

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF INNOVATION AND IMPROVEMENT
WASHINGTON, DC 20202-5970**



**CFDA NUMBER: 84.165A
OMB NO. 1855-0011**

**FLORENCE SCHOOL DISTRICT THREE
125 SOUTH BLANDING STREET
LAKE CITY, SC 29560
MAGNET SCHOOLS ASSISTANCE PROGRAM GRANT APPLICATION**

**Magnet School Assistance Program (MSAP)
Project Narrative**

TABLE OF CONTENTS

Competitive Preference Priorities

1 - Need for Assistance..... 1
 (a) Costs of fully implementing the magnet schools project 1
 (b) Resources available to carry out project if funds were not provided 5
 (c) Extent to which costs of project exceed applicant’s resources 10
 (d) Difficulty of effectively carrying out plan the approved plan..... 10

2 - Revised or New Magnet School Project.....15

3 - Selection of Students.....23

4 - Increasing Racial Integration and Socioeconomic Diversity23

Selection Criteria

(a) Desegregation28
 (1) Effective plan to recruit students from different backgrounds28
 (2) Foster interaction among students of different backgrounds 32
 (3) Ensure equal access/treatment for traditionally underrepresented 34
 (4) All other desegregation strategies 36

(b) Quality of Project Design39
 (1) Improve student academic achievement and achievement in instructional 39
 (2) Operate grant, including multi-year plan, commitment of partners, broad stakeholder support...59
 (3) Professional development of sufficient quality, intensity, and duration to lead to improvements..61
 (4) Project is supported by strong theory 66

(c) Quality of Management Plan 73
 (1) Achieve the objectives on time/within budget: responsibilities.....73
 (2) Diversity of perspectives: parents, teachers, business, professionals, recipients, others 83

(d) Quality of Personnel86
 (1) Review of personnel qualifications 86
 (a) Project director is qualified to manage the project.....87
 (b) Other key personnel are qualified to manage the project 88
 (c) Teachers are qualified to implement special curriculum..... 102
 (2) Consideration of related experience/training: curriculum development, desegregation 103

(e) Quality of Project Evaluation 105
 (1) Methods of evaluation will produce evidence of promise 105
 (2) Methods include objective measures related to outcomes 124
 (3) Costs are reasonable in relation to objectives, design, and potential significance 129

Project Logic Model

a) District Logic Model 143

Table of Tables

Table 1. Base Student Cost Shortfall for Implementing New Magnet School 6

Table 2. MSAP Funds for Technology 7

Table 3. Funds Needed for Technology.....8

Table 4. New Magnet School Improvement Cost..... 10

Table 5. New Magnet Schools Facilities Capacity Comparison.....11

Tables 6. J Paul Truluck Subgroup Comparison to District 4K-5th Elementary Schools 12

Table 7. Comparison of Subgroups in FCSD3’s Elementary Schools.....24

Table 8. Comparison of J. Paul Truluck Enrollment to Districts (3rd) Grade Enrollment25

Table 9. Olanta Available Science Curriculum Kits 47

Table 10. Five (5) Year Project Period Professional Development (PD) Hours..... 64

Table 11. Project Objective and Performance Measures for Promoting Diversity76

Table 12. Project Objective and Performance Measure for Rigorous Programs of Study..... 76

Table 13. Project Objective and Performance Measures for Developing Connections 78

Table 14. Project Objective and Performance Measures for Building Staff Capacity79

Table 15. Management Timeline 82

Table 16. Personnel Overview 89

Table 17. Measurement Framework for Project C3 Explores Magnet Program..... 111

Table 18. Project Objective and Performance Measures for Promoting Diversity126

Table 19. Project Objective and Performance Measures for Increasing Student Achievement .127

Table 20. Project Objective and Performance Measures for Increasing Interactions and Engagement.....129

Table 21. 2016 State-Level School Climate Factors Percentiles for Project C3 Explores 132

Table 22. Project Objective and Performance Measures for Building Capacity 134

Table 23. Evaluation Reports Provided Annually to District and School Project Staff..... 139

Table 24. District Logic Model..... 143

Table of Figures

Figure1. District and School Responsibilities Outlined81

Figure 2. Fixsen et.al.'s (2015) Implementation Drivers 107

Figure 3.Excerpt from Summary Performance Reports Prepared each Fall 141

COMPETITIVE PRIORITY 1-NEED ASSISTANCE

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

— **John Dewey**

Florence County School District Three (FCSD3), located in Lake City, South Carolina, is applying for MSAP funds to implement “Project C3 Explores: Cultures, Colleges, and Careers Exploration.” “Project C3 Explores” seeks to transform two schools into new magnet schools: Olanta Elementary Creative Arts and Science Magnet School and J. Paul Truluck Intermediate Creative Arts and Science Magnet School. Both magnet schools will increase racial and socioeconomic diversity by increasing each school’s Caucasian and Hispanic populations and reducing its free and reduced population, as well as increase student achievement through culturally responsive creative arts and science theme project based hands-on learning environments that will ultimately increasing student interest in colleges and careers.

a) The costs of fully implementing the magnet school project as proposed;

MSAP funding is absolutely necessary for Florence School District Three to implement “Project C3 Explores” at Olanta Elementary Creative Arts and Science Magnet School and J. Paul Truluck Creative Arts and Science Magnet School in order to establish new magnet schools while increasing racial and socioeconomic diversity. Financial support is crucial for the district to:

1. Hire appropriate personnel to successfully implement ”Project C3 Explores” at Olanta Elementary Creative Arts and Science Magnet School and J Paul Truluck Intermediate Creative Arts and Science Magnet School;
2. Provide comprehensive, rigorous, robust professional development for administration,

faculty, and staff members to successfully implement all aspects of theme project based hands-on learning environments;

3. Restructure the school's current curricula to successfully encompass the theme project based hands-on learning environments (Magnet School Creative Arts and Science);
4. Develop and create theme project based hands-on learning curriculum units focused on highly engaging activities that align with South Carolina's rigorous core content and state standards in core content areas that includes the sciences, technology, engineering, literature, the arts, and mathematics (Magnet School Creative Arts and Science);
5. Create and launch a marketing, recruitment, and community awareness campaign to increase enrollment in order to increase racial and socioeconomic diversity.
6. Establish a Magnet School Advisory Board at the district level as well as at the school level to ensure parent/community involvement;
7. Develop and strengthen community and business partnerships to promote "Project C3 Explores" theme for exploring Cultures, Colleges, and Careers;
8. Convert existing space into theme project based learning environments, which includes necessary facility upgrades to fully implement the magnet school theme focus of "Project C3 Explores" (Magnet School Creative Arts and Science);
9. Order and install necessary resources and materials to fully support the theme project based hands-on learning;
10. Develop an implementation rubric as a part of the robust, rigorous evaluation plan;
11. Initiate and secure professional development training, resources, and materials that will provide staff with the necessary instructional skills, competency skills, and theme project based knowledge which will include in state and out of state training and conferences;

12. Purchase curriculum and learning tools to provide staff with support and resource time to successfully integrate them into instruction;
13. Theme design installation for each magnet school from the school's exterior to the school's cafeteria which distinctly indicates the "Project C3 Explores";
14. Purchase technology and equipment necessary to successfully implement the theme project based hands-on learning environments to include necessary infrastructure upgrades necessary to fully implement the "Project C3 Explores" focus;
15. Install technology and equipment to support student achievement and faculty development;
16. Purchase random lottery and student selection software to facilitate admissions and enrollment.

FCSD3 is requesting \$9,096,419.00 over a five year period to implement and fully establish "Project C3 Explores" at Olanta Elementary Creative Arts and Science Magnet School and J. Paul Truluck Intermediate School for Creative Arts and Science Magnet School in order to increase racial and socioeconomic diversity by increasing each school's Caucasian and Hispanic populations and decreasing each school's free and reduced lunch percentage through culturally responsive creative arts and science theme project based hands-on learning environments that ultimately increase student interest in colleges and careers.

Year 1(\$2,708,297.00) will focus on hiring appropriate personnel, creating and launching a successful marketing and recruitment plan for each school to increase racial and socioeconomic diversity among both school's student populations, converting existing space into theme project based, hands-on learning environments, the ordering and installation of technology, resources and materials to support the theme project based hands-on learning environments, as well as

beginning rigorous, robust professional development training, to include conferences, that will provide staff with the necessary instructional skills, theme based knowledge, and as well cultural competency skills to successfully implement and sustain “Project C3 Explores.” Curriculum and learning tools will be purchased to provide staff time to integrate them into instruction as well as receive necessary hands-on training needed for a successful integration.

Each school will have a distinct theme design installation from the exterior of the school to the cafeteria to indicate each school’s focus which will include facility upgrades to support the “Project C3 Explores: Cultures, Colleges, and Careers Exploration” theme and its focus to have culturally responsive creative arts and science theme project based hands-on learning environments that increase racial and socioeconomic diversity as well as student achievement and real world application in an effort to increase student interest in colleges and careers. The majority of year one costs of “Project C3” will be the transformation of both schools to fully immerse in the magnet school creative arts and science curricula as well as rigorous, robust professional development which will both have continued sustainability for many years as well as a positive impact on student learning. In addition, Year 1 costs include an indirect cost figured at 6.71% based upon the Florence County School District Three (FCSD3)’s indirect cost agreement.

Year 2 (\$1,653,907.00) will focus funds on personnel and fringe benefits associated with those personnel, continued professional development to increase self-efficacy, facility upgrades (as needed to continue the magnet theme from the school’s exterior to the school’s cafeteria), purchase of necessary resources, technology, and materials to continue the theme project based hands-on learning environments, purchases necessary for upkeep of the previous year’s themed based learning environments’ focus, purchase and securing of field studies specific to each

culturally responsive creative arts and science theme project based hands-on learning environments' focus, providing opportunities for student exposures to various college and career events and opportunities as well as relevant opportunities to compete in various educational competitions such as Robotics, Choral, Music, Dance, STEM, as well as additional themed project based learning environment enhancements, and transportation to and from the proposed magnet schools to effectively increase racial integration and socioeconomic diversity as well as increasing student achievement. In addition, Year 2 costs include an indirect cost figured at 6.71% based upon the Florence County School District Three (FCSD3)'s indirect cost agreement.

Year 3 through Year 5 (an average of \$1,578,564.00 each) will be personnel and fringe benefits associated with those personnel, continued professional development, upkeep and maintenance-related costs for each themed project based learning environment as well as purchase and securing of field studies specific to each theme project based learning environment's focus such as studying the water levels at nearby Lynches River State park (Life Science), continue to provide opportunities for students to experience and participate in various events geared toward the theme project based hands-on learning environment, such as experiencing the planetarium and observatory at nearby Francis Marion University (Astronomy), as well as expendable supplies and costs of the final evaluation in an effort to increase racial integration and socioeconomic diversity as well as student achievement. In addition, Years 3 through 5 average includes an indirect cost figured at 6.71% based upon the Florence County School District Three (FCSD3)'s indirect cost agreement.

b) The resources available to carry out the project if funds were not provided;

Without funding from MSAP, "Project C3 Explores" goal of transforming Olanta Elementary

School and J. Paul Truluck Intermediate School into magnet schools in order to increase racial and socioeconomic diversity will not occur. Neither the FCSD3 nor Olanta Elementary or J Paul Truluck have the resources necessary to successfully implement “Project C3 Explores” which seeks to increase racial integration and socioeconomic diversity through rich, theme based, hands-on integrated and interactive environments geared towards exposing students at an early age to various 21st century careers while improving their social and emotional health.

Furthermore, faculty and staff would not have the resources to receive onsite, daily support or professional development necessary to become highly effective and proficient facilitators for the interactive, hands on culturally responsive creative arts and science theme project based curricula necessary to successfully create and implement the culturally responsive creative arts and science theme project based hands-on learning environments. Currently, the South Carolina Department of Education is requesting the 2017-2018 base student cost (BSC) be set at \$2400.00 which is a \$50.00 increase from the 2016-2017 BSC of \$2350.00. Even with the \$50.00 increase, FCSD3 would not be able to successfully implement “Project C3 Explores” in a way in which it would attract and draw in those students it proposes to seek out and enroll.

Table 1. Base Student Cost Shortfall for Implementing New Magnet Schools

School	2016-2017 Total Allocated Base Student Cost (BSC)	2017-2018 Projected Total Allocated Base Student Cost (BSC)	Extent Magnet School Funds Exceed Allocated Base Student Cost (BSC)
Olanta Elementary	\$554,600.00	\$566,400.00	\$3,352,022.00
J. Paul Truluck	\$613,350.00	\$633,600.00	\$4,094,335.00

In addition, current technology allocations for 2016-2017 were contingent upon South

Carolina Education Lottery Funds as well as district Title I funds designated for technology. These funds together still are significantly lower than what is needed to fully implement “Project C3 Explores” which seeks MSAP funds to purchase and install technology which would bring both magnet schools into the 21st century as well as meet the technology needs of students in today’s society in order to be ready and competitive for college and/or a career.

Table 2: MSAP Funds Needed for Technology

School	2016-2017 Title I Technology Funds	2016-2017 Lottery Funds	Technology Cost Projections for Magnet School Transformation	MSAP Funds Needed for Technology
Olanta	\$21,978.00	\$9,600.00	\$267,805.00	\$267,805.00
J. Paul Truluck	\$10,000.00	\$10,800.00	\$450,045.00	\$450,045.00

In addition, FCSD3 capital improvement funds are not currently allocated to renovate existing buildings such as is proposed in the “Project C3 Explores” in order to successfully implement and sustain culturally responsive creative arts and science themed project based learning environments that provide real world application and hands on experiences such as the renovation of both schools existing science labs into 21st century exploratory labs or both schools media centers into state of the art media commons areas which provide students access to necessary print and nonprint text. Furthermore, each school’s professional development funds are substantially lower than what “Project C3 Explores” requires in order to successfully train faculty and staff on technology, culturally responsive creative arts and science themed project based learning environments and lessons as well culturally responsive environments.

Table 3. MSAP Funds Needed for New Magnet School Professional Development

School	2016-2017 Professional Development Funds	Total Projected Magnet School Professional Development Need	MSAP Funds Needed for Professional Development
Olanta	\$13,031.00	\$415,650.00	\$415,650.00 (\$83,130 Yearly Average Cost)
J. Paul Truluck	\$3,615.00	\$492,550.00	\$492,550.00 (\$98,510 Yearly Average Cost)

Without MSAP funds, resources necessary to fully implement and sustain successful magnet schools such as management, evaluation, and lottery selection process would not be available. Needed support such as reading and math interventions, parent liaison services for both English and Non-English speaking parents, families, and community members, ESOL services, as well as classroom and instructional materials and supplies would go underprovided without MSAP funding. Furthermore, the necessary renovations, materials, and equipments to “scream the theme” of Creative Arts and Science such as 1) transforming the media center into a media commons area with 21st century technology necessary for research projects, 2) converting the current computer lab into a media lab with technology capable of creating student led morning news show or videography projects, 3) upgrading the current science labs into exploratory labs for all grades or 4) creating a performing arts auditorium in the current multipurpose rooms (Olanta) or the gym (J. Paul) to allow for performances such as dance recitals, plays, and oratoricals. MSAP funding is critical because current programs do not have the resources to supply needed costumes or instruments nor the funds to have full time instructors such as a choral instructor or a dance instructor.

Additionally, without MSAP funds resources to support the culturally responsive creative arts and science theme based learning environments through the purchase of literacy materials such as classroom library sets, theme based literacy materials, and digital media sources to promote and demonstrate 21st century literacies across the curriculums. Without MSAP funding, the opportunities to provide daily onsite social and emotional learning strategies as well as opportunities for field studies to build background knowledge as well as increase opportunities to have hands on real world applications tied directly to the culturally responsive creative arts and science theme project based hands-on learning environments would not be possible. Furthermore, core subject area classes need additional resources such as instruments, tools, and materials to fully infuse the arts into the curriculum for the culturally responsive creative arts and science theme project based hands-on learning environments to be fully implemented; all of which will not occur without MSAP funding.

In essence, without MSAP funding, Olanta Elementary Creative Arts and Science Magnet School as well as J Paul Truluck Creative Arts and Science Magnet School will struggle to realize their individual potential and success as two truly unique magnet schools that offer elementary and middle school students' exploration in not only the arts but also the sciences. Both schools will be the first MSAP funded magnet schools within the Florence County area, which is composed of five separate school districts. In addition, both schools will be the first magnet schools that FCSD3 has established. However, the "Project C3 Explores" which will establish culturally responsive creative arts and science theme project based learning environments to promote real world application in an effort to increase racial and socioeconomic diversity as well as increase student achievement will be impossible to implement without MSAP funds assistance. Should this project not be funded, district assistance and resources will

be directed toward maintaining the level of educational opportunity currently available at all Florence School District Three schools.

c) The extent to which the costs of the project exceed the applicant’s resources; and

The full implementation cost of “Project C3 Explores” at Olanta Elementary Creative Arts and Science Magnet School and J. Paul Truluck Intermediate School for Creative Arts and Science Magnet School far exceeds the district’s resources by approximately \$9,164,178.00. If the project proposal is funded, the district will assume the cost of transportation as well as personnel and professional development as based upon enrollment necessary to ensure the continued success of “Project C3 Explores” after the completion of Year 5 of the magnet project.

Table 4. New Magnet School Implementation Cost

School/District	2016-2017 General Funds	Amount Magnet School Costs Exceed General Funds
Florence School District Three	\$10,462,481.68	\$9,164,178.00
Olanta Elementary Creative Arts and Science	\$1,660,833.79	\$3,389,904.00
J. Paul Truluck Intermediate Creative Arts and Science	\$2,048,096.09	\$4,124,214.00

d) The difficulty of effectively carrying out the approved plan.

FCSD3’s “Project C3 Explores” is well developed. Yet, the quality of carrying out the project with success and fidelity includes costly professional development expenses, student resources, supplies, materials, and equipment, as well as necessary classroom supplies and equipment needed to fully implement the culturally responsive creative arts and science theme

focus learning environment units. FCSD3 would experience great difficulty in carrying out this project if MSAP funds are not available. FCSD3’s selection of Olanta Elementary Creative Arts and Science Magnet School as well as J. Paul Truluck Creative Arts and Science School to implement “Project C3 Explores” is a logical selection based upon the most recent district facilities capacity study completed in regards to population growth. Olanta’s current enrollment (236) and J. Paul Truluck’s current enrollment (264) allows for population growth typical of a magnet school while still providing and promoting a safe, secure, and positive learning environment without concerns for overcrowding while other district schools do not have the facilities space for growth expected of a magnet school. (See Table 5 below).

Table 5. New Magnet Schools Facilities Capacity Comparison

School	Facilities’ Capacity	Current Enrollment	Room for Growth
Olanta	352	236	116
J. Paul Truluck	396	264	132
Scranton	418	386	32
J. C. Lynch	462	428	34
Main Street (3rd-5th)	418	397	21
LCECC (4K-2)	560	450	110

Both schools have seen enrollment decline over the past three years which has increased racial and socioeconomic isolations among their subgroups while other district schools have had enrollment increases. An analysis of intra district transfers found on average Olanta Elementary is losing as many as 24 students (10%) a year to other FCSD3 elementary schools. Analysis of out of district transfers found that J. Paul Truluck was losing an average of 32 students (10%) a

year to nearby schools within Florence County but outside FCSD3’s attendance zones. In addition, the out of district transfers’ analysis, found that Olanta Elementary was losing an average of 10 students (4%) a year to neighboring (six miles away) out of county school.

Olanta Elementary, a 4K-5th grade school, has an enrollment that is predominantly African American (55.5%) while the other two districts 4K-5th grade schools are predominantly Caucasian (68.7%, 52.1% respectively). In addition, J. Paul Truluck, which the elementary schools are feeder schools to, has an enrollment that is predominantly African American (66.3%). Yet, when analyzing current 5th grade enrollment at the three 4K-5th elementary schools, the percentage of Caucasians should be significantly higher (See table 6 below).

Table 6. J. Paul Truluck Subgroup Comparison to District 4K-5th Elementary Schools

Area	5th Grade Subgroup Percentages vs. J Paul 6th			
	African American	Hispanic	Caucasian	Two or more
Olanta	59%	3%	38%	0
Scranton	51%	3%	43%	6%
J.C. Lynch	14%	9%	65%	12%
J. Paul Truluck	66%	13%	25%	3%

Efforts to increase enrollment at both schools have failed. Main Street is the district’s 3rd, 4th, and 5th school and has been identified as a priority school. One strategy to restructure Main Street in an effort to make improvements in achievement was to create smaller class sizes by opening Olanta Elementary as a school of choice to Main Street Elementary students for the

2016-2017 school year for approximately thirty-five (35) 3rd, 4th, and 5th grade students and their families. Although the district could not offer transportation to these students, parents were offered mileage reimbursement if their child(ren) were transferred to Olanta Elementary for the 2016-2017. An analysis of intra-district transfers found that only nine (9) students and their families from Main Street Elementary accepted the offer of school choice. Further analysis found that parents cited distance to Olanta from Lake City and back, as well as after school daycare as a hardship; especially for those parents who worked more than fifteen (15) miles away. For the 2016-2017 school year, an afterschool program was offered to further entice district families to Olanta Elementary, however, due to limited funds, the program was a self-pay program and only ten (10) students were enrolled. Therefore, both the school choice options as well as the afterschool daycare offer were failed attempts as noted by the lack of intradistrict transfer request.

With MSAP funds, transportation would be provided for students in an effort to increase racial and socioeconomic diversity; MSAP funds would be used to transport students to and from their zoned school to Olanta Elementary Creative Arts and Science Magnet School. Without MSAP funds, FCSD3 would not be able to provide transportation. **Therefore the logic model intervention would be transportation and the outputs would be 1) increased enrollment, 2) decreased African American population percentage, 3) increased Caucasian population percentage, 4) increased Hispanic population percentage, 5) increased two or more races population percentage 6) increased socioeconomic diversity, and 7) increased student achievement as measured on state assessments (See logic model).**

At J. Paul Truluck, efforts to increase enrollment have failed as well. Each year, school visits to J. Paul Truluck feeder schools (J. C. Lynch, Scranton, Main Street, and Olanta) are made

by a team of J. Paul's faculty/staff. Each visit is a school assembly which focuses is on highlighting the great happenings at J. Paul Truluck along with the different electives and exploratory classes available at J. Paul Truluck. In addition, parent meetings are held similar to the school visit for parents and students to visit the J. Paul Truluck campus. Furthermore, each year a transition trip for all 5th graders takes place during the month of May where all 5th graders have a chance to visit and tour the J. Paul Truluck campus, meet students, meet faculty/staff, and visit classrooms. However, these efforts have had minimal effects on increasing enrollment at J. Paul Truluck. As shown previously, J. Paul's enrollment is a definite decline in comparison to fourth (4th) and fifth (5th) enrollment at J. Paul's feederschools.

MSAP funds will assist in addressing the enrollment decline through a robust marketing plan in efforts to entice students to attend Olanta Elementary Creative Arts and Science as well as entice students back to FCSD3 to attend J. Paul Truluck Intermediate Creative Arts and Science. The marketing plan will include 1) magnet school fairs where students and families can tour the schools, 2) magnet school booths set up at various community events such as ArtFields (Lake City, SC), which alone draws in several thousand attendees, 3) billboard signage placed at strategic locations in the communities as well as along Highway 52, which is the main highway for Florence County, and 4) various flyers, brochures, etc. to further market both schools.

Therefore the logic model intervention would be a robust marketing plan and the outputs would be 1) increased enrollment, 2) decreased African American population percentage, 3) increased Caucasian population percentage, 4) increased Hispanic population percentage, 5) increased two or more races population percentage 6) increased socioeconomic diversity, and 7) increased student achievement as measured on state assessments (See logic model).

FCSD3, as well as the faculty/staffs, students, families, and the communities want "Project

C3 Explores” to transform Olanta Elementary and J. Paul Truluck into magnet schools which will increase racial and socioeconomic diversity , however, without MSAP funding, “Project C3 Explores” cannot be implemented as proposed.

PRIORITY 2: REVISED OR NEW MAGNET SCHOOL PROJECT

Citation 1: Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut’s interdistrict magnet school program. *Educational Evaluation and Policy Analysis*, 31(4), 323–345.

Rating: Meets WWC group design standards without reservations.

Reviewed using: Single Study Review Protocol.

