun and teaches students life lessons. Extra curricular activities encourage kids that they do have a purpose, so that they would want to come back to school. Having typing lessons will prepare you for the next grade or when you have to take them.

G.E.S wants a band to represent our school, because they want to show pride and adoration for what they're doing. Extra curricular activities play an important part in kids self-esteem, so we're trying to get a band.

Finally, we could use equipment for the science lab. Equipment in the science lab will keep us safe when we're around dangerous chemicals.

The following is the equipment we need: safety goggles, lab coats, gloves, etc... With different equipment we, the students, can experiment on different things. Science lab equipment could be open to all students with a science project or experiment.

In conclusion, Greeleyville Elementary School deserves this grant. With the funding, Greeleyville Elementary School will become a better institution of learning. We can use the money for new technology, extra curricular activities, and equipment for the science lab.

Why Should Greeleyville Elementary

Receive a Large Amount of Funding?

September 6, 20

Shimiyu Paulin

My school, Greeleyville Elementary School, should receive a large amount of funding. In my opinion, there's a lot of things we could use the money for.

Here are some reasons we should get funding: new books, new technology, and new desks. Our school will be amazed, if we get these things.

First and foremost, we need new books. The books we have now are ripping and falling and ripping and falling apart. We also need books with more accurate information. When we get our new books, they need to be more educational. Even though the new books are more expensive, it is a necessity.

Next, we can get new technology. New technology can help us learn better. We also can have online learning programs. Our old computers are so old that it takes forever to play an educational game. This could be useful for our school. The new technology will be a great improvement.

At last, we need new desks. The desks we have now are small and cramped. They also are very old. I think that it would be awesome to have desks more suitable for students that are my age and size.

In closing, I believe that our school should get a large amount of funding. Our school needs this money to improve the inside and out, but we can definitely use it for new books, new technology, and new desks. If our school got

these things, teachers and students would be ecstatic.

WILLIAMSBURG COUNTY



Vision Statement

Every child in Williamsburg County will arrive at school ready to succeed.

Mission Statement

The Williamsburg County First Steps to School Readiness initiative supports high quality early childhood educational services for children and their families to help children enter school healthy and ready to learn.

Goals/Values Statements are:

- To support parents in strengthening their families and in promoting the development of their young children.
- To increase services that prevents major physical, developmental, and learning problems in children.
- To support high-quality preschool programs.
- To provide services to give children the protection, nutrition, and health care.
- To encourage communities to focus collaboratively on support services for families and their young children.

Office of Parenting, Grants, and After School Programs In collaboration with
 Williamsburg County First Steps
 Parent Meeting
 Thursday, September 12, 2013 ~ 6:00PM

Agenda

Welcome Mrs. La-Dine' W. Gamble, Coordinator
Office of Parenting, WCSD

Greetings Mrs. Carletta S. Isreal, Executive Director & Co-Coordinator
Williamsburg County First Steps

Presentation..... Mrs. Patricia Lewis
Classy Smiles, Inc.

What is Parent-Child Home Program? Ms. Melana E. Scott, Home Visitor
Mrs. Rochelle Gamble, Home Visitor

Family Information Form, Individual Family Plan and Other Forms

Fundraiser/Field Trip

Race to the Top Grant

Questions/Answers Session

Announcements

Pee Dee Healthy Start - Wednesday, September 18, 2013

Williamsburg County First Steps Annual Board Meeting-Tuesday, October 8, 2013, Kenneth Gardner Elementary School Cafeteria, 1503 Woodland Drive, Kingstree

Next Parenting Meeting-Thursday, December 5, 2013 at 6:00PM in the Williamsburg County School District Annex Staff Development Room

WILLIAMSBURG COUNTY



Getting children ready for school.

Office of Parenting, Grants, and After School Programs
In collaboration with
Williamsburg County First Steps
Parent-Child Home Program Parenting Meeting
Thursday, September 12, 2013 ~ 6:00 PM
Williamsburg County School District Staff Development Room

SIGN-IN SHEET

Taquasha Gamble	Carol D. Smith
Josa Epps McIntosh	Rechelle Hargrett
Rhonda Quattlebaum	Melana Scott
LaDine Williams Gamble	Chene Anderson
Katheryn Fulton	
Marcene McCrea	
Pat Lewis	Classij Siviles

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

Dear Parents:

The US Department of Education (USDE) launched the Race to the Top (RTT) funding opportunity in 2009 to inspire dramatic education reform nationwide. The basis of the program is to provide a framework for states to set higher standards, increase data-driven decision making, provide greater support for teachers, and provide turnaround interventions in persistently low-performing schools. The USDE has implemented the next phase which proposes to build on those principles at the classroom level, supplying teachers with the strategies and tools they need to help every student learn at his or her own pace.

Williamsburg County School District, a consortium with several other districts, has positioned itself to apply for the Race to the Top - District grant and if successful will have an opportunity to receive \$20 million dollars in revenues to support direct instruction initiatives at the classroom level. Please let us know your support of the district's efforts to secure this grant by an indication of yes or no on the attached survey instrument.

Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

I support these efforts 100% because I truly feel that this will be beneficial to all children in school.

School District of Williamsburg County

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Sincerely,

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Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: As a Parent with a Child that is already in school who is having trouble, I feel that this will actual will be useful to the Children in the County.

School District of Williamsburg County

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Sincerely,

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Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: This will really help our district
come up to par ~~is~~ from an F

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Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

I fully support this.

School District of Williamsburg County

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Yes:

No:

Comments: I support the Proposal

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

W. M. Anderson Primary School

"Children First!"

Our Mission

To work together to produce life-long learners who are respectful, responsible, and productive.

~ ~ Annual Title I/PTA Meeting ~ ~

*Celebrating Grandparents
In Conjunction with 21st Century
Thursday, September 12, 2013*

6:00 pm

1. Meeting Call to Order.....Pres. William Boggon
2. Prayer.....Mrs. Debra Fulmore, DTh
3. Reading of Minutes.....Ms. Tammy McKnight, Secretary
4. Approval of Minutes
5. Entertainment.....Mrs. Latetia Stagers Kindergarten Class
6. New Business
 - Title I Information Session.....Ms. Lisa Cooper, Title I Curriculum Specialist
 - Membership Update.....Mrs. Virnese Seward, Membership Liaison
 - Fundraiser Information.....Mrs. Vanessa Murray, Ways & Means Chairperson
7. Entertainment.....Mrs. Latetia Stagers Kindergarten Class
8. 21st Century Community Learning Center Grant Update.....Mrs. Cora Ravenell
9. Race to the Top Grant Update.....Mrs. La-Dinë Gamble
10. State of the School Remarks.....Dr. Teresa Wright, Principal
11. Tribute to Grandparents.....Dr. Teresa Wright, Principal
12. Door Prize Drawing.....Ms. Latasha Scott, Vice President
13. Adjournment of Meeting.....Pres. William Boggon

Beliefs

At W. M. Anderson Primary School, we believe that:
All students can learn and that it is the responsibility of everyone who impacts our children to provide a safe, positive,
and nurturing school climate.

Vision Statement

We envision a school where the learning environment is designed to prepare all students to become problem solvers, articulate communicators, and socially adept citizens in a global society.

W. M. Anderson Primary School



Grandparents Celebration

September 12, 2013

Student's Name	Grandparent's Name
Zakia Jackson	Carolyn Hull
Zakia Jackson	Vernedha Brown
Mart Williams	Mart Williams
Kristin McKnight	
Ethen Cobin-Wyllis	Doretha Bland
Kelvin Brown	Doretha Bland
Dashia McKnight	Margaret Green
Devaeh Christian	Hazel Dules
Rayphawn McGee	Annabell Cooper
Rendee Nesmith	Hazel Dules
Troyanna Gamble	Patricia McFadden
Jayshu Burgess	Emma J. Burgess
Elease Burgess	Elease Burgess
Jayshu Burgess	Earl Frierson
Jay Lynn Myer	
Audin McDuffie	
Kendy Mack	Mommi Williams
Rendee Nesmith	Rendee Nesmith Jant
Braylon D. McFadden	Ernestine B. Scott
TKYPIRA	Frank Mitchell
Annie Washington (Valencia Stagger)	Annie Washington

Our School Mission:

To Produce Life-Long Learners Who Are Respectful, Responsible, & Productive

Vision Statement

We envision a school where the learning environment is designed to prepare all students to become problem solvers, articulate communicators, and socially adept citizens in a global society.

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W. M. Anderson Primary School



Grandparents Celebration

September 12, 2013

Student's Name	Grandparent's Name
Jonesten Carraway	Winford Carraway
Ethan Carraway	Winford Carraway
Desmond Hagan	Left Man
Shawn Hagan	Left Man
Jayden Lance	Joy Jondy
Kandice Greene	Marketa Greene
Taila Cooper	Francis J. Cooper
Margaret Hagan	Alta Hagan
Jordyn T. Pressley	Jellecia Pressley
Aleahanna Burt	Ramona Burgess
Brian Burt	Clair Burt
D. Keels D Keels-D Keels	Stanley Epps
Kinda Henryhead	Larry Henryhead
Bj Washington	Waine Wallace

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August 30, 2013

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Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: *I believe that Anderson primary teachers are some of the best teachers and they deserve all and every help there is available for them because they have our kids at the best age for learning and these young kids are more likely to accept and take in more at their age. J. McCall*

SCHOOL DISTRICT OF WILLIAMSBURG COUNTY

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

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Sincerely,

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Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

More or additional programs to help students along with the parents or guardians helps. Some students learn at a different pace. ~~There~~

August 30, 2013

Dear Parents:

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Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

It's great to be doing something
for the children.

August 30, 2013

Dear Parents:

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Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: *Whatever it takes to enhance
our children's future!!*

Post Office Box 1067 * Kingstree, South Car

Telephone (843) 355-5571 * Fax (843) 355-32

August 30, 2013

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Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

What a wonderful idea!

August 30, 2013

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Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

I fully support the district for Race to the top Grant proposal

SCHOOL DISTRICT OF WILLIAMSBURG COUNTY
Post Office Box 1067 * Kingstree, South Carolina 29556

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August 30, 2013

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes: _____

No: _____

Comments:

great idea

School District of Williamsburg County

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I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes: _____

No: _____

Comments:

It's a great Idea

SCHOOL DISTRICT OF WILLIAMSBURG COUNTY

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August 30, 2013

Dasani

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

Because some parents don't have extra money to buy supplies, so it needs to be already at the school,

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

Dear Parents:

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Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

Awesome!!

Don Bambie

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

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Sincerely,

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Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

Can help the School + Budgeted to be
Fix!

SCHOOL DISTRICT OF WILLIAMSBURG COUNTY

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

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Sincerely,

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Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

I think this is good if it is used in the right way for the children for success,

Mr. Fred [Signature]

School District of Williamsburg County

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Race to the Top-Parent Support Survey Instrument

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Yes:

No:

Comments:

We need this. Our kids and students need this.

School District of Williamsburg County

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Race to the Top-Parent Support Survey Instrument

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Yes:

No:

Comments:

Because some parents don't have money to buy extra supplies to send to school

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Sincerely,

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: *I'm supporting all levels that will help our children learn better with the adaguate resources, Because I know for my child she needs all the learning tools she can get.*



Kenneth Gardner Elementary School



PTA Program/Open House
Tuesday, September 17, 2013
6:00 p.m.

~Agenda~

Parents, Staff & Community Sign-In

Call to Order.....Wilbur Fulton
PTA President

WelcomeTkai Rhodes
Miss KGES 2013-2014

Pledge of AllegianceClinton Faulton
Mr. KGES 2013-2014

Inspiration.....Stephanie Bradley-Terry
KGES Teacher of the Year 2013-2014

Treasurer's Report.....Wilmaterina Hamlet
Proposed Budget Report PTA Treasurer

Membership Report.....Jimmy Wilson
Membership Chairperson

Fund Raiser.....Mariah Griffen-Wilson
Ways and Means Chair

ESEA Waiver Update.....Dr. Jennifer G. Gardner
Principal

Race to the Top Grant

Entertainment3rd Grade Students
4th Grade Students
5th Grade Students

Closing Remarks.....Dr. Jennifer Gardner
Principal

You may visit your child's class immediately following the meeting!





Kenneth Gardner Elementary School
PTA Meeting Sign-In Sheet
 September 17, 2013

Mission Statement:

The mission of Kenneth Gardner Elementary School is to develop leaders, one child at a time.

Third Grade

K. Burrows Kent Burrows
 S. Bradley-Terry S. Terry
 C. Mitchum C. Mitchum
 F. Patrick Felicia Patrick
 L. Pressley Letha Pressley
 S. Woodard _____

Fifth Grade

C. Dorsey C. Dorsey
 S. Dukes S. Dukes
 K. McAbee K. McAbee
 M. Murphy M. Murphy
 J. Simmons J. Simmons
 E. Ziemba E. Ziemba

Fourth Grade

Malburg A. Malburg
 T. McBride T. McBride
 Cas. Pressley Cassandra Pressley
 Schilling Schilling
 Smith Smith

SPECIAL EDUCATION/RESOURCE

Black Black
 Boykin Boykin
 Godwin Godwin
 Hall Hall
 Robert _____
 Schollaert Schollaert
 Wilson Wilson

INSTRUCTIONAL ASSISTANTS

T. Brown _____
 G. Jackson _____
 L. June L. June
 G. Nathaniel _____
 M. Rose M. Rose
 S. Scott _____
 R. Whitaker _____

SPECIAL AREA

Hannah Hannah
 Lynch Lynch
 Blackwell Blackwell

ADMINISTRATORS

✓ Dr. Gardner _____
 Gordon _____
 Howard Howard

SUPPORT SERVICES

Mon. Pressley: Monique S. Pressley
 Goode: _____

OFFICE STAFF

Grayson Grayson
 Montgomery Montgomery
 ✓ Owens _____

CUSTODIANS

✓ Bennett _____ McBride _____ ✓ Montgomery _____

Kenneth Gardner Elementary School

PTA Meeting

September 17, 2013

Time: 6:00 p.m.

Third Grade

Parent Sign-In Sheet

Parent's Name	Child's Name	Teacher's Name
Ans-Jall Denny & Matthew Bressky	Matthew J. Bressky Jr.	Mrs. Murphy
Cheryl Poncher	Cherish Poncher	Mrs. Murphy
1 Michael Epps	Shelicia Epps	Woodard
2 Janyra Jackson	Shalena Epps	Woodard
3 Lorenz Ward	Larissa Wall	Mrs. Murren
4 Phillip Jackson	Janara Thomas	Mrs. Woodard
5 Dr. John Bryan	Sherry Bryan	Mrs. Pressley
6 Karl Cooper	Carson Cooper	Mrs. Mitchum
7 Neagen Williams	Miya Scott	Ms. Mitchum
8 Keffe Bryson	Kristopher McCall	Woodard
9 Wade M. Brown	Kriston McCall	Mitchum
1 Andra Wall	Larissa Wall	Mitchum
2 Kauryn Kennedy	Kolbyka Femia Felder	Mitchum
3 Dawn Pressley	Tyler Pressley	Mitchum
4 Melissa McClary	Ty Aglan Darby	Mitchum
5 Dean O'Kagner	Amya Snowden	Mrs. Pressley
6 Ben Broun	Trey Brown	Mitchum
7 Karen Boyer	Kirra Dozier	Terry
8 Pamela Williams Owens	Kayana Boyd	Pressley
9 Pamela Johnson	Calayah Williams	Mitchum
10 Nernet Murray	Art Spencer	Mrs. Daniels
	India Jackson	Mrs. Mitchum

Kenneth Gardner Elementary School

PTA Meeting
 September 17, 2013
 Time: 6:00 p.m.
 Fourth Grade

Parent Sign-In Sheet

Parent's Name	Child's Name	Teacher's Name
1 Talbaa Sings	Torie Burgess	Mrs. Sherry Smilling
2 Melons Scott	Xavier W.H.K	Mrs. McBride/Smilling
3 Doretha B. Alston	Dameion Alston	Smith/Pressley/Malburg
4 Gonzalez M. S. Fadden	Breanna Boyd	Mrs. Schilling
5 Bernette Crumble	Jasmine Burgess	Mrs. C. Pressley
6 Myrle Dickerson	Marquis Myrle	Mrs. Burrows
7 Reetha Fulton	Kristen Fulton	Mrs. C. Pressley
8 Pamela Robinson	Aaron Robinson	Mr. Alford
9 Lyanora McGee	Jalynight/Taravious Kennedy	Smith, Schilling
0 Shereta Graham	Shane Redwell Graham	C. Pressley/Smith/Malburg
1 Tammy Lasane	Yamala Stowe	Mrs. Spettl
2 Hope Bate	Hakeem Bate	Mrs. C. Pressley
3 Sharon Pressley	ONe Pressley	Mrs. Smith
4 Shana McKim	Malikius Wiley	Mrs. Schilling
5 Celestine	Wetshius Chandler	Mrs. Hoyt
6 Eloise King	Salecia T. Davis	Mrs. Smith
7 Alvin G. King	Kenya Taylor Pressley	Mrs. Smith
8 Shaban B. Henry	Rheon Bradley	Mrs. Schilling
9 Shaban E. Henry	Callan Bradley	Mrs. Pressley
0 Lisa Morgan	Erin Rose	Mrs. Pressley
1 Mark Simpson	James Campbell	Mrs. Pressley
2 Kenneth Murray	Jada Montgomery	Mrs. Pressley
3 Sheronda Evans	Shalva Dukes	Smith

Kenneth Gardner Elementary School

PTA Meeting

September 17, 2013

Time: 6:00 p.m.

Fifth Grade

Parent Sign-In Sheet

Parent's Name	Child's Name	Teacher's Name
Juliana M. O'Leary	Brycen M. O'Leary	Ms. M. Murphy
Shakelia Bryant	Keneth Williams, Jr	Mrs. Burrows
LeQuisha Huns	Guinessis Cooper	Mr. Ziemba
Cherry Portney	Cherish Portney	Ms. Murphy
Cristal Clements/Matthew Pressley	Matthew S. Pressley	Ms. Murphy
Deloris McElroy	Shamira Brughton	Ms. McAbbe
Krista Thomas/Fraser	Alana Pressley	Dorsey
Overi Kinder	Shenier Kinder	Ms. Ziemba
Myrtle Fulton	Maisha Fulton	Mrs. Pressley
Joette Dukes	Christan D. Dukes	Ms. Dukes
Keshia Scott	Norissa Chandler	Ms. Dukes
NEA Wilson	LeFay Wilson	Ms. Simpson
Charles E. McCollough	Jada McCollough	Ms. Simmons
Robert Cook	Robert Cook	Ms. Dorsey
Wendell	Emalaa Jambert	Mrs. Murphy
PORE SCOTT	SAMORRA SCOTT	Ms. Dorsey
GRACIE O'NEST	MICHAELIA O'NEST	Mrs. Dorsey
Lumina M. Jambert	Lumina T. Jambert III	Mrs. Simpson
Valerie Fyler	Alysa Fyler	Ms. Murphy
Jane M. Pearson	Destine Avant	Mrs. Murphy
Jada Noreg	Shonda Noreg	Ms. Simmons
Risa Muzzand	Eric Burgess	Mrs. Dorsey
Cammie McElroy	Reginald McElroy	Ms. M. Murphy

School District of Williamsburg County

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August 30, 2013

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Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: I Support this program, Because Both my twin are ADHD, and performance is low in reading.. If this will help them in classrooms, then yes I will support this grant...

[Handwritten signature]

School District of Williamsburg County

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Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: I Support the (RTT) for education. As long as the funds are used in a proper way. Higher Standards, decision making, support for teachers and learning for students are my top priority.

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I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: *I pray this will increase the school score & district standards.*

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: I Support any Program that will help our Children improve Their academic level.

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

I support my County 100%! Let's do it!

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: This is a well thought out initiative we must meet our children where their interests are, which is technology. Implementing & increasing technological based teaching would spike their interest in learning; therefore increasing the grades. A win/win for all.

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I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

They need all the tools they can get to help the students to learn more in school

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Yes:

No:

Comments:

I support it 100%!

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Yes:

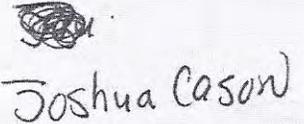
No:

Comments: I support it but why set higher standards when the county doesn't seem to be meeting the ^{current} ~~current~~ standards? Work out the current problems before increasing the levels. Use the money to expand by providing more after school programs & study groups aimed basically at the ones the teachers recognize that are struggling.

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Joshua Cason

August 30, 2013

Dear Parents:

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Sincerely,

Yvonne Jefferson-Barnes

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Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

I am all about the children
Receiving the proper learning tools
SO I agree with the grant as long as
the students are receiving it!



Williamsburg County School District

423 School Street • P.O. Box 1067 • Kingstree, SC 29556
Phone: (843) 355-5571 • Fax: (843) 355-3213



Race to the Top - District Community Stakeholders Meeting

WCSD District Board Room
Wednesday, September 18, 2013 ~ 9:00AM

AGENDA

- I. Welcome
- II. History of Race to the Top-District Grant
- III. Outline of Grant
- IV. Group Discussion.....Stakeholders
- V. Questions/Answers
- VI. Overview and Wrap Up

Williamsburg County School District Grant Writing Team Members

Mrs. La-Dine' Williams Gamble, Grants, Parenting & After-School Programs Coordinator
Mrs. Berlinda Mack, Federal Programs Coordinator
Ms. Angela McClary-Rush, English/Language Arts & Social Studies Coordinator
Mr. Mark Easterling, Mathematics & Science Coordinator
Mrs. Delaney Frierson, Accountability and Assessment Coordinator
Mrs. Hester Gadsden, Career and Technology Education Coordinator
Dr. Bernice Cooper, Assistant Superintendent of Instructional Services
Ms. Vernett Murray, Administrative Assistant
Mrs. Elizabeth McCray, Administrative Assistant

Williamsburg County School District
Race to the Top Stakeholders Meeting
Board Room

Wednesday, September 18, 2013
9:00AM

COMMENT SHEET

Of course I plan to read and digest the Race to the Top Draft in its entirety. How can we individually impact the success of the program?

We, the NCNW, have committed ourselves to work "with and for" our children! Our services will be rendered to Dr. Gardner's school.

Rebecca Jones Fulton

Signatures

_____	_____
_____	_____
_____	_____
_____	_____

La-Diné -
 So sorry I had
 to leave but I
 have another
 obligation. Thank
 for the great &
 informative meeting.

Williamsburg County School District
 Race to the Top Stakeholders Meeting
 Board Room

Mona Duke
 Wednesday, September 18, 2013
 9:00AM
 WTC

* You could use WCS D / WTC dual enrollment as a "bragging point" (voc/tech & university transfer) & as an investment for the CCEL budget...

Books!

COMMENT SHEET

* Use ~~part~~ part of this grant ~~to~~ be allocated to pay tuition for the increased enrollment for eligible students?

[p. 110-112]: mention WCS D / WTC dual enrollment partnership? (Sec. B - "prior record of success...")
 [? - " " " " condition for reform": soft skills training needs to move effectively, prepare students for success both in ~~second~~ higher ed & careers — (hold students more accountable for their image, timeliness, personal habits, etc.)
 [p. 124] "The" accidentally bolded in center of page.
 [p. 146] typo center page (line on top of another line.)
 [p. 135] include possible funding/planning to improve digital/virtual learning for dual enrollment in collaboration w/ WTC so classes can be transmitted from WTC to all WCS D schools to alleviate time & travel cost constraints to provide more opportunities for WCS D jr. & srs. w/ 2.5 GPA & above to obtain college & high school credit.
 [p. 99] college enrollment (dual enrollment ^{could help} ~~to~~ improve this & help meet ambitious goals) WTC/WCS D

Signatures

Mona Duke (WTC)

Williamsburg County School District
Race to the Top Stakeholders Meeting
Board Room

Wednesday, September 18, 2013
9:00AM

COMMENT SHEET

pg 118 - 2 A change 2013 to 2012
pg 122 - W.C.S.D needs input on chart for salary information
pg 130 - Finish chart
pg 29 - chart (?)
pg 134 - Stakeholders Letters of Support

Signatures

Melanie Green

Mark A. Edley

_____	_____
_____	_____
_____	_____
_____	_____

Williamsburg County School District
Race to the Top Stakeholders Meeting
Board Room

Wednesday, September 18, 2013
9:00AM

COMMENT SHEET

Smarter Balance Assessment in limbo?
Initial Mentoring Certification - CEREA
available
The SCEA- provide PD and one on one for
support.

Signatures

Robin B. Heltz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Williamsburg County School District
Race to the Top Stakeholders Meeting
Board Room

Wednesday, September 18, 2013
9:00AM

COMMENT SHEET

NO.
* High at the end of
for expectations

- Non consistency keep leader in Me For K-12, rather than switching to a new initiative in middle and high school.
- Though the information on college and career readiness is stated, research documentation should be added to strengthen the claims.

Signatures

Dr. Jennifer Goodner
DeLisa Howard

_____	_____
_____	_____
_____	_____
_____	_____

Teacher Input

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556
Telephone (843) 355-5571 * Fax (843) 355-3213

Grant Writing Workshop

Kingstree Middle School-Media Center
September 23, 2013 ~ 10:00am

AGENDA

Welcome.....Mrs. La-Dine' Williams Gamble, Coordinator
Office of Parenting, Grants, and After School Programs

Introductions

Purpose

Grants Overview: "Show Me the Money"

- Farm Bureau Classroom Garden Mini-Grant
- Race to the Top Grant

Wrap-Up

Adjournment

Vision Statement

Williamsburg County School System will create and uphold a climate of high expectations through collaboration and a shared vision of academic excellence.

Mission Statement

The mission of the WCSD, in partnership with all stakeholders, is to ensure a high-quality education for all students by utilizing an innovative curriculum, relevant resources, and energetic, highly qualified staff.

Beliefs: We believe that:

- Knowledge is power.
- Learning occurs in a caring environment.
- All people are worthy of respect.
- The family is the most important influence in the life of an individual.

Committed to Excellence

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

Grant Writing Workshop

Kingstree Middle School-Media Center

September 23, 2013 ~ 10:00am

SIGN-IN SHEET

NAME	SCHOOL
Lashanda Smith	C.E.M
Bolonda Thompson	CEM
Vera Johnson	CEM
Gemmisha Mickens	CEM
Sonya Rush-Hawen	CEM
Lisa Cooper	W.M. Anderson Primary
Ta'Leila Wilson	Youth Academy Charter School
Rhoda Coleman	WCMSA
LerLisa M. McKnight	WCMSA
Shaunta Mack	CEM
Marlene Grant	KS HS
Michelle Patrick	KS HS
Carrie L. White	HES
Sharon J. Samuels	HHS / HMBLMS
Leita By	KMS
Lashanda Keefls	KMS
Charlotte Drogens	KMS
SHEILAG. PARSON	KMS
Cynthia McClorn	KMS

School District of Williamsburg County

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Grant Writing Workshop

Kingstree Middle School-Media Center

September 23, 2013 ~ 10:00am

SIGN-IN SHEET

NAME	SCHOOL
Tia Dreckford	Greeleyville & D. P. Cooper Elem.
Michele Burks	GES / DPC
Rebecca Wright	D. P. C.
Elaine Culick	KGES
Lokesia L. Howard	KGES
Robinette Whitaker	KGES
Jimmy A. Miller	C. F. M
Lisa Huan	HHS
Demetrius Rouse	HHS
Brian McKnight	HHS
Kenneth Burgess	CM
(TCR) Barry Hestley	The Hemingway High
Jenna ^M Palmer	HHS
Philisa Boykin	HHS

Race To The Top

Comments:

sect. C
• IGP starts earlier, which is good. It allows students more time to prepare for career & college goals.

- How will the needs of Special Education students be addressed...

School

Signature

Lathanda Smith

Vera Johnson

Sonja Rush-Harris

A. Malcolm

R. Thompson

S. Rodgers-Mack

Race To The Top

Comments:

1. Although there is a wealth of information, the document likes proof (documented research) on the topics presented. The use of documentation will make the grant stronger.
2. In the Career + College area, the elementary schools start with leader in me, we feel that if the leader in me initiative is kept throughout our high school the initiative will be apart of the students by graduation.
3. I would like to see how the role of the media specialist ^(MS) will serve schools in the implementation of this initiative. MSs serve a key role in schools, not just as teachers but as technologists. Our expertise has always been rooted in technology for learning. As technology changes, so our profession evolves. LMS: ~~MS~~ process →

School

KPS (Kenneth Gardner)

Signature

Jonesia Howard
Robinelle Whitaker

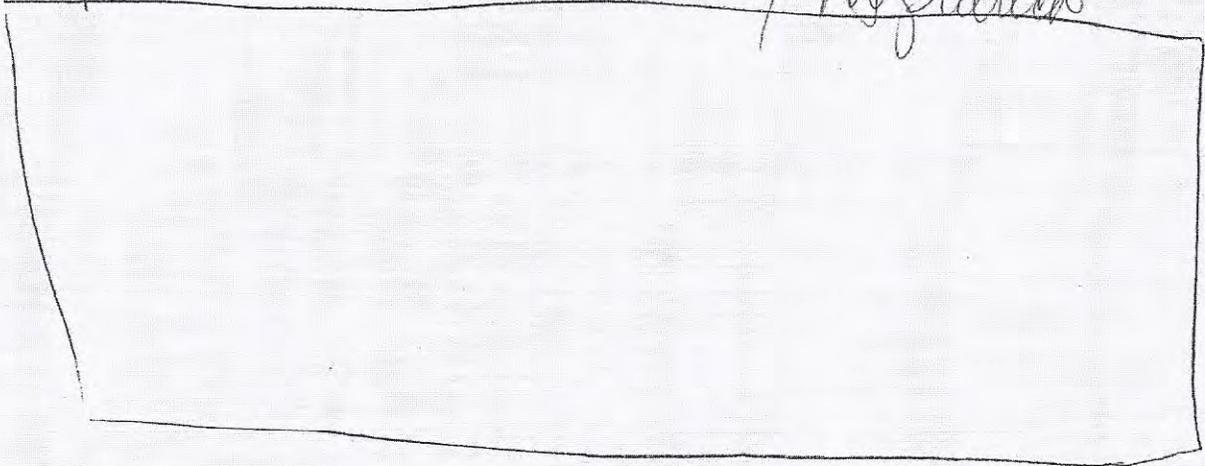
Race To The Top

Comments: I believe this will enhance education for students through introducing ^{them} to Best Practices. It will broaden their thinking and networking ability in and outside of school. The virtual aspects are awesome because students will go as far as their ^{talent} bravery will or can take them ^{to} further through virtual classes, mentorship, ^{and} shadowing. The structure of ^(it) ^{is} ^{great} will make learning individualized; no one can hold anyone else back. Shared experience will provide unlimited networking as far as can be imagined. Age appropriate Best Practices Career and college readiness - BINGO!

School

Kingstree Senior High School

Signature Marlene Grant / *Marlene Grant*



Race To The Top

Comments:

Strong program - Like it.

Teacher training crucial.

School

D.P.C./G.E.S.

Signature

M. Burks

Race To The Top

Comments:

1. Make sure all acronyms are defined.
2. We don't see clearly stated, "measurable" goals
3. Are goals to be restated in each section? For example, we see objectives

School

HHS

Signature

Lisa Hyman

Dentla
LTC (R) Hartley

Palmer

Philisa Boykin

Brian McKnight

**T
H
E**



**C. E. Murray High School
Title I School
PTSA/Parenting Meeting
Wednesday, September 18, 2013
6:00pm**

Presiding

**Shanera Candy
Miss C. E. Murray**

Welcome

**Jameson Montgomery
Student Council**

Pledge of Allegiance

**Clatray Epps
Mr. C. E. Murray**

Words of Inspiration

**Paulette Springer
Miss Popularity**

Praise Dance

Pria Anderson

Title I Update

Miss Shaunta Mack

Race to the Top Grant

**Mrs. La-Dine' Williams Gamble
Coordinator-Office of Grants,
Parenting, and After School
Programs**

National Preparedness

Mrs. Rose M. Moore

Questions and Answers

**Ms. Mary Mack
Mrs. Daydra Brown**

Refreshments and Conferences

**Thought for the Month:
Do unto others as you would have them to unto you.**



C. E. Murray High School
 222 C. E. Murray Blvd.
 Greeleyville, SC 29056
 (843) 426-2121
 Title I
 PTSA/ Parenting
 September 18, 2013



Name	Address	Home & Cell Number	Email Address	Student Name & Grade
Stacey Barron	835 Tomlinson Blvd Kingstree SC	803 422 1395		Brianna Barron 9th
Shimmie Capers	74 Savannah Ln Salters SC	843-387-5244 843-244-0778		Samantha Capers Savannah Capers
Elizabeth Duffy	P.O. Box 55 Salters SC	252-382-9224		Khalil Anderson Priscilla Anderson
Amelia Hunt	Milepost Ln Andrews	(843) 359-2195		Amoira C. Hunt Detrel
Caroline Brown	35 Swinton Rd Salters	(843) 356-8480		Kato Graham
Jenna McCray	30 Owen Dr. Salters S.C.	843-387-6351		Markeith McNeish
Tracey Brown	54 Leahs Loop Greeleyville SC	843-356-1050		Israel Brown 7th

Name	Address	Home and Cell Number	Email Address	Student Name & Grade
Ladine Gumble	PO Box 322 Coxsawville SC	(843) 426-2313		Nadya Gumble 7th
Katha Thompson	144 Tucker St Georgetown SC	(843) 372-2452		Belmont Thompson 9th
Derrick Brown	30 Weddell Dr Kingstree SC	(843) 389-5287		Gabrielle Brown 9th
Lerline Kintan	1445 Annwell Rd Andrews SC	843-387-5928 843-356-5458	lerline.kintan@redcross.org	Miracle at Kintan 14th Charles L. Kintan Jr. 8-14
Estorice Williams	30 Clacktown Rd Greenville SC	843-372-2675	gloria.williams@uscc.edu	Dwight W. Williams 11th
Mouguereith Joe	68 Fraternal Ln Clemson SC	843-426-4276 843-426-4345	mbe@uscd.k12.sc.us	John Joe 7
Abrian Giles	58 Fodor Rd Lane SC	387-5185 -H 356-8741 -C		Amani Giles 7th
Mary E Scott	68 Church Rd Spartanburg SC	843-5303 home 843-260-6576 ext 202		Kaitlin Scott - 7th
Leonard Montgomery	216 Lenoir Hwy Greenville SC	843-772-2969 H 843-256-1471 C	montgomery@willtech.edu	Janel Starling - 12th Malik Starling - 9th

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

August 30, 2013

Dear Parents:

The US Department of Education (USDE) launched the Race to the Top (RTT) funding opportunity in 2009 to inspire dramatic education reform nationwide. The basis of the program is to provide a framework for states to set higher standards, increase data-driven decision making, provide greater support for teachers, and provide turnaround interventions in persistently low-performing schools. The USDE has implemented the next phase which proposes to build on those principles at the classroom level, supplying teachers with the strategies and tools they need to help every student learn at his or her own pace.

Williamsburg County School District, a consortium with several other districts, has positioned itself to apply for the Race to the Top - District grant and if successful will have an opportunity to receive \$20 million dollars in revenues to support direct instruction initiatives at the classroom level. Please let us know your support of the district's efforts to secure this grant by an indication of yes or no on the attached survey instrument.

Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

School District of Williamsburg County

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August 30, 2013

Dear Students:

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Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Student Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

WILLIAMSBURG COUNTY MAGNET SCHOOL

710 Third Avenue, Kingstree, South Carolina 29556

Telephone: (843) 355-1506 – Fax: (843) 355-9201

PTO Meeting
September 26, 2013

AGENDA

Welcome

Mrs. Brandi Phipps

Pledge of Allegiance

Invocation

Introduction of Employees

Mrs. Sarah Boyd

Curriculum Updates and Title I Annual Report

Ms. Ida Fulton

The Arts Program

Mrs. Jennifer Holliday

Race to the Top Grant Overview

PTO Reports

Finance-Mrs. Ora Lee Wilson

Fundraisers-Mrs. Brandi Phipps, Mr. Kent Pressley, and Mrs. Helen

Wilson

Remarks

Mrs. Sarah Boyd

Closing

FACULTY AND STAFF

PTO

September 26, 2013

Shari Black

Diane Nesmitz

Dale D. Wilson

Ma Jetter

Chelsea Mason

Heather Edwards

Rhoda Colerna

Melanie Miller

Marty Rhodes

Martha Whites

Kent Presley

Dance McEneaney

Deen Moore

Andrea Jacobs

Ashley

Laura Wood

Sign-In

PTO

September 26, 2013

Elizabeth B. Maxwell

Elizabeth Hiley

Stephanie Brown

Patricia Jisdall

Louella + Darwin McCullough

Richelle Dickerson

Blank lined area for additional sign-ins.