Citation Outcomes: 1) The outcomes in the study are presented as well as how those outcomes are statistically significant. The paper contains both an experimental and a quasi-experimental study. The experimental study found that students who attended two interdistrict magnet schools in Connecticut had higher test scores in reading and math than students who attended non-magnet schools in the same state region. The experimental study results were positive and statistically significant with effect sizes of .138 for math and .278 for reading. (Bifulco, p. 335). **2) How the outcomes in the evidence relate to the outcomes in your project?** The study’s outcomes were for higher state mathematic and reading assessment scores for magnet school students when compared with similar non-magnet school students. FCSD3’s “Project C3 Explores” is proposing magnet schools with similar racial and socioeconomic characteristics as the schools in the study. Therefore, it is expected that by the end of the “Project C3 Explores” project period, state assessment scores in mathematics and reading (ELA) will be higher than students in non-magnet schools within FCSD3 attendance zone and Florence

County as determined by a quasi-experimental study. **Relevance to the Proposed Project:** The experimental component of Bifulco et al., focused on two magnet schools with similar racial and socioeconomic characteristics as FCSD3's "Project C3 Explores" proposed magnet schools. The study's district and FCSD3's proposed magnet schools both serve large numbers of low income students. (Study's district: , Olanta: 91.5% , J. Paul Truluck: 93.6%) The two schools in the study and the FCSD3's proposed J. Paul Truluck Intermediate School for Creative Arts and Science Magnet School both serve 6th grade students. Both the study's schools and FCSD3's district serve students in PreK-12th grade. The Connecticut schools in this proposal serve students in grades K-8 (2 schools), PreK-4 and K-4. However, it may be most directly relevant to schools with middle school grades. The study's intervention, the implementation of a magnet school, is the same implementation proposed by FCSD3's "Project C3 Explore." FCSD3's proposed magnet schools have similar attributes to the described schools in the study. Both FCSD3's proposed magnet schools and the Connecticut schools in the study: 1) have a special or unique curriculum that is attractive to a substantial number of students from different racial and socioeconomic backgrounds, 2) are designed to have more racially/ethnically diverse populations by increasing racial and socioeconomic diversity in an effort to decrease racial and socioeconomic isolation, 3) students are selected through a random lottery that does not use academic achievement as a selection factor, and 4) both seek to increase student academic achievement while increasing racial and socioeconomic diversity. Therefore, FCSD3 believes that the study cited provides evidence of potential for its "Project C3 Explores" goal of transforming two current schools into Olanta Elementary Creative Arts and Science Magnet School and J. Paul Truluck Intermediate Arts and Science Magnet School. The foundation of a magnet school is its special curriculum that is capable of attracting students from different

racial/ethnic backgrounds in an effort to increase racial and socioeconomic diversity. Therefore, **the logic model component that is supported by the intervention, a new magnet school, of which the output will be a focused theme and aligned curricula for creative arts and sciences**, which is the special curriculum capable of attracting students from different racial and ethnic backgrounds in an effort to increase racial and socioeconomic diversity. (See Project District Logic Model, 146)

As with most magnet school studies, test scores were important outcomes of Bifulco et al. (Bifulco page). The study used an experimental design to study two schools and then used a quasi-experimental design to perform an even larger study. The experimental study's two groups were: 1) treatment group composed of student selection lottery winners and 2) comparison group whose students applied but were not selected in the lottery. The quasi-experimental design study performed an even larger study which drew comparisons of students from the same district while controlling for student demographics and prior achievement. Bifulco et al., (2009) found that the quasi-experimental design study produced results of comparable reliability to the experimental approach.

As evidence in "Model Matters-The Final Report of the National Longitudinal Evaluation of Comprehensive School Reform," data shows a statically significant, positive relationship between levels of fidelity of implementation and student achievement. Therefore, the FCSD3's "Project C3 Explores" magnet proposal will utilize a robust evaluation plan (described in full detail under the Management Plan portion of this grant application) to ensure that all activities are implemented as designed and with full fidelity in order to have evidence of promise while increasing racial and socioeconomic diversity. Using the methods described by Bifulco, et al., FCSD3's "Project C3 Explores" will use a quasi-experimental design, which meets the What

Works Clearinghouse standards, to examine state assessment scores of students in grades 3 through 6 at FCSD3's "Project C3 Explores" proposed magnet schools, Olanta Elementary Creative Arts and Science Magnet School and J. Paul Truluck Intermediate Creative Arts and Science Magnet School as compared to other FCSD3 students attending traditional, non-magnet schools. The study will be performed by Dr. The evaluation questions for this study are: 1) How did FCSD3 students attending magnet schools perform on state assessments compared to FCSD3 students attending traditional, non-magnet schools perform? 2) How did different subgroups of students attending the proposed magnet schools compare to those same subgroups of students attending traditional, non-magnet schools?

The expectation or intended outcome is that students attending the proposed magnet schools will have statistically significant higher test scores than those of students attending traditional, non-magnet schools. There is evidence of promise that students who attend FCSD3's "Project C3 Explores" magnet schools will have statistically higher test scores than those of similar students attending FCSD3's traditional, non-magnet schools.

The schools studied (Bifulco, et al.) and FCSD3's "Project C3 Explores" proposed magnet schools have similar demographics and serve similar populations. The study's intervention, creating new magnet schools with high quality magnet curriculum while increasing racial and socioeconomic diversity and allowing students to apply and enroll is the same. The study supports FCSD3's "Project C3 Explores" **logic model output "focused theme and aligned curricula for creative arts and sciences instruction" with Outcome higher state assessment scores** as determined by a quasi-experimental study of Reading (ELA), Mathematics, Science, and Social Studies state assessment scores. (See Appendix A for full study).

Citation 2

Cervantes, B., Hemmer, L., & Kouzekanani, K. (2015). The impact of Project-Based Learning on minority student achievement: Implications for school redesign. *NCPEA Education Leadership Review of Doctoral Research*, 2(2), 50-66. (See Appendix B for a full copy of the article.)

Consistent with WWC Group Design Standards for “Meets with Reservation” although the study has not been reviewed by WWC.

Citation Outcomes: 1) The outcomes in the study are presented as well as how those outcomes are statistically significant. Cervantes and colleagues’ research study (2015) examined the impact of Project-Based Learning (PBL) on student academic achievement in both reading and mathematics. Specifically, this study compared middle schools students in 7th and 8th grade who utilized PBL with a comparison group of similar students who did not use PBL. To establish the equivalence between the two groups, these were compared on students’ previous academic achievement in reading and math as well as students’ demographic characteristics such as age, gender, ethnicity, and socioeconomic status (pp. 57, 59).

Statistical and practical significance. The study found statistically and practically significant differences favoring the PBL group in both reading and math achievement as measured by the state assessments in these academic areas (State of Texas Assessments of Academic Readiness; STAAR). Specifically, students in the PBL group at both grade levels outperformed the students in the non-PBL group in both reading ($p < .01$) and math ($p < .01$). Post hoc analyses showed that 7th grade PBL students not only outperformed the non-PBL group overall, but also, on all STAAR reporting categories for reading and math ($p < .01$). For reading, these include Understanding/Analysis across Genres (ES = .51), Understanding/Analysis of

Literary Texts (ES = .41), and Understanding/Analysis of Informational Texts (ES = .51). For mathematics, STAAR reporting categories include Numbers, Operations, and Quantitative Reasoning (ES = .57), Patterns, Relationship, and Algebraic Reasoning (ES = .55), Geometry and Spatial Reasoning (ES = .82), Measurement (ES = .61), and Probability and Statistics (ES = .63). Similarly, 8th grade PBL students outperformed the non-PBL group on all three reading reporting categories ($p < .01$; ES ranging between .43 and .64); however, they outperformed the non-PBL group on only one mathematics reporting category (i.e., Geometry and Spatial Reasoning; $p < .01$, ES = .41). Further analyses that took into account possible group differences, yielded similar results for both grade levels and academic areas (p. 62).

2) How the outcomes in the evidence relate to the outcomes in your project? The study by Cervantes and colleagues (2015) examined the impact of Project-Based Learning (PBL) on student academic achievement in reading and mathematics as measured by STARR, the state assessments in these academic areas. Study findings showed that PBL students outperformed the non-PBL group in both reading and mathematics. Similar to the research study, increasing student academic achievement through PBL is a primary focus of FCSD3's Project C3 Explores. PBL is a critical component of the proposed magnet program and will be implemented at both schools included in the project (i.e., Olanta Elementary Creative Arts and Science Magnet School and J. Paul Truluck Intermediate Creative Arts and Science Magnet School). These two schools have similar demographic characteristics with the schools included in the study, presenting a population of high minority, low socioeconomic status students. Similar to the study, students' academic achievement in reading and math at both magnet schools will be measured annually using state's current assessment in these academic areas (i.e., SC Ready). In addition, students' progress in reading and mathematics will be measured by the Measures of

Academic Progress (MAP) assessment and MAP scores will be used in an impact study conducted at proposed magnet schools to examine the effectiveness of PBL strategies in increasing student academic achievement.

Relevance to the Proposed Project:

Intervention. The study by Cervantes and colleagues (2015) used PBL as the guiding instructional approach to promote diversity and increased choices for the middle school students involved in the program, by engaging them in the investigation of authentic problems. Similarly, FCSD3's Project C3 Explores will implement PBL as a critical component of the magnet program at both schools involved in the project. Both Olanta Elementary School and J. Paul Truluck Intermediate School will use a hands-on inquiry based instructional model that utilizes real-world problems to promote student engagement and collaboration.

Outcomes. The study examined the impact of PBL on student academic achievement in reading and mathematics as measured by state assessments in these academic areas. Similarly, the proposed magnet program will monitor and assess students' progress in reading and mathematics using SC Ready, the current state assessments in these areas. In addition, the magnet program will use MAP assessments to monitor students' progress in reading and mathematics and to ultimately examine the effectiveness of PBL strategies in increasing student academic achievement.

Population. Students participating in the proposed magnet program have similar characteristics to the students involved in the research study. Specifically, the study included students from two middle schools in an urban school district in south Texas. The two schools, one used as an intervention group and one used as a comparison group, were similar in regards to students' previous academic achievement and their demographic characteristics. Both schools

served a population of high minority, economically disadvantaged students.

Similarly, the two schools participating in FCSD3's proposed magnet program serve a population of high minority, low socioeconomic status students. Specifically, both Olanta Elementary School and J. Paul Truluck Intermediate School have a majority of African-American students (55% and 65% respectively) and of students in poverty (approximately 86% and 89% respectively). Furthermore, the proposed magnet program will use a comparison group of similar students matched on various student characteristics including prior academic achievement in reading and math as well as key demographic characteristics such as free or reduced lunch status, ethnicity, and gender. The comparison group for this program will be created using the virtual comparisons groups (VCGs) methodology developed by researchers at Northwest Evaluation Association (NWEA). To ensure similarity of the schools in creating the comparison group, this methodology also uses school-level filters including location, schools' socioeconomic status, and school's percent minority students.

In summary, both the study presented as evidence of promise and FCSD3's proposed magnet program have a population of high minority and low socioeconomic students, implement a PBL instructional approach as a key component of the program, and seek to increase student academic achievement. Therefore, FCSD3 believes the study cited shows evidence of promise for its Project C3 Explores goal of utilizing a PBL instructional approach in its theme project based hands-on learning environments at Olanta Elementary Creative Arts and Science and J. Paul Truluck Intermediate Creative Arts and Science. **Therefore, the logic model intervention (input) is theme project based hands-on learning environments (PBL instructional approach) of which the output will be increased state assessment scores** (See Project's Logic Model on 145).

PRIORITY 3: SELECTION OF STUDENTS

Enrollment will be open to students in grades 4K-6th within Florence County School District Three (FCSD3) and its surrounding school districts. Priority would be giving to Caucasian and Hispanic students in an effort to increase racial and socioeconomic diversity while decreasing both schools African American percentage as well as both schools subsidized meal percentage. A lottery software such as Smart Choice would be purchased and used in order to ensure the correct weighting would be given to applications. Applications would be available online through all district websites as well as available at various businesses and community partners throughout Florence County. Academic achievement would not be a factor in admitting students into either school. In addition, several magnet school fairs would be held throughout the school year as well as magnet school tours and “Meet n’ Greet” days. Furthermore, the implementation of a rigorous, robust marketing plan would further aid in enrolling area students in an effort to increase racial and socioeconomic diversity at both Olanta Elementary Creative Arts and Science as well as J. Paul Truluck Creative Arts and Science. In addition, FCSD3 realizes that enrollment may not increase as desired or the number of desired applications collected. These robust, rigorous efforts would include, commercials on local channels, such as channel 15 or 13, mailers such as flyers and postcards, presentations and booths at local community events such as ArtFields, the Southeast’s biggest Art Festival, the local boys and girls club during family events, brochures and pamphlets available at various businesses such as the local doctor’s office, the local fitness center, the local daycare center, etc. **Therefore, the logic model intervention is selection of students and the output is 1) increasing student enrollment while also 2) increasing racial and socioeconomic diversity.**

Priority 4: Increasing Racial Integration and Socioeconomic Diversity (4 additional points)

The Secretary determines the extent to which the applicant proposes to increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs.

Olanta Elementary Creative Arts and Science Magnet School currently has a student population at 56% AA, 36% C, 2% H, and 12% M compared to the other district elementary percentages of 42.2 % AA, 52.1 % C, 2.6 % H, 1.8 % M (Scranton), and 16.3 % AA, 68.7 % C, 11.5 % H, 5.8 % M (J.C. Lynch). (See Table 7 below)

Table 7. Comparison of Subgroups in FCSD3’s Elementary Schools

School	AA	Caucasian	Hispanic	Mixed
Olanta	56%	36%	2%	12%
JC Lynch	16.3%	68.7%	11.5%	5.8%
SES	42.2%	52.1%	2.6%	1.8%

J. Paul Truluck Creative Arts and Science Magnet School currently has an enrollment of 264 sixth (6th) graders, who consist of 66.3 % AA, 25.4 % C, 4.9 %H, and 3.4 % M. In comparing J. Paul’s current percentages to the percentage of 3rd graders who were attending J. Paul’s feeder schools last year (2016-2017), it is evident that FCSD3 is losing students prior to enrolling at J. Paul. Also, when reviewing this comparison it is important to know that FCSD3 enrollment from third (3rd) to fourth (4th) grade typical has declinment prior to enrollment for fourth (4th) grade. FCSD3 has found through parent exit surveys and parent conferences that parents are withdrawing students prior to fourth (4th) grade in order to enroll their children in nearby private schools whose intermediate school starts at fifth (5th) grade, and have a limited number of student slots. Therefore, parents are enrolling students earlier in these schools (4th

grade) in efforts to have their child (ren) attend fifth (5th)and beyond at these schools instead of J. Paul Truluck. (See Table 8 below)

Table 8. Comparison of J. Paul Truluck Enrollment to District Third (3rd) Grade Enrollment

	Total Number of Students	AA	Caucasian	Hispanic	Mixed
J. Paul Truluck	264	66.3%	25.4%	4.9%	3.4%
District 3rd grade population 15-16	350	55.7%	36.57%	4.2%	3.4%

Through the transformation of Olanta Elementary School and J. Paul Truluck into Creative Arts and Science Magnet Schools, hands-on culturally responsive creative arts and science theme project based hands-on learning environments geared towards exposing students at an early age to various 21st century careers will be planned, created, and implemented, which will have a direct impact on 1) increasing racial and socioeconomic diversity, 2) student achievement, 3) student’s success at being college and career ready as well as 4) their life long abilities to be positive, productive citizens. The Olanta Elementary Creative Arts and Science and J. Paul Truluck Creative Arts and Science will implement culturally responsive creative arts and science theme project based learning environments that integrate the sciences, technology, the arts, literature, and mathematics. According to the U.S. Dept. of Education Office of Innovation and Improvement, desegregation is simple when you, “Create a school so distinctive and appealing—so magnetic—that it will draw a diverse range of families from throughout the community eager to enroll their children even if it means having them bused to a different and,

perhaps, distant neighborhood.” (2004, pg. 9). The report goes on to state, “magnets have remained a useful tool for reducing, eliminating or preventing racial isolation in schools”(11).

Therefore, the logic model intervention is magnet school creative arts and science curricula with outputs 1) increased racial and socioeconomic diversity and 2) increased student achievement.

Selection of the magnet theme was based upon student, parent, community, and faculty/staff input collected through a FCSD3 Magnet School Survey (Sample Survey, Appendix C) as well as several community and town meetings throughout the entire district to ensure input from across the district. “Putting together an attractive instructional program that can accomplish racial diversity includes getting people in the community involved” and “districts have typically sought broad community input through surveys, interviews, and focus groups” (U.S. DOE 2004).

Therefore, the logic model intervention is stakeholder input with output 1) magnet school creative arts and science curricula theme and 2) increased racial integration and socioeconomic diversity.

In an effort to ensure racial integration and socioeconomic diversity, both magnet schools will have an open enrollment which will allow students throughout the school district to attend Olanta Elementary Creative Arts and Science and J. Paul Truluck Intermediate Creative Arts and Science whereas in previous years attendance has been based upon specific attendance zone. In addition, Olanta Elementary Creative Arts and Science will be a choice option for students in neighboring Sumter County and Clarendon County. Furthermore, J. Paul Truluck Intermediate Creative Arts and Science will have an open enrollment for all fifth (5th) grades within Florence County and neighboring counties (Sumter, Clarendon, Williamsburg, Lee). According to the University of Pennsylvania, “providing intradistrict open enrollment is one successful strategy in

not only increasing racial integration but also socioeconomic diversity” (2017). **Therefore the logic model intervention is open enrollment/choice option with output increased racial integration and socioeconomic diversity.**

Another key component to magnet schools increasing racial integration and socioeconomic diversity is the lottery selection used. The lottery selection for both Olanta Elementary Creative Arts and Science as well as J. Paul Truluck Intermediate Creative Arts and Science will be “critical in helping ensure that the magnet schools meet their desegregation goals” (US DOE 2004, p. 52). The lottery selection for both magnet schools will focus on increasing the number of Caucasian and Hispanic students as well as decreasing the number of free and reduced meal status students. Therefore, extra lottery numbers, or points, will be awarded based upon these factors. To ensure the most effective and accurate lottery selection is achieved, a computerized lottery selection tool will be used which has the capability of assigning different weights to particular characteristics such as race and socioeconomic status in an effort to increase racial integration and socioeconomic diversity. **Therefore the logic model intervention is lottery selection software with output increased racial integration and socioeconomic diversity.**

Ensuring interaction among various students is another key component to increasing racial integration and socioeconomic diversity. Both magnet schools will establish culturally responsive theme project based hands-on learning environments that will provide rigorous, robust opportunities for hands-on, real world applications that foster cooperative learning and collaboration among students regardless of racial or socioeconomic background. Slavin and Cooper (1999) reported, “There is a need for cooperative learning groups in integrated schools in order to promote cross-race relationships” (Journal of Social Issues, 55 (4)). **Therefore, the**

logic model intervention is cooperative learning and collaboration with output increased racial integration and socioeconomic diversity.

DESEGREGATION

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

A key factor in increasing racial and socioeconomic diversity is the recruitment of students. “Development of aggressive strategies for promoting and marketing the magnet school which scream its theme such as descriptive brochures, dissemination of magnet program information to students, mailing information to parents, offering magnet school tours, and hosting large-scale, multi school recruitment events such as a magnet fair are essential to a magnet school’s efforts to ensure racial and socioeconomic diversity” (US DOE 2004, pg.23). FCSD3 will seek to employ a marketing firm to assist with creating a recruiting and marketing plan that is rigorous and robust to ensure racial and socioeconomic diversity. Recruitment and marketing efforts will include: 1) school brochures that “scream the theme” of each magnet school, 2) magnet school fair during high volume community events such as ArtFields, which draws over ten thousand (10,000) spectators, the summer Farmer’s Market, which draws over one thousand (1,000) customers, 3) billboard signages placed in strategically high traffic areas such as the intersection of Hwy 378 and Hwy 52, which are two main highways for Florence County, and other marketing pieces such as 4) mailers such as flyers and postcards to district parents, community members, local businesses and organizations.

In addition to ensure students have the essential social and emotional skills necessary to positively interact with one another among various groups as well as be successful in college, career, and life, Olanta Elementary Creative Arts and Science Magnet School as well as J. Paul

Truluck Intermediate Creative Arts and Science will provide a Social and Emotional Learning Counselor who is experienced in strategies and techniques successful in assisting students in recognizing and managing emotions, solving problems effectively, and establishing positive relationships with others; “competencies which are clearly essential to all students” (Zin & Elias, 2006).

Through being highly visible in the school, parent, teacher, and student surveys, as well as informal and formal class observations, we have seen a need for increased opportunities for student collaboration between diverse demographics of learners. We have also seen that our students come with a variety of skills and life experiences. Based on the discipline data and observations, we have found that many of our students lack the skills needed to deal with the variety of issues they encounter at school and at home. The district and school’s mission is to prepare our students for a college and/or career based future. Theme project based hands-on learning environments will incorporate a combination of real-world skills, college-preparatory thinking processes, and will additionally give them the skills they need to compete on a global scale during the 21st century. In addition, the proposed theme project based hands-on learning environments directly align to the characteristics of South Carolina’s “Profile of a South Carolina Graduate”. Each of these components will meet the needs of individual learners to increase academic performance levels as well as prepare students to be productive and successful lifelong citizens.

With this being said, FCSD3’s “Project C3 Explorers” will increase student enrollment by recruiting students who will benefit from these specific programs. Programs such as Creative Arts and Science exploratories will attract students to opportunities widely unavailable and inaccessible to our students previously in their academic careers. FCSD3’s

“Project C3 Explorers” will incorporate various strategies to ensure increased interaction among its diverse student population such as collaborative learning, project-based and problem-based learning, mixed ability and inclusive classrooms, as well as social and emotional learning programs. In addition, the school’s daily schedule will include a designated time for team building as well as the inclusion of an embedded character education and life skills program in order to increase racial and socioeconomic diversity among its student population. Furthermore, opportunities for support beyond the normal school day will be available. To ensure interaction among families and to build parent support among parents of our diverse backgrounds, family and community engagement events will be planned throughout the school year. MSAP funds will also be used to ensure that all students (regardless of socioeconomic status, ability level, or language proficiency) can engage in classwork, homework, field studies, and after school to ensure increased racial and socioeconomic diversity among its student populations. FCSD3’s “Project C3 Explores” magnet schools at Olanta Elementary Creative Arts and Science and J. Paul Truluck Creative Arts and Science are designed to create ongoing, sustained collaboration and interaction among students as well as their parents and families from diverse backgrounds to increase racial and socioeconomic diversity among both schools student population as well as families and the communities.

FCSD3 will enlist the assist of a marketing specialist to design and develop a rigorous, robust marketing plan developed in active efforts to increase racial and socioeconomic diversity with the goal of decreasing the isolation of African American and low socioeconomic status students. FCSD3 will work diligently with the marketing specialist to develop a school brochure that highlights the different programs offerings and facilities

available through FSD3's "Project C3 Explorers". In addition, marketing efforts will include the rental of a billboard will advertise the opportunities students will have access to by attending Olanta Elementary Creative Arts and Science and J. Paul Truluck Intermediate Creative Arts and Science. FCSD3 has lost over 10% of its student population to neighboring school districts and private academies. FSCD3 along with its proposed magnet schools will utilize social media outlets to direct prospective students to the opportunities available through FSD3's "Project C3 Explorers." Updated signage (road sign to an electronic sign to scroll our offerings, connect with the community, and showcase our student achievements) will be incorporated into our marketing plan, as well as print media. In order to attract students of various student populations, FCSD3 marketing plan will include materials available in other languages as well as meetings and presentations in prospective parents and students native language. FTC (Farmer's Telephone Cooperative) television advertisements will reach a large, but local audience to the expansion and opportunities of both schools. Community presentations will increase community involvement, engage stakeholders, and spread the word of the exciting possibilities awaiting upon enrollment. Mail flyers will be distributed to local residents to attract students previously enrolled and not enrolled in the district. Open houses and school tours will be held to share our magnet theme and generate excitement in the community. At Lake City's annual art festival, ArtFields, which brings in 20,000 visitors to our small, rural community, FSCD3 and its proposed magnet schools will advertise their magnet schools in a booth on the Green outside the historic Bean Market. This will create a platform to market and showcase the clubs, performances, and the outcomes of our problem and project-based learning curriculum. This will also establish a working partnership between art enthusiasts, community members, and schools. To further provide rigorous and robust

marketing and recruitment strategies, an annual Magnet School Fair will be held in the Fall and the Spring. In addition, recruitment efforts will be made during FCSD3's districtwide registration days in July of each year as another means of attracting students; all in efforts to increase racial and socioeconomic diversity while decreasing isolation of African American and low socioeconomic students.

(2) How it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools

FCSD3's "Project C3 Explores" understands the need to encourage and support interaction among students from the diverse backgrounds in order to increase racial and socioeconomic diversity among both schools' student populations. Examples of such supports would be those offered through the school based services of an ESOL interventionist, a Special Education teacher, a Parent Liaison, as well as a Social and Emotional Learning Counselor. In addition, these persons would be active participants of planning and implementation teams to ensure necessary supports such as assistive technology, technology access at home, access to social services, and provision of costumes and uniforms for performances)that will ensure open access for all students in order to increase racial and socioeconomic diversity among both schools' student populations.

FCSD3's "Project C3 Explores" understands to ensure interaction among students from diverse backgrounds the instructional approaches must encourage that interaction therefore at Olanta Elementary Creative Arts and Science and J. Paul Truluck Creative Arts and Science Schools instructional approaches will be collaborative, team based learning through inquiry based, project based tasks in order to increase racial and socioeconomic

diversity among both schools' student populations. The collaborative approach at both schools will include activities that promotes collaboration among small and large groups with such activities as field- studies, research based presentations, experiments, and ongoing projects across subject areas.