Sign-In

PTO

September 26, 2013

Vickie Poatt / Shyora Poatt

Cyndi Mooney

~~Adam Ashford~~

Rachel McGeel

Delshawn Ewans / Nicholas Ewans

Don Wilson

Brandi Phipps

Denise Nixon

Rebecca Wright

Jennifer McKnight

Leesa Dorn

Roy & Shirley Anderson

Fessie J. Brown

Melanie Miller

KATRINA WASHINGTON

Francis Washington

Patricia Brown

Karen Conyers

Tracya Johnson

Kimyia Williams

Kimberly McGeel



WILLIAMSBURG COUNTY MAGNET SCHOOL

710 Third Avenue - Kingstree, South Carolina 29556

Telephone: (843) 355-1506 - Fax: (843) 355-9207



PTO Meeting
September 26, 2013

FACULTY AND STAFF

Laura White
Jennifer Holiday
Laverne Fleming
Ratonya ~~Scott~~
Beverly Gaines
Kathleen Turner
Cynthia Redden
Mary Ann Susan Murty
Larissa McRogert
Ruby Jaison
Michael Johnson
Brenda Daniels
Todd Jeffers
Ann ~~for~~
Cristen Smith
J. Charles

School District of Williamsburg County

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August 30, 2013

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Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: That will be very beneficial to the teachers as well as the student. Always need improvements to help the district grow with educational needs.

School District of Williamsburg County

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Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

Securing new resources increase my confidence level that WCSD is doing their best to supply my children with a quality education!

School District of Williamsburg County

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Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: This grant will help our children in their education. They are already failing in the district. We need whatever we can get to update our children.

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Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

Anything to help Williamsburg County School District
do our children can Race to Top.
I support one Hundred per Cent, for
Excellent. Thanks

110. Kedden

School District of Williamsburg County

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Sincerely,

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Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

I think that's a wonderful thing to do

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Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments:

Williamsburg Conty School District needs every help possible.

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

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Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: *IF It means a better opportunity for our schools and my children, I am behind it 100%.*

School District of Williamsburg County

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Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

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Yes:

No:

Comments:

I support the district's effort to secure this grant

School District of Williamsburg County

Post Office Box 1067 * Kingstree, South Carolina 29556

Telephone (843) 355-5571 * Fax (843) 355-3213

Williams
August 30, 2013

Kaner

Dear Parents:

The US Department of Education (USDE) launched the Race to the Top (RTT) funding opportunity in 2009 to inspire dramatic education reform nationwide. The basis of the program is to provide a framework for states to set higher standards, increase data-driven decision making, provide greater support for teachers, and provide turnaround interventions in persistently low-performing schools. The USDE has implemented the next phase which proposes to build on those principles at the classroom level, supplying teachers with the strategies and tools they need to help every student learn at his or her own pace.

Williamsburg County School District, a consortium with several other districts, has positioned itself to apply for the Race to the Top - District grant and if successful will have an opportunity to receive \$20 million dollars in revenues to support direct instruction initiatives at the classroom level. Please let us know your support of the district's efforts to secure this grant by an indication of yes or no on the attached survey instrument.

Thank you for your continue support of Williamsburg County School District in our Commitment to Excellence.

Sincerely,

Yvonne Jefferson-Barnes

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District

Race to the Top-Parent Support Survey Instrument

I support the district's efforts to submit a Race to the Top Grant Proposal:

Yes:

No:

Comments: Williamsburg County Schools are in much need of better schooling. And we need all that we can get.



Gail Widner <gailswidner@gmail.com>

Race to the Top Grant Opportunitie s

1 message

John tindal <jtindal@csd2.org>

Tue, Sep 17, 2013 at 4:15 PM

To: SCSuptED@ed.sc.gov

Cc: r_schedler@yahoo.com, Gail Widner <gailswidner@gmail.com>, Tonia Smith <tmsmith@csd2.org>, dorycorbett@yahoo.com, ethelwsweat@yahoo.com, flemingdelaine@aol.com, jut7of8@hotmail.com, nickells1@earthlink.net, arthur moyd <art37_99@yahoo.com>, Ceth Land <Ceth@lpwlawfirm.com>, Marilyn Wilson <clarendonfamilycourt@clarendoncountygov.org>

Dear Dr. Zais,

Clarendon County School District Two is partnering with three other districts, Williamsburg County, Orangeburg 5, and Richland 2, in an application for the Race to the Top District grant.

The application requires that we submit a draft of the proposal to you for review and the opportunity to provide feedback. Attached is the current draft of the proposal including the budget.

The application must be received by the US Department of Education on Thursday, October 3. To ensure that we have time to consider your feedback prior to submission, we ask that you provide your response (either via email or by letter) on or before 4:00 p.m., Tuesday, October 1, 2013.

We are excited about the project and appreciate the flexibility that the SCDE has offered in support of districts trying to improve education outcomes for our students. On behalf of the consortium, we look forward to hearing from you.

Thank you for your continued cooperation and support.

Sincerely,

John Tindal
Superintendent
Clarendon County School District Two

2 attachments

 CCEL Compiled Narrative for Review .pdf
3729K

 CCEL Executive Summary.docx
19K



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

Mr. John Tindal
Superintendent
Clarendon School District Two
PO Box 1252
Manning, SC 29102

September 20, 2013

Dear Mr. Tindal:

Thank you for submitting your Race to the Top District application to the South Carolina Department of Education (SCDE) for comment. If funded, the grant application would fund activities in Clarendon District Two as well as Richland District Two, Orangeburg Consolidated District Five, and Williamsburg County School District.

The application states that educators will be evaluated using the state system. As currently proposed in the SCDE's approved ESEA Flexibility plan, the new statewide system will have five levels of educator effectiveness. The SCDE is currently in the pilot phase of the new educator evaluation system, with the current weights for each evaluation area at 50 percent for observations, 30 percent for individual student growth, 10 percent for school-wide growth, and 10 percent for community input. For classroom and school value-added scores, the score would be based on expected student growth.

I assume the application supports the use of value-added models in educator evaluations, since the application commits to using the proposed educator evaluation system described above. I encouraged every district who wished to have input in the development of the evaluation model to participate in the pilot test this year. I commend Williamsburg County for volunteering to participate in the pilot, but I do note that Richland Two, Clarendon two, and Orangeburg Five have opted not to participate.

The application proposes spending 42.6% of the federal grant dollars on salaries and fringe. Using one-time funds for recurring expenses, such as personnel costs, is bad budgeting practice. Furthermore, the application fails to identify any funding sources for recurring expenses contained in the application. This will leave either your taxpayers or your students at great risk and should be addressed before submitting the application.

The districts followed the requirements of the grant application and provided the SCDE 10 business days to offer comment regarding their application.

Sincerely,

A handwritten signature in black ink that reads "Mick Zais".

Mick Zais, Ph.D.
State Superintendent of Education

PAUL A. MILLER
MAYOR



Orangeburg
SOUTH CAROLINA

September 17, 2013

To Whom It May Concern:

I received the draft with the information for the Race to the Top Grant today, September 17th. It is with great pleasure that I will review it and support Orangeburg Consolidated School District 5's efforts for this grant.

Sincerely,

Paul A. Miller
Mayor

PAM/pfb

979 Middleton Street
P.O. Drawer 387
Orangeburg, SC 29116-0387
(803) 533-6000
Fax (803) 533-6007
www.orangeburg.sc.us



Gail Widner <gailswidner@gmail.com>

Race to the Top Application

1 message

Tonia Smith <tmsmith@csd2.org>

Tue, Sep 17, 2013 at 1:22 PM

To: mayor@cityofmanning.org, Julia Nelson <juliadeltalady@yahoo.com>

Cc: John Tindal <jtindal@csd2.org>, Gail Widner <gailswidner@gmail.com>, Richard Schedler <r_schedler@yahoo.com>

Good Afternoon Mayor Nelson,

Thanks so much for your support of Clarendon Two as we apply for the Race to the Top - District Grant Opportunity.

As we discussed at our Stakeholders meeting, the application requires the following:

Each LEA included in the consortium has provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and submitted as part of the application package—

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

As our City Mayor, please review our proposal and submit to me any comments, suggestions or recommendations you may have.

As always, feel free to contact me or our Superintendent, John Tindal, with any questions or concerns.

Thanks for your continued support of our district .

—

Tonia Mallett Smith, GPC
Grants Administrator & Coordinator of Special Projects
Clarendon School District Two
11 Rural Street
P.O. Box 1252
Manning, SC 29102
803/433-7233 phone 803/433-7236 fax

tmsmith@csd2.org

www.clarendon2.k12.sc.us

www.facebook.com/ClarendonDistrictTwo



CCEL Compiled Narrative for Review .pdf
3729K



Gail Widner <gailswidner@gmail.com>

Race to the Top Application

1 message

Tonia Smith <tmsmith@csd2.org>

Tue, Sep 17, 2013 at 1:20 PM

To: dstewart@dwrightstewart.com

Cc: Gail Widner <gailswidner@gmail.com>, Richard Schedler <r_schedler@yahoo.com>, John Tindal <jtindal@csd2.org>

Good Afternoon Mr. Stewart,

Thanks so much for your support of Clarendon Two as we apply for the Race to the Top - District Grant Opportunity.

As we discussed at our Stakeholders meeting, the application requires the following:

Each LEA included in the consortium has provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and submitted as part of the application package—

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

As our County Council Chair, please review our proposal and submit to me any comments, suggestions or recommendations you may have.

As always, feel free to contact me or our Superintendent, John Tindal, with any questions or concerns.

Thanks for your continued support of our district.

Tonia Mallett Smith, GPC
Grants Administrator & Coordinator of Special Projects
Clarendon School District Two
11 Rural Street
P.O. Box 1252
Manning, SC 29102
803/433-7233 phone 803/433-7236 fax
tmsmith@csd2.org

www.clarendon2.k12.sc.us

www.facebook.com/ClarendonDistrictTwo



CCEL Compiled Narrative for Review .pdf
3729K



Gail Widner <gailswidner@gmail.com>

Race to the Top Grant for School Districts

1 message

Arlene Bakutes <abakutes@richland2.org>

Tue, Sep 17, 2013 at 12:42 PM

To: rossm@townofblythewoodsc.gov

Cc: Debbie hamm <dhamm@richland2.org>, Fred McDaniel <fmcdaniel@richland2.org>

Bcc: gailswidner@gmail.com

Greetings,

As the Grants Coordinator in Richland School District Two, I am working with Clarendon 2, Orangeburg 5, and Williamsburg School District to apply as a consortium for the Race to the Top Grant.

This grant requires that we provide the attached draft to local town administrators to solicit input and feedback. For your convenience, I have also attached the executive summary.

Your thoughts and ideas are extremely important to improving this draft. I welcome all comments.

Please respond via email or, if you prefer, via mail by noon on Monday, Sept. 30, 2013. This date ensures that we have the time necessary to revise our application prior to submission.

I appreciate your thoughtful consideration of the application's draft.

Sincerely,

Arlene

—
Arlene Bakutes, Ph.D.
District Grants Coordinator
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206
[803.738.3316](tel:803.738.3316)-Ofc.
[803.738.7378](tel:803.738.7378)-Fax

Richland Two: on the road to awesome!

2 attachments



CCEL Executive Summary.pdf

16K



CCEL Compiled Narrative for Review.pdf

3729K



Gail Widner <gailswidner@gmail.com>

Race to the Top Grant for school districts

1 message

Arlene Bakutes <abakutes@richland2.org>

Tue, Sep 17, 2013 at 12:46 PM

To: washingtonk@rcgov.us

Cc: Debbie hamm <dhamm@richland2.org>, Fred McDaniel <fmcDaniel@richland2.org>

Bcc: gailswidner@gmail.com

Greetings,

Richland School District Two is working closely with Clarendon 2, Orangeburg 5, and Williamsburg School District to apply as a consortium for the Race to the Top Grant.

This grant requires that we provide the attached draft to local county administrators to solicit input and feedback. For your convenience, I have also attached the executive summary.

Your thoughts and ideas are extremely important to improving this draft. I welcome all comments.

Please respond via email or, if you prefer, via mail by noon on Monday, Sept. 30, 2013. This date ensures that we have the time necessary to revise our application prior to submission.

I appreciate your thoughtful consideration of the application's draft.

Sincerely,

Dr. Arlene Bakutes

2 attachments



CCEL Executive Summary.docx
20K



CCEL Compiled Narrative for Review.pdf
3729K

School District of Williamsburg County

Post Office Box 1067 • Kingstree, South Carolina 29556

Telephone (843) 355-5571 • Fax (843) 355-3213



September 17, 2013

Dear Community Leaders,

The US Department of Education (USDE) launched the Race to the Top (RTT) funding opportunity in 2009 to inspire dramatic education reform nationwide. The basis of the program is to provide a framework for states to set higher standards, increase data-driven decision making, provide greater support for teachers, and provide turnaround interventions in persistently low-performing schools. The USDE has implemented the next phase which proposes to build on those principles at the classroom level, supplying teachers with the strategies and tools they need to help every student learn at his or her own pace.

The proposed 2013 Race to the Top-District (RTT-D) program criteria invites applications from *districts or groups of districts* serving at least 2,000 students with 40% or more qualifying for free or reduced price lunch. The maximum amount that can be received is \$30,000,000 over the four-year grant period. The program's goal is to offer personalized, student-focused approaches to teaching and learning that will enable all students to graduate college and be career-ready. You may cut and paste this link into your browser to learn more about the opportunity:

<http://www2.ed.gov/programs/racetothetop-district/2013-executive-summary.pdf>.

Williamsburg County School District, a consortium with Clarendon 2, Richland 2, and Orangeburg 5, has positioned itself to apply for the Race to the Top - District grant application.

We are inviting participating Mayors and the County Supervisor to be a part of this endeavor. I have attached a copy of the "draft" proposal. We solicit your input and feedback via email (Igamble@wcsd.k12.sc.us) or letter.

The deadline for responses is noon on Monday, September 30, 2013.

Your input is very important as we move forward in an effort to strengthen the educational experience for our students as well as provide support for their families.

Thank you for your continued support of Williamsburg County School District.

Sincerely,

A handwritten signature in blue ink that reads "Yvonne Jefferson-Barnes". The signature is written in a cursive, flowing style.

Yvonne Jefferson-Barnes, Ed.D.
Superintendent

JAMES E. CLYBURN
6TH DISTRICT, SOUTH CAROLINA

ASSISTANT DEMOCRATIC LEADER

CHAIR
FAITH WORKING GROUP



COMMITTEE:
DEMOCRATIC STEERING
AND POLICY COMMITTEE

CONGRESSIONAL BLACK CAUCUS

www.house.gov/clyburn
assistantdemocraticleader.house.gov

Congress of the United States
House of Representatives
Washington, DC 20515-4006

September 30, 2013

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, Southwest
Washington, DC 20202

Dear Secretary Duncan:

I am writing in support of a Race to the Top application which is being submitted to your department by a consortium of four South Carolina school districts. Clarendon County School District Two leads the consortium which is comprised of Richland County School District Two, the Williamsburg County School District and Orangeburg Consolidate School District Five. These diverse districts have formed the Carolina Consortium for Enterprise Learning (CCEL) which will serve 41,183 students in 65 schools across the four school districts. Three of the four districts are rural and are located in persistent poverty counties.

In its application, CCEL proposes to provide students with the academic technological and life skill necessary for success in college and subsequent careers which will enable them to take responsibility to establish monitor and achieve their goals. In addition, the applicants propose to transform learning into an engaging student driven experience which will result in effective standards based instruction that is tailored to individual student needs and goals.

Mr. Secretary, as I indicated earlier, three of the four districts are in rural persistent poverty counties which are plagued by high unemployment and low educational attainment. I firmly believe that this consortium and this project will establish a sustainable foundation which will have a positive impact on reducing the poverty rates and increasing educational attainment in the participation school districts.

Again, I fully support the efforts of the Carolina Consortium for Enterprise Learning and I respectfully request this project receive all due consideration.

With kindest regards, I am

Sincerely,

James E. Clyburn
Assistant Democratic Leader
U.S. House of Representatives



SCASA DIVISIONS

September 24, 2013

School Superintendents

Secondary Principals

Mr. John Tindal
Superintendent
Clarendon County School District Two
P.O. Box 1252
Manning, SC 29102

Middle Level Principals

Elementary Principals

Dear John:

Career and Technical
Education Directors

On behalf of the South Carolina Association of School Administrators (SCASA), I am pleased to support the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. SCASA has enjoyed participating in the project since its conception, and we believe that the four districts (your own, Orangeburg Five, Richland Two, and Williamsburg) have devised a plan that will lead to sustainable change across the four districts and our state.

Adult Education
Directors

School Personnel
Administrators

The strategies to make these advances include sustained teacher training and support as well as school and administrator training on the necessary steps to ensure that schools offer positive learning climates for each child. SCASA will provide training each year for school and district leadership teams on essential components of high-performing schools and action steps to embed these components across the 19 participating schools and four districts. In addition, we will participate in the environmental scans and audits to help these schools assess their progress toward excellence. We will also provide or coordinate support and follow-up to training to school leaders through virtual sessions and conference calls.

Education Specialists

Instructional Leaders

Education Deans

As you know, SCASA is also participating in statewide efforts to enable districts to put forth innovative competency-based standards rather than the “seat time” required currently to earn credit. We will continue these efforts and work with CCEL to help develop the proficiency-based waiver requests that will need to be submitted to the SC State Board of Education.

SCASA is excited about the reforms and innovations included in the proposal, and we look forward to working with the Consortium take bold steps necessary to change the future for our students and our schools.

Sincerely,

Molly M. Spearman
Executive Director



**COMMUNITY FOR
EDUCATION FOUNDATION**
125 Maiden Lane, 5th Floor
New York, NY 10038
Phone: 212.406.7488
Fax: 212.406.7480
www.overcomingobstacles.org

September 27, 2013

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Mr. John Tindal
Superintendent
Clarendon County School District Two
P.O. Box 1252
15 Major Drive
Manning, SC 29102

Dear Superintendent Tindal:

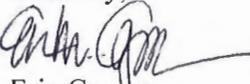
On behalf of Community for Education Foundation, I am pleased to endorse the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. We will work with CCEL to prepare nearly 12,000 students across 19 schools and four districts to engage in their futures and develop the life skills necessary for success.

We are pleased that CCEL has selected our Overcoming Obstacles Life Skills Program for use with its middle school and high school students. Our evidence-based program addresses the fourth R of education: relevant skills, which include time management, problem solving, conflict resolution, teamwork, goal setting, and study skills. To date, Overcoming Obstacles has helped close to three million young people across the country learn these vital skills.

All participants will have free access to our electronic curriculum materials—which include over 180 hours of engaging instruction—as well as our webinars, apps, and ongoing support services. Additionally, our staff will provide onsite training each summer for educators from these schools. Because of its flexibility and modular structure, participants will be able to embed Overcoming Obstacles into any part of the school day, such as core content classes, advisory programs, and workforce training.

With Overcoming Obstacles' successful track record of helping children from all backgrounds, we believe that it will be especially helpful for CCEL's students and teachers. Overcoming Obstacles teaches the life skills that are necessary in order to become Enterprise Learners, which include identifying one's interests, developing pathways to college and careers, and the ability to set and achieve meaningful goals. Throughout the project, Community for Education Foundation will ensure that CCEL educators have the support they need to help students master collaborative, interpersonal, and Enterprising Learning skills.