In addition to a collaborative learning approach to ensure interaction among the diverse student population, FCSD3's "Project C3 Explores" at Olanta Elementary Creative Arts and Science School and J. Paul Truluck Intermediate Creative Arts and Science School will provide opportunities for mix-ability, cross-curricular, cross grade level interaction as well as inclusive classrooms to offer even more access for interaction among students from diverse backgrounds, abilities, and educational experiences. In addition, students will work with different groups in different classes, extending their daily interaction among their peers. Classrooms and group assignments, will be of mixed- ability levels

Across FCSD3 and particularly concentrated at the elementary level is an increasing population who needs English Language Learner supports. For a relatively small district, our ESOL staff provides translation services to approximately 163 Hispanic students. However, the service is limited to one full time ESOL teacher who provides student services to all FCSD3 schools including its Junior High School, its High School, as well as its Alternative Education campus and its Adult Education campus. With MSAP funds, FCSD3's "Project C3 Explores" will employ two full time ESOL teachers. Olanta Elementary Creative Arts and Science School and J. Paul Truluck Creative Arts and Science School will each employ one part time ESOL teacher who will serve the needs of the increased Hispanic population as determined by the efforts to increase racial and socioeconomic diversity at both schools. Both ESOL teachers will be active participants of planning and implementation teams to ensure

necessary supports as available and as needed. In addition, both ESOL teachers will provide strategies and techniques to other teachers in order to provide effective instructional strategies with the theme project based hands-on learning environments in an effort to close the achievement gap and increase student achievement.

Through the schools' family and community engagement events as well as through the various opportunities our school based parent liaisons will provide our ELL parents will have the opportunity to attend various family events as well as a recruiting events which utilizes their preferred language so that they feel welcome at the school. In addition, materials such as parent letters, newsletters, as well as recruitment materials will be available in their preferred language. In addition, the ESOL teachers as well as the parent liaisons will ensure each school's parenting center have materials available in the preferred language of our parents. Furthermore, family and community engagements events and activities will include events and activities specific to our ELL families such as an PADRE ACADEMIA (Parent Academy) which would meet once a month to provide computer time with Rosetta Stone software as well as parenting activities in their preferred language such as comprehension retention lab activities that provide reading activities that utilize Versatile kits geared towards improving reading fluency as well as reading comprehension. Furthermore, portable hand devices (IPad) will have language software available as well.

(3) How it will ensure equal access and treatment for participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in math, science or technology courses, and disabled students.

These schools also have an increasing population of students with disabilities, and

schools will take extra steps to ensure that these children are able to fully participate in all magnet activities. Teachers of children with disabilities have been integral to the development of the magnet plan at each school, and all teachers will participate in professional development for CCSS (Common Core State Standards), inquiry-based, project-based learning, Classroom MOSAIC, PBIS (Positive Behavior Intervention Supports), and any school-based theme-related professional development. In our district and in these schools, special education and regular education teachers work very closely to make sure that all students have full access to activities in which they can participate. Special education teachers will meet with regular education teachers for planning and professional development. The magnet schools are using project-based and inquiry based learning approaches, both of which have been shown to improve learning for students with disabilities. Through collaboration among teachers, activities can be modified and adjusted for students, if needed, to ensure that each student's talents and abilities are tapped. Children with disabilities are mainstreamed into regular classrooms at both Olanta Elementary School of Creative Arts and Science and J. Paul Truluck Intermediate School for Creative Arts and Science and thus will be a part of field studies, guest speaker visits, and inquiry projects. All classrooms will be equipped with voice amplifier systems as it is "the ideal use of technology to make sure your instruction is heard clearly throughout the classroom" (We are the Teacher Staff, 2013). Classrooms that have active learning such as PBL classrooms, have lots of noises going on and hearing can become difficult for some students as well as students can be easily distracted. With amplification systems, students can hear clearly. "It simple: when children can hear the teacher, students are more likely to participate. When students participate, they are more likely to participate in classroom discussion, to think critically about a topic and to gain

comprehension (We Are the Staff, 2013).

For those times when students are pulled out for services such as resource, special services teachers will be using the same learning objectives/standards as their regular education peers. IEP (Individualized Education Program) goals and objectives will be addressed through project-based learning tasks. Collaborative meetings among teachers will ensure that students with disabilities have full access to the magnet programming at each school site. In addition, alternative seating will be available in all classrooms such as wobble stools, erco chairs, and stability balls.

We recognize that students with disabilities benefit greatly from the use of technology. Assistive technologies such as portable handheld devices (iPads) with headsets, speech-to-text software, and evolving apps will be used to provide critical access to technologies and virtual learning opportunities. In addition, all classrooms will be equipped with voice amplifiers, which allows for continuity in the classroom where all points can be heard with ease providing more congruent learning between all students .

(4) The effectiveness of all other desegregation strategies proposed by the applicant for the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students

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

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

In addition, Olanta Elementary School for Creative Arts and Science and J. Paul Truluck Intermediate School for Creative Arts and Science will implement a character development and leadership advisory time where the focus will be on helping students learn essential life skills that will support collaborative and project-based learning tasks, as well as individual student goal-setting and decision-making processes. Advisory time will be used to explicitly teach cultural competency, confidence, responsibility, respect for self and others, teamwork, assertive behavior, time management, stress management, positive perspective, study and test-taking techniques (and time), problem solving, and conflict resolution. This advisory time uses collaborative hands-on and role-play learning techniques that are designed

to stimulate critical and creative thinking skills. Each school's social and learning counselor will collaborate with all faculty and staff including district personnel to provide lessons that can be offered as a class or adapted to suit the needs of most content-based classrooms; lessons which offer instruction that features student-centered, activity-based lessons with stimulating discussion topics as well as extension activities, journal assignments, and assessment questions.

Essential to increasing interaction among students from diverse backgrounds is the teacher and the curriculum. Throughout the grant period, teachers will learn cultural competencies and integration strategies from peers, curriculum coaches, the social and emotional learning counselor, the leadership teams, as well as professional development sessions and consultants. Both schools will participate in professional development geared toward gaining greater cultural competencies and integration strategies. This culturally responsive professional development will be supported by onsite sessions as well as virtual sessions and demonstration lessons; all of which will be available to all personnel. During the curriculum mapping and design process at Olanta Elementary School for Creative Arts and Science and J. Paul Truluck Intermediate School for Creative Arts and Science, all faculty and staff will work to ensure a diversity of cultures and perspectives are included in the theme project based hands on learning environments as well as all curriculum and lessons.

Furthermore plans to ensure diversity among all racial and socioeconomic groups will be the use of MSAP funds to offer transportation to all students attending Olanta Elementary Creative Arts and Science as well as J. Paul Truluck Intermediate Creative Arts and Science. Currently bus transportation is only available to students who reside within the attendance zone of both schools. At Olanta, transportation mileage is offered to parents of students at

Main Street Elementary, FCSD3's priority school. Yet, only nine (9) students from Main Street currently attend Olanta. Based upon parent surveys and interviews, distance and afterschool programs are the number one (1) reason parents are not utilizing the transportation reimbursement. Therefore, with MSAP funds would provide transportation to students residing outside each school' attendance zone to ensure an increase in racial and socioeconomic diversity. In addition, Olanta Elementary School has applied for the 2017 21st Century Community Learning Center grant which would provide after school opportunities for interactions among the different racial and socioeconomic populations. Furthermore, both schools will utilize MSAP funding to increase club offerings as well as increase the number of times clubs meet. With the expansion of current clubs offered at both schools, further opportunities for diversified interactions among different racial and socioeconomic populations will be available to all students at Olanta Creative Arts and Science as well as J. Paul Truluck Intermediate Creative Arts and Science.

QUALITY OF PROJECT DESIGN

The Secretary reviews each application to determine the quality of the project design. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(1) The manner and extent to which the magnet school program will improve student academic achievement for all students attending the magnet school programs, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school, including any evidence, or if such evidence is not available, a rationale based on current research findings, to support such description

Improving student achievement as well as increasing student enrollment is at the forefront of FCSD3's "Project C3 Explores" at Olanta Elementary Creative Arts and Science and J. Paul Truluck Intermediate Creative Arts and Science. Currently FCSD3's junior high, Ronald E. McNair (REM), and high school, Lake City High (LCH), are on their third (3rd) year of implementing Project Based Learning (PBL) in grade seventh (7th) through twelfth (12th) grades. In an analysis of parent surveys, parent interviews, and enrollment patterns, FCSD3 is losing students in these grades (7th-12th) to other area schools because of misconceptions with PBL, misunderstanding of how PBL works, and decreases in student academic grades. FCSD3 recognize the need for a fundamental change in parental and student understanding as well as buy-in in regards to PBL. Therefore, FCSD3's "Project C3: Explores" seeks to improve parental and student knowledge and understanding of the essential elements of PBL instruction. In order to have improvements, FCSD3 has begun initiatives to increase parental understanding as well as student understanding of PBL at REM and LCH. Along with these initiatives is FCSD3's understanding that having PBL as an instructional approach at an early age would assist in these improvements. FCSD3 realizes that with "Project C3: Explores," there would be a clear focus of the PBL instructional approach beginning at the early childhood grades and continuing through to high school. With this early onset of PBL instruction, students will be better prepared for the PBL structure at the intermediate (6th), junior high (7th-8th) and the high school (9th-12) level. Thus, the district expectation is that with this early onset of PBL instruction, parents and students will be more likely to have a clear understanding of PBL and therefore students would be more likely to continue their educational career in FCSD3 schools.

Having theme project-based hands-on learning environments at both Olanta

Elementary Creative Arts and Science and J. Paul Truluck Intermediate Creative Arts and Science will provide support for struggling, proficient, and excelling students through a hands-on inquiry based instructional model that utilizes real-world and problem based learning, that will promote active engagement and collaboration throughout each lesson and/or unit being taught or facilitated. According to Frederick, “Student engagement measures have been shown to correlate positively with achievement. Engaged students are more likely to earn better grades and perform well on standardized tests” (Fredricks, et al, 2).

“Project C3 Explores” will include changes in instructional delivery, classroom structures, depth of learning, and the nature of learning tasks themselves which will require extensive, ongoing, sustainable, embedded professional development (at least 50 hours per teacher per year). Both magnet schools will use professional learning communities (PLCs), data teams, Classroom Mosaic (web-based tool for classroom observations), and will participate in trainings such as Project Based Learning, Capturing Kids’ Heart (Culturally Responsive), Social Emotional Learning, and PBIS (Positive Behavior Intervention Supports), as well as Arts Integration. Professional development will include formal workshops with follow up coaching by curriculum coaches, professional development providers, district instruction directors, and teacher collaboration during such times as Professional Learning Communities (PLC) and common planning times.

Collaborative and project-based learning have a positive effect on engagement and achievement as well as preparing students for the working world, where interaction among various persons is continuous and ongoing. “Overall, the research on Project-based Learning (PBL) reports positive outcomes related to student learning in the areas of content knowledge, collaborative skills, engagement and motivation, and critical thinking and problem-solving

skills.” (CELL, U of I, 2009). To be successful in life and careers, students need to be able to work with a team, verbally communicate, make decisions and solve problems, as well as plan, organize, and prioritize work all of which are components of “Project C3 Explores” theme project based hands-on learning environments. Furthermore, research finds that students working in small group assignments are higher achievers, retain information longer, and have improved communication and collaboration skills. When implemented well, theme project based hands-on learning environments (PBL) can increase content retention and improve students’ learning attitudes. According to Zimmerman, when classroom environments are interactive and engaging, which is typical of a theme project based hands-on learning environment, students are more successful in the long term (2002).

Theme project based hands-on learning environments where students use inquiry skills in a team to create a final product, while working towards established common and individual goals will be the basis for instruction at both Olanta Elementary Creative Arts and Science and J. Paul Truluck Intermediate Creative Arts and Science. Each team member (student) will have a role in the assigned project that must be fulfilled to complete the project. Completed team projects will be presented by the team through a variety of different avenues such as digital presentations which include created charts and digital tools, performances (instrumental, musical, and/or show), debates, oratorical speeches, as well as written reports. Through this learning model as well as its presentation, students not only retain information longer; they also build necessary and essential 21st century learning and life skills. Assessment for learning will be individual as well as team using rubrics specific to the project tasked to the teams. Rubrics used will assess such items as 1) quality of the product, 2) depth of content understanding demonstrated, as well as 3) individual contribution. According to

Cornell's Center for Teacher Effectiveness, rubrics assist teachers as well as students. Rubrics assist teachers by 1) providing a way to assess assignments consistently from student to student, 2) give timely feedback and promote student learning in a sustainable way, and 4) refine teaching skills by evaluating rubric results. Rubrics assist students by helping students to 1) better understand a project's expectations and components, 2) become more aware of their learning progress and process, and 3) improve their work through timely and detailed feedback. (2016).

Through the theme project based learning environments, projects will have teams of students working to solve real-world issues where their teams must hypothesize solutions, investigate those solutions, and then determine the best solution available. Then, teams inform, try to persuade, implement, and debate their solutions while creating presentations for various audiences and groups. At Olanta Elementary Creative Arts and Science, a mixed group of 3rd, 4th, and 5th graders would study engineering where in simple machines would be introduced, studied and created. Moreover, while in English Language Arts, a literature study of Cloudy with a Chance of Meatballs and the BFG would involve creative machines invented that rain meatballs or catch dreams (BIE website); all of which would incorporate dance, movement, and physical fitness through interpretative dance of simple machines or a team created scene from one of the literature studies, depending on what the team choose to do as a part of its project.

At J. Paul Truluck Intermediate Creative Arts and Science, an example of a project might be a study to explore the scientific relationships of earth, to include climate change, energy use, and alternative energy. Collaborative team activities could include the arts, drama, research, writing, teaching, and hands-on project building. This example of a theme

project based hands-on learning environment shows how students learn about all aspects of energy, its use, and its impact on humans and the earth.

In order to effectively manage theme project based learning environments, teachers will need intense, on-going, embedded professional development and training that provides strategies and techniques to best facilitate and supervise teams (at least 50 hours per teacher per year). The professional development will be received through the Flippen Group (Capturing Kid's Heart: Culturally Responsive Classrooms), the Buck Institute of Education (BIE), PBL (Project Based Learning), the Roper Mountain Science Center's Science Plus Institute, A + Schools, S²TEM CentersSC as well as two full time learning coaches at each school and attendance at various specific content area conferences such as the National PBL Conference and the ASCD National Conference. Professional development (PD) will involve teachers learning how to effectively and clearly set defined deadlines, regular meeting times, and documentation of team progress for student teams, curriculum mapping and lesson planning which includes cross curricula integration of the arts and science as core components of the theme project based hands-on learning environments. According to Oakley (2004), student teams and individual students incurred deep content and life skill learning only when roles as well as learning expectations were clearly defined. According to Oakley et al, (2004), "If team assignments are to be given, explicit steps should be taken to help students learn those skills and to equip them to deal effectively with the logistical and inter-personal problems that commonly arise in collaborative efforts." In addition, students will chart their collaboration and progress as well as create and publish their completed work through a variety of media and technologies such as the magnet school's website. Furthermore, teachers will receive PD on curriculum mapping, developing interdisciplinary magnet theme PBL units

and include hands on experience with authentic projects.

In addition, PD will include learning how to have a culturally responsive classroom where students feel welcome, appreciated, cared for, important, and that they matter. Crystal Kuykendall states, “Culture determines how children perceive life and their relationship to the world. Culture influences how and what children learn therefore educators can use culture to improve self-image and achievement.” (1989). Showing an appreciation of cultural diversity as well as incorporating teaching strategies that are equivalent to their students’ learning styles will also assist teachers in improving relationships between themselves and students as well as relationships between students and other students such as when working in teams for project based learning.

Furthermore, PD will include teacher’s learning the fundamentals of how to integrate the arts into the theme project based hands-on learning environments so that not only will science be an integral part of learning, but also the arts. This interdisciplinary approach will offer students opportunities to develop their creativity, to have innovative ways of thinking, to learn as well as showcase what they know. Integration of the arts into the theme project based hands-on learning environments will have teachers teaching the state standards in a collaborative, many-disciplined approach with the arts continuously woven into every aspect of a student’s learning while deepening and enhancing each student’s educational experience which will also be preparing them for today’s creative and global economy.

Olanta Elementary Creative Arts and Science

Olanta Elementary Creative Arts and Science chose its combined Arts and Science theme to address the needs of its students: low achievement scores and disengagement in the traditional classroom structure. Due to a declining student enrollment, Olanta currently has

part-time physical education, music, and art which limits what classes students can choose in regards to exploratory classes. Furthermore, Olanta's 1) science lab is such that it currently only serves third (3rd) and fourth (4th) grade students, 2) computer lab is only available for basic computer programs during exploratory times, 3) media center has limited computer access as well as a limited number of books per student, and 4) building renovations have only included the necessary repairs to ensure upkeep of the building as well as safety. In addition, such creative aspects as a STEM team, a drama team, a culinary arts team, etc. is only available as a once a month club which there again puts a limit on student selection as well as exposure and involved in creative, engaging, hands-on experiences.

With creative arts and science as its theme, FCSD3's "Project C3: Explores" at Olanta Elementary Creative Arts and Science Magnet School will create theme project based hands-on learning environments across the curriculum to increase understanding, learning, and mastery of content in mathematics, science, social studies, and English Language Arts. Olanta Elementary School for Creative Arts and Science's theme project based hands-on learning environments will increase academic achievement by shifting from traditional instruction to project based learning which will engage all students by zoning in on their natural curiosity through inquiry and will provide differentiation necessary for the variety of learning styles students have. To ensure all students achieve academic success, teachers will use a variety of instructional approaches along with project based learning such as explicit direct instruction, response to intervention, and independent student projects.

To ensure Olanta is meeting the individual needs of students, data teams will meet to review individual student progress, monitor and adjust instruction as needed while Response to Intervention (RTI) teams and programs will help identify struggling learners and

appropriate interventions. Teachers will meet weekly for Professional Learning Communities (PLC) to discuss student progress, assessments, and instruction as well as receive rigorous, robust PD sessions tailored to the individual teacher’s needs and student needs within each class and grade level. Furthermore, students will have access to hand-held learning devices (iPads) where software and learning games will help children learn through fun, age-appropriate activities embedded into the project based learning in all content areas. In addition, Olanta’s ESOL population will benefit from the translation software, allowing them to learning English at a higher level.

In regards to the sciences, “Project C3: Explores” theme project based learning environments will be derived from the current South Carolina State Standards and will expand upon the current Delta Education and Carolina Biology science curriculum already at Olanta in addition to kits which incorporate engineering such as Engineering is Elementary which offers furthermore hands on experiences relevant to the state standards and the GEMS Sequences for Space and Ocean which correlates to South Carolina state standards in 3rd, 4th, and 5th grades. A curriculum team composed of highly qualified teachers who have previously worked on curriculum teams will work during the summer to successfully create a distinct curriculum which incorporates and integrates core academic standards with creative arts such as dance and drama, technology, fitness, and multimedia activities and projects.

Currently, Olanta has the following science curriculum kits available to students:

Table 9: Current Science Kits

Grade Level	Physical	Earth	Life
--------------------	-----------------	--------------	-------------

5K	Wood and Paper	Weather and Sky	Animals Two by Two
1 st Grade	Sunshine and Shadow	Pebbles, Sand, & Silt Finding the Moon	New Plants
2 nd Grade	Solids and Liquids Force and Motion	Weather	Life Cycle of Butterflies
3 rd Grade	Changes Force and Motion	Rocks and Minerals	Structures of Life
4 th Grade	Sound	Stars and Solar System	Animal Studies
5 th Grade	Motion and Design Mixtures and Solutions	Land and Water	Ecosystems

In regards to the GEMS Sequences, these particular units provide students with more scientific knowledge and educational depth of learning, informational readings, and new learning technologies while teaching key concepts of a particular science area. GEMS sequences give students the opportunity to be scientists while learning how to make inquiries about the real world. In looking at Engineering is Elementary (EiE), these units provide students with more inquiry based STEM (Science, Technology, Engineering, Math) opportunities that teaches students thinking and reasoning skills needed for success. EiE is centered around the engineering design process. EiE teaches kids how to solve problems systematically while creating skills, optimism, and attitudes important for their futures while

developing a student's engineering literacy. EiE engages students in critical thinking and allows them to make connections with the engineering process and math.

To further engage students in the theme project based hands-on learning environments, teachers will have math manipulatives, theme based classroom literacy sets, theme based leveled readers, theme based reader theater sets, as well as new classroom tools, technologies, and instruments to use in lessons. In addition, to incorporate the theme project based learning environments across the curriculums, the arts, music, and physical education will include interpretative dances, choral performance, and instrumental performances. Furthermore, all subjects will use digital technologies to teach content as well as having virtual technologies to investigate and analyze data and create multi-media projects such as morning news shows, video with voice and sounds for the project based learning projects. To ensure theme based learning environments incorporate and integrate creative arts and science with core academic subjects, Olanta will hire additional staff such as a full time music teacher who will provide instruction for choral as well as musical performances and a full time multi-media lab teacher who will provide instruction as well as facilitation for a school-wide morning new show, digital presentations. With having more opportunities for choral, dance, and musical performances, FCSD3's "Project C3: Explores" at Olanta will use MSAP funds for renovations of Olanta's current stage as well as its multi-purpose room where the stage is located. Renovations will include such renovations as:

- updating stage curtains,
- adding new light features to the stage as well as the multi-purpose room,
- enhancing the sounds system,
- revarnishing the stage and laying new flooring which is more conducive for dance,

- purchasing wireless headsets and mics, and
- purchase of stage props, performance costumes, and performance outfits.

In addition to further enhance the creative arts at Olanta, “Project C3: Explores” will use MSAP funds to purchase such musical instruments as records, drums, and keyboards.

To create a multimedia lab at Olanta, “Project C3: Explores” will renovate Olanta’s current computer lab to include purchases such as:

- an Apple MacBook Learning Lab complete with charging cart,
- an Activpanel board to presentations and interactive lessons,
- the LanSchool lab management software for management of student progress,
- class set of portable hand-held devices (iPads) with charging station, and
- a green screen to use with student projects and presentations as well as the morning news show.

In addition, the multimedia lab teacher will also facilitate blended learning classes in coding, spanish, and keyboarding through a collaboration with the South Carolina Department of Education virtual learning department.

To further emphasize the creative arts and science theme at Olanta as well as ensure hands-on is an integral part of a student’s school day experience, Olanta’s hallways will be renovated to have such exploration available as:

- the “OES Hanging Wall Art Gallery” where “artist” can proudly display their art designs and projects and others can view their peers creations,
- Lego boards placed on each hallway wall where each class has the opportunity to use Legos to create artwork, mathematical equations, or a representation of what a student or class studied in science,

- mathematical balance beams with dry erase board and markers underneath for students to create original mathematical equations and their peers solve the equations,
- class social studies project displays which showcases to others how students incorporated the arts such as class quilts created after reading about *Sweet Clara and The Freedom Quilt* or colonial cabins created from cardboard after studying about colonial America, or
- science integrated artwork where students melted crayons onto canvas when they investigated, “Can a Solid Turn to a Liquid?” or artwork where students used magnets to design painted artwork.

In addition, FCSD3’s “Project C3: Explores” at Olanta would create outdoor hands-on learning experiences such as:

- a school wide garden where each class had their own gardening area to be responsible for,
- an outdoor amphitheatre where classes could hold live productions of reader’s theatre, and groups could hold drama, choral, or musical performances,
- an outdoor learning center equipped with dry erase boards, and tables and chairs for classes to have outdoor classes,
- a musical area with drums, chimes, and xylophones where students could explore music while outside, and
- a musical creation wall where classes create and hang their own musical instruments.

To ensure students at Olanta Creative Arts and Science have the necessary resources in a common location where access is available to all students, Olanta’s current media center will be renovated to become a media commons area where students will want to go to read, research, collaborate, and/or plan either individually, in teams, or groups. Renovations will

include such redesigning as:

- upgrading current technologies to include laptops, desktops, green screens, Activpanels, audio systems, and portable hand held devices (iPads),
- upgrading of current school wide video feed infrastructure to allow for school wide broadcasting of daily morning show, presentations, etc.,
- purchase of books and materials relevant to theme project based hands-on learning environment as well as student interests deemed from various student interest inventories and class literacy needs determined from faculty and staff inventories, and
- online access to various educational programs and materials to further broaden the availability of a variety of materials and media.

Using the theme project based hands-on learning environments will allow FCSD3's "Project C3: Explores" at Olanta to have an inquiry based model where students are more engaged in the content because students will be learning in variety of formats and medias as well as demonstrating their learning in a variety of ways such as presentations, speeches, dances, performances, skits, etc. In addition, the theme project based learning environments will provide students with the skills necessary to be successful problem solvers, independent thinkers, clear communicators, lifelong learners, as well as future productive citizens.

With theme project based hands-on learning environments, student engagement, differentiation, and academic success will be top priority at Olanta. Through project based learning, students who need ways to express their knowledge other than the traditional paper and pencil test will be given the opportunity to show what their know through a variety of authentic ways specific to their need. In addition, project based learning will keep students most likely disengaged in the traditional instructional setting engaged which will provide

those students the opportunity to successfully achieve.