We look forward to working with CCEL to change the lives of nearly 12,000 students, making the future brighter for us all.

Sincerely,

Erin Capone
Executive Director



October 1, 2013

Mr. John Tindal
Superintendent
Clarendon County School District Two
15 Major Drive
Manning, SC 29015

Dear John:

New Carolina, South Carolina's Council on Competitiveness, supports the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

New Carolina's education initiative, TransformSC, currently has 35 schools working to prepare more South Carolina graduates for careers, college, and citizenship. TransformSC would like the CCEL to share their experiences with the network and would like the CCEL to learn from the network about new concrete steps to advance learning across the spectrum.

In particular, New Carolina will help the CCEL in:

1. Identifying business and industry partners who can help create problems for problem-based learning across grade levels.
2. Identifying career and life mentors who can meet with, advise, or guide students virtually or in person.
3. Identifying business and industry partners to "adopt" a group of students with similar interests and SKYPE or meet virtually at least once a month.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

A handwritten signature in black ink that reads "Moryah Jackson".

Moryah Jackson
Director of Education Initiatives
New Carolina, South Carolina's Council on Competitiveness



Getting children ready for school. Post Office Box 426 ■ Manning, South Carolina 29102
Phone: (803) 433-2848 ■ Fax: (803) 433-2863 ■ E-mail: clarendonfs@clc-i.net

September 17, 2013

Mr. John Tindal, Superintendent
Clarendon County School District Two
Post Office Box 1252
Manning, South Carolina 29102

Dear Mr. Tindal:

Congratulations on applying for the United States Department of Education's Race to the Top grant! I enthusiastically support Clarendon County School District Two's application, and look forward to working with Clarendon County School District Two and other members of our consortia to develop and strengthen systems to support parents and their children pre-birth to five years old. Through our collective efforts, we can: (1) serve more families with children pre-birth to five years old through the nationally-recognized Parents as Teachers program; (2) serve more families with children who will be transitioning to kindergarten through the Countdown to Kindergarten summer school transition program; and (3) provide quality training, technical assistance, and other resources to child care providers so that they can provide early care and education programming and services grounded in research and best practices to the children birth to third grade that are in their care.

I am so excited about the potential impact the Race to the Top funding can have on our collective efforts to educate our children here in Clarendon County, and I stand ready and willing to do the work necessary to help us succeed in helping our families and their children "make it to the top"!

Sincerely,


Sharon P. Williams, MPA
Executive Director



September 27, 2013

Mr. John Tindal, Superintendent
Clarendon School District Two
PO Box 1252
Manning, SC 29102

Dear Mr. Tindal,

As the Director of the Clarendon County Development Board, I offer this letter of support for Clarendon School District Two as part of the four-district consortium application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium.

Clarendon County is the first county in South Carolina to meet 100% of the National Certified Work Ready goals according to newest data released by ACT. Of the required 4 criteria, the county has met the National Career Readiness Certificate, Business Support and High School Graduation Rate goals. We recognize the importance of preparing students for college and the workforce and look forward to working with the Clarendon Two further their vision to make learning fun, passionate, and purposeful.

As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

A handwritten signature in black ink that reads "John Truluck". The signature is fluid and cursive, with the first name being the most prominent.

John Truluck
Executive Director



TIM HARDEE, Ed.D.
President

Area Commission

J. McCONNELL SUMMERS, JR.
Chairman
Sumter County

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Vice Chairman
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BOBBY R. ANDERSON
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Sumter County

JANICE W. POPLIN
Sumter County

RAYMOND F. REICH
Sumter County

WINNIE L. RICKETTS
Clarendon County

JENNETT TOWLES-MICKENS
Sumter County

September 27, 2013

Mr. John Tindal
Superintendent
Clarendon School District Two
PO Box 1252
Manning, SC 29102

Dear Mr. Tindal,

As the president of Central Carolina Technical College, I truly support the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

I agree with the mission of this application to assist students in gaining the academic, technical, and life skills necessary for success in college, careers and citizenship. Central Carolina Technical College has been working with Clarendon Two to provide dual enrollment classes to Manning High School students for many years. I am confident that our continued partnership will provide our students with the opportunity to graduate MHS career/college ready.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

Tim Hardee, Ed.D.
President

KEVIN L. JOHNSON
 SENATOR, CLARENDON, DARLINGTON,
 FLORENCE AND SUMTER COUNTIES
 SENATORIAL DISTRICT 2B

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COLUMBIA ADDRESS:
 815 GREENLEAF SENATE BLDG
 POST OFFICE BOX 162
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 FAX: (803) 242-6099
 EMAIL: KEVINJOHNSON@SCSENATE.GOV

HOME ADDRESS:
 POST OFFICE BOX 188
 MAUNING, SC 29102
 HOME: (803) 455-8110

September 27, 2013

Mr. John Tindal
 Superintendent
 Clarendon School District Two
 PO Box 1252
 Maunung, SC 29102

Dear Mr. Tindal,

I endorse Clarendon School Districts Two as a part of the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top - District (84,416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

Kevin L. Johnson
 SC Senator

September 30, 2013

Mr. John Tindal, Superintendent
Clarendon School District Two
PO Box 1252
Manning, SC 29102

Dear Mr. Tindal:

On behalf of the Parent Advisory Council for Manning Primary School, I am pleased to write a letter of strong support for the Race to the Top-District application, Carolina Consortium for Enterprise Learning. In particular, the grant focus on Enterprise Learning will produce students that take responsibility for their learning and become productive citizens and life-long learners.

We are excited that the PK-12 students in CCEL schools will become Enterprise Learners who successfully develop, pursue, and attain rigorous learning and living goals that prepare them for college, careers, and citizenship.

The proposal features a wide range of new, innovative, and evidence-based approaches to improve student achievement and ensure that each of our students has access to a world-class education. The funds are designed to support bold, locally directed improvements in teaching and learning that will directly improve student achievement and educator effectiveness.

Therefore, we fully support the District's efforts to ensure the success of the teachers, students and the families they serve.

Thank you,

Monica Griffen-Twine

Monica Griffen-Twine

Chair, MPS Parent Advisory Council



Administrative Offices

578 Ellis Avenue
Orangeburg, SC 29115

September 25, 2013

Ms. Cynthia Wilson
Superintendent
Orangeburg Consolidated School District Five
578 Ellis Avenue
Orangeburg, South Carolina 29115

Dear Ms. Wilson:

As Chair of the Board of Trustees of Orangeburg Consolidated School District Five, we enthusiastically endorse and support the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

Our Board recognizes the need to continue working to close persistent achievement gaps and ensure that each and every one of our students receives a world-class education. We are committed to implementing and embrace the systemic changes necessary to close the achievement gap, move students forward as we educate them to become college and career ready in Orangeburg Consolidated School District 5. We are dedicated to the mission of ensuring the academic success; so that, all of our students graduate with the knowledge and skills necessary to compete successfully.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

We strongly offer our support to this outstanding initiative.

Sincerely,

Mary B. Ulmer

(Mrs.) Mary B. Ulmer, Chair
Orangeburg Consolidated School District Five
Board of Trustees

September 20, 2013

Cynthia Wilson, Superintendent
Orangeburg Consolidated School District 5
578 Ellis Avenue
Orangeburg, SC 29115

Dear Superintendent Wilson:

On behalf of the PTA of Whittaker Elementary School, I am pleased to write a letter of strong support for the Race to the Top-District application, Carolina Consortium for Enterprise Learning. In particular, the grant focus on Enterprise Learning will produce students that take responsibility for their learning and become productive citizens and life-long learners.

The proposal features a wide range of new, innovative, and evidence-based approaches to improve student achievement and ensure that each of our students has access to a world-class education. The funds are designed to support bold, locally directed improvements in teaching and learning that will directly improve student achievement and educator effectiveness. We are excited to join the district's and the school's partnership with other schools and districts around the state as a member of a consortium. Opportunities of this nature continue to fuel and strengthen our District's capacity to meet the need of its students and give special consideration to those students who need additional and/or individualized assistance to experience systemic success.

Therefore, we fully support the District's efforts to ensure the success of the teachers, students and the families they serve.

Sincerely,

A handwritten signature in cursive script that reads "Charlene Frye".

Charlene Frye, PTA President

cf



September 26, 2013

Cynthia Wilson, Superintendent
Orangeburg Consolidated School District 5
578 Ellis Avenue
Orangeburg, SC 29115

1255 Belleville Road
Orangeburg, SC 29115

On behalf of the PTA of Howard Middle School, I am pleased to write a letter of strong support for the Race to the Top application. The proposal features a wide range of new, innovative, and evidence-based approaches to improve student achievement and ensure that each of our students has access to a world-class education. The funds are designed to support bold, locally directed improvements in teaching and learning that will directly improve student achievement and educator effectiveness. In particular, the grant focus on Enterprise Learning will produce students that take responsibility for their learning and become productive citizens and life-long learners.

The school is excited about partnering with other school district around the state as a member of a consortium. Opportunities of this nature continue to fuel and strengthen our District's capacity to meet the need of its students and give special consideration to those students who need additional and/or individualized assistance to experience systemic success.

Therefore, we fully support the District's efforts to ensure the success of the teachers, students and the families they serve.

PTA President

Martine Whetstone
Robert E. Howard Middle School



Orangeburg-Wilkinson High School

601 Bruin Parkway
Orangeburg, SC 29118

September 20, 2013

Cynthia Wilson, Superintendent
Orangeburg Consolidated School District 5
578 Ellis Avenue
Orangeburg, SC 29115

Orangeburg-Wilkinson High School

601 Bruin Parkway

Orangeburg, SC 29115

On behalf of the PTA of Orangeburg-Wilkinson High School, I am pleased to write a letter of strong support for the Race to the Top application. The proposal features a wide range of new, innovative, and evidence-based approaches to improve student achievement and ensure that each of our students has access to a world-class education. The funds are designed to support bold, locally directed improvements in teaching and learning that will directly improve student achievement and educator effectiveness. In particular, the grant focus on Enterprise Learning will produce students that take responsibility for their learning and become productive citizens and life-long learners.

The school is excited about partnering with other school district around the state as a member of a consortium. Opportunities of this nature continue to fuel and strengthen our District's capacity to meet the need of its students and give special consideration to those students who need additional and/or individualized assistance to experience systemic success.

Therefore, we fully support the District's efforts to ensure the success of the teachers, students and the families they serve.

Sincerely,

Gwendolyn Brown

Race to the Top

Student Council President Support Statement



On behalf of the student body, I support the Race to the Top grant proposal. These funds will allow OCSD5 to provide a personalized learning environment for its students and empower us to become enterprise learners.

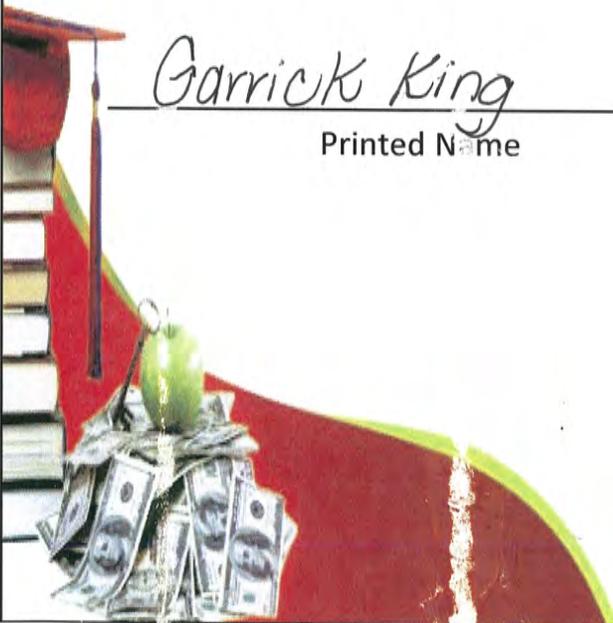
School: Orangeburg Wilkerson High School

Garrick King

Printed Name

Garrick King

Signature



OFFICE OF
ORANGEBURG COUNTY LEGISLATIVE
DELEGATION
Post Office Drawer 9000
Orangeburg, S.C. 29116-9000
Phone: 803-533-6106
Fax: 803-533-6104
County Administrator
Bill Clark
Delegation Administrative Assistant
Ruby O. Sanders



SENATORS
John W. Matthews, Jr., Chairman
Senate District #39
Orangeburg, Dorchester, Bamberg
Colleton, Hampton Counties
C. Bradley Hutto
Senate District #40
Orangeburg, Barnwell, Allendale,
Hampton Counties

REPRESENTATIVES
Gilda Cobb-Hunter
House District #66
Orangeburg County
Jerry N. Govan, Jr.
House District #95
Orangeburg County
Harry L. Ott, Jr.
House District #93
Calhoun, Lexington, Orangeburg Counties
Bakari Sellers
House District #90
Bamberg, Barnwell, Orangeburg Counties

September 20, 2013

Dr. Cynthia Wilson, Superintendent
Orangeburg Consolidated School District Five
578 Ellis Avenue
Orangeburg, South Carolina 29115

Dear Dr. Wilson:

The Orangeburg County Legislative Delegation is honored to support the Orangeburg Consolidated School District Five in all of its endeavors. Again, we are happy to endorse your application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top-District Grant Program through the U. S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

It is important to know that Orangeburg County Legislative Delegation recognizes the importance of education and economic stability for all students. We believe that our students must be introduced to certain factors that will steer their destiny in a positive direction. Program initiatives like the Race to the Top-District Grant Program will bring all stakeholders together to fight for the common goal of making sure our students are successful in this 21st Century global society.

Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

John W. Matthews, Jr., Senator
Chairman of the Legislative Delegation

Office of the President

Tingley Memorial Hall
Tel +1 803.535.5412
Fax +1 803.535.5402



September 20, 2013

Ms. Cynthia Wilson
Superintendent
Orangeburg Consolidated School District 5
578 Ellis Avenue
Orangeburg, South Carolina 29115

Dear Ms. Wilson:

Claflin University is pleased to support the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top–District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

As an institution of higher education, Claflin University is indeed fortunate to have been offered an opportunity to assist the district with the activities that include personalized learning for students and the upgrading of technology across the district to further meet the needs of all children. In communities nationwide, education is one of the core ingredients when it comes to success. Claflin is cognizant of this fact and intently committed to help in any way possible to ensure K-12 academic success for children. Moreover, the University cherishes its role in ensuring children have the knowledge to be productive citizens and future visionary leaders in an ever expanding global society.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Claflin University applauds the district's commitment to ensure student success and hopes the application receives the necessary evaluation for funding.

Sincerely,

A handwritten signature in black ink, appearing to read "Henry N. Tisdale".

Henry N. Tisdale
President



Orangeburg-Calhoun
Technical College

Office of the President

September 23, 2013

Mrs. Cynthia Wilson
Superintendent
Orangeburg Consolidated School District #5
578 Ellis Avenue
Orangeburg, SC 29115

Dear Mrs. Wilson:

Orangeburg-Calhoun Technical College is pleased to endorse the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

This project will ensure our local schools have every advantage of modern education technology, and students will leave school armed with skills critical to succeeding in the 21st century. Through this project Orangeburg District #5 will ensure all children have a solid foundation for success and better prepared for college and the workforce.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

Walt A. Tobin, Ph.D.
President
Orangeburg-Calhoun Technical College

South Carolina



State University

OFFICE OF THE PRESIDENT

(803) 536-7013

September 23, 2013

Dr. Cynthia Wilson
Superintendent
Orangeburg Consolidated School District Five
578 Ellis Avenue
Orangeburg, SC 29115

Dear Dr. Wilson:

South Carolina State University endorses and supports the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

South Carolina State University has a long and rich history of providing postsecondary opportunity and outreach activities to the communities and students being served by this consortium. We are willing to assist in the success of this endeavor by participating in college fairs, school visits, dual enrollment and other outreach services as needed. In addition, we offer teacher education certification and professional development opportunities through our graduate programs to teachers and principals throughout South Carolina. We will be happy to partner with you to support the continued development of your professionals to ensure that students' needs are met.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

Thomas J. Elzey
President

Michael C. Butler
Mayor-Elect
City of Orangeburg
979 Middleton Street
Orangeburg, South Carolina 29116

September 20, 2013

Mrs. Cynthia Wilson
Superintendent
Orangeburg Consolidated School District Five
578 Ellis Avenue
Orangeburg, South Carolina 29115

Dear Mrs. Wilson:

As Mayor-Elect of the City of Orangeburg, I wholeheartedly offer my support for the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

I am very devoted to education and as I take on the role of Mayor, I will strive, along with the citizens of Orangeburg, to capture every available opportunity there is to enrich our children's lives by providing them with a world class education. Our children are our future and CCEL will help provide many resources needed for the students in Orangeburg Consolidated School District Five.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,



Michael C. Butler
Mayor-Elect, City of Orangeburg

PAUL A. MILLER
MAYOR



September 17, 2013

Orangeburg
SOUTH CAROLINA

Ms. Cynthia Wilson
Orangeburg County School District 5
578 Ellis Avenue
Orangeburg, SC 129115

To Whom It May Concern,

It is with a great deal of pride and pleasure that I pen this letter for the City of Orangeburg in support of Orangeburg Consolidated School District Five's ***Race to the Top-District Grant***. The district has shown and proven to be wholly focused on improving student academic achievement, which we in turn believe, will go a very long way toward improving life for the citizens of the city of Orangeburg.

As Mayor of Orangeburg, I have seen, along with City Council, the school district utilize new and different initiatives and programs that are research proven to improve the academic outcomes of the students it serves. The OCSD 5 Race to the Top Grant proposal seeks to personalize learning for the children of Orangeburg, which will provide additional opportunities for them to be globally successful. At the same time, the grant will improve the level of instruction children receive from district teachers and give special assistance to students requiring additional nurturing.

We are very fortunate to have been offered an opportunity to show our support for OCSD 5 as it strives to assist with the academic, social, and emotional success of our youth and improve learning and teaching for the students in our schools. It has always been my belief that we are all key players and have shared responsibility in supporting efforts to improve our schools and prepare the next generation of this community's students to assume leadership roles and function as responsible and productive citizens.

Therefore, we will support, without hesitation, the District's efforts to ensure the success of the students, teachers, and families we all serve.

Sincerely,

Paul A. Miller
Mayor

PAM/pfb

979 Middleton Street
P.O. Drawer 387
Orangeburg, SC 29116-0387
(803) 533-6000
Fax (803) 533-6007
www.orangeburg.sc.us

Town of North
'A GOOD PLACE TO LIVE'
P.O. BOX 399
North, South Carolina 29112
(803) 247-2101
(803) 247-3045 fax

September 18, 2013

Cynthia Wilson
OCSD5
578 Ellis Avenue
Orangeburg, SC 29115

Dear Ms. Wilson,

The Town of North takes great pride in submitting this letter of support for Orangeburg Consolidated School District Five's application for Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top-District (84.416) grant program through U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

The district has done much to improve student academic achievement, and we believe the district's efforts will improve the quality of life for the town of North and its residents, but most especially its children. As Mayor of the town of North, I have seen improvements in the academic success of students and changes in the quality of instruction provided by the district's teachers, and we believe the Race to the Top-District Grant will allow the school district to pursue new and different initiatives and programs that are research driven to improve the academic outcomes of the students it serves and improve the quality of the instruction teachers provide.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager and able to succeed.

We are very fortunate to have been offered an opportunity to show our support for OCSD5 as it strives to improve the academic, social, and emotional success of children and improve learning and teaching for all students. The Town Council of North and I believe all citizens have shared responsibility in any efforts to improve public education and the preparation of children to become the next generation of leaders. We support the district's efforts with all of our hearts and energy, as it works to ensure the success of the students, families and citizens living in North and the county of Orangeburg.

Sincerely,



Earl Jeffcoat
Mayor of the Town of North, SC

September 17, 2013

Cynthia Wilson, Superintendent
Orangeburg Consolidated School District #5 (OCSD5)
578 Ellis Avenue
Orangeburg, SC 29115

Dear Cynthia:

Albemarle is a leading specialty chemical company providing innovative chemistry solutions to customers in over 100 countries around the world. The Orangeburg, SC Plant is a fully commercial specialty chemical facility serving markets and customers for Albemarle's Fine Chemistry, Polymer Solutions and Catalysts divisions. We are in a prime location to partner with Claflin University in preparing undergraduate students for the science and technology workforce. These students will include attendees of Orangeburg-Consolidated School District Five.

Albemarle and Claflin University have signed an Instrumentation Agreement wherein Claflin's department of chemistry provides technical service to Albemarle utilizing their Nuclear Magnetic Resonance (NMR) Spectrometer. This agreement supports the goals of the Claflin-OCSD5 partnership in the advancement of science and engineering degrees in the state of South Carolina. In addition, we have been working with faculty at Claflin to secure research internships for students when we have appropriate plant project opportunities. We currently have one Claflin science graduate working on an ibuprofen special project at Albemarle.

Our partnership with Claflin University will increase the potential opportunities for OCSD5 students who participate in the Carolina Consortium for Enterprise Learning (CCEL) Race to the Top program. This CCEL program in turn will increase the number of students that are prepared for the rigors of a science career. We look forward to the success of the partnership to increase the quality of students in the academic and industry and workforces.

Sincerely,



Dr. Jeffrey L. Broeker
Operations Manager
Albemarle Corporation
725 Cannon Bridge Road
Orangeburg, SC 29115



September 18, 2013

Mrs. Cynthia Wilson
Superintendent
Orangeburg School District Five
578 Ellis Avenue
Orangeburg, SC 29115

B. Jeannine Kees, Chair
George R. Dean, Vice Chair
Joey A. Williamson, Jr., Secretary/Treasurer
Kenneth E. Middleton, At Large Executive Committee
Terry W. Cook
John A. Cunningham
Gail R. Fogle
The Honorable Mayor William R. Johnson
Robert F. McCurry, Jr.
Hazel L. Middleton, Sr.
Reverend Harry V. Nesmith
Kenneth S. Ott
James W. Roquemore
Dr. Walt A. Tobin
M. Craig Williams

C. Gregory Robinson, Executive Director

Dear Mrs. Wilson:

We are pleased to be able to write this letter of support to you for Orangeburg School District Five's endorsement for the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

Given the economic development perspective, we feel very fortunate to have been offered an opportunity to assist with the academic, social, and emotional success of our youth as they seek to improve learning and teaching for the students in our schools. I believe initiatives like the **"Race to the Top-District Grant Program"** will bring all of stakeholders together and ensure that we are all responsible for the district improving outcomes for its students to ensure success for them in this global society. Economic development in Orangeburg County and in this nation depends largely on the success of our schools, and we all have a responsibility to ensure our children are armed with the knowledge to be future leaders and responsible and productive citizens.

Opportunities such as this one go a long way toward improving the ability of the county to build upon its capacity to improve economic development and enhance the workforce as we strive to meet the 21st Century needs of businesses and industry.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Please know that we support the District's efforts to ensure success for the County and its Citizens, but most especially, for its students.

Sincerely,

C. Gregory Robinson
Executive Director

CGR/tb

125 Regional Parkway, Suite 100 • Orangeburg, SC 29118
voice: 803.536.3333 • fax: 803.534.1165
toll free: 1.888.761.OCDC (6232)
www.ocdc.com



P.O. Drawer 9000
Orangeburg, SC 29116-9000

Phone 803-531-4647
Fax 803-515-1899

Orangeburg County Sheriff's Office
SHERIFF LEROY RAVENELL

September 19, 2013

Cynthia Wilson
Superintendent
Orangeburg Consolidated School District 5
578 Ellis Ave.
Orangeburg, SC 29115

Dear Superintendent Wilson:

The Orangeburg County Sheriff's Office supports the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

We fell that initiatives like the Race to the Top-District Grant Program are essential to the district meeting the needs of all students, while giving special attention to those students needing additional assistance. From the law enforcement point of view, we are happy to have this opportunity to partner with the district because we know education and exposure are keys to children becoming active in their communities, future leaders and productive and responsible citizens. This opportunity will allow all stakeholders to come together and improve the academic and social outcomes for all the children of Bowman, North and Orangeburg, preparing them for their futures in this global society.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

A large, stylized handwritten signature in black ink, appearing to read "Leroy Ravenell".

Leroy Ravenell
Sheriff



VICTORY TABERNACLE DELIVERANCE TEMPLE, PAW

A Ministry of the Pentecostal Assemblies of the World

681 Broughton Street ♦ Orangeburg, SC 29115

803 535-6030 ♦ 803 535-4488 (fax)

vtdtorangeburg@aol.com



Suffragan Bishop
Michael C. Butler,
Pastor & Founder



Evangelist Dorothy Hollis
Pulpit Officiate



Rochelle N. Atkins
Finance Director



Sister Minnie Whetstone
Church Secretary

September 20, 2013

Mrs. Cynthia Wilson
Superintendent
Orangeburg Consolidated School District Five
578 Ellis Avenue
Orangeburg, South Carolina 29115

Dear Mrs. Wilson:

As the Pastor and Founder of Victory Tabernacle Deliverance Temple and a active citizens within the community, I wholeheartedly offer my support for the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

I am very devoted to education and, I will strive, to capture every available opportunity there is to enrich our children's lives by providing them with a world class education. Our children are our future and CCEL will help provide many resources needed for the students in Orangeburg Consolidated School District Five.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

Bishop Michael C. Butler

"I CAN'T COME DOWN, I'M PREPARING FOR THE OVERFLOW!"



the Regional Medical Center

Thomas C. Dandridge
President & CEO

September 20, 2013

Cynthia Wilson
Superintendent
Orangeburg Consolidated School District 5
578 Ellis Avenue
Orangeburg, SC 29115

Dear Ms. Wilson:

On behalf of the Regional Medical Center of Orangeburg and Calhoun Counties (RMC) please accept this letter as support of the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

As one of the largest employers in Orangeburg County RMC is very interested in programs and strategies that enhance student success. Educational and economic development across the country depends heavily on the success of our schools and we are eager to assist with activities that facilitate such.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

Thomas C. Dandridge, FACHE
President & CEO

Clemson Road Child Development Center

2621-A Clemson Road, Columbia, SC 29229
803.699.2536 ~ Fax 803.699.2695 ~ www.richland2.org/crcd
Debbie Brady, Lead Teacher

September 26, 2013

Dr. Debra Hamm

Richland School District Two

6831 Brookfield Rd.

Columbia, SC 29206

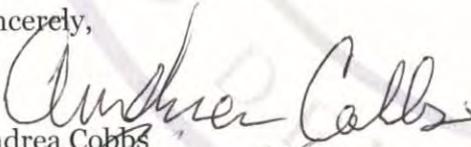
Dear Dr. Hamm:

The Title I Advisory Council of Clemson Road Child Development Center supports the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

Debbie Brady has shared information concerning this proposal, and we are eager to support these efforts of transformation. As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill.

We appreciate your careful consideration of the proposal from Richland School District Two. Students will be engaged with rigorous, engaging academic and extended learning that will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,


Andrea Cobbs


Rodney Robinson

Representatives of Title I Advisory Council



6831 Brookfield Road
Columbia, SC 29206
803.787.1910
www.richland2.org

9/27/13

Dr. Debra Hamm
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

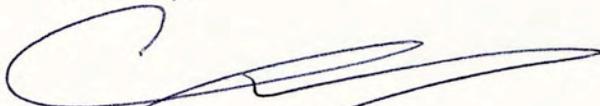
Dear Dr. Hamm:

The PTO of L.W. Conder Elementary supports the application of the Carolina Consortium for Enterprise Learning(CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

Dr. Shawn Suber has shared information concerning this proposal, and we are eager to support these efforts of transformation. As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill.

We appreciate your careful consideration of the proposal from Richland School District Two. Students will be engaged with rigorous, engaging academic and extended learning that will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ms. Catlin Biles', with a long, sweeping underline that extends to the right.

Ms. Catlin Biles
PTO President

September 27, 2013

Dr. Debra Hamm
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

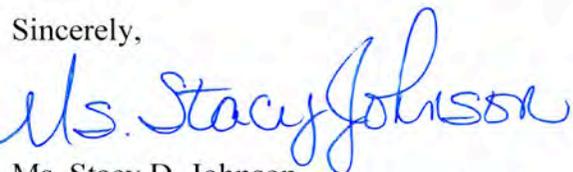
Dear Dr. Hamm:

The Student Improvement Committee (S.I.C) supports the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

Dr. Shawn Suber, Ph. D., has shared information concerning this proposal, and we are eager to support these efforts of transformation. As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill.

We appreciate your careful consideration of the proposal from Richland School District Two. Students will be engaged with rigorous, engaging academic and extended learning that will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,



Ms. Stacy D. Johnson
Chairman

Dent Middle School

2721 Decker Blvd, Columbia, SC 29206
803.699.2750 ~ Fax 803.699.2754 ~ www.richland2.org/dm
David V. Basile, Ed.D., Principal

September 27, 2013

Dr. Debra Hamm
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

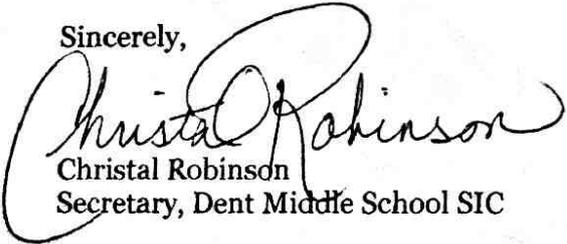
Dear Dr. Hamm:

The Dent Middle School School Improvement Council (SIC) wholeheartedly supports the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

Dr. Basile has shared information concerning this proposal, and we are eager to support these efforts of transformation. As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill.

We appreciate your careful consideration of the proposal from Richland School District Two. Students will be engaged with rigorous, engaging academic and extended learning that will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,


Christal Robinson
Secretary, Dent Middle School SIC



September 26, 2013

Dr. Debra Hamm
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hamm:

The School Improvement Council of Richland Northeast High School (RNE) supports the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

Richland Northeast High School's principal, Mrs. Sabrina Suber, has shared information concerning this proposal, and we are eager to support these efforts of transformation. As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill.

We appreciate your careful consideration of the proposal from Richland School District Two. Students will be engaged with rigorous, engaging academic and extended learning that will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,



Michael M. Peterson
Chairman, RNE School Improvement Council



EdVenture children's museum

September 20, 2013

Dr. Debbie Hamm, Ph.D., Superintendent
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hamm:

As Vice President of Education at EdVenture Children's Museum, this letter of support is provided for the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education.

EdVenture is the largest children's museum in the South. Many students will have the opportunity to visit our museum in coordination with the project's project-based learning activities. EdVenture recognizes that children today learn more by doing than watching. That's why we have created a variety of hands-on programs that put "doing" at the heart of learning.

EdVenture offers a variety of programs focused on enhancing school curriculum that are aligned with common core standards.

In conclusion, we hope that you will give the CCEL proposal your full consideration.

Sincerely,

Nikki Williams
Vice President of Education

September 23, 2013

Dr. Debra Hamm, Superintendent
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hamm:

Google is pleased to support the application of the Carolina Consortium for Enterprise Learning(CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina. As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium.

We have worked closely with Richland School District Two as they completed their phased implementation of 1:1 computing throughout their district in grades 3-12. Additionally, Bridge Creek Elementary is piloting our Google play for the 2013-2014 academic year. For the purposes of this grant, we are pleased that Chromebooks will be purchased for 1:1 implementation for grades K-2 in Richland School District Two and at K-12 for the other three districts. We will continue to serve in an advisory role as this innovative project is implemented over the next four years.

Sincerely,



Bram Bout

Director, Global Education Sales



September 25, 2013

Dr. Debra Hamm, Ph.D., Superintendent
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hamm:

The Boys & Girls Clubs of the Midlands supports the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers.

Our organization has a very active afterschool program at Dent Middle School, the targeted middle school in Richland School District Two. As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement. We recognize the value of each student having a personalized learning plan that will provide opportunities to work to his/her own ability level. During the afterschool program, we routinely talk about goals, and those goals will be evident in the personalized learning plan. We will also offer project-based learning activities that are aligned with the CCEL project.

Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. We stand ready to work collaboratively with Dent Middle School to support students in this quest.

Sincerely,

A handwritten signature in black ink that reads "Carter Clark". The signature is written in a cursive, flowing style.

Carter Clark, President/CPO

9/30/2013

Dr. Debbie Hamm, Superintendent
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hamm;

As the president of IT-oLogy, I offer this letter of support for Richland School District Two as part of the four-district consortium application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

At IT-oLogy, we share a similar vision: we want educators to have ALL the tools necessary to educate and encourage students about careers in IT. IT-oLogy is a non-profit collaboration of businesses, academic institutions and organizations dedicated to growing the IT talent pipeline, fostering economic development and advancing the IT profession. IT-oLogy has three main initiatives:

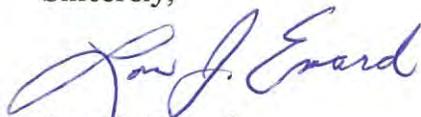
Promote IT (K-12)
Teach IT (Higher Education)
Grow IT (Professionals)

IT-oLogy works with K-12 schools to encourage students, educators and parents to learn more about the IT profession. This is done through some of the following opportunities: Cyber Saturday, Student As Professional, Aspirations in Computing, Create IT Discovery Day, K-12 Advisory Councils, Speakers Bureau, MicroCareerBursts, Educator Field Studies, Career Fairs, Computer Camps, Job Shadows, and CyberIQ. IT-oLogy encourages students to take advantage of these programs available at our partner funded, high-tech hub here in Columbia, SC.

We will encourage students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

I thank you for careful consideration of their proposal.

Sincerely,



Lonnie Emard
President
lonnie.emard@IT-oLogy.org



House of Representatives

State of South Carolina

Ronnie A. Sabb

District No. 101 - Williamsburg County
P. O. Box 88
Kingstree, SC 29556

432-A Blatt Building
Columbia, SC 29211

Tel. (803) 212-6926

Committee:

Medical, Military, Public
and Municipal Affairs

September 30, 2013

Dr. Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District
423 School Street
Kingstree, South Carolina 29556

Dear Dr. Jefferson-Barnes:

On behalf of House District 101 for the South Carolina House of Representatives, allow me to express my endorsement and support for your Race to the Top grant application for the Williamsburg County School District. I have maintained that our county's growth and development will hinge largely upon the progress of our hospital, technical college, infrastructure and our schools.

Plans are currently underway towards improvement in those areas. I witnessed our back to school opening and see this effort as a furtherance of the vision you shared. The awarding of this grant will not only help our children directly, but will also help our community in its economic development initiatives indirectly.

I heartily endorse your efforts without reservation and stand ready to assist in any way I can.

With kind regards, I am

Very truly yours,

A handwritten signature in black ink, appearing to be "RAS", written over a horizontal line.

Ronnie A. Sabb

RAS/rh

County of Williamsburg



STANLEY S. PASLEY
County Supervisor

Council Members

Andy D. McKnight, Sr.
Vice Chairman
Samuel L. Floyd
Franklin Fulmore, Sr.
W. B. Wilson

Council Members

Eddie A. Woods, Jr.
Harry L. Darby
Jeanie Brown-Burrows
Tammi Epps-McClary
Clerk

September 16, 2013

Dr. Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District
423 School Street
Kingstree, SC 29556

Dear Dr. Barnes:

On behalf of Williamsburg County Supervisor's Office and Members of Williamsburg County Council, I am pleased to pledge our support of your Race to the Top grant application for Williamsburg County School District. We are excited to support initiatives that enable our students to master the content and skills required for a successful future. The County commends your efforts to establish one-on-one learning via a digital platform.

We endorse your effort to create work-based learning opportunities that will not only help students academically, but improve student motivation, attendance, and graduation rates.

This is excellent opportunity for students to apply the lessons they have been taught in the classroom and connect them to the real world as well as a great way to explore their career options.

Best wishes with your endeavor. If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

Stanley S. Pasley
Supervisor/Chairman

SSP:nd



TOWN OF GREELEYVILLE

Council Members

Virginia Moore
Mayor Pro Tempore

Ben Pack

Louis Reid

Jeff C. Singleton

German Glasscho

Mayor

September 11, 2013

Dr. Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District
423 School Street
Kingstree, SC 29556

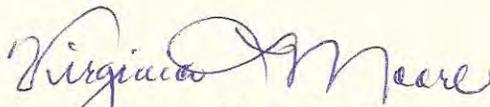
Dear Dr. Jefferson-Barnes:

I apologize for responding to your request at such a late date. As you probably know, Mayor German Glasscho has been out ill for about three months and I am filling his position as Mayor Pro Tempore until he is able to return to work.

The Town of Greeleyville certainly supports every effort of the school district to improve student achievement. This funding opportunity from the US Department of Education seems like a great opportunity to assist in reforming the schools in Williamsburg County.

On behalf of Mayor Glasscho and the Greeleyville Town Council, I submit this letter of support for *Race to the Top* funding.

Yours truly,



Virginia L. Moore, Mayor Pro Tempore



Town of Kingtree

September 16, 2013

Dr. Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District
423 School Street
Kingtree, South Carolina 29556

Dear Dr. Jefferson-Barnes, Superintendent,

The Town of Kingtree is pleased to support the Williamsburg County School District in "Race to the Top District" grant application.