J. Paul Truluck Intermediate (JPTIS) Creative Arts and Science

J. Paul Truluck Intermediate Creative Arts and Science Magnet School seeks to enhance student exposure to academic opportunities with “Project C3 Explores” by increasing the course offerings in the creative arts and science, as well as integrating the creative arts into the core content subjects through project based learning. “Project C3 Explores” will also increase critical thinking skills, and better meet the requirements of the South Carolina graduate, as well as offer social and emotional support for our students. Implementation of this plan will be essential in increasing our students’ achievement and experience. In addition to increasing the racial and socioeconomic diversity in rigorous efforts to decrease isolation of African American and low socioeconomic students.

In the area of Creative Arts, J. Paul Truluck Intermediate School for Creative Arts and Science proposes to create hands-on learning environments, integrate the Creative Arts using project based learning, utilize state of the art technology, and produce original works of art, performances, or musical arrangements. J. Paul Truluck Intermediate Creative Arts and Science Magnet School also plans to hire additional staff to enhance our students creative arts experience so that they may learn from seasoned professionals in the area of creative arts. These creative arts professionals would collaborate with the content area teachers to plan lessons that connect to the content standards and lessons that students are learning. By collaborating, the students will not see the academic content and the creative arts in isolation, but would rather see different ways to express learning.

Creative arts education will provide students of diverse backgrounds with a multitude of positive outcomes. In the realm of social and emotional support, creative arts will

encourage our students to build a sense of self-awareness, promote confidence, actively enhance communication skills, increase student motivation and engagement, while also decreasing disciplinary infractions. Creative arts learning will also scaffold positive social developments in students of varying social and emotional needs. Creative arts will deepen student engagement and foster critical thinking.

Currently, JPTIS has a piano lab that offers a limited amount of students the opportunity to learn an instrument for the first time. With MSAP funding, JPTIS will add a guitar lab to provide students an additional course offering so that more students may explore classical and contemporary music. The students of JPTI have a great sense of pride in their musical achievements and so it is the plan to renovate our current stage by updating the curtains, adding new lighting features, enhancing the sound system, painting the floor and stage, and buying new mics and props to highlight the continued achievements of all students.

JPTIS' present chorus and show choir will benefit from these renovations and added additions as well. JPTIS is also seeking to hire additional staff to concentrate specifically in the areas of chorus and show choir. Trained professionals will be able to develop these offerings into individualized and specialized programs to be added to our course selection. In addition, JPTIS seeks to renovate current classrooms to make them soundproof, so that students can fully express their creativity without disrupting the learning of others. Each renovated classroom will be equipped with added features like; floor-to-ceiling mirrors, performance attire, and new music.

JPTIS currently offers an opportunity for a select group of students to explore the art of media production. Students at JPTIS produce a weekly morning broadcast show to highlight student and faculty achievement, promote extended learning opportunities, update

the school community on special happenings at the school, and offer words of encouragement. JPTIS seeks to develop this course offering further with new opportunities such as coding, media production, and media design, etc. To make this a reality, JPTIS plans to purchase chromebooks or laptops, and other media production items such as editing software, mics, iPads, coding script, and sound materials. In addition to students using this technology in elective courses, English, Math, Science and Social Studies teachers will create projects where students produce media products such as iMovies, Animoto projects, virtual tours, virtual museums, etc.

Due to current budgetary restrictions, JPTIS shares an art teacher with Olanta Elementary School. A full-time art teacher would allow students from diverse backgrounds to fully express their creativity, to work with a variety of art mediums, develop professional products, and integrate art across the curriculum. This plan would enable our students to experience art by using clay, printing, weaving, sculpting, fiber arts, drawing, and painting every year; which would follow a model for a fully equipped art classroom. The opportunity for our students to create would not be limited to just a classroom model. JPTIS seeks to create partnerships with visiting and local artists, subscribe to professional art publications, take field trips to local art museums, and showcase students artwork along with the community at ArtFields. Through an expanded art program, art would be able to be integrated across the curriculum with other content areas. For example, when students are studying Medieval China and Japan in social studies, they would have the opportunity to create original works of calligraphy using specialized calligraphy pens.

In the area of technology and Project Based Learning, JPTIS is currently limited in its capability to provide integrated learning experiences using technology. This greatly

hinders the students ability to engage in the PBL style of learning. It is imperative that the students of JPTIS, and all students of diverse backgrounds, have the opportunity to develop 21st Century skills as well as critical thinking, as fostered through the PBL model so that they may compete on a global stage in the areas of innovation and collaboration.

Laptops would be purchased (JPTIS already has 80 laptops) to expand the instructional capacity of JPTIS teachers and the academic achievement of JPTIS students. Access to one-to-one technology will provide JPTIS students with collaborative project based learning opportunities, individualized instructional opportunities, increased levels of engagement and motivation, new and creative ways of self-expression, real-time feedback, and a feeling of pride. It is anticipated that integrating technology and the PBL model will require additional professional development for staff and the implementation of safeguards for students. JPTIS faculty and staff will receive training in project based learning through the Buck Institute of Education (BIE). Teachers and staff will receive initial training before the school year starts followed by additional training throughout the school year.

In order to implement project based learning and increase collaboration among students, J. Paul Truluck Creative Arts and Science Magnet School will purchase laptops so that every student will have access to a laptop every day. In addition, we will purchase protective cases or laptop sleeves to ensure the longevity of the technology acquired. In an effort to further make the technology accessible to the students of J. Paul Truluck Creative Arts and Science Magnet School, storage carts will be needed to serve as charging stations in each classroom.

Finally, the purchase of collaborative furniture and flexible seating options will allow for students to communicate and collaborate on their projects, provide increased use of

technology in the classrooms of J.Paul Truluck Creative Arts and Science Magnet School, as well as provide students with various levels of academic performance, achievement, and motivation an opportunity to learn and create in an environment that is the least restrictive to their learning style.

In the area of science, our district's elementary schools that feed into our middle school are already implementing STEM programs and curriculum. Students are being taught how to explore problems with a critical thinking processes and how to persevere to solve problems. In order for our students to be ready for college and careers in science and engineering, it is critical for J. Paul Truluck Intermediate School for Creative Arts and Science, which serves our 6th graders, to continue teaching our students with STEM programs and curriculum. "Project C3 Explores" would offer a multitude of hands-on science and engineering activities to students in their science classes, as well as offer science electives (such as robotics, engineering, etc.) that will support and enhance required science standards. The science teachers at JPTIS already implement hands on science activities as much as possible in their classroom, but are limited because of classroom space and materials. "Project C3 Explores" would renovate classroom spaces into additional science labs. In addition to the science labs, the project would renovate and create Science preparation rooms, where science teachers can prep science labs without interfering with desk space required for traditional lesson delivery.

"Project C3 Explores" would also renovate a classroom into a STEM lab to store STEM activities and materials to teach our students inquiry skills and problem solving. Based on student data and need, teachers could work with the STEM coach to set up activities to address the needs of our students. The STEM lab would include materials such as dash bots

(robots that can be programmed by students with various levels of coding), K'Nex construction and engineering materials, Keva planks with lesson plans, plant unit materials, Lego boards where each class has the opportunity to use Legos to create artwork, mathematical equations, or a representation of what a student or class studied in science, mathematical balance beams with dry erase board and markers underneath for students to create original mathematical equations and their peers solve the equations, etc.

To further implement the creative arts and science theme at J. Paul Truluck Intermediate School as well as ensure hands-on is an integral part of a student's school day experience, J. Paul Truluck Intermediate School will renovate areas such as:

- the outside areas that are used for PE and recreation: Creative areas will be added for students to explore music and arts as well as science and engineering. J. Paul Truluck Intermediate School for Creative Arts and Science will add areas such as a “creative corner” with objects and materials for students to create and play with materials, a musical area outside where students can “play” with traditional and non-traditional objects to play and discover sounds and music.
- the “JPTIS Student Art Gallery” where student artwork can proudly display their art designs and projects and others can view their peers creations. This will also be a place to display
- class social studies project displays which showcases to others how students incorporated the arts in products such as interactive timelines to display different units in ancient history, student created artifacts representing tools that may have been used in ancient times, and drama boards to represent lessons in ancient history (ex. Black Plague, major events of the Peloponnesian War, key innovations from Mesopotamia, key concepts of

Hinduism and Buddhism, etc.)

- JPTIS Future Scientist displays of science integrated artwork where students create artistic representations of scientific concepts such as student created simple machines, representations of winds, clouds, and other weather concepts, parts of plants and plant processes, etc.

(2) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long term success; or more than one of these types of evidence. (34 CFR 75.210)

FCSD3 has recorded evidence of success for sustaining programs after grant assistance has no longer been available for those programs. At the end of the MSAP funding, FCSD3 will continue to implement the magnet schools established with this grant proposal through strategic planning of local, state, and federal funding as well as active, aggressive grant seeking efforts and expanded collaborations with outside partners. The project director and district staff will coordinate the development of a detailed plan for sustainability at both magnet schools. A sustainability planning team will be created which will be composed of both internal and external stakeholders who have decision making authority. This team will utilize the MSAP Center's sustainability toolkit to develop a concrete plan of action for sustainability which will include action steps to 1) prioritize activities to be sustained, 2) establish the project's needs for personnel, fiscal, and other products deemed necessary for sustainability, 3) identify the resources available to meet those needs, and 4) determine the

resources needed to fill any identified areas of shortfall. School and district officials will utilize existing resources to ensure the continuation of MSAP grant activities. Furthermore federal funds such as Title I and 21st Century Community Learning Center grants will be utilized to continue the theme project based learning environments at both schools through the purchase of continued course materials, refurbishment of science kits, field trips to promote real-world hands on experiences, as well as the purchase of mobile learning devices. In addition, Title II funds will be utilized to provide sustained professional development to school staff on project based learning, social and emotional learning, culturally responsive classrooms, PBIS, as well as Response to Intervention (RTI).

There is a broad support for and commitment to this MSAP project from business and community partners as well as state legislators ((Appendix D for Letters of Support). The sustainability planning team will work with these partners throughout the project to determine levels of services that will be continued after MSAP funding is no longer available. In addition, the sustainability planning team will regularly meet throughout the grant period to continuously refine the project's data-driven sustainability financial and operating plan, aligned to the priorities and resources identified, and informed by feedback from the rigorous evaluation cycle.

Furthermore, the sustainability planning team will aggressively seek out grants to apply for funding that will enhance both magnet schools' activities as well continue to implement activities after MSA funding is no longer available. Grants for funding may include applications to: National Endowment of the Arts; National Endowment for the Humanities; National Aeronautical and Space Agency; Innovative Approaches to Literacy; Teacher Incentive Fund; Promise Neighborhoods, Investing in Innovation Funds (i3);

Elementary and Secondary School Counseling Programs, Title I School Improvement Grant, and the 21st Century Community Learning Center Grant. In addition to seeking out federal and state grant funding, additional funding support may be sought from such businesses, associations, or foundations as: Lowe's Toolbox for Education Grant, Champions for America Grant, The Dollar General Literacy Grant, the Voya Foundation Grant, The Ford Foundation; The Kresge Foundation; The GE Foundation; The Verizon Foundation; The Prudential Foundation; The Braitmayer Foundation; The Siemens Foundation; The Heckscher Foundation for Children; The Bill & Melinda Gates Foundation; Fund for Public Schools; The Coca-Cola Foundation: Educational Programs; American Honda Foundation; Toyota Tapestry Foundation Grant; National Council of Teachers of Mathematics; ASCD's Teacher Impact Grants; JPMorgan Chase & Co.; Corning Foundation; AT&T Foundation; International Reading Association Grant, Santee Electric Cooperative Bright Ideas Grant.

(3) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

High, Quality, Sustained Professional Development (PD) throughout the five years of the project period will include outside technical assistance with specialized expertise with follow up coaching by the school Reading coach, the school STEAM coach, and the district technology coach as well as teacher collaboration such as Professional Learning Communities (PLC) and theme project based hands-on learning project development. At both proposed magnet schools, each teacher will participate in at least 100 hours of PD geared towards deepening the understanding and knowledge of theme project based hands-on learning environments as well as effective instructional strategies and pedagogy and technology

training. The project design has PD follow-up and coaching activities through onsite group and one-to-one sessions as well as monthly school wide PD sessions and weekly Professional Learning Communities (PLCs) which provides teachers with job-embedded professional learning, as well as time to practice, research, and reflect for effective transfer of new learning into the learning environments.

At each proposed magnet school, a full time reading and a full time STEM coach will provide teacher support through follow up coaching, modeling, and demonstrating, as well as provide feedback. Additional follow up will be provided by expert trainers and consultants in off-site and on-site PD sessions. Coaches at both schools will facilitate weekly PLCs that will be tailored to meet the needs of the students and teachers such as cross-curricula PLCs, grade level PLCs, and subject area PLCs. Furthermore, bi-monthly school wide PD sessions will focus on effective instructional practices within the theme project based hands-on learning environment geared towards improving academic achievement for all students and for all student subgroups, as well as meeting specific challenges unique to the students in each schools.

The result of these PD activities will be theme project based hands-on learning environments using high, quality peer reviewed units of instruction that integrate core academic subjects along with the creative arts and that use new and improved effective instructional practices such as project based projects, student led discussions, collaborative teams, and various rubrics for assessment.

The Buck Institute of Education (BIE) will provide robust, rigorous professional development in the area of Project Based Learning (PBL). BIE will provide training for PBL 101 and PBL 201 which provides staff with the skills and knowledge needed to design, assess,

and manage a rigorous, relevant, and standards-based project as well as technology integration and literacy collaboration. The BIE PD will take the staff through the actual PBL process. The BIE PD is a balance of direct instruction, video analysis, hands on-work, resource sharing, and peer collaboration and feedback. Staff will be actively engaged in project design and each team will create and design a project plan that incorporates each school's magnet theme curriculum. In addition to the training days, BIE will provide follow up support with sustained support visits, which are tailored to staff and school needs as based upon surveys BIE has the faculty, staff, and administrators to complete and cover such PD topics as project design, assessment, and management. (See Table 8 for PD specifics)

The Flippen Group will provide robust, rigorous culturally responsive training for faculty, staff, and administrators in order to have theme project based hands-on learning environments that are high-achieving centers of learning where students' connectedness to each other is strengthened through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. Through this training, teachers will learn techniques and strategies to 1) increase student engagement, 2) increase racial diversity through collaboration techniques and strategies, 3) decrease discipline referrals, 4) increase student, as well as, teacher attendance and 5) have significant improvements in student academic performance. (See Table 8 for PD specifics)

S2TEM CentersSC will provide customized on-site and virtual training tailored to each school's need for STEM instruction such as strategic leadership support, instructional support, project based learning, lab design and implementation. In addition, S2TEM CentersSC will assist schools in planning for, documenting, and achieving STEM certification. Furthermore, S2TEM CentersSC will provide on-site training for the EiE

(Engineering is Elementary) science curricula which is a part of both Olanta and JPTI's project design. (See Table 10 for PD specifics)

A+ Schools Program will provide both schools with highly experiential opportunities for participants to engage as an individual, grade level, small group, whole school experiences where educators assess their instructional practices and learn to apply new instructional approaches to have the arts as an integral component of theme project based hands-on learning environments. The professional development provided will be in an on-site institute with follow up provided by on-site visits with one as well as ongoing support to each school's leadership team to ensure the arts continue to be an integral component of instruction. (See Table 8 for PD specifics)

Table 10. Five (5) Year Project Period Professional Development (PD) Hours

PD Focus	Professional Development (PD) Hours					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total PD Hours 5 Year Project Period
BIE Buck Institute Project Based Learning	35 hours	14 hours	14 hours	7 hours	7 hours	77 hours
Flippen Group Culturally Responsive Classrooms	14 hours	21 hours	7 hours	7 hours	7 hours	63 hours
S ² Tem Centers SC Strategic and Instructional Support for STEM lab design and implementation	21 hours	14 hours	14 hours	14 hours	7 hours	70 hours

A+ Plus Arts Integration	49 hours	35 hours	28 hours	7 hours	7 hours	126 hours
School wide PD sessions Support of Magnet School Initiatives	15 hours	15 hours	15 hours	15 hours	15 hours	75 hours
PLC's Support of Magnet School Initiatives	30 hours	30 hours	330 hours	30 hours	30 hours	180 Hours
Total PD Hours Over 5 Year Project Period						591 hours

Through this ongoing, sustained, embedded PD, all teachers will be prepared to ensure a full transformation from a traditional school to a magnet school. In addition to theme project based hands-on environments, teachers will be trained each year to meet the educational needs of all students including access and inclusion, differentiation, and cultural responsiveness. These intensive PD sessions will ensure that both magnet schools will continue to offer the magnet school creative arts and science theme well after federal funding has ended.

Follow-up as well as job embedded learning through school wide bi-monthly PD sessions and weekly PLCs sessions will be a major component for professional learning at each school through coaching, filming, peer observations, modeling, reflecting, sharing new learnings, and working with data-focused PLC teams. At each school full time high quality coaches, and consultant trainers (outside technical assistance) will provide follow-up training, materials, and guidance through PLC sessions, planning periods, as well as bi-monthly school wide PD sessions and district wide PD days. Furthermore, the district technology coach will provide training to assist teachers in integrating technology as well as developing the proper

basic skills to reinforce their learning. Teachers will receive technology PD such as Google Docs, Google Classroom, green screen, as well as apps, how to implement one to one technology and other relevant technology training.

(4) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Theme Project Based Hands-on Learning Environments Supported by Strong Theory

The creative arts and science magnet theme within project based hands-on learning environments is school transformational model FCSD3 “Project C3: Explores” has proposed to transform two district schools: 1) Olanta Elementary and 2) J. Paul Truluck Intermediate. This transformation model has a strong research base that is founded upon many educational research strategies including:

- Project Based Learning
- Student Collaboration
- Student Engagement
- Outdoor Learning
- Arts Integration
- STEM Integration
- Culturally Responsive Classrooms
- Professional Learning Communities (PLC)
- Data Teams
- Professional Development

Project Based Learning (PBL)

According to the Center for Educational Learning, research results find PBL to have

“positive outcomes related to student learning in the areas of content knowledge, collaborative skills, engagement and motivation, as well as critical thinking and problem-solving skills.”

PBL moves the traditional instructional approach into one where students are actively engage, collaborate as a team, use critical thinking and problem solving skills to solve real world problems, and are involved in peer to peer learning. According to Zimmerman (2002), when classroom environments are interactive and engaging, which is typical of a theme project based hands-on learning environment, students are more successful in the long term. Through the PBL learning model, students not only retain information longer; they also build necessary and essential 21st century learning and life skills. With PBL, learning assessment is moved from the paper and pencil testing to individual and team rubrics designed specifically for the project’s task. According to Brookhart (2013), “Rubrics are used to assess not only the quality of the product, but also the depth of content understanding is demonstrated as well as individual contribution.” In addition, having PBL as an learning approach where rubrics as used to assess individuals and collaborative teams provides assistance to students by 1) providing a better understanding of expectations, 2) allow them to be more aware of their learning progress and process, and 3) improve their work through timely and detailed feedback (CCTE, 2017). In addition, PBL promotes lifelong learning by allowing students 1) through the use of technology, to reach out beyond the school building and the traditional classroom setting, 2) to become engaged builders of a new knowledge base, 3) become active, lifelong learners, and 4) take control of their own learning (Shulman, 2007).

Student Collaboration

Through the transformation of traditional instructional approaches to PBL instructional approaches students are given various opportunities for student collaboration. According to

Hawkes, et. al., Student collaboration allows for learning that results in enhanced understanding, increased confidence, and greater participation in discussion. In addition, Hawkes et. al, goes on to state that student collaboration among PBL teams gives students who typically shy away from raising their hand, answering out loud, or asking questions the opportunity for greater participation as it allows for students to be within a non-threatening, non-intimidating small group environment. Furthermore, Hawkes et. al, found that small group environments (PBL teams) provides all students the opportunity to receive positive encouragement and individual feedback from peers. Hawkes, et. al., found that not only did participation in collaborative teams encourage and promote positive interactions among peers, it also increases the development of critical thinking, interpretation, and conceptualization skills. Steiner (1998) noted that “collaboration produces multiple outcomes as well as questions and all members of the collaborative team “seek to achieve goals through consideration of everyone’s contributions, talk freely and openly, and actively listen.” Bruffee (1996) found “through collaboration, students learn interdependence and are able to construct knowledge by talking together and reaching agreements or consensus among their team.”

Outdoor Learning

Outdoor learning allows students to have the opportunity to step outside the traditional classroom setting while emphasizing the fact that learning occurs everywhere. Furthermore, outdoor learning allows students opportunities to develop their knowledge base beyond the traditional classroom setting. According to Rickinson (2004), “there is substantial evidence to indicate that outdoor learning or studies offers learners opportunities to develop their knowledge skills in ways that add value to their everyday experiences in the classroom”. Rickinson (2004) further states that “the studies reviewed found that outdoor learning can have a positive impact

on long-term memory due to the memorable nature of outdoor learning itself.” In 2002, Ballantyne and Packer found that “touching and interacting without the outdoor learning setting greatly contributed to a student’s increased learning.” In addition, Ballantyne and Packer (2002) found that when students’ learning involves outdoor learning that “learning is facilitated by their shared and direct experience of the outdoor surroundings.” According to the NWF, “one solution to this is to provide more time for outdoor learning (2010).” Koyle (2010) states that “outdoor education helps students become high-performance learners with skill sets that will be with them throughout their lives and helps students perform measurably better on standardized tests.” In our society today, children are less: 1) physically fit, 2) able to concentrate, 3) able to relate to peers and adults, and 4) able to be effective in the classroom than any previous generation of children (National Wildlife Federation (NWF), 2010). Research on outdoor education reveals that outdoor learning 1) usefully employs all of a student’s native intelligences, ranging from math and science smarts to interpersonal communication, 2) is particularly effective at helping under-resourced, low-income students perform measurably better in school, 3) quantitatively increases student motivation and enthusiasm to learn, 4) markedly improves classroom behavior with fewer discipline referrals and related problems, 5) helps students concentrate for longer periods, and 6) helps mitigate attention deficit problems (NFW, 2010).

Arts Integration

With the Creative Arts and Science magnet theme, the arts will be an integral part of student learning and an essential subject with significant benefits. Goldberg (2005) found that “the arts promote active participation, foster creativity, and allow for self-expression.” According to Stokrocki (2005), “the arts can stimulate thinking, help form knowledgeable citizens, and positively affect child development and learning.” Additionally, Rabkin and Redmond (2004)

stated, “the arts allows for the various learning styles of students.” Luftig (2000) stated “the arts encompass many disciplines therefore being a natural fit when integrated within the curriculum”. Luftig (2000) goes on to mention that “arts integration promotes high levels of student learning by recognizing the educational curriculum as a whole; not a divided curriculum with distinct parts (science, math, etc.)” According to Rankine-Landers (2014), “Arts integration provides critical thinking, collaboration, communication, and creativity at level higher than that of the traditional instructional approach.” “With Arts integration, students observe, reflect, explore, engage, and persist which are habits that help students develop critical thinking skills across the disciplines” (Rankine-Landers, 2014). Furthermore, Deleuze & Guattari (1987) believe that “Arts integration concentrates on the ability of the arts to teach across/through the curriculum and transcend the school subject boundaries.”

STEM Integration

Another component of the Creative Arts and Science magnet theme is STEM integration whereby science, technology, engineering, and math provides continuous expansion of student learning through inquiry based projects. According to Furner & Kumar (2007), there are many benefits that have been connected with the use of an integrated educational approach and “the research indicates that using an interdisciplinary or integrated curriculum provides opportunities for more relevant, less fragmented, and more stimulating experiences for learners.” Bragow, Gragow, & Smith (1995) stated that there are “several benefits of STEM integration including making students better problem solvers, innovators, inventors, self-reliant, logical thinkers, and technologically literate. These researchers go on to indicate that “studies have shown that integrating math and science has a positive impact on student attitudes and interest in school” (Bragow, Gragow & Smith, 1995). Benefits of a STEM integration instructional approach are

understanding and ability to do engineering design, and increased technological literacy (Katehi, Pearson, & Feder 2009). NSF (National Science Foundation) believes that “In the 21st century, students need to develop their capabilities in STEM to levels much beyond what was considered acceptable in the past in order to succeed in this new information-based and highly technological society” (2010).

Culturally Responsive Classrooms

Shade, et. al. (2016), states culturally responsive classrooms are about understanding individual differences from an environmental and contextual perspective which leads to an understanding of how better to engage students in the learning process so they can increase their academic performance. Mosher and Sia (1993) believe teachers who are training in culturally responsive approaches prepare students by assisting them in developing a clear understanding of the aims and goals of multicultural education as well as create a philosophical context from which to view ways in which multicultural education addresses cultural diversity. Instructional strategies with sensitivities to individual and cultural differences can play a significant role in improving learning for all children (Mosher & Sia, 1993). Culturally responsive classrooms have 1) cultural awareness of minority students, 2) positive behavioral supports for minority students, as well as 3) social skills interventions for minority students (Cartledge, 2009). In addition, culturally responsive classrooms have teachers who are culturally responsive educators and have been trained to understand the concepts and dimensions of culture as it relates to learning as well as social and emotional behavior (Bertani, et. al., 2010). Given today’s student population, culturally responsive training equips teachers and staff with multicultural competencies that provides understanding that behaviors are culturally influenced and that conflicts are likely to occur when teachers and students come from different cultural backgrounds (Weinstein,

Tomlinson-Clarke, & Curran, 2004). In their book, Weinstein, Tomlinson-Clarke, & Curran (2004), propose that culturally responsive classrooms have five essential components that allow for increased academic success for all students. Those essential components are 1) recognition of one's own culture, 2) knowledge of others' cultural backgrounds, 3) understanding of the broader social, economic, and political context, 4) ability and willingness to use culturally appropriate strategies, and 5) commitment to building caring classrooms (Weinstein, Tomlinson-Clarke, & Curran, 2004).

Professional Learning Communities (PLC's)

A professional learning community “is vital to staff members in order to understand the linkage between learning with students in the classroom and learning with colleagues” (Lambert, 2003). Marzano, et al, (2003), stated “two different comprehensive syntheses of research on the factors impacting student learning have come to the same conclusion: the most important variable in the achievement of students is the quality of instruction they receive on a daily basis.” In order to ensure students learn at higher levels, improvements in teaching must be made (Marzano, et. al., 2003). One strategy to improve instruction is the implementation of professional learning communities which provide clearly, defined, effective opportunities for professional collaboration (Marzano, et al., 2003). Professional learning communities allow staff opportunities to collectively take responsibility to learn new content, strategies, or approaches to increase their effectiveness in teaching to identify problem areas as based upon such information as state assessment data, anecdotal records, student work samples, and student conferences (Hord, 2009). In professional learning communities, learning becomes a habitual activity where the group learns how to learn together continuously; not an add-on to the role of the professional (Hord, 2009). Professional learning communities are at the very core of a

school's continuous professional development and collaboration aimed towards being data driven in increasing student achievement through the consistent use of effective instructional strategies (Hord, 2009).

(c) Quality of Management Plan (15 points) (34 CFR 75.210).

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

This application is from Florence County School District Three (FCSD3). The district is eligible to receive MSAP assistance. Florence Three is located in lower Florence County. The two targeted schools (Olanta Elementary and J. Paul Truluck Intermediate School) will form a continuum of magnet schools in an area where there are high levels of poverty in the district. Olanta Elementary School and J. Paul Truluck Intermediate School report a 91.5% and 93.6% free or reduced lunch rate (F/R), respectively. The two targeted schools in Florence Three also have high minority populations. Olanta Elementary, a 4K-5th grade school, has an enrollment that is predominantly African American (55.5%) while the other two district 4K-5th grade schools are predominantly Caucasian (68.7%, 52.1% respectively). All of the elementary schools (the three 4K-5th schools including Olanta) feed into J. Paul Truluck Intermediate School (JPTIS). JPTIS has an enrollment that is predominantly African American (66.3%). Caucasian students in grades 3,4, 5, and 6 are withdrawing and transferring out of the district to avoid racial group isolation that exists in higher grades at Olanta Elementary and at J. Paul Truluck

Elementary. Past success in other districts in South Carolina and North Carolina (Darlington County, SC; Richland, SC; Lexington, SC; Wake County, NC, etc.) with magnet schools and with giving parents school choice options have convinced FCSD3 to choose the option of creating magnet schools within Florence Three. The academic programs that we have outlined in our magnet school proposal are supported by research and have proven methods and practices that will have a positive impact on both school demographics and on student achievement.

These two targeted schools have been selected to be transformed into compelling magnet schools because of the need to find legitimate ways to attract a more diverse student body and address specific student educational needs. From the surveys and community stakeholder feedback, we established Project C3 Explores, focusing on meeting the needs of students in all 3 areas of Cultures, Colleges, and Careers. The goals of transforming these target schools are to increase student academic achievement based on accountability reports, increase parental and community involvement at the schools, and decrease the isolation of African American students, compared to the district average, in these schools. The proposed Project C3 Explores has a clear vision and great potential to transform the two identified schools. However, it will be impossible to implement without the financial and technical assistance that is described in this grant proposal.

A district magnet proposal committee was formed with representatives from the district, school, and community. The committee included representatives from every school, school board members, district office personnel, parents, local community and business representatives. All committee members provided guidance and direction to this project and will continue to do so as the district implements this plan to implement programs to increase student achievement, improve racial balance, and close the achievement gap. Across the state of South Carolina, the

popularity of district magnets, combined with minority group isolation in the at-risk area of the district, has led Florence Three to pursue funding to create two new magnet schools in the at-risk area of the district.

The effectiveness of management plan to ensure proper, efficient administration; The management of the “Project C3 Explores” program will be provided at several levels. Ultimately, the Florence Three School Board has responsibility for the project. The Board’s immediate contact is the Superintendent, Ms. Laura Hickson, Ed. S. This project has the strong support of the Board Chairman, (See Appendix D for Letters of Support), the Superintendent and various community and business leaders across Florence Three.

Project C3 Explores’ performance measures are aligned with the four objectives, followed by the logic model activity, to quantify the effectiveness of the two schools’ magnet programs. Specific objectives and performance measures (See Tables 10-13) follow the MSAP program purpose they address.

1. To promote diversity by reducing and preventing minority group isolation and increasing socioeconomic diversity.
2. To increase student achievement by implementing rigorous, focused programs of study that provide personalized, innovative, theme-based instruction to provide all students the opportunity to meet challenging core content standards and academic achievement standards.
3. To develop connections between students, parents, and teachers and their school and community.
4. To build the capacity of teachers and administrators to deliver rigorous, focused programs of study that provide personalized, innovative, theme-based instruction through

professional development.

A total of 25 performance measures accompany the four project objectives for Project C3 Explores, all of which align with the district and schools logic models, MSAP performance measures, and GPRA reporting requirements.

Table 11. Project Objective and Performance Measures for Promoting Diversity

Project C3 Explores Objective 1: To promote diversity by reducing and preventing minority group isolation and increasing socioeconomic diversity.	
Project C3 Explores Performance Measures	
1.1	By the end of Year 5, minority group isolation of African-American students will be reduced by 10 percentage points from the October 1, 2017 baseline.
1.2	By the end of Year 5, each magnet school will increase socioeconomic diversity by reducing the school’s poverty index by 10 percentage points from the October 1, 2017 baseline.

Table 12. Project Objective and Performance Measure for Rigorous Programs of Study

Project C3 Explores Objective 2: To increase student achievement by implementing rigorous, focused programs of study that provide personalized, innovative, theme-based instruction to provide all students the opportunity to meet challenging core content standards and academic achievement standards.	
Project C3 Explores Performance Measures	
2.1	By the end of Year 5, the percentage of teachers in each Project C3 Explores school who report implementing Project Based Learning (PBL) strategies into the classroom will increase to 90%.

2.2	By the end of Year 5, the percentage of teachers in each Project C3 Explores school who report implementing culturally responsive strategies in the classroom will increase to 90%.
2.3	By the end of Year 5, the percentage of students in each school who report the Project C3 Explores magnet program is helping them improve their academic achievement will increase to 90%.
2.4	By the end of Year 5, the percentage of Project C3 Explores students who meet or exceed expectations on SC Ready for English language arts will increase by ten percentage points above the 2017 baseline.
2.5	By the end of Year 5, the percentage of students in each Project C3 Explores school who meet or exceed expectations on SC Ready for mathematics will increase by ten percentage points above the 2017 baseline.
2.6	By the end of Year 5, the percentage of students in each Project C3 Explores school who meet or exceed their Measures of Academic Progress growth target from fall to spring in reading will increase by ten percentage points each year above the 2017 baseline.
2.7	By the end of Year 5, the percentage of students in each Project C3 Explores school who meet or exceed their Measures of Academic Progress growth target from fall to spring in mathematics will increase by ten percentage points each year above the 2017 baseline.

2.8	By the end of Year 5, the percentage of students in each Project C3 Explores school who score met or above on PASS science will increase by ten percentage points each year above the 2017 baseline.
-----	--

Table 13. Project Objective and Performance Measures for Developing Connections

Project C3 Explores Objective 3: To develop connections between students, parents, and teachers and their school and community.	
Project C3 Explores Performance Measures	
3.1	By the end of Year 5, the percentage of teachers at each magnet school who report that Project C3 Explores increases interactions among students of diverse backgrounds will increase to 90%.
3.2	By the end of Year 5, the percentage of teachers at each magnet school who report that Project C3 Explores increases student engagement in learning will increase to 90%.
3.3	By the end of Year 5, the percentage of students at each magnet school who report that Project C3 Explores engages them in interactions with students from different social, economic, ethnic, and racial backgrounds will increase to 90%.
3.4	By the end of Year 5, the percentage of students at each magnet school who report that participation in Project C3 Explores is increasing their engagement in learning will increase to 90%.

3.5	By June 30 of each project year, at least 10 of the 14 school climate factors at each Project C3 Explores magnet school will show an increase in percentile ranking (using 2017 data as a baseline)
3.6	By the end of Year 5, the percentage of parents at each Project C3 Explores magnet school who report that they are satisfied with the learning environment of their child's school will increase to 90%.
3.7	By June 30 of each project year, each Project C3 Explores magnet program will conduct four theme-based family engagement activities.
3.8	By the end of Year 5, the number of family members attending magnet theme-based activities organized at each magnet school will increase by 40% over the 2018 baseline.
3.9	By June 30 of each project year, each Project C3 Explores magnet program will add at least two partnerships with community organizations and local businesses using 2017 data as a baseline.

Table 14. Project Objective and Performance Measures for Building Staff Capacity

Project C3 Explores Objective 4: To build the capacity of teachers and administrators to deliver rigorous, focused programs of study that provide personalized, innovative, theme-based instruction through professional development	
Project C3 Explores Performance Measures	
4.1	By the end of Year 5, the percentage of administrative staff at each Project C3

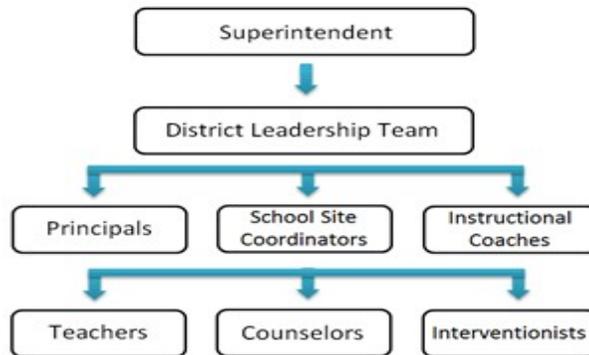
	Explores school who participate in at least 50 hours of annual professional development in Project Based Learning (PBL) will increase to 95%.
4.2	By the end of Year 5, the percentage of teachers at each Project C3 Explores school who participate in at least 100 hours of annual professional development in Project Based Learning (PBL) will increase 95%.
4.3	By the end of Year 5, the percentage administrative staff at each Project C3 Explores school who participate annually in at least 50 hours of magnet theme-based professional development will increase to 95%.
4.4	By the end of Year 5, the percentage of teacher at each C3 Explores school who participate annually in at least 100 hours of magnet theme-based professional development will increase to 95%.
4.5	By the end of Year 5, the percentage of teachers at each Project C3 Explores school who rate the professional development components as effective will increase to 90%.
4.6	By the end of Year 5, the percentage of teachers in each Project C3 Explores school reporting they have received sufficient training to continue operating the magnet program after Federal funding ends will increase to 90%.

Project C3 Explores will address the objectives mentioned above in the proposed project using specific personnel to ensure proper management of the project. The proposed funds requested are \$8,216,271.41. Between resources allocated by Florence Three and MSAP

funding, the Project C3 Explores objectives will have adequate funding to complete the proposed activities. The project will serve over 500 students each year of the grant, increasing to a total of over 3,000 students over the five years of the project. All project expenditures will be monitored by the finance department of Florence Three to ensure that all purchases are made according to the purchasing guidelines.

Defined Responsibilities

The Florence Three district leadership team and the two school leadership teams will have oversight responsibilities for the effective implementation of the proposal in the areas of resources and personnel. The management plan for Project C3 Explores will be carried out by the district project manager and the two school site coordinators. In Figure 1, the district and school personnel that are responsible are outlined.



The district Project C3 Explores manager along with other district instructional support staff will provide direction and leadership to the work and ensure that it is aligned to the direction of other district programs and curricula. The District Leadership Team consists of the district instructional directors, district literacy and STEM coaches. The staff that supports the school consists of the Superintendent, Director of Literacy, Director of Special Education, Director of Curriculum, Instruction & Assessment, and coordinators for instruction. This school support staff team members meet with the schools to support the implementation of their

continuous improvement plan. Both schools in the Project C3 Explores (JPTIS and OES) will be included in the schools who receive support from this district team throughout the five years of the project.

The table below shows how the MSAP funds align to the goals and objectives of Project C3 Explores. See Quality of Project Evaluation for more detail on the project management plan and grant application monitoring process.

Table 15. Management Timeline

Management Timeline						
Milestones	Personnel	Timeline				
		Year 1 17-18	Year 2 18-19	Year 3 19-20	Year 4 20-21	Year 5 21-22
Order Supplies/Equipment	Project Director, Site Coordinator, Coaches	Oct-Aug	Sept-Aug	Sept-Aug	Sept-Aug	Sept-Aug
Renovate new classrooms	District and Site leadership team and Contractors	Aug- Jun				
Appoint MSAP Staff	Project Director & School Board	October 2017				
Appoint MSAP Lead Teachers	Project Director & Principals	October 2017				
Schedule teacher trainings	Project Director & Site Coordinator	Nov-July 2017	Oct-July	Oct-July	Oct-July	Oct-July
Summer Training Institutes	Project Director, Site Coordinators, Principals, Coaches, Lead	July	July	July	July	July

	Teachers					
Orientation All Magnet Staff	Project Director, Principals, Site Coordinators	Oct-Nov				
Develop Recruitment Materials	Project Director, Site Coordinators, Principals, Coaches, Lead Teachers	Oct-Nov	Jun-Jul	Jun-Jul	Jun-Jul	Jun-Jul
Recruitment Fairs & Campaign	Project Director, Site Coordinators, Principals, Coaches, Lead Teachers	Nov-Aug	Jun-Jul	Jun-Jul	Jun-Jul	Jun-Jul
Develop Professional Learning Communities	Site Coordinators, Principals, Coaches, Lead Teachers	2 x month				
School Improvement Council	SIC Chair, Site Coordinators, Principals, Coaches, Lead Teachers, SIC	Aug-May	Aug-May	Aug-May	Aug-May	Aug-May
Curriculum Development	Site Coordinators, Coaches, Lead Teachers, PLCs	Dec-Jun	Sept-Jun	Sept-Jun	Sept-Jun	Sept-Jun
Monitor Application Pools	Project Director, Site Coordinators	Weekly	Weekly	Weekly	Weekly	Weekly
Lottery/Assign Students	Project Director, Site Coordinators	Monthly	Monthly	Monthly	Monthly	Monthly
Formative Evaluation Visits/Reports	Outside Evaluator	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly

BIE (Buck Institute PBL Training)	Project Director, Site Coordinators, Principals, Coaches, Lead Teachers	June or July				
MSA Magnet Conference	Project Director, Site Coordinators, Principals, Coaches, Lead Teachers	June or July				
MSA National Conference	Project Director, Site Coordinators, Principals, Coaches, Lead Teachers	June or July				
Culturally Responsive Conference	Project Director, Site Coordinators, Principals, Coaches, Lead Teachers	June or July				
Magnet Advisory Council	Project Director, Site Coordinators, Council Members, Lead Teachers	Monthly	Monthly	Monthly	Monthly	Monthly
School Exhibits/ Performances	Site Coordinators, Coaches, All Teachers, Students, Parents	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly
Summative Evaluation Report	Outside Evaluator	June/Sept	June/Sept	June/Sept	June/Sept	June/Sept
Report to Superintendent & School Board	Project Director	July	July	July	July	July

In order to meet all deadlines of the project, the district and school Magnet management teams will execute and monitor all activities.

(2) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

FCSD3 has strong relationships with local businesses and community partners. Every year, the district holds a strategic planning session and invites all stakeholders (businesses, community members, parents, teachers, school board members) to be a part of the annual process of evaluating the direction of the school district and planning steps for improvement. Project C3 Explores will receive the same kind of input and support. Through surveys and initial meetings that were held, the stakeholders had input and showed great support for the project. Once MSAP funding is secured, the **Magnet Advisory Council** will be formed from stakeholders and other key personnel that had input in the planning phase. The stakeholders (business and community partners, parents, teachers, key school and district personnel that have experience and knowledge in the areas of creative arts, Science and PBL) that have input in the district and school's strategic plan will also be a part of the Magnet Advisory Council, along with additional stakeholders. Through the **Magnet Advisory Council's** guidance, the School and District Management team will ensure implementation of the Project C3 Explores Goals and Objectives. The **Magnet Advisory Council** will be made up of the Project Director, Site Coordinators, District and School leadership team, coaches, lead teachers, School Improvement Council members, local business and community members, and parents. The **Magnet Advisory Council** will use the feedback from the quarterly independent evaluations to guide their action

plans and will make adjustments as needed based on the evaluator's feedback. The **Magnet Advisory Council** meet monthly to ensure adequate progress is made towards the project's goals and objectives and to ensure input is given as needed.

The School Improvement Council (SIC) is made up of local business and community members, parents, lead teachers, and school administration. Several positions on each school's SIC are elected positions to ensure voices from the teachers, parents, and communities are able to give valuable input. Each school's SIC currently reviews and approves each school's strategic plan. Once Project C3 Explores is funded, the goals and objectives of the Project will be included in the goals and objectives the two school's strategic plan. The School Improvement Council will review, revise, and have input on the implementation of the goals and objectives of Project C3 Explores.

Parents and other community stakeholders have had valuable input since the initial planning of Project of C3 Explores, and will continue to have input. Both Olanta Elementary and J. Paul Truluck Intermediate School have parent events throughout the school year where parents can get involved and give input on Project C3 Explores. The **Magnet Advisory Council** will add events to the ones each school already has (Muffins for Moms, Doughnuts for Dad, Parents' Breakfast, Literacy Nights, etc.) to give parents information on Project C3 Explores. At these events, parents will receive information through presentations, student work displays, student performances, newsletters, etc. Project C3 Explores will solicit feedback from parents through surveys, e-mail, etc. to help maintain a positive partnership and impression for the project.

QUALITY OF PERSONNEL

(1) Review of personnel qualifications

The management of “Project C3 Explores” will be a collaborative process involving an active partnership between district and school level personnel. Florence County School District Three is committed to the magnet school program as a proven method for increasing racial integration and socioeconomic diversity to decrease minority student population isolation. However, without MSAP funds, Florence County School District Three will be unable to achieve the ambitious objectives and goals as it seeks MSAP funds to transform two schools into Creative Arts and Science magnet schools to decrease the isolation of African American students at Olanta Elementary and J. Paul Truluck Intermediate.

All personnel employed by the FCSD3 “Project C3:Explores” project will be highly qualified professionals who hold a South Carolina Educator Certificate that is awarded to applicants who have at least a Bachelor's degree and have demonstrated mastery of subject area knowledge, general knowledge, professional preparation, and educational competence. All project personnel will demonstrate full commitment to the magnet schools concept and the success of the project, and will fulfill their responsibilities to ensure full realization of the MSAP grant purposes and objectives. Bios and resumes for key personnel are included in this application's appendix (See Appendix E). Additionally, job descriptions are included for key positions for which individuals have yet to be hired.

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

Project Director (District Office; 1.0 FTE; 100% MSAP funds)

Qualifications for Project Director (1.0 FTE; 100%MSAP funds) - The Project Director must include the following qualifications: Master’s degree in education, doctoral degree preferred, hold a current South Carolina teaching certificate, possess strong leadership and management skills, have the ability to work effectively with school administrators, teachers,

staff, students, parents, community members, and other stakeholders, effectively communicate and present information, be committed to student achievement and the magnet program, strategically develop long-term goals, and develop interpersonal relationships. Furthermore, the Project Director will supervise the magnet program, produce a clear vision and direction for the program, and assess the development and maintenance of the magnet program.

Renee Kirby is the proposed Project Director for the transformation, implementation, and supervision of the magnet school programs at Olanta Elementary School and J. Paul Truluck Intermediate School within FCSD3. Mrs. Kirby holds a Master's degree plus thirty (30) in Administration and currently serves as the Director of Literacy for FCSD3. Prior to her tenure with FCSD3, Mrs. Kirby had twenty-one years of experience teaching as a classroom teacher. Her continued performance of excellence in the classroom led Mrs. Kirby to become a Regional Master Teacher for South Carolina's Teacher Advancement Program, an Executive Master Teacher and Regional Master Teacher, and a model trainer and coach recognized at both the state and national level.

Mrs. Kirby will effectively manage and lead the magnet school programs at Olanta Elementary School for Creative Arts and Science and J. Paul Truluck Intermediate School for Creative Arts and Science. As the Project Director, Mrs. Kirby will effectively communicate the vision and goals of the program with students, staff, teachers, parents, community members, and other stakeholders. She will serve integrally in promoting high expectations for the magnet program across the district at both schools. Finally, Mrs. Kirby will supervise and encourage the review and reflection of innovative practices and long-term goal planning to contribute to the overall success of the magnet program at both schools.

(b) Other key personnel are qualified to manage the project;

Identifying key personnel is critical to the success of the MSAP Project. Key personnel as identified as the District management team, for the five magnet schools, and externally for evaluation. The chart below provides an overview of these personnel, time on project, and the funding source for each

Table 16: Personnel Projections

Site	Key Personnel	Employment Status		% Time of Project	Funding Source	
		Hired	To Hired		MSAP funds	District In-Kind
District	Superintendent	X		5%		X
District	Director of Instruction	X		25%		X
District	MSAP Project Director	X		100%	X	
District	Program Assistant		X	100%	X	
2 Schools	MSAP Principal	X		100%		X
2 Schools	Site Coordinator	X		100%	X	
2 Schools	STEM Coach	1	1	100%	1	1
2 Schools	Reading Coach	1	1	100%		2
External	Independent Evaluator	X		100%	X	

Key personnel to be hired through MSAP funds will be highly qualified and selected on the basis of expertise and experience to carry out the magnet project. Under FCSD3 board policy, the School Board prohibits discrimination on the basis of religion, race, ethnicity, national origin, color, sex, marital status, age, parental status or disability in all employment

practices of the District. In addition, The Board is committed to the principle of fostering diversity to enrich the educational experiences of all students through exposure to adults from many backgrounds, contribute to quality exchanges of ideas inherent in the educational setting and providing educational settings that promote understanding of diversity and. All job applicants must submit to fingerprinting, a criminal background check, and a drug test prior to employment with the FCSD3.

District Personnel

Superintendent Laura Hickson

Mrs. Laura Hickson, Ed.S, currently serves as Florence County School District Three Superintendent. Mrs. Hickson provides excellent leadership rooted in classroom, school level, and district level experience. Mrs. Hickson experience as the district's Title I Coordinator and Fund Manager as well as her experience as a classroom teacher and school level principal give s her a unique perspective on and understanding of the opportunities and challenges magnet schools present. Where it be to go on to college or begin a career, Mrs. Hickson work diligently with the Board of Trustees as well as stakeholders to ensures students who attend Florence Three schools graduate as highly competitive, critical thinking, problem solving graduates equipped to be successful in our highly technologically advanced 21st century society.

Program Assistant (TBD, .5 MSAP funds/.5 district in kind funds)

Qualifications for Program Assistant (1.0 FTE; .5 MSAP funds/.5 District in-kind funds) - The Program Assistant will serve the magnet school programs for Olanta Elementary School for Creative Arts and Science and J. Paul Truluck Intermediate School for Creative Arts and Science at the district level. A Program Assistant's primary qualifications will include: reporting to and assisting the Program Director, performing clerical and management duties, and

bookkeeping. A qualified Program Assistant will also have Title I experience and will serve as a liaison across the district between Olanta Elementary School for Creative Arts and Science and J. Paul Truluck Intermediate School for Creative Arts and Science.

MSAP Principals (2 full time 100% District in-kind)

Each site will be led by a Principal and Site Coordinator as well as additional necessary positions to fully implement a creative arts and science magnet theme school with fidelity while increasing racial and socioeconomic diversity in efforts to decrease racial and socioeconomic isolation. (See Appendix E for job description and resumes)

Olanta Elementary Creative Arts and Science Principal is Dr. Cutina Powell Barrineau. Dr. Barrineau has 21 years of education experience with 10 years being in administration. Dr. Barrineau holds a Doctorate of Education and a Master's of Education in Educational Leadership. Dr. Barrineau has been played a vital role in FCSD3's submission of this MSAP project's application and will continue to have a vital role in the implementation of the project upon awarding at both the district and school level. Dr. Barrineau is an active advocate for hands-on and active student engagement instructional practices. Dr. Barrineau has facilitated numerous workshops, seminars, and presentations on learning styles, student engagement, data driven instruction, as well as hands-on learning.