It is important that local school districts review and in some instances revisit their policy and systems infrastructure, capacity, and culture. This enables teachers and other school leaders to improve upon individual student achievement.

The grant's outlined plan of expanding one-on-one learning opportunities via a digital platform is bold and innovative.

On behalf of the Town of Kingtree, Town Council and our citizens, we support the district's efforts of securing this grant and wish you much success.

Sincerely,


MAYOR

School District of Williamsburg County

Post Office Box 1067 • Kingstree, South Carolina 29556

Telephone (843) 355-5571 • Fax (843) 355-3213



September 11, 2013

Williamsburg County School District
Race to the Top Committee
P. O. Box 1067
423 School Street
Kingstree, South Carolina 29556

Dear Race to the Top Committee:

The Williamsburg County School District, in its entirety, endorses and supports the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education. As proposed, this four-year project will propel student graduation rates, increase student achievement and readiness, and increase student entry into college and careers. CCEL offers a vision of the future for public education in South Carolina.

As a visionary, student oriented district, focused on student success, securing this grant would do much to assist us in achieving our priority goal of providing an education of high quality to every student. The expanded use of technology as direct instructional tools, connected across grade levels and spans; stronger data driven enforcement of instructional delivery; collaboration with other educational institutions at various levels, focused and engaged in a process of implementing comprehensive learning communities, when information is presented, discussed and solutions found to address students' needs, is a tremendous opportunity for teachers, students, parents and administrators.

As we understand, CCEL will implement personalized learning strategies to elevate student engagement, investment, and achievement across 20 schools in the four-district consortium. By improving teacher effectiveness and providing students with a customized plan for achievement with the supports to attain goals, CCEL will change the face of education in our state and enable more students to graduate ambitious to pursue college and career goals. Empowering students to take responsibility for and plan their learning path to achieve high goals is an essential life skill. Coupling this empowerment with rigorous, engaging academic and extended learning will translate over time to individuals who are ready, eager, and able to succeed.

Sincerely,

A handwritten signature in blue ink that reads "Yvonne Jefferson-Barnes". The signature is written in a cursive style.

Yvonne Jefferson-Barnes, Ed.D.
Superintendent

jmf

School District of Williamsburg County

Post Office Box 1067 • Kingstree, South Carolina 29556

Telephone (843) 355-5571 • Fax (843) 355-3213



September 11, 2013

Dr. Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District
P. O. Box 1067
423 School Street
Kingstree, South Carolina 29556

Dear Dr. Jefferson-Barnes:

The Williamsburg County School Board of Trustees is pleased to support the application of the Carolina Consortium for Enterprise Learning (CCEL) to the Race to the Top – District (84.416) grant program through the U.S. Department of Education.

The Board of Trustees will work with the school district's administration and the Race to the Top Committee, in providing office space and other in-kind services to ensure successful implementation of all components of the grant.

Sincerely,

A handwritten signature in blue ink that reads "Barbara A. McKenzie".

Barbara A. McKenzie, Chair
Williamsburg County School Board of Trustees

jmf

W. M. Anderson Primary School

500 Lexington Avenue

Kingstree, South Carolina 29556

Phone: (843)355-5493 – Fax (843)355-7111

September 3, 2013

To Whom It May Concern:

As an elementary principal in one of Williamsburg County School District's schools, I have seen the academic struggles our students endure as a result of limited economic resources to provide them with viable alternative educational experiences. Receiving the Race to the Top Grant would be a great asset to this district in helping to increase graduation rates, decrease achievement gap, implementing an array of career/college choices and establishing a cadre of highly effective and qualified teachers.

It is my hope that you will give great consideration to the grant proposal submitted by the Williamsburg County School District and deem it a high priority to extend one of these grants to help facilitate its goal to provide a competitive and highly effective education for all of its boys and girls.

Yours in education,



Teresa H. Wright, EdD
Principal

Our Mission:

It is our mission to work together to produce life-long learners that are respectful, responsible, and productive.

Our Vision:

We envision a school where the students are articulate communicators, creative problem solvers, and socially adept to compete in a global society.

Our Belief:

We believe that all students can learn and that it is the responsibility of everyone who impacts our children lives to provide a safe, positive, and nurturing school climate.



Kenneth Gardner Elementary School

1503 Woodland Drive Kingstree South Carolina 29556

Phone: 843-355-7233 ~ Fax: 843-355-9371

Web: <http://www.wcsd.k12.sc.us>

September 3, 2013

To Whom It May Concern:

As Principal of Kenneth Gardner Elementary School, I am very enthusiastic about the possibilities that the Race to the Top Grant will offer to Williamsburg County. This letter of support is being written to extend our endorsement of the education reform plan as envisioned and outlined in the Williamsburg County School District's Race to the Top application.

Students at Kenneth Gardner Elementary School, an elementary school serving approximately 400 students in grades 3-5, would greatly benefit from this grant initiative, as we believe the future of our students depends on our capabilities in providing them opportunities to attend schools within a high quality educational system. As a Title I funded school, 93% of our students receive subsidized meals and have limited access to resources needed to prepare them for a career or college work force. The requisite initiatives outlined in the Race to the Top grant-funded program will assist Williamsburg County School District in better preparing our students to maximize their potential and compete in today's global society. We will work together with the school district to plan, coordinate, and implement such educational reforms presented in the Race to the Top application.

Sincerely,

Jennifer G. Gardner, EdD
Principal



Greeleyville Elementary School



7 Varner Avenue, Post Office Box 128

Greeleyville, S.C. 29056

Sam Giles, Principal

"Enter to Learn, Leave to Achieve"

Phone: (843) 426-2116

Fax: (843) 426-2141

September 5, 2013

To Whom It May Concern:

On behalf of Greeleyville Elementary School, I am pleased to pledge our support toward Williamsburg Count School District's application for Race to the Top.

Greeleyville Elementary is one of six elementary schools in the county. The high unemployment rate in the county directly affects our high poverty rate. As a result, our school struggles because of the lack of local funds. Over 95% of our students eat free and reduced lunch.

This grant will provide us with the opportunity to provide resources that would impact student achievement tremendously.

I anxiously wait your positive response.

A handwritten signature in cursive script that reads "Sam Giles".

Sam Giles,
Principal

"Committed to Excellence"



Kingstree Middle School

616 Martin Luther King Blvd
Kingstree, South Carolina 29556
Phone (843) 355-6823 ♦ Fax (843) 355-1523



Lee Roy Campbell, Jr. Ed. S. - Principal
Dr. Kenneth Burgess, Sr. - Asst. Principal
Lashanda Keels - Curriculum Coordinator

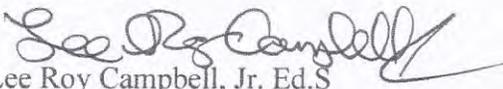
Shaneka Newell - Office Manager
Tammy Tisdale - Attendance Clerk
Sarah McFadden- Secretary

September 11, 2013

Kingstree Middle School faculty, staff, and community stakeholders are pleased to support our school district's **Race to the TOP** grant initiative and application process. We are **ecstatic** about the possibilities this grant offers. As a rural middle school in Williamsburg County we are faced with the challenges of providing all of our students a high quality education to ensure that they are equipped to function successfully as productive citizens in our global society.

If awarded, the grant will provide the needed resources, technology, and instructional assistance needed to ensure a high quality education for all of our students. Committing ourselves to the grant initiative demonstrates our continuing commitment to educational excellence and our love for our students. Therefore, we embrace the vision that is demonstrated in this undertaking and we hope to play an effective and significant role in its implementation.

We proudly commit ourselves!


Lee Roy Campbell, Jr. Ed.S
Principal

"Committed to Excellence"



C. E. Murray High School

P. O. BOX 188
GREELEYVILLE, SOUTH CAROLINA
29056

OFFICE OF THE PRINCIPAL

TELEPHONE
(843) 426-2121

October 19, 2013

To Whom It May Concern:

Williamsburg County School District is applying for the Race to the Top grant, which was designed to support bold, locally directed improvements in teaching and learning in an effort to raise student achievement and teacher effectiveness. It is my privilege to support my district with this endeavor.

C. E. Murray High School serves students in grades 7 – 12 from Greeleyville, Lane, Trio, Andrews, Kingstree and Salters areas. We are a Title I funded school, but we still struggle to meet the needs of all of our students. Though our teachers and students are held to high expectations of teaching and learning, our students still are academically below state standards. Students are victims of a community that offers little or no extra-curricular activities for pleasure or cultural growth. Therefore, the school is the only avenue to ensure that students within our community are involved in activities that will enhance their academic and social growth, as well as, decrease at risk behaviors that idleness tends to promote.

As the principal of C. E. Murray High School, I understand the importance of having the tools needed to create classrooms for the 21st Century learner. Students must be able to compete in all aspects of life with other individuals of various cultures and backgrounds. Although C. E. Murray High School is located in a very rural community, the expectations for our students are extremely high. We have a staff that is devoted to making a difference in the lives of children. Receiving the Race to the Top grant would enable us to offer a variety of programs such as the Science Technology Engineering and Mathematics (STEM) to our students. C. E. Murray will be able to offer more work-based learning opportunities that would prepare our students for the real-world and reduce the dropout rate significantly. In addition, we will be able to increase each student's exposure to technology based learning and applications which will support the Common Core Standards.

I support the Williamsburg County School District in its efforts in obtaining the Race to the Top Grant for the 2013 – 14 school year.

Sincerely,

Dr. Janice M. Gamble, Principal

Kingstree High School

616 Martin Luther King, Jr. Avenue
Kingstree, South Carolina 29556



(Phone) 843-355-6525

(Fax) 843-355-7730

September 27, 2013

Dear Race to the Top Review Committee:

It is with pleasure that we, the administration, faculty, staff, and student body, of Kingstree Senior High School write this letter in support of Williamsburg County School District's efforts to apply for the Race to the Top Grant. The funds generated from this grant would afford the district the opportunity to obtain much needed resources for its supporting schools.

Kingstree Senior High is a Title I school which serves students in grades 9-12. We have dedicated faculty and staff, who with the resources that we have available at hand, make every effort to ensure that every student has the opportunity to receive a quality education, but sometimes that is not enough.

In order for our students to successfully compete in a rapidly changing global society, more educational resources and implementation of additional programs such as STEMS are necessary to stir-up students' passion for learning and at the same time increase the employees' zest for their chosen profession; thereby increasing both student and employee moral and overall school achievement.

The acquisition of this grant would assist schools in securing additional services such as technical assistance, educational resources, and support, motivation, and mentoring services. We also anticipate the reduction of class sizes, career-oriented students, higher student achievement, additional professional development, more highly qualified teachers, and higher attendance rates for both staff and student body.

We support the Williamsburg County School District in their effort to secure the Race to the Top Grant for the 2013-2014 school year.

Sincerely,

Willie D. Frazier
Principal

"Preparing Students for Life"



WILLIAMSBURG COUNTY MAGNET SCHOOL

710 Third Avenue - Kingstree, South Carolina 29556
Telephone: (843) 355-1506 - Fax: (843) 355-9207



Sarah E. Boyd, Principal
Debbie NeSmith, Secretary

Alene Springs, Office Manager
Mary Murphy, Receptionist

September 13, 2013

Dr. Yvonne Jefferson-Barnes
Superintendent of Williamsburg County School System
423 School Street
Kingstree, South Carolina 29556

Dear Dr. Jefferson-Barnes,

On behalf of Williamsburg County Magnet School of the Arts students, faculty and staff, we strongly support the Race to the Top grant. We are enthusiastic about the student focused approaches to learning that our students will experience.

We believe that this county's future depends on a high quality educational system to produce an academically prepared workforce to compete in a global economy. Our goal is for all students to graduate from school on time and with the knowledge and skills needed for success in postsecondary education and career training.

We embrace the vision that is demonstrated in the undertaking and hope to play a significant role in its' implementation.

Again, and on behalf of the students, faculty and staff, we strongly support this endeavor and offer any assistance needed.

Sarah E. Boyd
Sarah E. Boyd

Committed to Excellence



421 Zimalcrest Drive • Columbia, South Carolina 29210-6899
803-772-6553 • 1-800-422-SCEA • FAX 803-772-0922
www.thescea.org

September 10, 2013

Superintendent Jefferson-Barnes
Williamsburg County School District
423 School Street
Kingstree, South Carolina 29556

Dear Dr. Jefferson-Barnes,

It is with pleasure that I write in support of the Williamsburg County School District's application for a Race to the Top District Grant. I commend you for working to build data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction. The South Carolina Education offers high-quality professional development to its 12 thousand members on a regular basis, so we know first-hand that teachers are hungry for data that will help them help their students.

The SCEA has long been committed to improving learning in our state's high priority schools, so we welcome and support the district's proposed steps in that direction. In fact, every aspect of the grant proposal is in line with The SCEA's mission and goals. We hope The SCEA has an opportunity to partner with you, should your application win funding, to work to recruit, develop, reward and retain effective teachers, especially where they are most needed.

For any reform to succeed, it must be embraced by those charged with executing it. That is why I am pleased that the district's teachers are enthusiastic about the proposal. Their support will no doubt allow the proposal to reach its worthwhile goals.

As president of South Carolina's largest and oldest professional association of educators, I commend you and the district for your determination to create and implement the kinds of educational reforms the Race to the Top was created to inspire. Please keep us informed. The SCEA stands ready to support your efforts in every way possible.

Sincerely,

Jackie B. Hicks
President

WILLIAMSBURG REGIONAL BOYS TO MEN CLUB, INC.
(with Girls to Women)

Mr. Alex L. Montgomery Sr., President / Executive Director

Mailing Address: 39 Gates Street; Kingstree, South Carolina 29556

Physical Address: 121 North Longstreet Street; Kingstree, South Carolina 29556

Phone(s): (843) 355-5967 (Business); (843) 355-5969 (Fax)

E-mail: alm39_1@hotmail.com

Website: www.boystomenclub.com

September 17, 2013

Dear Mrs. Yvonne Jefferson-Barnes:

We, at Williamsburg Regional Boys to Men Club, Inc., are proud to send this letter of support of Mrs. La-Dine Williams Gamble, Coordinator of the Office of Grants, Parenting and After School Programs through the Williamsburg County School District. We have worked with Mrs. Gamble and the Williamsburg County School District for many years and have been successful in obtaining grant funding.

The "Race to the Top" grant will be instrumental in giving Williamsburg County School District a competitive edge in working to build state models as it boldly supports locally directed improvements in teacher effectiveness, as well as student achievement.

The Williamsburg County School District has our total support, and we will endeavor to help in any way we can.

Sincerely,



Alex L. Montgomery, Sr.

Executive Director / President

Williamsburg Regional Boys to Men Club, Inc.

AM/ej



September 30, 2013

Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District
Post Office Box 1067
Kingstree, SC 29556

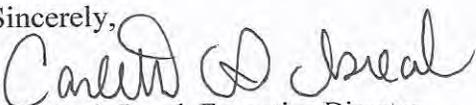
Dear Dr. Jefferson-Barnes:

The Williamsburg County First Steps to School Readiness Partnership Board is pleased to provide this letter of support to the Williamsburg County School District and the Carolina Consortium for Enterprise Learning in pursuing a "Race to the Top" competitive funding grant opportunity through the U. S. Department of Education. This funding will provide additional support and resources to our local schools to improve student academic achievement to be college or career ready along with professional development for teacher effectiveness.

Williamsburg County First Steps is prepared to assist Williamsburg County School District and the Carolina Consortium for Enterprise Learning to implement the Countdown to Kindergarten Transitional Program and the Parent-Child Home Visitation Program serving children and their families.

Once again, Williamsburg County First Steps is elated to support Williamsburg County School District and the Carolina Consortium to expand services and resources to prepare children to be college or career ready.

Sincerely,


Carletta S. Isreal, Executive Director
Williamsburg County First Steps



Williamsburg Technical College

601 Martin Luther King Jr. Avenue, Kingstree, South Carolina 29556-4103

Phone: 843.355.4110 or 800.768.2021 FAX: 843.355.4296 Website: www.wiltech.edu

September 16, 2013

Dr. Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District
423 School Street
Kingstree, SC 29556

Dear Dr. Jefferson-Barnes:

Williamsburg Technical College (WTC) is pleased to support the Williamsburg County School District in its application for Race to the Top – District funding from the U.S. Department of Education. We believe that the Williamsburg County School District is uniquely positioned to serve the residents of our county by: (1) Adopting standards and assessments that prepare students to succeed in college and in the workplace and to compete in the global economy; (2) Building data systems that measure student growth and success, and informing teachers and principals with data about how they can improve instruction; and (3) Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

WTC is willing to partner with the Williamsburg County School District on the goal to prepare students to succeed in college and the workplace through focused approaches to teaching and learning. Instructional, operational, and financial support would be made available primarily through WTC's Dual Enrollment – Dual Credit Program.

We congratulate the Williamsburg County School District in pursuing this opportunity. Please include this letter of commitment with the grant application and feel free to contact WTC if you need additional support and assistance.

Sincerely,

Dr. Patricia A. Lee
President

Williamsburg HomeTown Chamber

P.O. Box 696, 131 North Academy Street
Kingstree, South Carolina 29556
843-355-6431

September 16, 2013

To: La-Dine' Gamble
Williamsburg County School District
Office of Parenting, Grants and After School Programs
419 School Street
Kingstree SC 29556

From: Leslee D. Spivey
Williamsburg HomeTown Chamber

Topic: Race to the Top Grant

The Williamsburg HomeTown Chamber and its 200 business members enthusiastically support the Race to the Top Grant which will provide work based learning opportunities and career awareness readiness for students in our local community.

Without a doubt successful schools and students depend on business partnerships and cooperation. On the other hand, profitable businesses and industries depend on local schools to provide the next workforce generation and future consumers. Collaboration will enable our community to grow and prosper.

Please know that the HomeTown Chamber will assist with this project in any way. Our mission is to foster economic development, community renewal and a unified spirit to make the county more prosperous and a better place in which to live and work. The accomplishment of this project has profound significance to our community.



FRANCIS MARION UNIVERSITY

School of Education

September 17, 2013

Dr. Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District
423 School Street
Kingstree, SC 29556

Dear Dr. Jefferson-Barnes:

Francis Marion University (FMU) is pleased to support the Williamsburg County School District in its application for "Race to the Top" from the U.S. Department of Education. The Williamsburg County School District is well positioned to serve the residents of the county by developing and implementing locally directed improvements that will directly improve student achievement and teacher effectiveness. In addition, we are confident that the Williamsburg County School District has the policy and systems infrastructure, capacity, and culture to enable teachers, teacher teams, and school leaders to focus on improving individual student achievement.

We congratulate the Williamsburg County School District in pursuing this opportunity. Please include this letter of support with the grant application and feel free to contact FMU if you need additional support and assistance.

Sincerely,

Shirley Carr Bausmith, Ph.D.
Dean, School of Education
Francis Marion University



FRANCIS MARION UNIVERSITY

School of Education

September 20, 2013

Angela McClary-Rush, M. Ed
National Board Certified Teacher - AYA/ELA English/Language Arts & Social Studies
Coordinator Modern Languages & Honors Program Williamsburg County School District
423 School Street
Kingstree, SC 29556

Dear Ms. McClary-Rush,

As a key resource for schools and districts in the Pee Dee region of South Carolina and across the state, The Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty works to provide outreach and support that leads to increased student achievement and greater engagement by families and community partners functioning as engaged stakeholders in local educational programs and services. To that end, the Center is pleased to support the Williamsburg County School District in its application for "Race to the Top" district funding from the United States Department of Education.

The Center will provide access to original research related to best practices, along with electronic and physical library collections that represent current understandings of best practices. Additionally, the Center will work with the district to develop outreach activities that will enhance your work toward project goals.

We are pleased to continue a strong and committed partnership with Williamsburg County School District and we look forward to working with you on this project.

My best to you,

A handwritten signature in black ink that reads "Tammy Pawloski".

Tammy Pawloski, Ph.D.
Professor of Education
Director, FMU Center of Excellence to Prepare Teachers of Children of Poverty

Williamsburg Presbyterian Church

411 NORTH ACADEMY STREET

Kingstree, South Carolina 29556-3405

organized 1736

R. David Ruth
Pastor
Jean G. Nexsen
Program Director
Laura H. Hundley
Youth Director

Church Office
843-355-6846

September 11, 2013

Dr. Yvonne Jefferson-Barnes
PO Box 1067
Kingstree, SC 29556

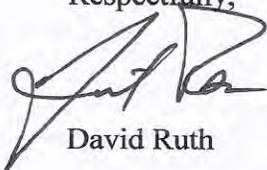
RE: Race to the Top

To Whom It May Concern:

Both personally and on behalf of Williamsburg Presbyterian Church, I wholeheartedly support our County School System's pursuit of the Race to the Top funding. The areas of priorities fit perfectly with our needs. Williamsburg County is a perfect match for the purpose of these funds.

We have dedicated administrators and teachers who work under huge obstacles both in terms of day to day support as well as infrastructure needs. These funds will go a long way to help the young people to have the necessary skills for tomorrow, which, in turn, is the biggest need in our fine County.

Respectfully,



David Ruth

September 17, 2013



Dr. Yvonne Jefferson-Barnes
Superintendent
Williamsburg County School District
423 School Street
Kingstree, S.C. 29556

Dear Dr. Jefferson-Barnes:

Vital Aging of Williamsburg County, Inc. is pleased to give this letter in support of the Williamsburg County School District's race to the top grant application. Vital Aging is a 501 (c) 3 organization providing a variety of important services to the senior citizens of Williamsburg County including home delivered meals, operation of three wellness (senior) centers, home care for the frail and elderly and serving as the host agency for the Foster Grandparent Program.

The Foster Grandparent program is a unique intergenerational program which pairs low income seniors with special needs/at-risk students. Presently, there are 32 dedicated senior volunteers working with students in eight volunteer stations (schools) within the Williamsburg County School District. Foster Grandparent volunteers will continue to support the school district and enhance test scores by providing on-site mentoring and tutoring to students in need of assistance. Last year alone, Foster Grandparent volunteers provided 32,560 hours of tutoring and mentoring to special needs/at-risk students in the Williamsburg County School District.

Vital Aging is very pleased with this partnership and unfailing support and professionalism of the administration and staff of the Williamsburg County School District. We salute the leadership of WCSD district in this effort to broaden the educational opportunities of the students of Williamsburg County for many years to come.

Sincerely,

A handwritten signature in blue ink that reads 'Robert W. Welch'.

Robert W. Welch
Executive Director

RW/jc

"Shaping the future by reaching the aging wisdom of yesterday"

Post Office Box 450 • Kingstree, SC 29556 • (843) 354-5496 • Fax (843) 354-3107

www.vitalaginginc.org



Sept. 13, 2013

Educating our youth is a challenge.

That statement is neither revolutionary nor particularly insightful; it is, however, a far-reaching fact. But the challenges faced in some areas are more daunting than others and we, at FTC, see firsthand the obstacles the educators in our communities have to overcome. The socio-economic conditions of our service area, most notably the Williamsburg County and Clarendon District 2 school districts, are deplorable as epitomized by Census Data and the jobless numbers outlined below.

In Williamsburg County, 1 out of every 3 people lives below the poverty line, the median household income hovers just above the poverty line and unemployment stands at 11.4, 41 percent higher than the state average. In Clarendon County, conditions are slightly better where 1 out of every 5 people lives in poverty, the median income is 50 percent above the poverty line, but the unemployment rate is even higher than Williamsburg at 12.1, 50 percent above the average in the Palmetto State. The final disturbing number is the median value of owner-occupied housing units, which is 47 percent of the state average in Williamsburg County and 67 percent of the average in Clarendon.

The numbers are just staggering.

Simply throwing money at the problem is not the answer, but focused educators using these resources with the backing of the local citizenry and the business community is a part of the solution. At FTC, we believe in our teachers, our people and our students. Utilizing technology to get a better sense of technology and its power is a key component in teaching our young people how to fend for themselves while making a real contribution to society.

We support our schools and their efforts to become part of the Race to the Top Initiative and will do what we can as a business leader to assist them in making and implementing their plans. Further, we support the consortium they've established with the districts in Orangeburg and Richland counties. The four districts have similar hurdles and goals and by collaborating they should be able to increase the exchange of ideas.

In closing, we want to reiterate that we believe in this program and these school districts' involvement in it and we can think of no better investment than in our children and their futures.

Sincerely,

A handwritten signature in black ink, appearing to read "Chip Chase", written over a light blue horizontal line.

Chip Chase

Public Relations Director

FTC

September 13, 2013

Post Office Box 145
Greeleyville, SC 29056

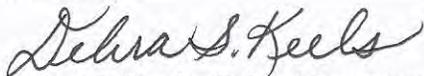
Dear Sir/Madame:

It is with high expectations that I write this letter of support for Williamsburg County School District's Race To The Top Grant Application. I am a member of the Greeleyville Community. This is a very low socio-economic area. I feel our students will benefit from this grant.

As a member of our School Improvement Council, we are constantly seeking different venues to provide the essentials for our students to receive a quality education to compete in this global society. I feel if we secure this grant, it will help us meet our goals. Some of these goals are:
1) prepare students to succeed in college and the workplace, 2) build data systems to measure student growth and success, and 3) maintain a strong school/community relationship.

In our efforts to become a successful school with successful students, please consider us for this grant.

Sincerely,



Debra S. Keels, School Improvement Council Member



WILLIAMSBURG COUNTY MAGNET SCHOOL

710 Third Avenue - Kingstree, South Carolina 29556
Telephone: (843) 355-1506 - Fax: (843) 355-9207



Sarah E. Boyd, Principal
Debbie NeSmith, Secretary

Alene Springs, Office Manager
Mary Murphy, Receptionist

September 27, 2013

To Whom It May Concern:

It is with much pleasure that I write this letter in support of the Race to the Top Grant for Williamsburg County School District. I believe that it is to the district's advantage to have opportunities to plan for implementation of educational reform. We believe that this grant will allow us to personalized education between teachers and students, which is advantageous for students in Williamsburg County.

With Great Regards,

Brandi Phipps
PTO President
Williamsburg County Magnet School of the Arts

William Boggon
191 Paul Murray Lane
Salters, South Carolina
September 27, 2013

Dear Dr. Jefferson Barnes,

The Race to the Top Initiative has been discussed in our Executive and General PTA meetings by Dr. Teresa Wright, principal of W. M. Anderson Primary, and I wanted to lend my letter of support to this worthy cause because I believe that additional resources are needed to make some of the many educational changes necessary to prepare our children to meet the goals outlined in the newly implemented Common Core Standards. I believe that the Race to the top Initiative will:

- level the educational learning field for our children;
- allow for one-on one personalized learning opportunities that help students to work at their current academic levels, thereby, raising student's self-esteem; and
- give parents an opportunity to actively participate in their child's educational plans through digital platforms.

Finally, I believe The Race to the Top Proposal submitted by the district will ensure that students in Williamsburg County, South Carolina will be able to compete globally. Without reservation, as a parent of a two children attending school in this system, I give my unwavering support.

Sincerely,

A handwritten signature in black ink, appearing to read 'William Boggon', with a long horizontal flourish extending to the right.

William Boggon,
W. M. Anderson Primary School PTA President

September 27, 2013

Dear Dr. Jefferson Barnes,

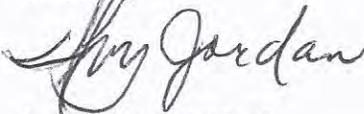
I am the grandparent of Jaden Lance who is in 2nd grade at W.M. Anderson Primary School.

The Race to the Top Initiative has been discussed during our parent meetings and I am excited about all the opportunities it presents for not only our students here at Anderson but this community. It equalizes the educational learning field for all students in children.

This initiative will offer one-on one personalized learning for the individual child to work at his/her current academic level resulting in raising levels of self-esteem. Also, parents will have an opportunity to actively participate in their child's learning plans through the digital platform.

The Race to the Top Proposal ensures that students in Williamsburg County, South Carolina will be able to compete globally. Without reservation, as a grandparent of a child attending school in this system, I give my unwavering support.

Sincerely,

A handwritten signature in black ink that reads "Ivy Jordan". The signature is written in a cursive, flowing style.

Ivy Jordan, President
W.M. Anderson Primary
School Improvement Council



National Council of Negro Women, Inc.
Williamsburg Section (NCNW)
4 Fraternal Drive
Greeleyville, South Carolina 29056

September 30, 2013

Dr. Yvonne Jefferson-Barnes, Superintendent
Williamsburg County School District
423 School Street
Kingstree, SC 29556

Dear Dr. Jefferson-Barnes:

It is the opinion of the National Council of Negro Women that the Race to the Top grant initiative is a necessary and welcomed grant that warrants our attention and participation.

The imaginative vision, tireless work, and enduring faith prompted Mrs. Mary McLeod Bethune to initiate the organization in 1935. As a noted educator, organizer, and human rights activist, she recognized the importance of education, especially youths. She felt, and we maintain her beliefs, that it is our obligation to empower the powerless, educate the future generation, and nurture them via our provision of adequate educational resources.

Inclusive in the Legacy of Mary McLeod Bethune is love, confidence, development, respect, faith, racial dignity, harmonious living, a thirst for education, and a responsibility to young people.

As the Initiative purports to provide educational enhancement, we, the National Council of Negro Women, gladly support it. As per our founder, "knowledge is the prime need for the hour", and "the world around us really belongs to the youth, for the youth will take over its future management". It is our duty to enable them to realize them.

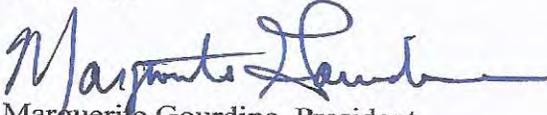
When students become cognitive of their innate abilities, they acquire confidence. Self-esteem is acquired and actualized. When repeatedly told and shown that accomplishment is possible, a sense of achievement is possible. The quality of life for humanity can be effectuated by collective, exemplary, leadership. Adults must provide the initiative to actualize and maximize students' potentials. Quality education must be offered by the community of church, family, extended family, teachers, and administrators. For fruition, it is definitely a collaborative effort.

We, the National Council of Negro Women, believe that our organization can aid in the developmental process of the Race to the Top grant initiative by providing mentoring, tutoring, workshops, skills' individualization, and readiness for prospective employment.

When students perceive that they possess abilities, and adults recognize and encourage them to aspire, they are challenged to educationally achieve. Input, resources, assistance, encouragement, dedication, and leadership are due our youths.

To that end, as Mary McLeod Bethune believed, and we still attest to, education improve quality of life for all of mankind. It will be our pleasure to leave our imprint on the initial fulfillment.

Sincerely,

A handwritten signature in blue ink, appearing to read "Marguerite Gourdine". The signature is fluid and cursive, with a long horizontal stroke at the end.

Marguerite Gourdine, President
National Council of Negro Women
(Williamsburg County Section)



COMMON CORE STATE STANDARDS & THE OVERCOMING OBSTACLES LIFE SKILLS PROGRAM



COMMON CORE STATE STANDARDS & THE OVERCOMING OBSTACLES LIFE SKILLS PROGRAM

■ **About the Common Core State Standards**

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

■ **About Community for Education Foundation & the Overcoming Obstacles Life Skills Program**

Community for Education Foundation was founded in 1992 to ensure that all young people learn the communication, decision making, and goal setting skills they need to be successful in life.

To accomplish this mission, the organization created the Overcoming Obstacles Life Skills Program, which includes curriculum materials, teacher training, and ongoing support.

HOW DOES OVERCOMING OBSTACLES SUPPORT THE COMMON CORE STATE STANDARDS?

Both the Common Core State Standards and the Overcoming Obstacles Life Skills Program share the goal of teaching students the relevant life skills that will help them find success in school and in their careers. Overcoming Obstacles provides educators with enough materials to implement life skills instruction for an entire school year, allowing them to meet many of the Common Core State Standards.

Common Core State Standards	Overcoming Obstacles
<p>The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn so teachers and parents know what they need to do to help them.</p> <p>The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.</p> <p>With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.</p>	<p>The Overcoming Obstacles Life Skills Program provides educators with the middle school and high school curriculum materials, training, and ongoing support they need to teach their students the life skills necessary for graduating high school, succeeding in college, and finding productive careers.</p> <p>Both levels of the program cover over 20 important topics that are relevant to success in the real world, including communication, decision making, goal setting, and conflict resolution skills.</p>

Each was developed by experts in public school instruction, higher education, and business to help students become self-supporting, contributing members of society.



STUDENTS WHO ARE COLLEGE AND
CAREER READY IN READING, WRITING,
SPEAKING, LISTENING, AND LANGUAGE

STUDENTS WHO ARE COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE

In addition to its English language arts standards, the Common Core State Standards outline the various skills, behaviors, and abilities that students who are proficient in reading, writing, speaking, listening, and language should exhibit. Though these descriptions are not standards themselves, it is vital that students internalize these traits in order to function as literate individuals in today's world.

This section outlines how the Overcoming Obstacles Life Skills Program can be used to support the development and internalization of these qualities.

Source: <http://www.corestandards.org/ELA-Literacy/introduction/students-who-are-college-and-career-ready-in-reading-writing-speaking-listening-language>

STUDENTS WHO ARE COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE

Common Core State Standard Descriptions	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
<p>They demonstrate independence.</p> <p>Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.</p>	<p>Getting Started 4. Setting Expectations</p> <p>Module One: Communication 1. Understanding Nonverbal Messages 2. Listening 3. Speaking 4. Being Assertive 5. Expressing Opinions Constructively</p> <p>Module Two: Decision Making 1. Making Decisions—Big and Small 2. Gathering Information 3. Identifying Options 4. Weighing Options and Consequences 5. Making a Choice</p> <p>Module Three: Goal Setting 4. Persevering</p> <p>Module Four: Managing Personal Resources 5. Taking the Initiative</p> <p>Module Six: Problem Solving 1. Defining Problems—Big and Small 2. Identifying Options 3. Considering Pros and Cons 4. Finding Solutions</p>	<p>Module One: Communication Skills 5. Communicating Constructively</p> <p>Module Three: Setting and Achieving Goals 4. Accessing Resources 5. Learning to Be Assertive</p> <p>Module Four: Resolving Conflicts 1. Introducing Conflict Resolution</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques 2. Problem Solving in School 3. Problem Solving on the Job 4. Problem Solving at Home</p> <p>Module Six: Skills for School and Beyond 1. Identifying Your Learning Style 2. Managing Your Time 3. Reading, Listening, and Note Taking 4. Writing Reports and Presenting to an Audience 5. Preparing for Tests and Exams 6. Managing Stress</p>

STUDENTS WHO ARE COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE

Common Core State Standard Descriptions	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
<p>They build strong content knowledge.</p> <p>Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.</p>	<p>Module One: Communication 2. Listening</p> <p>Module Two: Decision Making 2. Gathering Information</p> <p>Module Five: Studying Effectively 3. Using Appropriate Resources 4. Taking Notes</p> <p>Module Seven: Resolving Conflicts 4. Using Communication Skills Effectively</p>	<p>Module Two: Decision Making Skills 2. Gathering Information 3. Exploring Alternatives and Considering Consequences</p> <p>Module Three: Setting and Achieving Goals 4. Accessing Resources</p>
	<p>Service Learning 3. Gathering Information and Making the Commitment</p>	

Common Core State Standard Descriptions	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
<p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).</p>	<p>Module One: Communication 3. Speaking 5. Expressing Opinions Constructively</p> <p>Module Five: Studying Effectively 5. Writing Reports</p> <p>Module Eight: Looking to the Future 4. Playing by the Rules 5. Presenting Yourself</p>	<p>Module One: Communication Skills 4. Speaking Responsibly</p> <p>Module Six: Skills for School and Beyond 4. Writing Reports and Presenting to an Audience</p>

STUDENTS WHO ARE COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE

Common Core State Standard Descriptions	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
<p>They comprehend as well as critique.</p> <p>Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.</p>	<p>Module Two: Decision Making Skills</p> <p>2. Gathering Information Lesson Extension: Writing in Your Journal Lesson Extension: Using Technology</p>	<p>Module One: Communication Skills</p> <p>3. Listening Critically</p>

Common Core State Standard Descriptions	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
<p>They value evidence.</p> <p>Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.</p>	<p>Module Two: Decision Making Skills</p> <p>2. Gathering Information</p> <p>Module Five: Studying Effectively</p> <p>3. Using Appropriate Resources Lesson Extension: Addressing Multiple Learning Styles</p>	<p>Module One: Communication Skills</p> <p>5. Communicating Constructively</p> <p>Module Two: Decision Making Skills</p> <p>1. Starting the Decision Making Process Lesson Extension: Addressing Multiple Learning Styles</p>

STUDENTS WHO ARE COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE

Common Core State Standard Descriptions	Related Modules and Lessons from the Overcoming Obstacles Curriculum
<p>They use technology and digital media strategically and capably.</p> <p>Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.</p>	<p>Both the middle school and high school levels of the Overcoming Obstacles curriculum include over 40 activities centering on the strategic use of technology and digital media. Through these activities, students learn how to conduct effective research on the internet, use a variety of media (e.g., blogs, video recordings, slide presentations) to communicate with others, and discuss how to select appropriate tools to suit their needs.</p>