J. Paul Truluck Intermediate Creative Arts and Science Principal is Jeanette Altman. Mrs. Altman has over 15 years of educational experience with 10 being in administration. Mrs. Altman holds a Bachelor of Science in Industrial Engineering and a Masters in Administration in Educational Leadership. Mrs. Altman worked on the Project C3 Explores grant from the initial phase through submission and is passionate about providing educational choices and opportunities to parents and students. Mrs. Altman has been recognized in the

district for her student achievement and has presented at multiple national conferences (NWEA, National Conference for Single Sex Education, National Dropout Prevention Conference). She has brought a passion for preparing students for college and careers from her 7 years of experience in working in the manufacturing industry. She brings a unique perspective and knows firsthand what science and technological skills students need to be prepared for twenty-first century careers. She assembled a team very quickly of lead teachers and community support when Project C3 Explores first started its initial planning process. She and her family are Lake City residents, and her husband is a small business owner in Lake City. She has a vested interest in the community and wants the best for the students and parents that she serves.

Site Coordinator (proposed, 100% MSAP funds, 100% on project)

Qualifications of Site Coordinators (2 full time, 1 per each magnet school) - Site Coordinators must include the following qualifications: at a least a Master's degree level of education, South Carolina teaching certification, minimum of 5 years teaching experience, knowledge of design, development, and implementation of curriculum, experience working with diverse backgrounds, and a leadership skill set. Site coordinators will work closely with the Project Director to: implement, train, and retain highly qualified individuals who are committed to the magnet program and student achievement, build relationships with stakeholders and community members at both the local and state level, and develop and foster a positive school culture and climate. In addition, site coordinators will monitor and create actions to meet school plans, make improvements, plan and schedule professional developments, and mentor teachers with a variety of best practices. These individuals will be reflective and willing to access successes and development plans as well.

Shakeyla Brockington is the proposed site coordinator for Olanta Elementary Creative Arts and Science School. Mrs. Brockington has been a STEM coach with FCSD3 for five years in which time she has worked as an active member of her school's instructional leadership team. Mrs. Brockington brings to the FCSD3 "Project C3: Explores" a wealth of knowledge in data analysis, best practices, as well as budget management. Mrs. Brockington had a vital role in FCSD3 seeking out this MSAP grant. She is highly organized, attentive to detail, and mindful of deadlines. Furthermore, Mrs. Brockington is an exemplar instructional coach who has experience in model teaching, team teaching, facilitating PLCs as well as school and district level PD sessions. Along with being the STEM coach, Mrs. Brockington mentors induction teachers as a Team One Mentor Leader. (See Appendix E for resume)

Julie Huggins is the proposed site coordinator for J. Paul Truluck Intermediate Creative Arts and Science School. Mrs. Huggins is the nominated teacher of the year for J. Paul Truluck Intermediate School. She has a multitude of teaching experiences at both the middle and high school levels. She has tirelessly worked to decrease the achievement gap and committed herself to working in underserved and socio-economically depressed communities. She has served in the capacities of co-teacher, mentor teacher, lead teacher, collaborating teacher, department chair, and instructional coach. Mrs. Huggins has her master's degree in educational leadership and has been a leader at J. Paul Truluck Intermediate School in the areas of curriculum and professional development. She has mentored induction teachers and the administration has used her classroom as a model to send teachers into to see effective instructional strategies. In addition, Mrs. Huggins was a founding teacher at Richard Wright Public Charter School for Journalism and Media Arts in Washington, DC and has assisted in the writing and implementation of middle school curriculum in several states. (See Appendix E for resume)

Social and Emotional Learning Counselor Proposed (J.PTIS) TBD (Olanta) (.5 position at each magnet school; .5 FTE 100% MSAP funds)

Qualifications of Social and Emotional Learning Counselors (.5 at each magnet school; .5 FTE 100% MSAP funds) - Social and Emotional Learning Counselors will provide on-site behavioral health counseling to support students to address barriers that interfere with students' academic, social, emotional, and behavioral development. These individuals will work with school-level administrators and teachers in identifying the underlying causes of behavior issues and ways to meet student social and emotional needs. Social and Emotional Learning Counselors will assist in the implementation of the Positive Behavior Intervention Supports (PBIS) and develop systems, assessments, and effective progress monitoring techniques to provide adequate student services.

Nicole Brooks is the proposed Social and Emotional Learning Counselor for J. Paul Truluck Intermediate School for Creative Arts and Science. Ms. Brooks holds a Bachelor of Arts in Elementary Education and a Master of Arts in Mental Health Counseling. She currently serves J. Paul Truluck Intermediate School in the capacity of a Math Interventionist and Instructional Coach. Her extensive background working with students includes small group instructional models to accelerate the learning of students, analyzing student data, planning and facilitating assessments, and mentoring students and teachers. In addition to her work within the school system, Ms. Brooks provides behavior interventions for youths in therapeutic foster homes. Her high qualifications allow her to keep daily progress notes, prepare activity reports, and document special incidents as she works in this capacity. Olanta Elementary School for Creative Arts and Science is still seeking a Social and Emotional Learning Counselor. (See Appendix E for resume)

STEM Coach TBD J. Paul Truluck (1.0 FTE 100% MSAP Funds)

Qualifications of STEM Coaches (1.0) - STEM Coaches will work with fidelity to implement the science and magnet school's curriculum. These individuals will work with administrators and teaching staff to develop and support programs of enhanced scientific learning and exploration. The STEM Coaches will create educational opportunities for students that are connected to the science and magnet curriculum. Also, the STEM Coaches will organize, coordinate, and provide trainings for staff that are related to the STEM curriculum and STEM best practices. Finally, STEM Coaches will hold a valid South Carolina Teaching Certificate, a Bachelor's Degree in a science and/or educational field (Master's degree preferred), and a minimum of five years teaching experience.

ESOL Interventionist TBD (.5 FTE 100% MSAP Funds) (1 at each magnet school)

Qualifications of ESOL (English as a Second or Other Language) Interventionist (.5 FTE, 100% MSAP funds, 1 at each school) - ESOL Interventionists will be highly qualified with an Endorsement in English as a Second Language. These individuals will assist in the coordination of Special Education Services by providing knowledge of child development, instructional strategies for learning a new language, diagnostics and assessment testing. ESOL Interventionists will effectively implement research-based practices on language programs to learn a second language like English. Finally, ESOL Interventionists will also effectively communicate to families who do not speak English as their first language.

Creative Dance Instructor TBD (1.0 FTE, 100% MSAP Funds) Olanta Creative Arts and Science)

Qualifications of Creative Dance Instructor (1 1.0 FTE 100% MSAP funds) - Olanta Elementary Creative Arts and Science's Creative Dance Instructor will be professionally trained

and qualified instructor of a variety of dance types and levels. This individual will be able to design and implement the dance curriculum in conjunction with the magnet school curriculum. He/She will be able to perform the required duties of general education teachers, like maintaining a gradebook and keeping attendance records, managing a classroom, engaging students, attending professional development opportunities, communicating with parents, and other duties as requested by the school administration. In addition, he/she will also be able to choreograph dance routines, set up and maintain a cohesive dance studio, and safely implement the dance curriculum.

Drama Instructor TBD (1.0 FTE, 100% MSAP Funds; Olanta Creative Arts & Science)

Qualifications of Drama Instructor (1.0 FTE, MSAP funds; Olanta Creative Arts & Science) - Olanta Elementary Creative Arts and Science's Drama instructor will be professionally trained in the realm of acting and drama. This individual will be able to design and implement the drama curriculum in conjunction with the magnet school curriculum. He/She should be able to perform the required duties of general education teachers, like maintaining a gradebook and keeping attendance records, managing a classroom, engaging students, attending professional development opportunities, communicating with parents, and other duties as requested by the school administration. In addition, he/she will be able to introduce, implement, and carry out initiatives related to drama and performing arts.

Science Extension Teachers (J. Paul Truluck: TBD; .5 FTE MSAP Funds, .5 District In-Kind); (Olanta: Proposed; 1.0 FTE MSAP Funds)

Qualifications of Science Extension Teachers (2 full time, 1 per each magnet school with each at .5 MSAP funds/.5 district in kind funds) - These individuals will be able to design and implement the district's STEM (Science, Technology, Engineering, and Math) curriculum in

conjunction with the magnet school curriculum. Science Extension Teachers should be able to perform the required duties of general education teachers, like maintaining a gradebook and keeping attendance records, managing a classroom, engaging students, attending professional development opportunities, and other duties as requested by the school administration. These individuals will be able to implement STEM instruction through various Project-based Learning (PBL) initiatives to foster student development and engaging experiences. Finally, Science Extension Teachers will work to support, enhance, and extend the general science curriculum by working cooperatively with general science education teachers.

Alvin Perhealth is the proposed Science Extension Teacher for Olanta Elementary Creative Arts & Science. Mr. Perhealth has over 12 years of educational experience with the majority being in the science field. Currently, Mr. Perhealth is the residence science teacher for 3rd and 4th grade students. Mr. Perhealth's previous experience has provided him to the opportunity to be school level lead science teacher, as well as provide hands-on science experiences and field studies to various grade levels. Mr. Perhealth has been vital to the rebranding of Olanta's current science program and was instrumental in starting the Culinary Arts' Master Chef club where students experience being chefs first hand. In addition, students in Mr. Perhealth's class are provide opportunities for various hands-on experiences such as the school's cabbage garden which Mr. Perhealth spearheaded and took the lead on the planning, preparing, as well as the creation and maintaining of said garden. Mr. Perhealth's hands-on and technological approach to instruction makes him the ideal candidate to be Olanta's Resident Science Extension Teacher.

General Science Teacher TBD (J. Paul Truluck Intermediate) .5 MSAP funds/.5 District in-kind

General Science Teachers (1 full time, J. Paul Truluck Intermediate; .5 MSAP funds/.5

district in kind funds) - This individual will be able to implement the district's general science curriculum in tandem with the state of South Carolina's standards for science. He or she will also be able to design science curriculum and instruction in conjunction with the magnet school curriculum. General science teachers should be able to perform the required duties of all general education teachers, like maintaining a gradebook and keeping attendance records, managing a classroom, engaging students, attending professional development opportunities, communicating with parents, and other duties as requested by the school administration.

Show Choir/Chorus Teacher, Proposed (1.0 J. Paul Truluck Intermediate; .5 MSAP funds/.5 District in-kind funds)

Qualifications Show Choir and Chorus Teacher (J. Paul Truluck Intermediate; 1 full time at .5 MSAP funds/.5 district in kind funds) - A show choir and chorus teacher will be professionally trained in the vocal performing and dance. This individual will be able to design and implement the show choir and chorus curriculum in conjunction with the magnet school curriculum. A show choir and chorus teacher will be able to perform the required duties of general education teachers, like maintaining a gradebook and keeping attendance records, managing a classroom, engaging students, attending professional development opportunities, communicating with parents, and other duties as requested by the school administration. In addition, the show choir and chorus teacher will be able to conduct auditions, organize students of varying vocal abilities and experiences, and create engaging musical performances. A show choir teacher will incorporate dance into musical performances, while a chorus teacher will select and arrange unique vocal performances.

Alonzo Davis is our proposed show choir and chorus teacher. Mr. Davis is a current teacher at J. Paul Truluck Intermediate School with a multitude of years teaching experience and

positions. He has served as a local music teacher, choral instructor, and community music coordinator over his more than thirty year career. In addition, he has been privileged to lead others as a Fine Arts Department Chair and produced many vocal performances. (See Appendix E for resume)

Music Teacher (Proposed; Olanta Elementary Creative Arts & Science; .5 MSAP funds/.5 District In-kind funds)

Qualifications of Music Teacher: Proposed (1.0 FTE Olanta; .5 MSAP/.5 District in-kind) The music teacher will be professionally trained with a diverse musical background. This individual will be able to design and implement the music curriculum in conjunction with the magnet school curriculum. Music teachers should be able to perform the required duties of general education teachers, like maintaining a gradebook and keeping attendance records, managing a classroom, engaging students, attending professional development opportunities, communicating with parents, and other duties as requested by the school administration. Music teachers will teach the fundamentals of music, assist students in new musical techniques, teach students how to read music, encourage students to explore a variety of musical instruments, and foster the creation of new, original music.

Mr. Giuseppe Maglione is the proposed music teacher for Olanta Elementary Creative Arts and Science. Mr. Maglione is the current music teacher for Olanta Elementary and is shared between Olanta Elementary and Scranton Elementary. Mr. Maglione has a Bachelor's in Music Education and a Master's of Art and Teaching. In addition to his teaching experience, Mr. Maglione is an experienced choir director and band conductor with four years of experience at college level as an Assistant Choir Director for Coastal Carolina University. Mr. Maglione uses a variety of strategies and techniques to excite his students in efforts to instill a love of music

within them. Mr. Maglione presents music to students through hands-on innovative approaches which enhances students learning and allows them to express themselves through music with voice, movement, and interpretation. (See Appendix E for resume)

Performing Arts Teacher (Proposed J. Paul Truluck Intermediate Creative Arts and Science; 1.0 FTE; 100% MSAP funds)

Qualifications of a Performing Arts Teacher (1.0 FTE J. Paul Truluck Intermediate Creative Arts and Science; .5 MSAP funds/.5 district in kind funds) A performing arts teacher will be professionally trained and skilled in a variety of musical instruments and techniques. This individual will be able to design and implement a collection of performing arts curriculums in conjunction with the magnet school curriculum. A performing arts teacher should be able to perform the required duties of general education teachers, like maintaining a gradebook and keeping attendance records, managing a classroom, engaging students, attending professional development opportunities, communicating with parents, and other duties as requested by the school administration. This individual will teach guitar, band, and piano daily.

Susan Cox is proposed to be the Performing Arts teacher for J. Paul Truluck Intermediate Creative Arts and Science. Ms. Cox is a current teacher at J. Paul Truluck Intermediate School with 11 years of teaching experience. She has taught a variety of performing arts classes during her tenure with Florence School District Three at both the middle and high school levels. She uses engaging practices to excite her students about music. She implements innovative and creative lessons to enhance student learning experiences and expand students' knowledge and exposure to music. (See Appendix E for resume)

Creative Arts Teacher (TBD, 1.0 FTE; .5 MSAP funds/.5 district in kind funds; 1 at each magnet school)

Qualifications of Creative Art Teachers TBD (2 full time, 1 per each magnet school; .5 MSAP funds/.5 district in kind funds) - Art teachers will be professionally trained and qualified instructors of a variety of artistic pedagogy and levels. These individuals will be able to design and implement the art curriculum in conjunction with the magnet school curriculum. Art teachers will be able to perform the required duties of general education teachers, like maintaining a gradebook and keeping attendance records, managing a classroom, engaging students, attending professional development opportunities, communicating with parents, and other duties as requested by the school administration. Art teachers will also organize and keep a professional art studio, demonstrate knowledge and skills of art, utilize a variety of artistic techniques and aesthetic concepts, foster an appreciation for art, and teach drawing, painting, calligraphy, and art. (See Appendix E for job descriptions)

Physical Fitness Teacher (1.0 FTE; .4 MSAP funds/.6 district in kind funds; Olanta Elementary Creative Arts and Science)

Qualifications of Physical Fitness Teachers (1.0 FTE; Olanta Elementary Creative Arts and Science; .4 MSAP funds/.6 district in kind funds) - Physical education teachers will be professionally trained and qualified instructors of physical fitness, physical education, and health. These individuals will be able to design and implement the state of South Carolina's physical education curriculum in conjunction with the magnet school curriculum while ensuring students gain knowledge of physical fitness activities and their benefits to a healthy lifestyle. Physical education teachers will be able to perform the required duties of general education teachers, like maintaining a gradebook and keeping attendance records, managing a classroom, engaging students, attending professional development opportunities, communicating with parents, and other duties as requested by the school administration. In addition, physical

education teachers will safely supervise student engagement in physical fitness activities. They will foster team building experiences, promote physical activity, encourage students to make healthy choices, and actively participate with student extracurricular activities.

Mr. Matthew Byrum is the proposed Physical Fitness Teacher for Olanta Elementary Creative Arts and Science. Mr. Byrum is currently the Physical Fitness Teacher at Olanta Elementary. Mr. Byrum is shared between Olanta Elementary and Ronald E. McNair Junior High School. Mr. Byrum has demonstrated his desire to ensure students have a passion for active engagement through physical fitness activities that get students moving and provide hands-on applications. Mr. Byrum works closely with classroom teachers to provide connections within the physical fitness classroom to what students are learning in the core subject area classrooms. Mr. Byrum holds a Bachelor's and a Master's degree in Health and Physical Education.

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

All personnel employed through this project will be highly qualified professionals that demonstrate mastery in general education knowledge, subject/content area knowledge, professionalism, and student achievement. All individuals associated with this project will be fully committed to the magnet schools programs and will work tirelessly to ensure the success of the project. The staff of each magnet school will be essential to the overall success of the magnet school. It is imperative that highly qualified and committed individuals be attracted, developed, and retained in an effort to successfully implement the magnet schools programs. Finally, a concerted effort will be made by all personnel to see the project through to fruition.

FCSD3 and the magnet schools of Olanta Elementary Creative Arts and Science and J. Paul Truluck Intermediate Creative Arts and Science seek to hire, develop, and retain highly

qualified teachers in all areas of instruction. Highly qualified individuals are best suited to implement both a rigorous and robust general education curriculum, as well as an innovative and engaging magnet program. Highly qualified instructors are “masters of their craft” who use a variety of research-based best practices to enhance the learning opportunities and levels of academic achievement for all students. Highly qualified teachers are equipped with the strategies, knowledge, and experience to serve the needs of students from variety of socioeconomic and racial backgrounds.

It is the aim of FCSD3, Olanta Elementary Creative Arts and Magnet School, and J. Paul Truluck Intermediate Creative Arts and Science Magnet School to provide all students, regardless of background, with knowledge and skills outlined in the profile of a South Carolina graduate. By employing highly qualified teachers, the magnet schools of Olanta Elementary and J. Paul Truluck will be able to best support student growth and development so that all students can be college and/or career ready to experience a lifetime of success.

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

Renee Kirby, proposed Project Director, has extensive experience working with districts, schools and teachers at the school, state, and national level in facilitating curriculum development as well as strategies for collaborative and small group learning that directly provides techniques for increasing racial integration among a school’s student population. In addition, both Olanta Elementary and J. Paul Truluck Intermediate have proposed site coordinators as well as contractual experts who can build capacity at each school regarding the development of the creative arts and science theme based curriculum as well as culturally

responsive theme project based hands-on learning environments that promote racial integration across student populations while understanding that a student's culture plays a vital role in that students actions, words, understanding, and learning. Additional, FCSD3's Project C3 Explores proposes to hire a marketing specialist who will work with the district and the faculty and staff of both schools to develop a rigorous, robust marketing plan that will attract other ethnic student populations which in itself is an active desegregation strategy aimed at increasing enrollment at both schools to increasing racial integration and socioeconomic diversity in efforts to decrease racial isolation. All of these efforts will be made to ensure equity and access for all children.

Both Olanta Creative Arts and Science and J. Paul Truluck Intermediate Arts and Science employ a STEM curriculum coach and a Read to Succeed curriculum coach. FCSD3 and its school leadership teams ensure employees hired for these positions must have served previously as a curriculum coach and have knowledge and experience in curriculum coaching and model teaching for content, related arts, and special education teachers. School level curriculum coaches will create and implement best practice instructional methods and strategies for culturally responsive theme project based learning environments through providing weekly professional development sessions, team teaching, and model teaching. Coaches collect and analyze data, frequently attend professional development workshops many of which are train the trainer workshops in which coaches come back and are the school level trainers for best practice instructional strategies such as culturally responsive theme project based hands-on learning environments.

FCSD3's Project C3 Explores professional development plan is a rigorous and robust plan geared towards building capacity regarding cultural responsiveness and desegregation

strategies. The Flippen Group is a nationally recognized staff development training provider whose staff are recognized for diversity and culturally responsive training for at the local, state, and national level. The Flippen Group will be contracted to provide annual training and support for educators. There will be an annual training institute for both school's entire faculty and staff population. In addition, there will be follow up onsite trainings as well as training specifically for the district and both schools' instructional leadership team in order to provide ongoing support.

QUALITY OF PROJECT EVALUATION

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(1) The extent to which the methods of evaluation will, if well-implemented, produce evidence of promise (as defined in this notice).

The Project C3 Explores evaluation will be conducted by an evaluation team led by Dr. Diane M. Monrad, Director of the South Carolina Educational Policy Center (SCEPC) at the University of South Carolina (USC). Dr. Robert L. Johnson, Professor in the Educational Studies Department at USC, will serve as co-principal investigator. Dr. Tammiee Dickenson, Director of USC's Office of Program Evaluation, will be the chief statistician for the evaluation and has responsibility for managing the impact study. All of these evaluation team leaders have extensive experience in assessing MSAP programs and have developed a plan to provide objective outcome data for federal reporting and to continuously monitor implementation ensuring program fidelity and continuous improvement. Resumes for Drs. Monrad, Johnson, and Dickenson are included in the proposal attachments.

The Project C3 Explores evaluation is integrated into all aspects of the magnet project in an ongoing collaboration between the USC evaluation team and the magnet staff. This collaboration is facilitated by the relatively close proximity of the University of South Carolina to Florence School District 3. The evaluation team is able to easily attend district and school project planning meetings, monthly project meetings, and consultations with district staff. District and school project staff are consulted during the development of all instrumentation so that the information needs of both the evaluators and the project staff can be included. In addition, there are no delays in providing feedback on project data to district and school staff since the evaluation team is present in the schools on a routine basis. All of the evaluation team's work is designed to support the implementation of quality magnet programs, assess progress in meeting performance measures, provide information for program refinements, and evaluate evidence of effectiveness. The participatory and collaborative nature of the evaluation increases the commitment of the project staff and their willingness to use the evaluation data for program improvement (Johnson, Greenesid, Toal, King, Lawrenz, & Volkov, 2009).

The evaluation of Project C3 Explores will use a variety of methods to provide both formative and quantifiable summative outcome data for MSAP, the project director, school and district staff, parents, and other project stakeholders. Annual evaluation and performance reports will describe implementation of the project and the degree to which program objectives and performance measures are met.

The Project C3 Explores logic model will help guide the evaluation design. It is expected that if Project C3 Explores successfully utilizes program resources, implements activities, and produces outputs, this will lead to achieving expected short-term, medium-term, and long-term outcomes. Therefore, data collection methods and evaluation tools developed will be targeted to

each logic model element, ensuring that evidence found can be systematically linked to program components. Data collection methods will include a mix of quantitative and qualitative data. The evaluation team will also conduct an impact study to investigate the effectiveness of implementing Project Based Learning (PBL) within the Project C3 Explores magnet schools.

Assessing program implementation. A critical element for ensuring program strategies can be linked to outcomes is to investigate and track program implementation. Measuring project implementation is an often overlooked but important part of a comprehensive evaluation (Field, 1985). According to Century, Rudnick, and Freeman (2010), it is not acceptable to merely measure outcomes to determine if the intervention is fully effective. They urge evaluators to focus on the "why, how, and under what conditions" that programs work (p. 30). The foundations for a more holistic framework for understanding implementation of programs and practices have been proposed throughout implementation research. Fixsen, Blase, Naoom, and Duda (2015) have developed a framework for assessing the core implementation components, or implementation drivers, which may be critical to successfully implementing interventions. As shown in Figure 2, this model is in the shape of a triangle with the following three sides: Competency Drivers, Organization Drivers, and Leadership Drivers.

Figure 2. Fixsen et al.’s (2015) Implementation Drivers.



At the top of the triangle is performance assessment, used to provide feedback on performance to identify areas of improvement. Competency Drivers focus on the ability to implement an intervention as intended and include staff selection, staff training, and coaching activities. Organization Drivers focus on the organizational and ecological environment within which interventions are implemented, and include decision support data systems for continuous quality improvement, facilitative administrations that support the work of practitioners, and systems interventions that allow organizations to work with external systems to help support practitioners. Leadership Drivers focus on leadership and management processes that can support the intervention and include both technical and adaptive leadership. The implementation drivers are integrated and compensatory so that they work together to support each other and compensate for weaker drivers.

Implementation will be the primary focus in year one of Project C3 Explores. Using the framework developed by Fixsen et al. (2015) as a guide, the evaluation team will develop implementation rubrics for each school to identify the critical program components needed for successful implementation, fidelity, and program sustainability. The implementation rubrics will target the needed resources, activities, and outputs required for each Project C3 Explores school, and will assess the degree to which each component is implemented in each school. The core components of each school's implementation rubric will be developed considering each of Fixsen et al.'s three implementation drivers. For example, within the context of a magnet program, Competency Drivers may include the provision of professional development activities, Organization Drivers may include the restructuring of both the physical school space and curriculum, and Leadership Drivers may include the hiring of new staff and formation of

magnet-based committees. With input from Project C3 Explores personnel and Site Coordinators, rubrics will be specified to reflect each Project C3 Explores school's unique needs and program components. A sample implementation rubric is shown in the Attachments. Rubrics will be completed twice each year so that progress can be assessed regularly and needed changes in implementation can be identified and initiated.

Comprehensive site visits will be conducted in each program year at each Project C3 Explores school. The site visits will provide an opportunity for the evaluation team to see the program “in action” at each school, and to assess teacher and student reaction to the various program strategies and components. The site visits will consist of classroom observations, principal and site coordinator interviews, and focus groups with teachers and students. The site visits, in combination with the implementation rubrics, will allow the evaluation team to fully assess implementation, stakeholder reactions to program components, and to provide program leadership with feedback in order to make data-driven program modifications as implementation is occurring.

Assessing program outcomes. Expected short-term and medium-term outcomes will be measured through the collection of administrative records (i.e., application and enrollment data) and the development of teacher and student surveys. Yearly evaluation reports provided by the evaluation team will show clear linkages between the degree to which program components (i.e., resources and activities) have been implemented (as measured by the implementation rubrics; site visits), reactions by stakeholders to these components (as measured by focus groups/interviews; surveys), and progress on meeting expected short-term and medium-term outcomes (as measured by school/administrative records; surveys). Data collected for yearly annual progress reports (APR and Ad Hoc) will show each school’s progress in meeting

expected long-term outcomes.

Measurement framework. The evaluation team’s measurement framework further situates the evaluation within the context of the Project C3 Explores logic model. The objective performance measures are consistent with the district and school outcomes depicted in the logic models and will produce both quantitative and qualitative data for project monitoring, reporting, and improvement. The measurement framework shown below in Table 17, depicts the details of how the various outputs and outcome measures will be defined, measured, and collected for the Project C3 Explores evaluation. The evaluation team is dedicated to ensuring the objectivity of results, validity and reliability of measures, and quantification of results.

Table 17. Measurement Framework for Project C3 Explores Magnet Program

Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Outputs					
<p>Marketing materials/resources are disseminated and activities conducted</p> <p>Students enroll in magnet schools</p>	<p>Marketing plan fully implemented</p> <p>Student enrollment in Project C3 Explores magnet schools</p>	<p>Number of marketing activities planned and implemented each year</p> <p>Number of students enrolled each year</p>	<p>Implementation rubric; administrative records; Annual Performance Report (APR)</p>	<p>Project C3 Explores project and school staff; District staff</p>	<p>Year 1 created; updated twice per year in Years 2 – 5 (implementation rubric)</p> <p>Once per year (administrative records; APR)</p>
<p>Implementation rubrics completed</p>	<p>All key Project C3 Explores personnel monitor program implementation</p>	<p>Increase in the number of program-based activities and strategies implemented</p>	<p>Implementation rubric</p>	<p>Project C3 Explores project and school staff; Evaluation team</p>	<p>Twice per year</p>
<p>Magnet-themes implemented</p> <p>PBL is embedded into the curriculum</p> <p>Classrooms are transformed into culturally responsive environments</p>	<p>Each Project C3 Explores school is transformed into their proposed magnet</p> <p>Teachers and school staff participate in professional development</p>	<p>Number of magnet-based activities implemented</p> <p>Number of curriculum components implemented each year</p> <p>Percentage of teachers reporting they understand the goals of the magnet program</p> <p>Percentage of teachers and staff who participate in PBL professional development each year (Performance Measures 4.1 & 4.2)</p>	<p>Implementation rubric; Teacher surveys; administrative records; APR</p>	<p>Project C3 Explores project and school staff; Evaluation team</p>	<p>Twice per year (implementation rubrics)</p> <p>Once per year (administrative records; APR; surveys)</p>

Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
		Percentage of teachers and staff who participate in magnet, theme-based professional development each year (Performance Measures 4.3 & 4.4)			
PLCs established Teachers collaborate to share best practices and develop curriculum Data teams meet regularly	Teachers meet regularly to plan and monitor students	Number of teachers participating in PLCs and data teams Number of PLC and data team meetings	Implementation rubric	Project C3 Explores project and school staff	Twice per year
Sustainability plan developed	Project C3 Explores is prepared for sustainability	Number of activities implemented related to sustainability Percentage of teachers who support the goals and objectives of the Project C3 Explores magnet Sustainability plan developed and benchmarks met	Implementation rubric; site visits; focus groups/interviews; teacher survey	Project C3 Explores sustainability planning team; Project C3 Explores principals; Project C3 Explores Project Director; Teachers	Twice per year (implementation rubric) Once per year (site visits; focus groups/interviews; surveys)
Short-Term Outcomes					
Increased student applicants Increased student enrollment	Student interest in Project C3 Explores magnet schools	Increase in number of applications received each year Increase in student enrollment each year	Administrative records; APR	Project C3 Explores project and school staff; District staff	Once per year

Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
<p>Improved instructional effectiveness</p> <p>Increased teacher confidence in implementing magnet-based instructional strategies (e.g., PBL, culturally responsive strategies)</p> <p>Increased collaboration between students</p>	<p>Student and teacher reactions to instructional and program components</p> <p>Teacher use of magnet components in the classroom</p> <p>Effectiveness of the professional development</p>	<p>Number of instructional components implemented that meet best practice standards</p> <p>Percentage of students reporting Project C3 Explores is helping them improve their academic achievement (Performance Measure 2.3)</p> <p>Percentage of teachers who report implementing PBL strategies into the classroom (Performance Measure 2.1)</p> <p>Percentage of teachers who report implementing culturally responsive strategies in the classroom (Performance Measure 2.2)</p> <p>Percentage of teachers reporting they know how to implement the magnet program in their classroom</p> <p>Percentage of teachers reporting the professional</p>	<p>Teacher and student surveys; site visits; focus groups/interviews</p>	<p>Teachers; Students</p>	<p>Once per year</p>

Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
		<p>development has been effective (Performance Measure 4.5)</p> <p>Frequency of magnet-based activities utilized by teachers that promote student collaboration</p>			
<p>Improved teacher collaboration</p> <p>Student data used to monitor progress and improve instruction</p>	<p>Teacher reactions to PLCs and data teams</p>	<p>Percentage of teachers reporting that Project C3 Explores has improved their collaboration</p> <p>Percentage of teachers who report PLCs and data teams are effective</p>	<p>Teacher survey; site visits; focus groups/interviews</p>	<p>Teachers</p>	<p>Once per year</p>
<p>Increased opportunities for parent, family, and community involvement</p>	<p>Parent and community interest in Project C3 Explores schools and magnet programs</p> <p>Partnerships with community organizations and businesses</p>	<p>Number of family engagement activities conducted each year (Performance Measure 3.7)</p> <p>Change in the number of family members attending magnet theme-based activities (Performance Measure 3.8)</p> <p>Change in the number of community-based partnerships (Performance Measure 3.9)</p>	<p>Implementation rubrics; activity logs; school records; APR</p>	<p>Project C3 Explores project and school staff; parents</p>	<p>Twice per year (implementation rubric)</p> <p>Once per year (activity logs; school records; APR)</p>
Medium-Term Outcomes					

Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Increased socioeconomic and racial diversity in each magnet school	Student enrollment by ethnicity in each Project C3 Explores school School poverty index	Reduction in minority group isolation of African-American students at each school (Performance Measure 1.1) Reduction in each school's poverty index (Performance Measure 1.2)	Administrative records; APR	Project C3 Explores project and school staff; South Carolina Department of Education (SCDE) staff	Once per year
Increased teacher confidence in integrating arts and science	Teacher use of magnet components in the classroom Effectiveness of the professional development	Percentage of teachers reporting they incorporate arts/sciences in their curriculum Frequency at which teachers use activities that integrate art and science Number of components implemented that meet best practice standards Percentage of teachers reporting the professional development has been effective (Performance Measure 4.5)	Teacher surveys; site visits; focus groups	Teachers	Once per year
Improved school climate Increased student engagement	Teacher, student, and parent perceptions of each school's climate Perceptions of student engagement	Change in each school's climate factor percentile rank (Performance Measure 3.5) Percentage of students	State school climate surveys; teacher surveys; student surveys; site visits; focus groups/interviews	Teachers; Students; Parents	Once per year

Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
		and teachers reporting student engagement has increased (Performance Measures 3.2 & 3.4)			
Increased student confidence in using technology Increased interest in STEM based careers Increased student interest in the arts	Student reactions to Project C3 Explores strategies	Percentage of students reporting increased confidence in using technology since enrolling in a Project C3 Explores magnet school Percentage of students reporting their interest in a STEM-based career has increased Percentage of students who report an increased interest in the arts	Student surveys; focus groups/interviews	Students	Once per year
Improved relationship with parents and the community	Parent and community perceptions of school learning environment	Percentage of parents satisfied with the learning environment of their child's school (Performance Measure 3.6) Change in parent and community perceptions of each Project C3 Explores school.	Parent school climate survey; focus groups/interviews; school records	Parents; Project C3 Explores project and school staff	Once per year
Long-Term Outcomes					
Increased student achievement in ELA and mathematics Increased student	Student performance on state and district assessments	Increase in percentage of students who meet or exceed expectations on SC Ready for English language arts and	State and district reports on student assessment data; APR	Project C3 Explores project and school staff	Once per year

Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
achievement in science		<p>mathematics (Performance Measures 2.4 & 2.5)</p> <p>Percentage of students who meet or exceed their target growth in MAP reading/mathematics (Performance Measures 2.6 & 2.7)</p> <p>Increase in percentage of students who score met or above on PASS science (Performance Measure 2.8)</p>			
<p>Increased interactions among students with diverse backgrounds</p> <p>Increased sense of belonging among students</p>	Teacher and student reports of interactions with peers of different social, economic, ethnic, and racial backgrounds	<p>Percentage of teachers reporting the project increases interactions among students of diverse backgrounds (Performance Measure 3.1)</p> <p>Percentage of students reporting they are engaged in interactions with students of different backgrounds (Performance Measure 3.3)</p>	Teacher and student surveys	Teachers; students	Once per year
Improved high school readiness	Student perceptions of high school readiness	Percent of students who report Project C3 Explores is preparing them for high school	Student surveys; focus groups/interviews	Students	Once per year

Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Program is sustained beyond Federal funding	Fully implemented magnet programs	<p>Percentage of teachers reporting they have received enough training to sustain the magnet program (Performance Measure 4.6)</p> <p>Percentage of strategies, components, and resources fully implemented</p>	Teacher surveys; implementation rubrics	Project C3 Explores project and school staff; Teachers	<p>Once per year (surveys)</p> <p>Twice per year (implementation rubrics)</p>

Impact Study

An impact study will be conducted to assess the effectiveness of the Project C3 Explores magnet program's Project Based Learning (PBL) strategy to improve academic performance of students. PBL is one of Project C3 Explores' critical strategies being implemented as part of the magnet program. The study conducted by Cervantes, Hemmer, and Kouzekanani (2015) used in this proposal as evidence of promise for Project Based Learning, found that students who participated in PBL had significantly (both statistically and practically) higher achievement scores in both reading and mathematics compared to a group of students who did not participate in PBL. The impact study to be conducted by the evaluation team is designed to expand on the work of Cervantes et al. and add to the literature indicating evidence of promise for PBL.

Under ideal statistical settings, students would be randomly assigned to treatment (i.e., the magnet schools in the program) or control (i.e., non-magnet schools) groups and analysis of outcomes would be compared to investigate effectiveness of the new program. The use of random assignment serves to control for factors, observed and unobserved, that may be related to the outcomes. For magnet school programs with a large enough applicant pool, it may be feasible to randomly select half of the students from the pool to participate in the magnet program and half to attend a non-magnet school. However, with a new magnet program, it is unlikely that the initial applicant pool will be large enough to have adequate sample size for both the treatment (i.e., magnet) and control (i.e., non-magnet) groups with sufficient power to detect differences. In addition, the Project C3 Explores program will serve both zoned and choice students, thus a design that includes all students who enroll in the schools is desired. Therefore, a quasi-experimental statistical matching technique that identifies a set of comparison students who are similar to the treatment (i.e., magnet) students on key demographic variables will be

used to allow for a rigorous evaluation of the impact of the Project C3 Explores program.

The impact study for Project C3 Explores in Florence County School District 3 will be conducted at both schools: Olanta Elementary (Grades 3-5) and J. Paul Truluck Intermediate (Grade 6). In total there are 383 students enrolled across both schools in the 2016-2017 school year, including 112 students in grades 3-5 at Olanta Elementary and 271 grade 6 students at J. Paul Truluck Intermediate. Matched samples of comparison students will be selected using a process developed and implemented by Northwest Evaluation Association (NWEA). The outcome of interest is student achievement on the Measures of Academic Progress (MAP) assessments in the subjects of reading and math. These assessments are published by NWEA.

The design proposed for the impact study will involve selection of students who are matched on observable characteristics, including prior academic achievement, as controls to ensure that treatment and comparison groups are similar at the start of the Project C3 Explores program. However, an important characteristic that is not observable is selection bias of families who chose magnet schools, which may cause the magnet students to differ from the comparison students. The inclusion of prior achievement serves to equalize the two groups academically at the outset and by extension serves as a proxy for family motivation, investment, and support of education. These are considered the prime drivers of selection bias and so we consider some of the selection bias to be mitigated by controlling for prior achievement.

Researchers at NWEA have developed a research control group methodology called virtual comparison groups (VCGs) that can be used with groups of students who take the Measures of Academic Progress (MAP) assessments. MAP assessments are available for student in grades K-12 in subject areas of reading, language usage, science, and mathematics. MAP is a computer-adaptive assessment that is administered as a measure of academic progress up to three

times per year; fall, winter, and spring. Most schools that participate in the MAP testing program, including Florence County School District 3, administer the assessments at least twice per year, in the fall and spring. School districts across the nation participate in MAP testing and thus NWEA's database serves as a robust nationally representative pool of students from which a comparison sample may be selected. Students in Project C3 Explores will be matched to virtual comparison group students from schools with similar key demographics, and similar student factors related to the assessment and individual demographics with a ratio of 51 to 1 (i.e., 51 NWEA students to each Florence 3 student). RIT scores (short for Rasch unit) will be used as the student outcome measure in the analysis. A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. The average of RIT scores in the subject area of focus (reading or math) for the multiple comparison students will be used as the matched score for the VCG sample for each student in the Project C3 Explores treatment group. Two VCGs will be generated; one sample selected from NWEA's full national database (i.e., a national sample) and one sample selected from students in southeastern states (i.e., a regional sample).

School level and student level filters will be used to select VCG qualified students in relation to the sample of students who participate in Project C3 Explores. The matched schools will be selected from public schools. First, NWEA schools will be selected using school level filters to ensure similarity to the magnet schools. Next, students will be selected using student level filters associated with the assessment and with student demographics. School level filters to be used include location (rural, urban, suburban), percentage of students on free and reduced lunch (a proxy for low socioeconomic status students), and percentage of African-American students (the minority groups of focus for this program). Student level filters to be used include

assessment filters of subject area, number of instructional days, and starting RIT score in the fall semester; and student demographic filters including free or reduced lunch status, ethnicity, and gender.

The outcomes of interest are the change scores from fall to spring on the MAP reading and math assessments for students in grades 3 – 6. If the magnet program is successful, students in the Project C3 Explores schools will have greater improvement in performance over each academic year than students in the VCGs. Note that baseline equivalence of the fall assessment scores will be established by means of comparison group selection. Thus, the change from fall to spring will demonstrate academic year growth that can validly be compared between treatment (Project C3 Explores) and comparison (VCGs) groups of students with similar baseline achievement scores. To investigate the impact of the Project C3 Explores magnet program's PBL approach on achievement, a multiple linear regression analysis with academic year change in MAP score as the dependent variable and treatment group, subsidized meal status, and minority group status (African American and non-African American) as the independent variables will be conducted for each subject area and grade level combination annually. In addition, interaction terms between treatment group and student demographics will be included to assess whether Project C3 Explores students show statistically lower achievement gaps than VCG students.

The VCG methodology is a quasi-experimental design that meets the What Works Clearinghouse standards with reservations. Based on a webinar presented by the Institute for Education Sciences on March 3, 2015 (<https://ies.ed.gov/ncee/wwc/Multimedia/23>), a high-quality quasi-experimental design should have the following critical components: 1) two or more distinct groups, 2) establishment of baseline equivalence, 3) controls for potential confounding

factors, and 4) use of valid and reliable outcome measures that are not over-aligned with the intervention. Our impact study meets all of these criteria. First, two distinct groups of students will be compared, students in the Project C3 Explores magnet schools and students in the VCGs (national and regional). Second, baseline equivalence will be established by matching the groups on initial achievement in the fall of each school year. Third, other key demographics at both the school and student levels will be included as matching criteria to further ensure that the composition of the groups are similar on these observable traits at the beginning of the school year, thus eliminating a number of potential confounding factors. Fourth, the outcome measures of achievement on the MAP assessments are valid and reliable measures of academic progress in reading and math. In particular, MAP received positive reviews by Cizek (2016) and Gierl (2016) in the *Mental Measurement Yearbook*. Cizek (2016) wrote, “Available evidence suggests that MAP tests can be used with confidence by school districts to gauge student learning, relative standing, and growth with respect to educational objectives deemed central to the curricular emphases of those districts.”

MAP assessments are administered via computer and student scores are available upon completion of the assessments. MAP data from students in grades 3-6 who are assessed in both the fall and spring of each school year will be used in this study. Following the spring assessments, NWEA researchers will need time to select the VCGs from the national and regional databases. Thus, analysis will be conducted during the summer between each school year starting in year 2. Reports on results from the previous school year will be completed and shared with Project C3 Explores leaders by August of project years 2, 3, and 4. In addition, a final report that summarizes results across all project years will be compiled and delivered by August 31, 2022.

Dr. Tammiee Dickenson, Director of the Office of Program Evaluation at the University of South Carolina, will serve as chief statistician for the Project C3 Explores magnet program and will have responsibility for managing the impact study. Dr. Dickenson's vita is included in the attachments and her qualifications described in the Personnel section. Dr. Dickenson has worked with researchers from NWEA on a previous study that used the VCG methodology with MAP data to select comparison students for a summer reading initiative in South Carolina. With her expertise and experience, Dr. Dickenson is well positioned to provide leadership on the impact study for the Project C3 Explores program.

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Project C3 Explores Objectives and Performance Measures

The evaluation team and the Florence County School District 3 magnet planning team have established the following four project objectives:

1. To promote diversity by reducing and preventing minority group isolation and increasing socioeconomic diversity.
2. To increase student achievement by implementing rigorous, focused programs of study that provide personalized, innovative, theme-based instruction to provide all students the opportunity to meet challenging core content standards and academic achievement standards.
3. To develop connections between students, parents, and teachers and their school and community.
4. To build the capacity of teachers and administrators to deliver rigorous, focused

programs of study that provide personalized, innovative, theme-based instruction through professional development.

A total of 25 performance measures accompany the four project objectives for Project C3 Explores, all of which align with the district and schools logic models, MSAP performance measures, and GPRA reporting requirements.

Project Objective 1: To promote diversity by reducing and preventing minority group isolation and increasing socioeconomic diversity. (see Table 18). To examine the effectiveness of Project C3 Explores in reducing minority group isolation, the evaluation team will review each school's demographic data to determine if minority isolation of African-American students is decreasing in accordance with each school's enrollment targets. For these performance measures, the District's Accountability Office will provide annual fall (October 1) student enrollment data for the Project C3 Explores magnet schools. Enrollment data will be disaggregated by grade level and ethnicity. The evaluation team will annually compare actual and projected percentages of African-American students enrolled at each magnet school to assess whether the isolation of African-American students is being reduced in accordance with enrollment targets (i.e., a two percentage points decrease per year from the baseline, for a total of 10 percentage points decrease from the baseline over the five years of the program). Similarly, the evaluation team will annually examine each school's poverty index provided by South Carolina Department of Education (SCDE) to determine the effectiveness of Project C3 Explores in increasing socioeconomic diversity. The actual and the projected poverty index for each Project C3 Explores magnet school will annually be compared to determine whether this is reduced accordingly with the projected targets.

Table 18. Project Objective and Performance Measures for Promoting Diversity

Project C3 Explores Objective 1: To promote diversity by reducing and preventing minority group isolation and increasing socioeconomic diversity.			
Project C3 Explores Performance Measures		Targets	Timeline
1.1	By October 1 of each project year, minority group isolation of African-American students will be reduced by 2 percentage points each year from the October 1, 2017 baseline.	2% points 4% points 6% points 8% points 10% points	October 1, 2018 October 1, 2019 October 1, 2020 October 1, 2021 October 1, 2022
1.2	By October 1 of each project year, each magnet school will increase socioeconomic diversity by reducing the school's poverty index by 2 percentage points each year from the October 1, 2017 baseline.	2% points 4% points 6% points 8% points 10% points\	October 1, 2018 October 1, 2019 October 1, 2020 October 1, 2021 October 1, 2022

Project Objective 2: To increase student achievement by implementing rigorous, focused programs of study that provide personalized, innovative, theme-based instruction to provide all students the opportunity to meet challenging core content standards and academic achievement standards. (see Table 19). Performance measures for Objective 2 reflect two critical elements of Project C3 Explores: (1) the program’s ability to implement instructional change into classrooms, and (2) the federal and project priorities that magnet students meet South Carolina’s rigorous annual progress standards in English/language arts and mathematics as measured by the SC Ready assessment. In collaboration with magnet program staff, the evaluators will develop teacher and student surveys to be administered in each year of the program. As part of the teacher survey, teachers will be asked to report the extent to which they are implementing Project Based Learning strategies into their classrooms. To assess the program’s impact on academic achievement, perceptual and actual changes in achievement will be measured. As part of the student survey, students will be asked to reflect on the extent to which they believe Project C3 Explores is helping them improve academically. To assess actual changes in student academic achievement, annual comparisons in each magnet school’s test scores will be performed to evaluate the increase in the number of students meeting or exceeding expectations on SC Ready.

Table 19.

Project Objective and Performance Measures for Increasing Student Achievement

Project C3 Explores Objective 2: To increase student achievement by implementing rigorous, focused programs of study that provide personalized, innovative, theme-based instruction to provide all students the opportunity to meet challenging core content standards and academic achievement standards.		
Project C3 Explores Performance Measures	Targets	Timeline

2.1	The percentage of teachers in each Project C3 Explores school who report implementing Project Based Learning (PBL) strategies into the classroom will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
2.2	The percentage of teachers in each Project C3 Explores school who report implementing culturally responsive strategies in the classroom will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
2.3	The percentage of students in each school who report the Project C3 Explores magnet program is helping them improve their academic achievement will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
2.4	The percentage of Project C3 Explores students who meet or exceed expectations on SC Ready for English language arts will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.5	The percentage of students in each Project C3 Explores school who meet or exceed expectations on SC Ready for mathematics will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.6	The percentage of students in each Project C3 Explores school who meet or exceed their Measures of Academic Progress growth target from fall to spring in reading will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.7	The percentage of students in each Project C3 Explores school who meet or exceed their Measures of Academic Progress growth target from fall to spring in mathematics will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.8	The percentage of students in each Project C3 Explores school who score met or above on PASS science will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022

Additional state and district assessments will also be utilized to evaluate if Project C3

Explores is meeting its student achievement targets. Students in grades 3 – 6 will take the Measures of Academic Progress (MAP) reading and mathematics subtests in the fall and spring of each year. The percentage of students who meet or exceed their MAP growth targets from fall to spring in reading and mathematics will be measured. Finally, the science subtest from the Palmetto Assessment of State Standards (PASS) will be examined for students in grades 4 - 6 to evaluate the increase in the number of students scoring Met or Exemplary after participation in Project C3 Explores.

Project Objective 3: To develop connections between students, parents, and teachers and their school and community. (see Table 20). The Project C3 Explores program and instructional strategies are designed to increase and improve: (1) interactions among students of diverse backgrounds, (2) students’ engagement in learning, (3) parental and community involvement, and (4) connections between students, teachers, and parents. Student interactions with diverse peers and their engagement in learning will be assessed by examining student and teacher surveys responses. Teachers and students will be asked to report the extent to which they believe Project C3 Explores increases student interactions among students with diverse backgrounds, as well as the extent to which Project C3 Explores contributes to increases in student engagement.

Table 20. Project Objective and Performance Measures for Increasing Interactions and Engagement

Project C3 Explores Objective 3: To develop connections between students, parents, and teachers and their school and community.			
Project C3 Explores Performance Measures		Targets	Timeline
3.1	The percentage of teachers at each magnet school who report that Project C3 Explores increases interactions among students of diverse backgrounds will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022

3.2	The percentage of teachers at each magnet school who report that Project C3 Explores increases student engagement in learning will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.3	The percentage of students at each magnet school who report that Project C3 Explores engages them in interactions with students from different social, economic, ethnic, and racial background will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.4	The percentage of students at each magnet school who report that participation in Project C3 Explores is increasing their engagement in learning will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.5	By June 30 of each project year, at least 10 of the 14 school climate factors at each Project C3 Explores magnet school will show an increase in their percentile ranking (2017 data used as baseline).	2 schools 2 schools 2 schools 2 schools 2 schools	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.6	The percentage of parents at each Project C3 Explores magnet school who report that they are satisfied with the learning environment of their child's school will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.7	By June 30 of each project year, each Project C3 Explores magnet program will conduct four theme-based family engagement activities.	2 schools 2 schools 2 schools 2 schools 2 schools	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.8	The number of family members attending magnet theme-based activities organized at each magnet school will increase by 10% each year over the 2018 baseline.	NA 10% points 20% points 30% points 40% points	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.9	By June 30 of each project year, each Project C3 Explores magnet program will add at least two partnerships with community organizations and local businesses (2017 data used as baseline).	2 schools 2 schools 2 schools 2 schools 2 schools	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022

Improving school climate through the use of Project C3 Explores strategies is the focus of performance measures in Objective 3. Researchers have noted the importance of a positive

school climate for teachers, parents, and students. Favorable school climate provides the structure in which students, teachers, administrators, and parents function cooperatively and constructively (Brown & Medway, 2007; Bryk & Thum, 1989; Gareau et al., 2010; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005; Ma & MacMillan, 1999). A favorable school climate provides a supportive work/learning environment and appears to be positively related with important outcomes such as students' academic achievement (Greenberg, 2004; Lee & Burkham, 1996; Stewart, 2008), students' behavior and their decisions to remain in school (Bryk & Thum, 1989; Rumberger, 1995), increased teacher job satisfaction (Ma & MacMillan, 1999), increased retention and attendance, and better home-school relationships (DiStefano, Monrad, May, McGuinness, & Dickenson, 2007). In addition, a positive school climate has been found to be positively related to indicators of school success, such as standardized test scores, adequate yearly progress (AYP) measures, and school report card information (DiStefano et al., 2007; Greenberg, 2004; Monrad et al., 2008; Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006).

South Carolina is one of a few states requiring students, parents, and teachers at all public schools to complete an annual school climate survey. The SCEPC has analyzed the state's climate survey data base for the last ten years and has used factor analytic techniques to identify 14 school climate factors. Information regarding these teacher, student, and parent factors as well as item-level results for each school are included in a school climate profile which is proprietary and only produced by the SCEPC. This profile can be used by school personnel to identify strengths and weaknesses in terms of their school climate as well as trends in their climate over time. To support school personnel in interpreting their school climate profile and using this tool to improve their school climate, SCEPC also developed an interpretation guide (samples can be found in the Attachments).

Table 21 includes selected information from the school climate profiles of Project C3 Explores schools. Specifically, the 2016 school climate percentiles included in this table demonstrate the need for improvement of school climate in each school. At Olanta Elementary, all but two of the climate factors are below the 10th percentile and at J. Paul Truluck Intermediate, most the school climate factors fall below the state average (50th percentile). The evaluation team will assess progress in school climate at each magnet school by annually comparing the school climate percentiles to determine if there is an increase in their ranking for at least 10 of the 14 school climate factors.

Table 21. 2016 State-Level School Climate Factors Percentiles for Project C3 Explores Schools

School Climate Factor	Olanta Elementary	J. Paul Truluck Intermediate
Teacher working conditions/ leadership	3%	89%
Teacher home-school relationship	3%	49%
Teacher instructional focus	7%	32%
Teacher resources	13%	16%
Teacher physical environment	35%	64%
Teacher safety	5%	49%
Student learning environment	5%	87%
Student social-physical environment	6%	47%
Student home-school relationship	2%	83%
Student safety	4%	47%
Parent learning environment	NA	55%

Parent social-physical environment	NA	35%
Parent teacher care and support	NA	82%
Parent home-school relationship	NA	46%

The evaluation team will also document each magnet school’s partnerships with community organizations and local businesses, family engagement activities and attendance, and parental satisfaction with the learning environment of their child’s school. Providing choices to parents, increasing family and community engagement with the Project C3 Explores schools, and providing a diversity of perspectives will be a focus of the magnet program.

Project Objective 4: To build the capacity of teachers and administrators to deliver rigorous, focused programs of study that provide personalized, innovative, theme-based instruction through professional development. (see Table 21). In order to achieve Project C3 Explores’ goal of implementing instructional change to improve student outcomes, teachers and school staff will engage in intensive professional development. Florence County School District 3 will use magnet school funds and to provide a variety of professional development opportunities through workshops, job-embedded training, peer coaching, grade-level planning, and technical assistance from professional organizations and skilled consultants, including The Buck Institute of Education (BIE), The Flippen Group, S2TEM CentersSC, A+ Schools Program, and other well-respected experts. Professional development activities will be targeted to the proposed changes in instructional strategies and the creative arts and science integration theme implementation, including PBL, creating culturally responsive classrooms, and STEM and arts integration.

Table 22. Project Objective and Performance Measures for Building Capacity

Project C3 Explores Objective 4: To build the capacity of teachers and administrators to deliver rigorous, focused programs of study that provide personalized, innovative, theme-based instruction through professional development.			
Project C3 Explores Performance Measures		Targets	Timeline
4.1	The percentage of administrative staff at each Project C3 Explores school who participate in at least 75 hours of annual professional development in Project Based Learning (PBL) will increase to...	75% 80% 85% 90% 95%	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
4.2	The percentage of teachers at each Project C3 Explores school who participate in at least 100 hours of annual professional development in Project Based Learning (PBL) will increase to...	75% 80% 85% 90% 95%	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
4.3	The percentage of administrative staff at each Project C3 Explores school who participate annually in at least 75 hours of magnet theme-based professional development will increase to...	75% 80% 85% 90% 95%	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
4.4	The percentage of teachers at each Project C3 Explores school who participate annually in at least 100 hours of magnet theme-based professional development will increase to...	75% 80% 85% 90% 95%	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
4.5	The percentage of teachers at each Project C3 Explores school who rate the professional development components as effective will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
4.6	The percentage of teachers in each Project C3 Explores school reporting they have received sufficient training to continue operating the magnet program after Federal funding ends will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022

Schools will keep records of teachers' attendance at professional development trainings

and participation in all job-embedded training. Teachers' perceptions of training effectiveness will be gathered through annual spring teacher surveys. Finally, to evaluate the the district's capacity to sustain the magnet program, survey data also will be used to assess teachers' confidence in their ability to continue operating Project C3 Explores magnet programs after Federal funding ends.

Objectivity and Validity/Reliability of Measures

Although some data used in the evaluation are collected by district project staff, objectivity will be ensured in that the entire evaluation analysis and reporting is conducted off district-site by the trained SCEPC and OPE evaluation team members at the University of South Carolina. Validity will be increased by soliciting ongoing feedback from project staff as part of the development of evaluation instruments, such as annual surveys and workshop evaluations, to ensure that instrument content is accurately assessing program constructs. Further, the internal consistency reliability of the annual surveys will be examined using Cronbach's alpha, which computes correlation values among groups of items measuring the same construct. The reliability associated with the state assessments (SC Ready, PASS) and the norm-referenced Measures of Academic Progress (MAP) assessment is considered acceptable by the advisory groups that provide psychometric expertise in test development.

Quantifiable and Qualitative Results

The evaluation methods will produce quantifiable results for all four project objectives and performance measures. Disaggregated student enrollment data will be provided by the district's Office of Accountability to evaluate the schools' performance measures related to the reduction of African-American student isolation and each school's poverty index. The assessments used in Objective 2 to review progress in student achievement include state

assessments (SC Ready, PASS) and MAP which all provide objective measurements of student achievement. In addition, the evaluation team will use confirmatory factor analysis (CFA) to explore school climate data at each magnet school for Objective 3. This multivariate statistical procedure will determine how well the survey items measure the climate construct and will result in mean factor scores for each of the school climate factors for each school. Other descriptive and inferential statistics (i.e., t-tests) will be utilized as needed. The comprehensive impact study planned to assess the effectiveness of Project C3 Explores' Project Based Learning strategy is designed to produce valid results in order to determine evidence of promise. Quantifiable statistics will also be shared in the annual performance report for the following data elements: hours of professional development, item analysis of teacher and student annual surveys and teacher workshop evaluations, and frequencies and percentages of parental involvement.

Qualitative data will be collected through site visits, focus groups, and interviews. The collection of qualitative data is critical to assess stakeholder reactions to program components and strategies, and to triangulate data collected via implementation rubrics and surveys. Additional qualitative data collected will include open-response survey items to further solicit input from teachers and students about issues related to project implementation and needed improvements.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

The extent to which evaluation costs are reasonable is directly related to the comprehensiveness of the proposed evaluation. The USC evaluation team has planned a rigorous, comprehensive evaluation, including an impact study, to ensure that the evaluation data can be used to guide program implementation, improvement, and the measurement of

performance objectives as well as examining the project's evidence of promise. The evaluation of Project C3 Explores will address all four project objectives related to the effectiveness of the program in (1) promoting student diversity, (2) increasing student achievement, (3) increasing interactions, engagement, and partnerships with diverse stakeholders, and (4) building capacity of administrators and teachers. To monitor progress and assess the effectiveness of the program on all these objectives and their corresponding performance measures, the evaluation team will conduct the following major activities at the school and district level:

School level

- Develop implementation rubrics and monitor program implementation at each school
- Develop, review, and administer student and teacher magnet surveys
- Analyze survey data including closed- and open-ended responses for each school
- Analyze school climate data and develop school climate profiles
- Provide school personnel with additional resources (e.g., School Climate Interpretation Guide) and training for interpreting their school's climate profile
- Develop interview/ focus group protocols and classroom observation rubrics
- Conduct school site visits including classroom observations and interviews/focus groups of students, teachers, parents, and school leadership
- Create summary reports for each school (i.e., annual survey results report, site visit report, annual progress report on project objectives and performance measures)
- Participate in monthly school magnet meetings

District level

- Design and conduct an impact study including data collection, data analysis, and reporting on program's impact on student academic achievement at proposed magnet schools

- Collect additional school and district level data needed for federal reporting and complete federal reports (i.e., Ad-Hoc, APR)
- Collect and analyze additional school and district level data needed for monitoring visits
- Participate in district level magnet meetings

The comprehensive set of data collection instruments including implementation rubrics, student and teacher surveys, interview/ focus group protocols, and classroom observation rubrics, will allow the evaluation team to assess the development of the project's implementation in each school as well as to get feedback from **all** teachers and students (grade 3 and higher) who are participating in Project C3 Explores. Project participants have valuable insights on project implementation and the evaluation team will make certain that all participants have a voice in gauging the success of Project C3 Explores and identifying any needed improvements.

Implementation rubrics will be completed twice a year by the evaluation team in collaboration with project staff at each magnet school. In addition, the evaluation team will annually administer student and teacher surveys and will conduct classroom observations and interviews/ focus groups with various stakeholders (i.e., students, teachers, parents, and school leadership) at each magnet school. Data analysis of quantitative and qualitative data will be conducted yearly by the evaluation team and results will be reported in a series of deliverables prepared for program staff and stakeholders as well as for federal reporting and monitoring visits. In addition, school climate data obtained from the SC Department of Education (SCDE) will be analyzed and school climate profiles will be developed and presented to each magnet school.

The evaluation team will use a variety of methods to provide both formative and summative performance feedback and specific outcome data for the project director, school and

district staff, parents, and other project stakeholders. A variety of evaluation reports, shown in Table 23, will be prepared and shared with district and school staff throughout each project year.

Table 23. Evaluation Reports Provided Annually to District and School Project Staff

Type of Evaluation Report	Date(s) Provided
Federal Annual Performance Report (APR)	April in each project year
Federal Ad-Hoc Performance Report	October in each project year
Project Implementation Report	August in each project year
Project Performance Measures Report	October in each project year
Site Visit Report	May in each project year
Teacher and Student Survey Report	August in each project year
School Climate Profiles	August in each project year
Final Project C3 Explores Evaluation Report	September 2022
Impact Study of Cooperative Learning	August 2022

The formative evaluation will provide school leadership teams with updates on their implementation progress and their meeting of program objectives. The evaluation team will guide district, school, and project staff in reviewing project implementation and outcomes. To document project implementation, evaluation team members will attend project staff meetings to monitor the progress of the project activities. The review of project implementation and outcomes will involve project staff in the development of data collection instruments, the interpretation of the results from data collection, and project improvement planning based on the results. In addition, the evaluation team will provide project staff and stakeholders with site visit reports based on classroom observations and interview/focus groups conducted at each magnet school. Results will be discussed with school and district leadership and necessary changes will be considered for program improvement. These will help monitor the progress of program implementation and effectiveness by taking into consideration a variety of perspectives from

students, teachers, parents, and administrators.

Summative evaluation feedback will be provided at individual meetings with school magnet leadership teams (summer) and full magnet project meetings including all district magnet staff and school leadership teams (fall). During the summer meetings with individual school leadership teams, the results from the teacher and student surveys will be shared in addition to the school climate profiles for the current year. Additional resources such as a school climate interpretation guide developed by the evaluation team will be provided to school personnel to facilitate the interpretation of their school's climate profiles and accurately determine strengths and weaknesses in their school's climate as well as trends in their climate over years. The quantitative and qualitative data from these instruments will be discussed and any necessary changes in program implementation for the coming year will be discussed.

In the fall, the district staff and school leadership teams will review the evaluation's annual performance report which will describe the implementation of the project and the degree to which program objectives and performance measures are met. Examples of the types of school feedback are provided in Figure 3 (School names are fictional.). As shown in the figure, if the performance measure is met, the cell is highlighted in green. If the measure is not met, the cell is highlighted in orange. Although not shown on this example, measures where progress is made without meeting the specific objective are highlighted in pink. Also note that each school's progress is depicted across project years.

Figure 3. Excerpt from summary performance reports prepared each fall

Performance Measures 2.O – 2.Q: By June 30 of each project year (2014-2016), at least 75% of ABC Elementary, ABC Middle, and ABC High students participating in the STEAM program will report that the project based learning approach contributes to their academic success.

Percentage of Students Agreeing the STEAM Program Contributes to Their Academic Success

School	2013-2014 (Year 1)	2014-2015 (Year 2)	2015-2016 (Year 3)
ABC Elementary	84.7%	89.6%	89.4%
ABC Middle	82.9%	83.7%	83.8%
ABC High	73.5%	73.5%	77.4%

Progress on Performance Measures 2.O - 2.Q:

- All three schools met the goal for this performance measure in 2015-2016, exceeding the target of at least 75% of students agreeing that the STEAM program contributes to their academic success.

As noted in Figure 3, the fall summary report prepared by the evaluation team also provides a summary across performance measures for the individual magnet schools by providing them with information about performance measures that were met or not met. Importantly, the summary also lists measures where progress was made toward meeting those measures. The formative and summative implementation and performance data shared with the magnet project personnel are critical in ensuring that continual progress is made in the progress of project implementation and the achievement of performance measures.

Further, to assess the program’s impact on student academic achievement, the evaluation team will design and conduct an impact study at both Project C3 Explores schools. This will include working with NWEA in creating the comparison group used for the study, collecting data annually from both program students and comparison students, performing preliminary statistical analysis for each year of the project, and presenting preliminary results to project staff and stakeholders. In addition, at the end of the project, the evaluation team will conduct

comprehensive statistical analyses of data from the entire duration of the project, will prepare reports, and present the results and conclusions on program effectiveness in increasing student academic achievement at the three magnet schools.

Table 24: Project C3 Explores Florence County School District 3: District Logic Model

Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Project Director Principals Teachers Parents MSAP Funding MSAP Center USC Evaluation Team District Staff Technology Professional development (PD) providers Visiting Artists Knowledge about evidence-based strategies Business and community partnerships	<p><u>Desegregation:</u> Magnet team develops marketing and recruitment plan</p> <p>Student recruitment, application, and selection activities</p> <p><u>Curriculum Improvement:</u> Develop unique, quality Magnet Curriculum specific to PBL and magnet theme</p> <p>Project staff and evaluation team work together to develop implementation rubrics</p> <p>Develop data teams</p> <p><u>Professional Development:</u> Provide teachers with PD in evidence-based strategies for Project Based Learning (PBL)</p> <p>Provide teachers with PD in evidence/magnet-theme based strategies (i.e., arts integration, culturally responsive classrooms)</p> <p>Develop Professional Learning Communities (PLCs)</p> <p><u>Sustainability:</u> Develop the sustainability planning team</p>	<p>Marketing materials/resources are disseminated</p> <p>Students enroll in magnet schools</p> <p>Implementation rubrics completed</p> <p>Magnet-themes implemented</p> <p>PBL is embedded into the curriculum</p> <p>Classrooms are transformed into culturally response environments</p> <p>PLCs established</p> <p>Teachers collaborate to share best practices and develop curriculum</p> <p>Data teams meet regularly</p> <p>Sustainability plan developed</p>	<p>Increased student applicants</p> <p>Increased student enrollment</p> <p>Improved instructional effectiveness</p> <p>Increased teacher confidence in implementing magnet-based instructional strategies (e.g., PBL, culturally responsive strategies)</p> <p>Increased collaboration between students</p> <p>Improved teacher collaboration</p> <p>Student data used to monitor progress and improve instruction</p> <p>Increased opportunities for parent, family, and community involvement</p>	<p>Increased socioeconomic and racial diversity in each magnet school</p> <p>Increased teacher confidence in integrating arts and science</p> <p>Improved school climate</p> <p>Increased student engagement</p> <p>Increased student confidence in using technology</p> <p>Increased interest in STEM based careers</p> <p>Increased student interest in the arts</p> <p>Improved relationship with parents and the community</p>	<p>Increased student achievement in ELA and mathematics</p> <p>Increased student achievement in science</p> <p>Increased interactions among students with diverse backgrounds</p> <p>Increased sense of belonging among students</p> <p>Improved high school readiness</p> <p>Program is sustained beyond Federal funding</p>

Context

*Low student achievement

*Schools losing enrollment

*Students unprepared for technology and PBL at New Tech high school

*Poor school climate

Project C3 Explores Florence County School District 3: District Logic Model

Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Project Director Principals Teachers Parents MSAP Funding MSAP Center USC Evaluation Team District Staff Technology Professional development (PD) providers Visiting Artists Knowledge about evidence-based strategies Business and community partnerships	<p><u>Desegregation:</u> Magnet team develops marketing and recruitment plan</p> <p>Student recruitment, application, and selection activities</p> <p><u>Curriculum Improvement:</u> Develop unique, quality Magnet Curriculum specific to PBL and magnet theme</p> <p>Project staff and evaluation team work together to develop implementation rubrics</p> <p>Develop data teams</p> <p><u>Professional Development:</u> Provide teachers with PD in evidence-based strategies for Project Based Learning (PBL)</p> <p>Provide teachers with PD in evidence/magnet-theme based strategies (i.e., arts integration, culturally responsive classrooms)</p> <p>Develop Professional Learning Communities (PLCs)</p> <p><u>Sustainability:</u> Develop the sustainability planning team</p>	<p>Marketing materials/resources are disseminated</p> <p>Students enroll in magnet schools</p> <p>Implementation rubrics completed</p> <p>Magnet-themes implemented</p> <p>PBL is embedded into the curriculum</p> <p>Classrooms are transformed into culturally response environments</p> <p>PLCs established</p> <p>Teachers collaborate to share best practices and develop curriculum</p> <p>Data teams meet regularly</p> <p>Sustainability plan developed</p>	<p>Increased student applicants</p> <p>Increased student enrollment</p> <p>Improved instructional effectiveness</p> <p>Increased teacher confidence in implementing magnet-based instructional strategies (e.g., PBL, culturally responsive strategies)</p> <p>Increased collaboration between students</p> <p>Improved teacher collaboration</p> <p>Student data used to monitor progress and improve instruction</p> <p>Increased opportunities for parent, family, and community involvement</p>	<p>Increased socioeconomic and racial diversity in each magnet school</p> <p>Increased teacher confidence in integrating arts and science</p> <p>Improved school climate</p> <p>Increased student engagement</p> <p>Increased student confidence in using technology</p> <p>Increased interest in STEM based careers</p> <p>Increased student interest in the arts</p> <p>Improved relationship with parents and the community</p>	<p>Increased student achievement in ELA and mathematics</p> <p>Increased student achievement in science</p> <p>Increased interactions among students with diverse backgrounds</p> <p>Increased sense of belonging among students</p> <p>Improved high school readiness</p> <p>Program is sustained beyond Federal funding</p>

Context

*Low student achievement

PR/Award # U165A170055

*Schools losing enrollment

*Students unprepared for technology and PBL at New Tech high school

*Poor school climate

**Project C3 Explores
Florence County School District 3: Olanta Elementary Creative Arts and Science Logic Model**

Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Project Director Principals Teachers Parents MSAP Funding MSAP Center USC Evaluation Team District Staff Technology Professional development (PD) providers Visiting Artists Knowledge about evidence-based strategies Business and community partnerships	<p><u>Desegregation:</u> Student recruitment (Magnet Fairs, Open House, School tours, etc.)</p> <p>Field Study Experiences</p> <p>Theme project based hands-on learning environments</p> <p>Increased exploratory choices (Music, Choral, Dance, Drama, etc.)</p> <p>Social and Emotional counseling</p> <p>Increased ESOL support</p> <p><u>Curriculum Improvement:</u> Develop and implement unique, quality Magnet Curriculum specific to PBL and magnet theme</p> <p>Plan and implement theme project based hands-on learning (PBL, Arts and Science Integration (magnet theme))</p> <p>Implement implementation rubrics</p> <p>Develop/Implement school level data teams</p>	<p>Marketing materials/resources are disseminated</p> <p>Students enroll in magnet schools</p> <p>Implementation rubrics completed</p> <p>Magnet-themes implemented</p> <p>PBL is embedded into the curriculum</p> <p>Classrooms are transformed into culturally response environments</p> <p>PLCs established</p> <p>Teachers collaborate to share best practices and develop curriculum</p> <p>Data teams meet regularly</p> <p>Sustainability plan developed</p>	<p>Increased student applicants</p> <p>Increased student enrollment</p> <p>Improved instructional effectiveness</p> <p>Increased teacher confidence in implementing magnet-based instructional strategies (e.g., PBL, culturally responsive strategies)</p> <p>Increased collaboration between students</p> <p>Improved teacher collaboration</p> <p>Student data used to monitor progress and improve instruction</p> <p>Increased opportunities for parent, family, and community involvement</p>	<p>Increased socioeconomic and racial diversity in each magnet school</p> <p>Increased teacher confidence in integrating arts and science</p> <p>Improved school climate</p> <p>Increased student engagement</p> <p>Increased student confidence in using technology</p> <p>Increased interest in STEM based careers</p> <p>Increased student interest in the arts</p> <p>Improved relationship with parents and the community</p>	<p>Increased student achievement in ELA and mathematics</p> <p>Increased student achievement in science</p> <p>Increased interactions among students with diverse backgrounds</p> <p>Increased sense of belonging among students</p> <p>Improved high school readiness</p> <p>Program is sustained beyond Federal funding</p>

	<p><u>Professional Development:</u> 100 hours to support PBL integration and 100 hours for Magnet theme integration (Consultant Training, PLC's, School Level PD, conferences)</p> <p><u>Sustainability:</u> Assist district in securing local business and community partners</p>				
--	--	--	--	--	--

Context	
*Low student achievement	*Schools losing enrollment
*Students unprepared for technology and PBL at New Tech high school	*Poor school climate

**Project C3 Explores
Florence County School District 3: J. Paul Truluck Intermediate Creative Arts and Science Logic Model**

Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Project Director Principals Teachers Parents MSAP Funding MSAP Center USC Evaluation Team District Staff Technology Professional development (PD) providers Visiting Artists Knowledge about evidence-based strategies Business and community partnerships	<p><u>Desegregation:</u> Student recruitment (Magnet Fairs, Open House, School tours, etc.)</p> <p>Field Study Experiences</p> <p>Theme project based hands-on learning environments</p> <p>Increased exploratory choices (Music, Choral, Dance, Drama, etc.)</p> <p>Social and Emotional counseling</p> <p>Increased ESOL support</p> <p><u>Curriculum Improvement:</u> Develop and implement unique, quality Magnet Curriculum specific to PBL and magnet theme</p> <p>Plan and implement theme project based hands-on learning (PBL, Arts and Science Integration (magnet theme))</p> <p>Implement implementation rubrics</p> <p>Develop/Implement school level data teams</p>	<p>Marketing materials/resources are disseminated</p> <p>Students enroll in magnet schools</p> <p>Implementation rubrics completed</p> <p>Magnet-themes implemented</p> <p>PBL is embedded into the curriculum</p> <p>Classrooms are transformed into culturally response environments</p> <p>PLCs established</p> <p>Teachers collaborate to share best practices and develop curriculum</p> <p>Data teams meet regularly</p> <p>Sustainability plan developed</p>	<p>Increased student applicants</p> <p>Increased student enrollment</p> <p>Improved instructional effectiveness</p> <p>Increased teacher confidence in implementing magnet-based instructional strategies (e.g., PBL, culturally responsive strategies)</p> <p>Increased collaboration between students</p> <p>Improved teacher collaboration</p> <p>Student data used to monitor progress and improve instruction</p> <p>Increased opportunities for parent, family, and community involvement</p>	<p>Increased socioeconomic and racial diversity in each magnet school</p> <p>Increased teacher confidence in integrating arts and science</p> <p>Improved school climate</p> <p>Increased student engagement</p> <p>Increased student confidence in using technology</p> <p>Increased interest in STEM based careers</p> <p>Increased student interest in the arts</p> <p>Improved relationship with parents and the community</p>	<p>Increased student achievement in ELA and mathematics</p> <p>Increased student achievement in science</p> <p>Increased interactions among students with diverse backgrounds</p> <p>Increased sense of belonging among students</p> <p>Improved high school readiness</p> <p>Program is sustained beyond Federal funding</p>

	<p><u>Professional Development:</u> 100 hours to support PBL integration and 100 hours for Magnet theme integration (Consultant Training, PLC's, School Level PD, conferences)</p> <p><u>Sustainability:</u> Assist district in securing local business and community partners</p>				
--	--	--	--	--	--

Context

*Low student achievement

*Students unprepared for technology and PBL at New Tech high school

*Schools losing enrollment

*Poor school climate