Common Core State Standard Descriptions	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
<p>They come to understand other perspectives and cultures.</p> <p>Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.</p>	<p>Confidence Building</p> <ol style="list-style-type: none"> 1. Giving and Earning Respect 5. Avoiding Stereotypes <p>Module Seven: Resolving Conflicts</p> <ol style="list-style-type: none"> 1. Understanding Conflicts 2. Identifying Emotions in Conflicts 3. Controlling Emotions in Conflicts 4. Using Communication Skills Effectively 5. Creating a Win-Win Situation 6. Resolving Conflicts <p>Module Eight: Looking to the Future</p> <ol style="list-style-type: none"> 3. Getting Along 	<p>Confidence Building</p> <ol style="list-style-type: none"> 1. Giving and Earning Respect <p>Module One: Communication Skills</p> <ol style="list-style-type: none"> 5. Communicating Constructively <p>Module Four: Resolving Conflicts</p> <ol style="list-style-type: none"> 2. Uncovering Stereotypes <p>Module Ten: On-the-Job Skills</p> <ol style="list-style-type: none"> 1. Developing a Positive Work Ethic 2. Working with Others



COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Key Ideas and Details		
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Module One: Communication 3. Speaking</p> <p>Module Two: Decision Making 2. Gathering Information</p> <p>Module Five: Studying Effectively 5. Writing Reports</p>	<p>Module One: Communication Skills 3. Listening Critically 4. Speaking Responsibly</p> <p>Module Two: Decision Making Skills 2. Gathering Information</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking 4. Writing Reports and Presenting to an Audience</p>

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Key Ideas and Details		
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Module Two: Decision Making</p> <p>Module Five: Studying Effectively 4. Taking Notes</p> <p>Module Six: Problem Solving</p>	<p>Module One: Communication Skills 3. Listening Critically</p> <p>Module Two: Decision Making Skills</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking</p>

Source: <http://www.corestandards.org/ELA-Literacy/CCRA/R>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Key Ideas and Details		
<p>3. Analyze how and why individuals, events, and ideas develop or interact over the course of a text.</p>	<p>Module Two: Decision Making</p> <p>Module Six: Problem Solving</p>	<p>Module One: Communication Skills 3. Listening Critically</p> <p>Module Two: Decision Making Skills</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking</p>

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Craft and Structure		
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Module One: Communication 3. Speaking</p> <p>Module Two: Decision Making</p> <p>Module Six: Problem Solving</p>	<p>Module One: Communication Skills 3. Listening Critically 4. Speaking Responsibly</p> <p>Module Two: Decision Making Skills</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking</p> <p>Module Eleven: On Your Own 3. Understanding Advertising and Mass Media</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Craft and Structure		
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Module Two: Decision Making</p> <p>Module Six: Problem Solving</p>	<p>Module Two: Decision Making Skills</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking</p>

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Craft and Structure		
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Confidence Building 4. Clarifying Values</p> <p>Module Two: Decision Making</p> <p>Module Six: Problem Solving</p>	<p>Confidence Building 3. Establishing What's Important</p> <p>Module One: Communication Skills 3. Listening Critically</p> <p>Module Two: Decision Making Skills</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking</p> <p>Module Eleven: On Your Own 3. Understanding Advertising and Mass Media</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Integration of Knowledge and Ideas		
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Module Two: Decision Making 2. Gathering Information</p> <p>Module Five: Studying Effectively 3. Using Appropriate Resources</p>	<p>Module Two: Decision Making Skills 2. Gathering Information</p> <p>Module Three: Setting and Achieving Goals 4. Accessing Resources</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking</p>

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Integration of Knowledge and Ideas		
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Module Two: Decision Making 2. Gathering Information</p> <p>Module Six: Problem Solving</p>	<p>Module One: Communication Skills 3. Listening Critically</p> <p>Module Two: Decision Making Skills 2. Gathering Information</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Integration of Knowledge and Ideas		
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Module Two: Decision Making 2. Gathering Information</p> <p>Module Six: Problem Solving</p>	<p>Module One: Communication Skills 3. Listening Critically</p> <p>Module Two: Decision Making Skills 2. Gathering Information</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking</p>

College and Career Readiness Anchor Standards for Reading	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Range of Reading and Level of Text Complexity		
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Confidence Building 6. Developing Personal Power</p> <p>Module Three: Goal Setting</p> <p>Module Four: Managing Personal Resources 5. Taking the Initiative</p> <p>Module Five: Studying Effectively 7. Learning How You Learn Best</p>	<p>Confidence Building 5. Developing Personal Power</p> <p>Module Three: Setting and Achieving Goals</p> <p>Module Six: Skills for School and Beyond 1. Identifying Your Learning Style 3. Reading, Listening, and Note Taking</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Text Types and Purposes		
<p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p>Module One: Communication 4. Being Assertive 5. Expressing Opinions Constructively</p> <p>Module Two: Decision Making</p> <p>Module Five: Studying Effectively 5. Writing Reports</p> <p>Module Six: Problem Solving</p> <p>Module Seven: Resolving Conflicts 4. Using Communication Skills Effectively</p>	<p>Module One: Communication Skills 5. Communicating Constructively</p> <p>Module Two: Decision Making Skills</p> <p>Module Three: Setting and Achieving Goals 5. Learning to Be Assertive</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 4. Writing Reports and Presenting to an Audience</p>

Source: <http://www.corestandards.org/ELA-Literacy/CCRA/W>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Text Types and Purposes		
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Module One: Communication 4. Being Assertive 5. Expressing Opinions Constructively</p> <p>Module Two: Decision Making</p> <p>Module Five: Studying Effectively 5. Writing Reports</p> <p>Module Six: Problem Solving</p> <p>Module Seven: Resolving Conflicts 4. Using Communication Skills Effectively</p>	<p>Module One: Communication Skills 5. Communicating Constructively</p> <p>Module Two: Decision Making Skills</p> <p>Module Three: Setting and Achieving Goals 5. Learning to Be Assertive</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 4. Writing Reports and Presenting to an Audience</p> <p>Module Seven: A Game Plan for College/Higher Education 4. Applying to Colleges, Universities, and Technical Schools</p> <p>Module Eight: A Game Plan for Work 6. Making Contacts</p> <p>Module Ten: On-the-Job Skills 3. Communicating on the Job</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Text Types and Purposes		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Module One: Communication</p> <p>Module Two: Decision Making</p> <p>Module Three: Goal Setting 1. Defining Goals 2. Stepping-Stone Goals</p> <p>Module Five: Studying Effectively 5. Writing Reports</p> <p>Module Eight: Looking to the Future 5. Presenting Yourself</p>	<p>Module One: Communication Skills</p> <p>Module Two: Decision Making Skills</p> <p>Module Six: Skills for School and Beyond 4. Writing Reports and Presenting to an Audience</p> <p>Module Seven: A Game Plan for College/Higher Education 5. Applying to Colleges, Universities, and Technical Schools</p> <p>Module Eight: A Game Plan for Work 6. Making Contacts</p> <p>Module Ten: On-the-Job Skills 3. Communicating on the Job</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Production and Distribution of Writing		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Module One: Communication 4. Being Assertive 5. Expressing Opinions Constructively</p> <p>Module Two: Decision Making</p> <p>Module Five: Studying Effectively 2. Following Instructions 5. Writing Reports</p> <p>Module Six: Problem Solving</p>	<p>Module One: Communication Skills 5. Communicating Constructively</p> <p>Module Two: Decision Making Skills</p> <p>Module Three: Setting and Achieving Goals 5. Learning to Be Assertive</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 4. Writing Reports and Presenting to an Audience</p> <p>Module Seven: A Game Plan for College/Higher Education 4. Applying to Colleges, Universities, and Technical Schools</p> <p>Module Eight: A Game Plan for Work 6. Making Contacts</p> <p>Module Ten: On-the-Job Skills 3. Communicating on the Job</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Production and Distribution of Writing		
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Confidence Building 2. Identifying Strengths and Weaknesses 6. Developing Personal Power</p> <p>Module Three: Goal Setting</p> <p>Module Five: Studying Effectively 5. Writing Reports 7. Learning How You Learn Best</p> <p>Module Six: Problem Solving</p>	<p>Confidence Building 2. Identifying Strengths 5. Developing Personal Power</p> <p>Module Three: Setting and Achieving Goals</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 1. Identifying Your Learning Style 4. Writing Reports and Presenting to an Audience</p>

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Production and Distribution of Writing		
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Getting Started 3. Working in Teams</p> <p>Module One: Communication</p> <p>Module Seven: Resolving Conflicts</p> <p>Anti-Bullying Handbook 6. Cyberbullying Solutions</p>	<p>Getting Started 2. Setting Expectations</p> <p>Module One: Communication Skills</p> <p>Module Four: Resolving Conflicts</p> <p>Module Ten: On-the-Job Skills 2. Working with Others</p> <p>Anti-Bullying Handbook 6. Cyberbullying Solutions</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Module Two: Decision Making 2. Gathering Information Module Four: Managing Personal Resources 4. Managing Your Time Module Five: Studying Effectively 2. Following Instructions 3. Using Appropriate Resources 4. Taking Notes 5. Writing Reports	Module Two: Decision Making Skills 2. Gathering Information Module Three: Setting and Achieving Goals 2. Setting Priorities 4. Accessing Resources Module Six: Skills for School and Beyond 2. Managing Your Time 3. Reading, Listening, and Note Taking 4. Writing Reports and Presenting to an Audience Module Seven: A Game Plan for College/Higher Education 2. Determining the Training and Education You'll Need Module Eight: A Game Plan for Work 3. Looking for a Job
	Service Learning 3. Gathering Information and Making the Commitment	

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Research to Build and Present Knowledge		
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Module Two: Decision Making</p> <p>Module Four: Managing Personal Resources 2. Being Accountable</p> <p>Module Five: Studying Effectively 3. Using Appropriate Resources 4. Taking Notes</p> <p>Module Six: Problem Solving</p> <p>Module Eight: Looking to the Future 4. Playing by the Rules</p>	<p>Module Two: Decision Making Skills</p> <p>Module Three: Setting and Achieving Goals 4. Accessing Resources</p> <p>Module Five: Problem Solving 1. Problem Solving Techniques</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking</p> <p>Module Seven: A Game Plan for College/Higher Education 2. Determining the Training and Education You'll Need</p> <p>Module Eight: A Game Plan for Work 3. Looking for a Job</p> <p>Module Ten: On-the-Job Skills 1. Developing a Positive Work Ethic</p> <p>Module Eleven: On Your Own 3. Understanding Advertising and Mass Media 4. Becoming a Responsible Citizen</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Research to Build and Present Knowledge		
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Module One: Communication 4. Being Assertive 5. Expressing Opinions Constructively</p> <p>Module Two: Decision Making 2. Gathering Information</p> <p>Module Five: Studying Effectively 3. Using Appropriate Resources 5. Writing Reports</p>	<p>Module One: Communication Skills 5. Communicating Constructively</p> <p>Module Two: Decision Making Skills 2. Gathering Information</p> <p>Module Three: Setting and Achieving Goals 5. Learning to Be Assertive</p> <p>Module Six: Skills for School and Beyond 4. Writing Reports and Presenting to an Audience</p> <p>Module Seven: A Game Plan for College/Higher Education 4. Applying to Colleges, Universities, and Technical Schools</p> <p>Module Eight: A Game Plan for Work 6. Making Contacts</p> <p>Module Ten: On-the-Job Skills 3. Communicating on the Job</p>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
Range of Writing		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Module Three: Goal Setting 2. Stepping-Stone Goals</p> <p>Module Four: Managing Personal Resources 4. Managing Your Time</p> <p>Module Five: Studying Effectively 2. Following Instructions 5. Writing Reports</p>	<p>Module Three: Setting and Achieving Goals 2. Setting Priorities</p> <p>Module Six: Skills for School and Beyond 2. Managing Your Time 4. Writing Reports and Presenting to an Audience</p> <p>Module Seven: A Game Plan for College/Higher Education 4. Applying to Colleges, Universities, and Technical Schools</p> <p>Module Eight: A Game Plan for Work 6. Making Contacts</p> <p>Module Ten: On-the-Job Skills 3. Communicating on the Job</p>



COMMON CORE STATE STANDARDS FOR MATHEMATICS

COMMON CORE STATE STANDARDS FOR MATHEMATICS

Standards for Mathematical Practice	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
1. Make sense of problems and persevere in solving them.	Module Three: Goal Setting 4. Persevering Module Six: Problem Solving 1. Defining Problems—Big and Small 2. Identifying Options 3. Considering Pros and Cons 4. Finding Solutions	Module Five: Problem Solving 1. Problem Solving Techniques 2. Problem Solving in School 3. Problem Solving on the Job 4. Problem Solving at Home
	Service Learning 2. Designing an Action Plan 3. Gathering Information and Making the Commitment	

Standards for Mathematical Practice	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
2. Reason abstractly and quantitatively.	Module Two: Decision Making 1. Making Decisions—Big and Small 2. Gathering Information 3. Identifying Options 4. Weighing Options and Consequences 5. Making a Choice	Module Two: Decision Making Skills 1. Starting the Decision Making Process 2. Gathering Information 3. Exploring Alternatives and Considering Consequences 4. Making and Evaluating Decisions

COMMON CORE STATE STANDARDS FOR MATHEMATICS

Standards for Mathematical Practice	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
3. Construct viable arguments and critique the reasoning of others.	<p>Module One: Communication 2. Listening 5. Expressing Opinions Constructively</p> <p>Module Two: Decision Making 2. Gathering Information 3. Identifying Options</p> <p>Module Five: Studying Effectively 3. Using Appropriate Resources 4. Taking Notes</p>	<p>Module One: Communication Skills 2. Listening 3. Listening Critically 5. Communicating Constructively</p> <p>Module Two: Decision Making Skills 2. Gathering Information 3. Exploring Alternatives and Considering Consequences</p> <p>Module Six: Skills for School and Beyond 3. Reading, Listening, and Note Taking 4. Writing Reports and Presenting to an Audience</p>
	<p>Service Learning 3. Gathering Information and Making the Commitment 4. Formalizing and Finalizing the Action Plan 5. Giving Presentations</p>	

Standards for Mathematical Practice	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
4. Model with mathematics.	<p>Confidence Building 3. Staying Healthy Lesson Extension: Addressing Multiple Learning Styles</p>	<p>Module Six: Skills for School and Beyond 1. Identifying Your Learning Style Lesson Extension: Addressing Multiple Learning Styles</p>

COMMON CORE STATE STANDARDS FOR MATHEMATICS

Standards for Mathematical Practice	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
5. Use appropriate tools strategically.	Module Five: Studying Effectively 3. Using Appropriate Resources	Module Three: Setting and Achieving Goals 4. Accessing Resources Module Six: Skills for School and Beyond 2. Managing Your Time Module Seven: A Game Plan for College/Higher Education 5. Discovering Money: Scholarships, Grants, and Loans Module Ten: On-the-Job Skills 4. Managing Time, Money, and People Module Eleven: On Your Own 1. Managing Your Finances 2. Making a Budget

Standards for Mathematical Practice	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
6. Attend to precision.	Getting Started 4. Setting Expectations Module Two: Decision Making 2. Gathering Information Module Four: Managing Personal Resources 2. Being Accountable Module Five: Studying Effectively 1. Getting Organized 2. Following Instructions 6. Taking Tests 7. Learning How You Learn Best	Getting Started 2. Setting Expectations Module Two: Decision Making Skills 2. Gathering Information Module Six: Skills for School and Beyond 1. Identifying Your Learning Style 3. Reading, Listening, and Note Taking 4. Writing Reports and Presenting to an Audience 5. Preparing for Tests and Exams Module Ten: On-the-Job Skills 1. Developing a Positive Work Ethic

COMMON CORE STATE STANDARDS FOR MATHEMATICS

Standards for Mathematical Practice	Related Modules and Lessons from the Overcoming Obstacles Middle School Curriculum	Related Modules and Lessons from the Overcoming Obstacles High School Curriculum
7. Look for and make use of structure.	Module Two: Decision Making 3. Identifying Options 4. Weighing Options and Consequences Module Three: Goal Setting 1. Defining Goals 2. Stepping-Stone Goals 3. Taking Action	Module Two: Decision Making Skills 3. Exploring Alternatives and Considering Consequences
	Service Learning 4. Gathering Information and Making the Commitment 8. Self-Assessment 9. Public Assessment	

When does SAFE-T take place?

For most beginning teachers, SAFE-T will take place during an educator's second year of employment. First-year teachers in South Carolina are hired on induction contracts and provided with assistance and support through an induction program and a trained mentor matched as closely as possible to the grade level and subject area of the new teacher. Following the induction year, most beginning teachers move on to formal evaluation during their second full year in the classroom. In some instances, a district may provide an additional year of diagnostic assistance to a novice who is making progress but is not yet ready for formal evaluation. The majority of beginning teachers, though, are formally evaluated during their second full year of teaching.

SAFE-T may also be used with veteran educators. Teachers moving to South Carolina from out-of-state must successfully complete SAFE-T in order to become eligible for continuing contracts in South Carolina school districts, and continuing-contract teachers with identified performance weaknesses over time may also be evaluated using SAFE-T.

How long does the evaluation process take?

The SAFE-T evaluation process takes place over the course of a school year, includes at least ninety student attendance days, and is broken into two roughly equivalent evaluation periods or cycles—the preliminary evaluation period and the final. Feedback is provided to the teacher at the end of the preliminary evaluation cycle and serves as a progress report of sorts and as the basis for creating the teacher's professional growth and development plan based upon identified areas for improvement. After the final evaluation period, the feedback provided to the teacher by the evaluation team serves as the overall judgment of that teacher's performance on SAFE-T. This final rating is reported to the South Carolina Department of Education by the employing school district and becomes part of the teacher's ADEPT History.

What kind of evidence is collected during SAFE-T?

Six types of evidence are collected during the preliminary and final evaluation periods:

1. The Long-Range Plan with Teacher Reflections
2. The Unit Work Sample with Teacher Reflections
3. Classroom Observation Records
4. Teacher Reflections on Instruction and Student Learning
5. Professional-Self Assessments
6. Professional Performance Reviews

Unlike previous evaluation models, SAFE-T integrates teacher reflections throughout the evaluation process, allowing for the teacher's perspective on his/her planning, decision-making, instruction, and professionalism.

How are results used?

Formal evaluation results inform

- state level decisions regarding certificate advancement and certificate sanctions;
- district level decisions regarding employment and contract eligibility;
- decisions about the effectiveness of teacher preparation programs—college and university programs, as well as such alternative programs as PACE and ABCTE;
- a teacher's professional growth and development plan; and
- a teacher's ADEPT History.

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

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

YES NO

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

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

From: 07/01/2013 To: 06/30/2014

Current approved Indirect Cost Rate: 3.17%

Approving State agency: SC Department of Education

(Please specify agency)

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If “No” is checked, the applicant should contact the business office of its State Educational Agency.
3. If “Yes” is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If “Yes” is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix.